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Biola University
Office of the Registrar
Chrystal Barber, Editor and Designer
Tel: (562) 903-4720
Fax: (562) 903-4896

Cover Design: Madison Holmlund, UCM

For more information:
visit: www.biola.edu
or call: 1-800-OK-BIOLA

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General Information


**General Information**

Carrying on a tradition of educational excellence that dates back over 100 years, Biola University now encompasses: the School of Arts and Sciences, Talbot School of Theology, Rosemead School of Psychology, the Cook School of Intercultural Studies, the Crowell School of Business, and the School of Education. Offering four baccalaureate degrees in 40 majors, 20 masters and eight 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 6,300 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, cofounder of the Institute and cofounder 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 1935 and again from 1938 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 and 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 (which was discontinued in 2013) and the School of Education in 2007. These six schools now compose the academic structure of Biola University.

On May 11, 2007, the Board selected the University’s eighth president, Dr. Barry H. Corey, to lead Biola into its second century. 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 University’s Mission**

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’s Vision**

The vision of Biola University is to be identified among the world’s foremost Christian-centered universities—a community abiding in truth, abounding with grace, and compelled by Christ’s love to be a relevant and redemptive voice in a changing world.

**The University’s Values**

**Truth**

We believe that there is truth; it is knowable and revealed in God’s Inerrant Word. As a result we can live with unshakeable confidence and hope knowing that the Bible and God’s truth have direct application to our lives, our work, our relationships and the culture around us.

We believe that holding a biblical worldview is foundational to understanding life and Truth. God has equipped us to uphold truth and sustain community at Biola through Christ-centered and Spirit-led education, scholarship and service that is grounded in Scripture and challenges our community to seek and integrate biblical principles into our fields of study.

We believe that all we do should be Christ-centered and based on the teachings of Jesus. Christ provided the best model for how to live and following Him is a way of life that when followed to its fullest expression will impact how we live and the choices we make.

**Transformation**

We believe that participating in a Christian community of grace is important in the life of the believer. Our identity as children of the Triune God lies in our lives lived in and through community, holistic relationships, mutual interdependence upon the Indwelling Spirit and members of the Body and seeking the unity of the Spirit.

We believe that through the renewing of the mind and care of the body we prepare our students to live within the culture in a loving and Christ-honoring way. Through a rigorous, Christ-centered and Spirit-led education we enable our students to grapple with and engage in the spiritual, intellectual, ethical and cultural issues of our time, their implications and application to everyday life.

We believe that through community and dependence upon the Spirit character is sharpened and we grow in our ability to live our lives as the Lord Jesus Christ would. Interactions with fellow Christians provide one of the essential means of character development in the life of the believer.

We believe that integrity and authenticity should be hallmarks of every believer. Our relationships should be models of transparency, truth-telling and unwavering commitment to the example set by the Lord Jesus Christ.

**Testimony**

We believe that we exist to serve God and His Great Commission in reaching the world for the Lord Jesus Christ. As Christ-followers, we are His light to a dark world and it is our duty and privilege to make disciples.

We believe that God uses the faculty, staff, students and alumni to accomplish His plans. As servant leaders, each person who is part of
Biola’s community can make a difference in their families, churches, communities and vocations for Christ’s Kingdom.

We believe that service is an act of worship to God. As followers of the Lord Jesus Christ, we desire to worship God by living in a way that is worthy of the calling we have received.

We believe that the Lord Jesus Christ intends His Church to be a multi-ethnic, multi-cultural and multi-national body of believers. We have been called to respect, and when appropriate, reflect the diversity of God’s kingdom throughout the world. As believers, we have a responsibility to spread the Gospel through evangelism, missions and outreach.

We believe that we have been blessed with kingdom resources and purposes and desire to steward them in a God-honoring way. Our desire is to manage our time, money and gifts and to care for the students, whose lives have been entrusted to us, in a way that models a commitment to excellence and a total-life attitude of stewardship.

University Learning Outcomes

Speaking in the broadest language, the “outcomes” of Biola University are graduates equipped in mind and character to impact the world for the Lord Jesus Christ. This, indeed, is the mission of the University.

The values of the University are Truth, Transformation, and Testimony, and we carry out our mission in alignment with these values.

Our mission and values lead to three University Learning Outcomes for students in all degree programs.

**University Learning Outcome 1:** (Mind/Truth/Patterns of Thought) All students will be equipped in patterns of thought enveloped in truth.

**University Learning Outcome 2:** (Character/Transformation/Patterns of Heart) All students will be equipped in patterns of heart rooted in the image of Jesus.

**University Learning Outcome 3:** (Impact/Testimony/Patterns of Action) All students will be equipped in patterns of action to impact the world for the Lord Jesus Christ.

All undergraduate and graduate degree programs are designed around Program Learning Outcomes that support these University Learning Outcomes.

Accreditation and Affiliations

Biola University holds institutional accreditation by the Senior College and University Commission 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 Commission on Collegiate Nursing Education (2007), 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 Administration for any concerns, please contact them at: 985 Atlantic Ave., Suite 100; Alameda, CA 94501; (510) 748-9001; or online at: wascsenior.org/contact.

**Doctrinal Statement**

Inasmuch as the University is interdenominational and yet theologically conservative, the Articles of Incorporation contain the doctrinal statement noted below:

The Bible, consisting of all the books of the Old and New Testaments, 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 and destiny. The Scriptures of the Old and New Testaments are without error or misstatement in their moral and spiritual teaching and record of historical facts. They are without error or defect of any kind.

There is one God, eternally existing and manifesting Himself to us in three Persons—Father, Son and Holy Spirit.

Our Lord Jesus was supernaturally conceived by the power of the Holy Spirit and born of a virgin—Mary, a lineal descendant of David. He lived and taught and wrought mighty works and wonders and signs exactly as is recorded in the four Gospels. He was put to death by crucifixion under Pontius Pilate. God raised from the dead the body that had been nailed to the cross. The Lord Jesus after His crucifixion showed Himself to be alive to His disciples, appearing unto them by the space of 40 days. After this, the Lord Jesus ascended into heaven, and the Father caused Him to sit at His right hand in the heavenly places, “far above all rule and authority and power and dominion, and every name that is named, not only in this world, but also in that which is to come, and put all things in subjection under His feet, and gave Him to be Head over all things to the Church.”

The Lord Jesus, before His incarnation, existed in the form of God and of His own choice laid aside His divine glory and took upon Himself the form of a servant and was made in the likeness of men. In His pre-existent state, He was with God and was God. He is a divine person possessed of all the attributes of Deity, and should be worshiped as God by angels and man. “In Him dwells all the fulness of the Godhead bodily.” All the words that He spoke during His earthly life were the words of God. There is absolutely no error of any kind in them, and by the words of Jesus Christ the words of all other teachers must be tested.

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 atonement 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 become 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 cannot 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 instrumentality 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 likeness 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 theological distinctives 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 9:8–15; 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 (1 Cor. 15:22–28).

Before these millennial events, the believers will be caught up to meet the Lord in the air (1 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 held 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 theological distinctives. 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.

We believe it is our purpose, therefore, to create an environment in which all believers, regardless of race, color, national origin, gender, age, economic status or physical ability, can pursue knowledge and personal development as they strive to become all God intends them to be.

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.
Offer tiered seating designed to support graduate and upper-division wireless and hard-wired computer networking. Six of the classrooms Crowell School of Business, featuring 12 classrooms with both buildings were added. First, in 2007, was a new building for the remodeled in 2005. Two entirely new classroom and faculty office a library was remodeled to provide upgraded space for Rosemead and functional research spaces. The building that formerly served as combining the best of books and computers in a variety of beautiful several waves of construction. The most recent surge of buildings has turning left on Biola Avenue.

**General Information**

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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 51,263. 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 30-minute drive from the campus. Disneyland is 12 miles to the southeast and famed Knott’s Berry Farm is six miles away. Within a 30-minute 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. La Mirada’s Regional Aquatics Center, Splash, is an 18-acre site with heated 50-meter and 25-yard pools open year round, and a water park with a lazy river and slides open during the summer. 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 Avenue. Then, turn left on Biola Avenue.

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

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 Avenue, then turn left on Biola Avenue.

The campus consists of 95 acres with more than 1 million square feet of building space in 40 major buildings. Just under half of the space is dedicated to 10 student residence complexes, housing 2,500 students in a fine variety of living quarters. The city of La Mirada has been home to Biola since 1953, and the campus has developed in several waves of construction. The most recent surge of buildings has covered the past 10 years, starting with the opening of a new library designed to provide the technology of a 21st century university—combining the best of books and computers in a variety of beautiful and functional research spaces. The building that formerly served as a library was remodeled to provide upgraded space for Rosemead School of Psychology. Major residence halls were added in 2003 and 2006, and the central dining hall was expanded and completely remodeled in 2005. Two entirely new office buildings were added. First, in 2007, was a new building for the Crowell School of Business, featuring 12 classrooms with both wireless and hard-wired computer networking. Six of the classrooms offer tiered seating designed to support graduate and upper-division courses. The building also houses the faculty and administrative offices of the Crowell School of Business. The newest classroom building, completed in Fall 2011, houses a portion of the Talbot School of Theology and includes eight classrooms, 29 faculty offices, a prayer chapel and an outdoor sunken plaza. Additional instructional space has also been added recently for Biola’s Cinema and Media Arts program, Journalism program, and programs in Kinesiology, Health and Physical Education.

Athletic and recreational facilities have grown and been upgraded, including a completely refurbished swimming pool; six lighted tennis courts, softball and baseball diamonds; lighted outdoor courts for basketball and sand volleyball; an archery range; a well-equipped fitness center; and expanded gymnasium, and a natural turf soccer practice field. An innovative addition in 2004 was a raised synthetic turf soccer field with a three-lane, all-weather jogging track around it and a 500-car parking garage below. The field is lit for night play. In addition to more than 15 acres of recreational facilities on campus, there are off-campus facilities in the 105-acre La Mirada Regional Park, just across La Mirada Boulevard from the Biola campus.

To help meet the growth of the past 10 years, a five story, 780-car parking structure was opened in 2011, and Biola has also purchased several nearby buildings outside of the main campus and has leased a former elementary school building less than a mile south of campus. The Biola Professional Building is located less than half a mile from the northern edge of the main campus. To the southwest of the campus, less than a mile away, are nine apartment complexes owned and operated by Biola. These include a mixture of undergraduate, graduate and married-student housing.

**Biola Educational Centers**

Biola offers courses for many programs at various extension sites including:

- **Chiang Mai, Thailand**
  - M.A. Intercultural Studies, Doctor of Missiology

- **Kyiv, Ukraine**
  - M.A. Biblical and Theological Studies/Diversified
  - M.A. Intercultural Studies, Doctor of Missiology

- **New York City, New York**
  - M.Div. Messianic Jewish Studies

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 in 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 keep pace with the growth of the University for many years.

In addition to a two-story, quiet, current periodical reading room with mezzanine, the Library provides 23 group study rooms. The technology-rich instruction room serves 48 students in a class setting and provides space for over 900 individual study stations at carrels, tables and casual lounge reading seats most of which are equipped with data and power connections for laptop or handheld computer use, and wireless network connectivity is available throughout the Library. The upper-level Study Terrace and the middle-level Giumarra Courtyard 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. The Library also hosts two computer classrooms: one with 35 PCs and one
with 24 iMacs; and The Writing Center. Works of art and the graphic presentation of Scripture on the theme of light contribute to the dynamic intellectual environment. The Library also hosts art exhibits, curated by the Art Department, two or three times each year.

In addition to a growing collection of more than 320,000 print volumes and 200,000 ebooks, the library currently subscribes to more than 500 print periodical titles, with several journal back files dating from the 19th century. Further, many databases and over 45,000 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. The collection also includes thousands of catalogued videotapes, CDs, and DVDs that support Biola’s academic programs which are available for use at the Media Center’s dedicated multimedia carrels, media and group study rooms, or for check out. 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 100 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 facilitate resource use.

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 Biolan 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, i-Stor, Art-Stor, Lexis-Nexis Academic Universe, and Ebrary. Nine 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. Through Ask A Librarian, Facebook, Twitter and other social networks, many of our services and resources are available 24/7/365 for those with Internet access and active NettIDs and passwords.

Media Services

Media Services in the Library Media Center offers a variety of audio-visual resources to enhance the quality of communication and instruction by faculty and students. Media Services supports classroom instruction through digital projection, presentation and AV equipped roll about units. Assistance and training are available to assure the proper use of the equipment and media resources. Media Services also provides fee-based duplication and media transfer for various copyright cleared items.

Center for Christian Thought

The mission of the Center for Christian Thought is to facilitate, promote and disseminate biblically informed thinking and scholarship about timely issues in service to the Academy, the Church, and Culture.

The Center awards fellowships and supports collaborative endeavors for engaging a variety of critical themes. The Center seeks to promote multi-disciplinary conversation within Biola’s faculty community and to attract engaging thinkers from around the world. http://sct.biola.edu/

Distance Learning

At its essence, distance learning is the design and delivery of an intentional learning experience to a student who is not physically present with the teacher. The course may be delivered either (1) entirely as a distance learning experience, known as a “full” distance learning course or simply a distance learning course, or (2) as a combination course conducted both on-site with the teacher and partially at a distance known as a “hybrid” distance learning course.

The objective of Biola’s Distance Learning program is to leverage existing technologies to meet student needs for time and convenience and to create additional local and/or global opportunities for students to attend Biola University. The methods employed by the Distance Learning Program are expected to deliver the highest possible learning outcomes and to contribute to the vision and/or mission of the University. Relationships and learning outcomes in the distance learning modality are expected to equal or exceed those of face-to-face, “traditional” programs.

At Biola University, you will find both full distance and hybrid distance learning courses. There are individual distance learning courses at both the undergraduate and graduate levels. A variety of these courses will contribute to the development of a degree program and additionally some entire degree programs may be taken online.

The courses have been designed to maximize instructor/student and student/peer relationships through effective and efficient collaborative instructional tools and methods made available in the “online” modality. Each course is designed to create a cooperative and interactive experience where students actively engage in the learning process. Professors are called upon to add value to their online classes with the demonstration of content expertise and the sharing of their practitioner experience. In addition, professors serve as facilitators of discussion and of the learning process by actively engaging students to stimulate deeper thinking and encourage practical application.

Interterm Session

To facilitate the completion of graduation and also to allow exposure to creative learning and to enrich students’ academic programs, the University provides an Interterm program in January. A balanced program of general education, Bible, electives and graduate courses is offered. 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 Interterm courses. Certain courses or workshops may be offered during Interterm that are not listed in this catalog. Courses may be innovative or the content may be in response to specialized needs or current topics. Opportunities to participate in travel and other non-traditional courses are also offered by various departments through the office of Off-Campus Programs who organizes Biola Study Tours.

Undergraduate tuition charges are close to one half of the regular tuition charge. Residence hall rooms are provided at no extra charge for on-campus fall students who have registered for Interterm and are committed to occupy a room during the spring semester. All other students attending Interterm are charged a prorated weekly rate. Separate prices will be available for meals during Interterm. For further information, please contact the Office of the Registrar.

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. Courses of study 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 during Summer Session that are not listed in this catalog. These may be innovative courses created in response to current topics or specialized needs.
Courses regularly offered cover the areas of art, Bible, theology, history, literature, mathematics, philosophy, psychology, biological science, sociology and other subjects, including education courses for teaching credentials. Graduate courses in education, intercultural studies, theology and psychology enable graduate students to continue their programs during the summer months. Credit is also available in connection with Biola Study Tours conducted during the summer months.

Tuition, room and board are lower than regular charges at private colleges. See catalog section on financial information for Summer Session tuition. Visiting students need to obtain a Special Student Status Application from the Office of Admissions. Admission to the Summer Session program does not presuppose or grant acceptance to the University for the regular school year. For further information, please contact the Office of Admissions.

Army ROTC

The Army Reserve Officer Training Corps program is available to all students of Biola University through the Department of Military Science of California State University, Fullerton. Army ROTC provides scholarships and challenging leadership training. 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 program focuses on academics, teamwork and physical fitness, and is integrity-based with a mentorship program in place to support all cadets. Military Science provides a dynamic dimension to the University by offering an unmatched hands-on leadership and management education. Military Science is also a University endorsed coed club and offers various extracurricular teams and activities such as "Ranger Challenge (inter-collegiate competition based on physical fitness and agility, rifle marksmanship and map reading/land navigation), paint ball, one field training exercise (overnight bivouac) per semester, rappelling demonstrations and a color guard team (presents flags at ceremonies and events), as well as several other exciting activities. All curriculum and activities are designed to build and enhance leadership, management skills, and team-building skills that apply to Military and civilian sectors, and last a lifetime.

Scholarship

Military Science courses are accredited and available to students in all academic disciplines. Full-time students are also eligible to enroll as cadets in accordance with the University and Department of Defense policies. Several competitive financial assistance programs are available, which include: four-, three- and two-year scholarships; books and fees; Reserve forces and National Guard duty; G.I. Bill; and loan repayment options. Additionally, scholarship recipients and advanced course students earn up to $500 per month in stipends. Upon successful completion of the two- or four-year Reserve Officers Training Corps program, cadets are commissioned as second lieutenants in the United States Army, United States Army Reserve or United States Army National Guard.

Four Year Program

This program is composed of a lower-division Basic Course and an upper-division Advanced Course. The Basic Course refers to first- and second-year courses that are designed for beginning students who want to try ROTC without obligation. Once the Basic Course is completed, student qualify for entry into the upper-division Advanced Course, which prepare them to be commissioned as officers in the United States Army, the Army Reserves or the Army National Guard. Upon entry into the Advanced Course, cadets are required to sign a contract with the department of the Army agreeing to complete the ROTC program and accept a commission as a second lieutenant. Once the contract is signed, Advanced Course cadets will receive up to $500 per month, along with free uniforms and equipment for all Military Science courses.

Two Year Program

This program is for those students who have at least four semesters of work remaining on campus as either an undergraduate or graduate student, and who did not participate in ROTC earlier. These students enter the Advanced Course of the program after attending a four-week, all expenses paid, summer leadership internship or providing proof of completion of Military Basic training or three years JROTC. Students enrolled in the two year program are eligible for contracting under the same benefits, requirements and guidelines as the four year students.

International Learning Opportunities in Military Science and Army Schools

Summer internship program is an overseas culture immersion internship aimed at broadening the cultural understanding of junior officers. Since the Army is in a number of countries across the world, it is critical that young officers understand different cultures to ensure the building of strong relationships. Advanced course students have an opportunity to attend overseas Cadet Troop Leadership Training (CTLT) for three weeks between their junior and senior years. CTLT gives cadets a chance to serve as acting platoon leaders with an actual active duty U.S. Army unit. Many of the CTLT positions are with overseas units in Korea and Europe. Additionally, commissioned second lieutenants selected for active duty will have the opportunity to serve at duty stations all over the world, work with fellow Military officers from other countries, attend foreign Military schools and immerse themselves in the culture of their host nation while they live and work there. Interested contracted cadets with strong cumulative grade point averages and who are physically fit have the opportunity to be sent to a three-week Army Airborne school or the 10-day Air Assault School.

Further Information: Biola University students who desire more information regarding this program may email or call: armyrotc@fulleton.edu or (657) 278-3007.

Air Force ROTC

Through arrangements with Loyola Marymount University (LMU) in west Los Angeles, and the University of Southern California (USC) students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program. Aerospace Studies classes and Leadership Laboratories are conducted at various times during the week on the main campus of LMU and USC.

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 as little as four semesters 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; three hours of academics and two hours of leadership laboratory for juniors and seniors. AFROTC cadets under scholarship and all juniors and seniors receive a monthly tax-free stipend and textbook allowance. No military commitment is incurred until entering the last two years of the program (Professional Officer Course) or accepting an AFROTC scholarship.

For more information, contact the Department of Aerospace Studies (AFROTC) at one of the following universities: Loyola Marymount University at (310) 338-2770, or University of Southern California at (213) 740-2670.
**Financial Information**

Biola University seeks to provide a quality education for all its students at the most reasonable cost possible. As a private, nonprofit 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. 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, undergraduate study, 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 $10, bringing it to a total of $55.

An application fee of $55, for graduate study, must accompany each application. Graduate study applications received after the deadline (varies by program) must be accompanied by a fee of $10, bringing it to a total of $65.

**Room**

Amounts reflect two or more occupants

- Per year in residence hall: $4,834–$5,410
- Per semester: $2,417–$2,705

For a breakdown of individual room rates visit: biola.edu/offices/auxiliarservices/housing/rates.

**Meal Plan**

Meal Plans per semester (required for all undergraduate resident students)

<table>
<thead>
<tr>
<th>MEAL PLAN</th>
<th>PER SEMESTER</th>
<th>PER YEAR</th>
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<tbody>
<tr>
<td>20 Flex Meal Plan ($125 flex)</td>
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<td>$4,500</td>
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<td>12 Flex Meal Plan ($125 flex)</td>
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<td>(175 anytime meals with $125 flex)</td>
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<td>10 Meal Plan</td>
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<td>Block Plan 40</td>
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<tr>
<td>(40 anytime meals with $75 flex)***</td>
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***Commuters and Biola apartment residents only

**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: $532/person/month
- Single occupancy per bedroom: $672/person/month

**Unfurnished apartments (married housing):**

- One-Bedroom: $963/month
- Two-Bedroom: $1,228/month

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*8*
# Tuition Information 2014–15

<table>
<thead>
<tr>
<th>School/Degree/Program</th>
<th>Semester Tuition</th>
<th>Annual Tuition</th>
<th>Cost Per Credit</th>
<th>Summer 2014 Per Credit</th>
<th>Interterm 2015 Per Credit</th>
<th>Semester Audit Fee Per Credit</th>
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<tr>
<td><strong>Undergraduate Programs</strong></td>
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<tr>
<td>Undergraduate Tuition</td>
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<td>12–18 CREDITS</td>
<td>1–11, 19+ CREDITS</td>
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<tr>
<td>English Language Studies Program</td>
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<td><strong>Graduate Programs</strong></td>
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<td><strong>School of Arts and Sciences</strong></td>
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<td>Post Baccalaureate and Special/ M.A. Program</td>
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<td>Master in Christian Apologetics</td>
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<tr>
<td>Master in Science and Religion</td>
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<td><strong>Crowell School of Business</strong></td>
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<td>Prerequisites and Theology</td>
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<td>Core and Electives</td>
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<td><strong>School of Education</strong></td>
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<td>M.A. and Credential Programs</td>
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<tr>
<td><strong>Cook School of Intercultural Studies</strong></td>
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<tr>
<td>English Language Studies Program</td>
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<tr>
<td>M.A., D.Miss, and Specials’ Doctoral Programs</td>
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<td><strong>Talbot School of Theology</strong></td>
<td>6 CREDITS</td>
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<tr>
<td>M.A. Programs and Specials Doctoral Programs</td>
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<tr>
<td>Doctor of Ministry</td>
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<td><strong>Rosemead School of Psychology</strong></td>
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<td>9–16 CREDITS/SEMESTER</td>
<td>1–8, 17+ CREDITS</td>
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<td>Master of Arts and Specials Doctoral Programs</td>
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</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.

***Auditing doctoral courses is typically not permitted. Exceptions subject to school Dean’s approval.

This section contains financial information pertaining only to the 2014–15 academic year.
### General Fees

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

#### Enrollment Deposit (non-refundable):

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Undergraduate</td>
<td>$300</td>
</tr>
<tr>
<td>Graduate</td>
<td>$100</td>
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</tbody>
</table>

Upon notice of acceptance, an enrollment deposit is required. For all incoming undergraduate students, this deposit is non-refundable after May 1 (Fall) and January 1 (Spring). For incoming graduate students, the deposit is non-refundable if the student does not enroll in and complete a term at Biola. When enrolled students who have completed the term for which they applied, 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.

*Biola undergraduate students accepted into a Biola graduate program must submit a graduate deposit to ensure a place as a Biola graduate student.*

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Arranged Course/Independent Study Fee</td>
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<td>Cap and Gown Fee</td>
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<td>Change of Class Schedule</td>
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<td>Add/Drop</td>
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<td>Late Add/Drop</td>
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<tr>
<td>Graduation Petition Late Fee - Undergraduate</td>
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<tr>
<td>Graduation Petition Late Fee - Graduate</td>
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<td>Late Application Fee - Undergraduate</td>
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<td>Late Application Fee - Graduate</td>
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<td>Late Enrollment Fee</td>
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<td>Special Student Application Fee</td>
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<td>Replacement Diploma Fee</td>
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<td>Returned Check Fee (per occurrence)</td>
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<td>Rush Check Fee</td>
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<td>Housing Deposit</td>
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<td>Transcript Fee Official (per copy)</td>
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<td>Vehicle Registration estimate (1–6 credits per semester)</td>
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<tr>
<td>Vehicle Registration estimate (7+ credits per semester)</td>
<td>$120</td>
</tr>
<tr>
<td>Health Insurance Plan**</td>
<td>$920</td>
</tr>
<tr>
<td>Per semester estimate (Fall or Spring):</td>
<td></td>
</tr>
<tr>
<td>Student only estimate:</td>
<td>$920</td>
</tr>
<tr>
<td>Summer 2014 estimate:</td>
<td>$310</td>
</tr>
</tbody>
</table>

**"Required of all students taking 7 credits or more, or if living arrangements are in housing with a residence life program. Students that are enrolled in an acceptable private health insurance plan can submit their insurance information to Biola University in order to apply for waiver of the Student Injury and Sickness Insurance Plan. Students that desire to apply for waiver must do so at the time of enrollment. 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.

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biola English Placement Exam</td>
<td>$25</td>
</tr>
<tr>
<td>Biola English Placement Exam Challenge</td>
<td>$25</td>
</tr>
<tr>
<td>Class and Laboratory Fees (varies)</td>
<td>$5–$575</td>
</tr>
<tr>
<td>Class Travel Fees (varies)</td>
<td>$100–$200</td>
</tr>
<tr>
<td>Business Application Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Nursing Application Fee</td>
<td>$85</td>
</tr>
<tr>
<td>Nursing Late Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Nursing Activity Fee (per year)</td>
<td>$60</td>
</tr>
<tr>
<td>RN/LVN Nursing Challenge Examination</td>
<td>$50</td>
</tr>
<tr>
<td>Credit for Prior Learning (CPL)</td>
<td>$50</td>
</tr>
<tr>
<td>Credit Evaluation Fee (per evaluation)</td>
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</tr>
<tr>
<td>CSICS Community Enhancement Fee</td>
<td>$140</td>
</tr>
<tr>
<td>Distance Learning Fee (per credit)</td>
<td>$75</td>
</tr>
<tr>
<td>Proctor Exam Fee</td>
<td>$20</td>
</tr>
</tbody>
</table>

### Special Fees - Graduate

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talbot New Student Fee</td>
<td>$75</td>
</tr>
<tr>
<td>Biola English Placement Exam</td>
<td>$25</td>
</tr>
<tr>
<td>Biola English Placement Exam Challenge</td>
<td>$25</td>
</tr>
<tr>
<td>M.B.A. Program Fee (per trimester)</td>
<td>$40</td>
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<tr>
<td>Distance Learning Fee (per credit)</td>
<td>$75</td>
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<tr>
<td>Doctor of Ministry Program</td>
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</tr>
<tr>
<td>Program Enrollment Fee (non-refundable)</td>
<td>$500</td>
</tr>
<tr>
<td>Graduate Psychology Program</td>
<td></td>
</tr>
<tr>
<td>Internship Fee (per semester)</td>
<td>$1,200</td>
</tr>
<tr>
<td>Professional Growth Fee (per semester)</td>
<td>$600</td>
</tr>
<tr>
<td>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 ten semesters, including those students who enter Rosemead with transfer credit.</td>
<td></td>
</tr>
</tbody>
</table>

#### Thesis/Dissertation Binding/Microfilming:

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binding (per copy)</td>
<td>$20</td>
</tr>
<tr>
<td>University requires four copies</td>
<td></td>
</tr>
<tr>
<td>Personal binding (per copy, optional)</td>
<td>$20</td>
</tr>
<tr>
<td>Microfilming/Indexing (one copy required):</td>
<td></td>
</tr>
<tr>
<td>Doctoral Dissertation</td>
<td>$65</td>
</tr>
<tr>
<td>Online Open Access Publishing*</td>
<td>$160</td>
</tr>
<tr>
<td>Master’s Thesis</td>
<td>$65</td>
</tr>
<tr>
<td>Online Open Access Publishing*</td>
<td>$150</td>
</tr>
<tr>
<td>ProQuest Publishing Agreement PDF available</td>
<td></td>
</tr>
</tbody>
</table>

### Copyright-dissertation or thesis (optional):

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Dissertation</td>
<td>$65</td>
</tr>
<tr>
<td>Master’s Thesis</td>
<td>$65</td>
</tr>
</tbody>
</table>
Music Fees
Private Study Per Credit: One credit 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 credit.
Private Study Per Credit
One Credit (one half-hour lesson per week) $330
Two Credits (one hour lesson per week) $660
Recital Fees
Junior Recital Fee $40
Senior Recital Fee $60
Class Instruction
Voice or Guitar (MUSC 104) $90
Advanced Guitar I and II $40
Keyboard (two hours per week) $125
Chorale $125
Women’s Chorus $40
Symphonic Winds $100
Music History
MUSC 307, 308, 309, 312 $40

Typical Costs
The combination of tuition, fees and associated expenses at Biola University requires students to carefully calculate their financial resources and costs. The following estimated student budget reflects the average cost to fulltime students for the 2014–15 academic year (nine months):

<table>
<thead>
<tr>
<th>UNDERGRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BASED ON 12–18 CREDITS PER SEMESTER, $1,389/ CREDIT)</td>
</tr>
<tr>
<td>Tuition and Fees</td>
</tr>
<tr>
<td>Room and Board</td>
</tr>
<tr>
<td>Books and Supplies</td>
</tr>
<tr>
<td>Personal/Misc.</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

| GRADUATE: TALBOT MASTER’S PROGRAMS |
| (BASED ON 9 CREDITS PER SEMESTER, $538/ CREDIT) |
| Tuition and Fees | $9,684 |
| Room and Board | $9,910 |
| Books and Supplies | $1,746 |
| Personal/Misc. | $2,296 |
| Transportation | $900 |
| Total | $24,536 |

Graduate: Psychology
(BASED ON 9–16 CREDITS PER SEMESTER, $1,004/CREDIT)

| Tuition and Fees | $24,090 |
| Interterm | $3,012 |
| Prof. Growth Fee | $1,200 |
| Room and Board | $9,910 |
| Books and Supplies | $1,746 |
| Personal/Misc. | $2,296 |
| Transportation | $900 |
| Total | $43,154 |

For other Doctoral programs please see the Tuition Information section.

Payment Information
A student’s account must be paid in full prior to re-enrollment in subsequent sessions. Transcripts are withheld if a student has an outstanding obligation to the university or is in default on any government-based loan.
A minimum down payment of 50% is due each semester to complete enrollment, with the balance due according to the payment plan.
The down payment includes 50% of the balance of tuition, class fees, room, meals, parking permit and health insurance charges less authorized financial aid. Please note that the down payment is calculated on the balance after financial aid is applied.
Down payments may be estimated using the online down payment worksheet at: offices.biola.edu/accounting/costs/down-payment/.

Option 1: 100%
• Payment is due in full by August 15 for Fall semester and January 15 for Spring semester
• No fees
• No finance charges

Option 2: Two Payments of 50%
• Two payments of 50% due Aug. 15 & Sept. 15 for Fall semester; Jan. 15 & Feb. 15 for Spring semester
• $35 plan fee
• No finance charges
• A late fee of 1.75% monthly is assessed on late payments
• Student must enroll in the payment plan online

Option 3: Three Payments
• 50% due Aug. 15, 25% due Sept. 15 & Oct. 15 for fall semester; Jan. 15–Mar. 15 for spring semester
• $85 plan fee
• No finance charges
• A late fee of 1.75% monthly is assessed on late payments
• Student must enroll in the payment plan online

Option 4: Four Payments of 25%
• Four payments of 25% due July 15–Oct. 15 for fall semester; Dec. 15–Mar. 15 for spring semester
• $85 plan fee
• Enrollment is not complete until 50% of charges less aid is received
• No finance charges
• A late fee of 1.75% monthly is assessed on late payments
• Student must enroll in the payment plan online
• Please note that this payment plan is not available for students enrolling in off-campus programs
Payments may be made online or mailed to:
Accounting Office
Biola University
13800 Biola Avenue
La Mirada, CA 90639
Student name and ID number must be noted on payments mailed to
the University. Please be advised that your check payment may be
converted to an ACH transaction.

Finance Charges
For outstanding balances on student accounts not covered by a
payment plan, a finance charge of 1.35% monthly (17.46% APR) will
be assessed.

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.

Fall and Spring Semester Refund Policy
Withdrawal within the first two weeks of classes:
1. Tuition: full amount, less enrollment deposit (students with six or
fewer credits, $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
   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 and 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 form 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 enrollment.

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

The Financial Aid Office at Biola University is dedicated to helping students gain access to Christian higher education, especially those who would be unable to attend Biola without aid. It is our desire to provide financial assistance to students with demonstrated need, within the limits of the University’s resources.

With this goal in mind, Biola holds to the following financial aid philosophy:

We will partner with the student and his or her family to arrange financing for the student’s education, using the family’s resources, the government’s resources, and Biola’s resources.

Demonstrated need will be measured by a consistent and equitable need-analysis system. To be fair to all students seeking aid, need must be based objectively on a family’s financial resources, not their willingness to pay.

Special circumstances will be considered on a case-by-case basis, and we will use our professional judgment to determine when adjustments should be made.

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 who want to be considered for need-based aid are required to file a FAFSA.

Biola University Award

The University will provide a Biola University Award to students with exceptional need and limited resources. The Biola University Award is based partially on academic performance, incoming GPA (freshmen and transfers) and SAT or ACT scores (freshmen only). A FAFSA application is required each academic year. Awards are granted on a first come, first served basis, and are dependent on availability of funds.

Academic Scholarships ($3,000–$12,000)

This is awarded to incoming freshmen and transfer students, based on high school or college GPA, and SAT/ACT scores. Students are notified of the award at time of acceptance to Biola. The scholarship is renewable if GPA requirement and all other eligibility requirements are met (as outlined in scholarship policy).

Christian Worker Dependent Scholarships (up to $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 nonprofit agency). Dependent children of pastors/missionaries/Christian workers must file a FAFSA and the appropriate requested paperwork (available on the Financial Aid website) to receive this scholarship. Biola employee dependent tuition waiver recipients are not eligible. Available only to students who entered Biola prior to Fall, 2012.

Pastor and Missionary Dependent Scholarships (up to $1,000)

This is a need-based scholarship awarded to eligible dependent children of pastors and missionaries. Dependent children of pastors and missionaries must file a FAFSA and the appropriate requested paperwork (available on the Financial Aid website) to receive this scholarship. Biola employee dependent tuition waiver recipients are not eligible. Available only to students who entered Biola during or after Fall 2012.

LEAD Scholarship, formerly SURGE Award ($4,000–$6,500)

Awarded to students who have developed a personal understanding of their own ethnic background and have engaged in activities that promote multi-ethnic awareness, learning, and celebration within the context of the United States. Must have 3.0 GPA. Requires participation in Cultural Encounters Leadership program. Please contact Undergraduate Admissions for details on the application deadline.

Community Service Scholarship ($2,000–$5,000)

Awarded to freshmen and transfer students who have demonstrated outstanding spiritual leadership and services in their community. Renewable with demonstrated leadership involvement and services at Biola. Student must file a FAFSA application. Please contact Undergraduate Admissions for more information. Available only to students who entered Biola prior to Fall 2014.

Alumni Dependent Scholarship (Up to $1,000 per student)

Awarded to dependents of persons who have completed 30 credits of coursework at Biola University (including Talbot School of Theology, Rosemead School of Psychology, or Cook School of Intercultural Studies). Faculty and staff dependents are not eligible.

Church Matching Scholarship (Up to $1,300)

Biola will match one award per year up to $1,300 for a full-time student demonstrating need. Special Programs students are not eligible. ELSP students are eligible for two semester awards in their enrollment in the ELSP program.

The church’s check must be submitted along with the Church Matching Scholarship Application. Fall semester deadline is Oct. 1. Spring semester deadline (for spring entrants only) is March 1. No exceptions are made to the deadline. A FAFSA must be filed by the deadline for all US Citizens and non-citizens who are eligible for federal financial aid. The student must demonstrate financial need as demonstrated by the FAFSA. International students enrolled at Biola on a F-1 visa are exempt from the FAFSA requirement.

President’s Award (100% tuition)

This is awarded to one graduating senior at Biola with the 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. Determined by committee nomination.

Teaching Credential Grant

This award is based on financial need as determined by the FAFSA, and is for post baccalaureate Teaching Credential students only. Up to $2,500 per year. Funds are limited to availability and are awarded on a first come, first served basis.

Music Scholarships

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

Offered 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 do not need to be communication majors. Awarded by the Communication Department.

Biology/Science Scholarships

Offered to students who demonstrate a high level of achievement within this major. Awarded by the Biology/Science Department.

Cinema and Theater Arts Scholarships

Offered to students who demonstrate a high level of achievement within this major. Awarded by the Journalism Department.

Journalism Scholarships

Offered to students who demonstrate a high level of achievement within this major. Awarded by the Journalism Department.

Chimes Scholarships

Offered to students who are highly involved with the Chimes (Biola’s student newspaper). Awarded by the Journalism Department.

Communication Disorders Scholarship

Offered to students who demonstrate a high level of achievement within this major. Awarded by the Communication Disorder Department.
Federal Aid to Students

Federal Pell Grant Program
A federal program designed to assist students with high financial need. The maximum grant is $5,730.

Federal TEACH Grant ($4,000)
A federal program for eligible financial aid recipients. Applicants must fulfill 4 years of teaching in a specific program emphasis at an eligible Title 1 school within 8 years of program completion. Failure to fulfill these requirements will result in the grant converting into an unsubsidized Stafford Loan. To apply, students must complete online Entrance Counseling, as well as the Agreement to Serve on the following website: https://teach-ats.ed.gov/ats/index.action.

FSEOG Program
The Federal Supplementary Educational Opportunity Grant (FSEOG) program is a campus-based federal aid program, and is designed to assist the neediest undergraduate students. Must be eligible for Pell Grant. Based on availability of funds. Up to $1,500.

Federal Work Study
This program allows students, who obtain certain on-campus jobs and exhibit need, to have their income "protected" from the subsequent year’s FAFSA calculation. 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 also available.

Federal Perkins Loan
The Perkins Loan is a need-based loan program offered to early financial aid applicants. The loan is subsidized (interest-free while student is enrolled), and has a 5% fixed interest rate once in repayment. 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 and students who transfer to other schools to complete undergraduate or graduate work, may defer payment and interest and extend the repayment period.

Biola Loan
The Biola Loan is a need-based loan program offered to early financial aid applicants. The loan is subsidized (interest-free while student is enrolled), and has a 5% fixed 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 on 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 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 method.

Federal Stafford Loans
Federal Stafford Loans are awarded to students after they have filed their FAFSA and submitted all requested paperwork to the financial aid office (including the Entrance Counseling and Master Promissory Note required for the loan).

The program allows students to borrow up to $5,500 as freshmen, $6,500 as sophomores and up to $7,500 as juniors and seniors. Portions of these amounts may be subsidized (interest paid by the government while student is enrolled at least half time) depending on the student’s “financial need” as demonstrated on the FAFSA. At least $2,000 of the above mentioned amounts will be unsubsidized. Post baccalaureate Teaching Credential students are eligible for up to $5,500, and may qualify to have the entire amount subsidized.

Funds are disbursed directly from the government to Student Biola Accounts. The student may defer repayment until six months after graduation. See the financial aid website for current interest rates. Standard repayment period is 10 years.

Federal Additional Unsubsidized Stafford Loans
Independent students and dependent students whose parents are denied the PLUS loan may increase their Unsubsidized Stafford Loan (see above) by $4,000 (Freshmen/Sophomores), $5,000 (Juniors/Seniors), or $7,000 (Teaching Credential students). Repayment for all students may be deferred while the student is enrolled in six or more credits. Interest continues to accrue during this time. See financial aid website for current interest rates.

Federal Parent Loan for Undergraduate Students (PLUS)
Parents may borrow up to the cost of education minus financial aid. See Financial Aid website for current interest rates.

State Aid to Students

Cal Grants
Cal Grants are awarded by the State of California to students who meet state residency, GPA and financial need requirements. To be considered for the Cal Grant, first time applicants must file a FAFSA form and a GPA verification form to the California Student Aid Commission (CSAC) by the March 2nd deadline. Current Cal Grant recipients applying to renew their Cal Grant do not need to file the GPA Verification Form, but do need to complete a FAFSA.

Students attending Biola can qualify for either the Cal Grant A awarded to students from low income families) or the Cal Grant B (awarded to students from low income families). Students attending Biola are not eligible for the Cal Grant C program (awarded to students enrolled in a recognizing career or technical program only).

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 Direct Unsubsidized Stafford Loans. Maximum $20,500 per year.

The financial aid office will offer up to a student’s Full Time, Full Year tuition amount, but students may receive an increase to their loan upon request. See financial aid website for current interest rates.

Additional Federal Direct Unsubsidized Stafford Loans. Up to $12,500 for Rosemead students only. Available upon request.

See financial aid website for current interest rates.

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

Graduate Grant
This award is based on financial need as determined by the FAFSA. Up to $2,500 per year depending on graduate school of enrollment. Funds are limited to availability and are awarded on a first come, first served basis.

Church Matching Scholarship (Up to $750 from Biola)
Biola will match one award per year up to $750 for a full-time student demonstrating need. The match is prorated for a part-time student. Not available to Doctor of Ministry who entered after Fall 2006, nor to students in these programs: Master of Arts in Organizational Leadership, Master of Arts in Christian Apologetics, Master of Arts in Science and Religion, Talbot Doctor of Philosophy, or other special programs. ELSP students are eligible for two semester awards while enrolled in the ELSP program.

The church’s check must be accompanied by the Church Matching Scholarship Application signed by the pastor or church official. Fall semester deadline is October 1. Spring semester deadline (for Spring
entire text
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.

**Alternative Loans:** Alternative loans are only adjusted upon request of the student. Returning excess funds remains the responsibility of the student.

**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 maintain satisfactory academic progress in their degree or certificate program as described below.

**Quality of Progress “GPA Requirement”**

Students requesting aid must maintain a minimum cumulative GPA as follows:

**Minimum Cumulative GPA**

- **Undergraduate:** 2.0
- **Graduate:** 2.5

GPAs are reviewed at the end of each academic term (Fall, Spring, and Summer).

Students who fail to maintain the minimum GPA will be given a warning status for one academic term, during which they will continue to receive financial aid. At the end of the term, the cumulative GPA requirements must be met, or they will be suspended from their aid eligibility until they once again meet the applicable GPA requirement.

**Quantity of Progress “Pace Requirement”**

Students requesting aid must complete 67% of all credits attempted.

Pace is reviewed at the end of each academic term (Fall, Spring, and Summer).

Students who fail to maintain the pace requirement will be given a warning status for one academic term, during which they will continue to receive financial aid. At the end of the term, the Pace Requirement must be met, or they will be suspended from their aid eligibility until they once again meet the requirement.

**Duration of Progress “Maximum Time Frame”**

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

**Undergraduate**

- Full-time: **11 semesters**
- Part-time: **17 semesters**

**Graduate**

- Full-time: **11 semesters**
- Part-time: **17 semesters**

Time frame is reviewed at the end of each academic term (Fall, Spring, and Summer). Students may appeal for extended time by submitting a letter of petition to the Financial Aid Office.

**Financial Aid Suspension Appeals**

Any student whose aid has been suspended may appeal for a term of aid probation, by completing the “Financial Aid Suspension Appeal Form,” which is available on the financial aid website. By the end of the probation term, the student must meet all Satisfactory Academic Requirements, as specified above, to regain financial aid eligibility.
Admission, Enrollment and Graduation Requirements

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 or submit an online application (undergrad.biola.edu). 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 email or phone the Office of Admissions well in advance of the visit. 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 at undergrad.biola.edu or by phoning 1-800-652-4652.

Admission to the University does not guarantee admission to the art, business administration, cinema media arts, education, 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, enrollment and graduation requirements in the appropriate undergraduate/graduate sections of the catalog.

Enrollment Deposit

Applicants
All applicants who are accepted to the University are required to submit an enrollment deposit. The deposit is non-refundable if the student does not enroll in and complete the term for which he/she applied. Accepted applicants, whether or not they have selected courses, must inform Biola of any change in their plans regarding enrollment. Biola undergraduate students accepted into a Biola graduate program must submit a graduate deposit to ensure a place as a Biola graduate student.

Enrolled Students
As a student continues his/her enrollment at Biola, the enrollment deposit is retained as a continuing deposit, ensuring a place in the student body. When enrolled students who have completed the term for which they applied, 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.

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. An undergraduate student who re-admits after an absence of five years may be required to complete a full application for entrance, whereas, graduate students will be required to file a new application, and a pastor’s reference. Depending on length of absence, other requirements may also be necessary. Please contact the Office of Admission for more information.

Admission of Non-Native English-Speaking Students

English Proficiency
It is essential that non-native English speaking students are able to understand lectures in English and also are able to express their thoughts clearly in both written and spoken English. Biola University has determined English proficiency to be demonstrated by the following scores on the Internet-based Test of English as a Foreign Language (TOEFL iBT): a general score of 79 or higher with a minimum subtest score of 22 in speaking and a minimum subtest score of 19 in writing required for undergraduate admissions; and a general score of 88 or higher with a minimum subtest score of 22 in speaking and a minimum subtest score of 20 in writing for graduate admissions. Admission into academic programs at Biola University is based upon the understanding that students already have an equivalent to 79 iBT (undergraduate) or 88 iBT (graduate) or higher on the TOEFL or are actively making progress in obtaining this level of English proficiency. Please know that the minimum scores listed above represent the general university-wide guideline. Any academic department or programs may set their minimum scores at a higher level.

Applicants who have not reached an English proficiency equivalent to a score of 79 iBT (for undergraduate admissions) or 88 iBT (for graduate admissions) on the TOEFL, may enter Biola University’s academic programs in one of two ways:

- Biola’s English Language Studies Program (ELSP) Non-native English speakers without TOEFL scores or a TOEFL score below 79 iBT (for undergraduate admissions) or 88 iBT (for graduate admissions) 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 79 iBT but above 71 (for undergraduate admissions) or 88 iBT but above 80 (for graduate admissions) 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, which may affect their tuition. Courses assigned may range from one semester part-time to three semesters full-time plus three semesters part-time.

- 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.

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- See TOEFL/BEPE requirements for specific programs.

TOEFL contact and registration information is as follows: Test of English as a Foreign Language, Box 6151, Princeton, New Jersey, USA 08541 (Phone: 609-771-7100, Fax: 610-290-8972, Website: ets.org/toefl).

Since 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 79 iBT with a subtest score of 22 in speaking and a subtest score of 19 in writing for the undergraduate student (Exception: Education majors must have a score of 100 iBT). A student may submit an SAT I score for
admission instead of a TOEFL score. Students who score below 470 on the critical reading section of the SAT exam and below 79 iBT 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 88 iBT with a subtest score of 22 in speaking and a subtest score of 20 in writing. The following graduate programs have different requirements:

- **CSICS ALT Programs**
  (See Applied Linguistics and TESOL section)
  - TOEFL (required): 100 iBT
  - Not accepted through ELSP
- **CSICS Ph.D.**
  - TOEFL: 100 iBT
  - Not accepted through ELSP

**School of Education**
- TOEFL (required): 100 iBT
- BEPE: Not Required

**Talbot Th.M.**
- TOEFL: 100 iBT
- BEPE: Not Required

**Talbot M.Div.**
(Charles Feinberg Center: Messianic Jewish Studies concentration only)
- TOEFL: 100 iBT
- Not accepted through ELSP

**Talbot Ph.D.**
(See Talbot Ph.D. section)
- TOEFL: 100 iBT
- BEPE: Not Required

**Talbot D.Min.**
(See Talbot D.Min. section)
- TOEFL: 100 iBT
- BEPE: Not Required

CSICS reserves the right to waive a retake of the TOEFL test for Ph.D. international student applicants who enter CSICS with Talbot School of Theology degrees who have met Talbot’s requirements for International students and CSICS. Requests to waive this requirement must be made to the CSICS doctoral committee.

**English Placement**
The Biola English Placement Exam (BEPE) is administered to determine which course(s) (ELI 121–124, 126, 131–134, 136, and ENGL 141–146, 151, 152, 161, 171), if any, students must take. The course(s) must be taken during the student’s first semester until the student has successfully passed English 152 and English 171 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 171 with a grade of B or above before taking English 100, 113 or before credit from other schools can be granted.

**Application Guidelines**
1. An application for admission, references and a $45 non-refundable undergraduate application fee, graduate application fee is $55.
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.
   - **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 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 79 iBT (speaking 22; writing 19) or an SAT I or ACT test for undergraduates. Graduate programs vary but start with a minimum score of TOEFL 88 iBT (speaking 22; writing 20). Students will be referred to the English Language Studies Program for preparatory courses in English if scores are below requirements.

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 biola.edu/grad for current deadlines.**

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

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: 
  - 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 credits; graduate students: a minimum of 9 credits). Full-time ELSP students are required to take a minimum of 14 credits.

Employment
No off-campus employment is permitted for international students without written permission of the United States Immigration authorities.

Veterans
Biola University is approved as a degree-granting institution for the attendance of veterans under Title 38, United States Code. This includes the programs covered in chapters 30, 31, 33 and 35 of Title 38, relating also to the education of disabled veterans and war orphans, and 1606 of Title 10. The Bureau for Private Post secondary and Vocational Education under the State of California Department of Consumer Affairs has also authorized the University for the attendance of veterans and veterans’ dependents.

Veterans or dependents of veterans who plan to enroll in the University are urged to contact the veteran’s coordinator in the Office of the Registrar well in advance of enrollment so that the necessary arrangements may be made with the Veterans Administration.

Registration (Phase 1)
Registration for the fall semester is held during the months of April and May, and for the spring semester in November and December. All students are required to register for courses if they plan to return to school the next semester.

Enrollment (Phase 2)
Students should enrol on my.Biola.edu during scheduled enrollment days. Late Enrollment requires a fee of $200. Enrollment is finalized when students have completed all of the enrollment steps and have paid the required tuition down payment. Students will receive credit for courses officially enrolled through the Office of the Registrar.

Enrollment is mandatory for Rosemead students in all phases of the program including students in an internship and those who have completed all requirements except the dissertation.

Add/Drops
Registration changes are made online on my.Biola.edu (free) or in person ($5) by submitting an Add/Drop form to the Office of the Registrar. Courses may be added to the student’s schedule during the first two weeks of the semester only. Course fees are non-refundable after the second week of the semester.

Courses may be dropped until the end of the eighth week of the semester. There is a $15 fee for each approved Late Add/Drop. A student who stops attending a class will not be automatically dropped from the class and will receive a grade of Unofficial Withdrawal (UW) for the course. Courses dropped during the first two weeks of the semester will not be recorded on the student’s permanent record.

Courses dropped between the third and eighth week will be recorded with the grade of “W.” Courses may not be dropped after the eighth week of the semester.

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 without submitting 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” 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. Except in cases of clerical error, students’ academic records are closed upon graduation.

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. Students who fail to meet the minimum attendance requirement of a course will be assigned a grade of “UW” (Unofficial Withdrawal) which will influence the GPA the same as an “F.”

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 at Biola by the total number of credits 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 achieve at least a 2.0 in both cumulative and major (some programs require higher) undergraduate coursework. 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>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></td>
<td>2.33</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></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>Lowest Passing Grade</td>
<td>0.67</td>
</tr>
</tbody>
</table>

Grades
Applies to undergraduate courses only. Lowest passing grade for graduate courses varies by program. See specific graduate department.

F     Failure | 0.00
UW    Unofficial Withdrawal | 0.00

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>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Credit1</td>
<td>0.00</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit2</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory1</td>
<td>0.00</td>
</tr>
<tr>
<td>US</td>
<td>Unsatisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>RD</td>
<td>Report Delayed3</td>
<td>0.00</td>
</tr>
<tr>
<td>RG</td>
<td>Registered in course2</td>
<td>0.00</td>
</tr>
<tr>
<td>R</td>
<td>Research1</td>
<td>0.00</td>
</tr>
<tr>
<td>IP</td>
<td>Internship in Progress1</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal3</td>
<td>0.00</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit3</td>
<td>0.00</td>
</tr>
<tr>
<td>NR</td>
<td>Not reported by faculty2</td>
<td>0.00</td>
</tr>
<tr>
<td>NO/NG</td>
<td>Non-graded Course1</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

Grade Mode

The following codes are listed on each course to designate how the course will be graded at the end of the term:

<table>
<thead>
<tr>
<th>GRADE MODE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Letter Grade A–F</td>
</tr>
<tr>
<td>C</td>
<td>Credit-No Credit</td>
</tr>
<tr>
<td>D</td>
<td>Variable Credit/Research</td>
</tr>
<tr>
<td>N</td>
<td>No Grade Given</td>
</tr>
<tr>
<td>P</td>
<td>Post Baccalaureate</td>
</tr>
<tr>
<td>R</td>
<td>Research</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory-Unsatisfactory</td>
</tr>
<tr>
<td>T</td>
<td>Transfer No Grade Given</td>
</tr>
<tr>
<td>U</td>
<td>Audited</td>
</tr>
<tr>
<td>V</td>
<td>Variable Letter/Research</td>
</tr>
</tbody>
</table>

Repeated Courses

Undergraduate students are permitted to repeat courses in which they have earned a D+ or lower grade. Graduate students are permitted to repeat courses in which they have earned a C+ or lower grade. All instances of a repeated courses must be taken at Biola in order to impact the student’s GPA. Both grades continue to show on the student’s academic record. Only the higher grade earned is included in the computation of the student’s GPA, and the credits are counted only once.

When a course is repeated the exclude indicator (E) will occur in the Course Repeat Indicator column (R) of the excluded course, and the include indicator (I) will occur in the Course Repeat Indicator column of the included course on the student’s academic transcript. The adjustment to the student’s GPA is reflected on the academic transcript beginning with the first term in which the course was taken.

Undergraduate students who have earned a grade higher than a D+, or graduate students who have earned a grade higher than a C+ may still be permitted to repeat the same course with approval of the Office of the Registrar if their major or degree program requires a higher grade in order to progress in the major or degree program. (See respective major or degree program requirements.)

Students are permitted to repeat a course a maximum of two times. A student unable to pass a required course for their major or degree program after the third attempt is normally required to select another major or degree program not requiring the failed course.

In order to ensure the repeat is properly noted and factored into the student’s GPA, the student should notify the Office of the Registrar of the repeat the same semester that the course is repeated.

Final Grades

Final grades will be available at the end of each academic term on my.Biola.edu. Any discrepancies must be brought to the attention of the Office of the Registrar within 90 days from the date the grade is posted.

Grade Changes

Grade changes are only allowable for computational or recording errors.

Student Responsibility

It is the student’s responsibility to bring any error in grades to the attention of the instructor within ninety days following the issued grade.

Faculty Responsibility

It is the instructor’s responsibility to catch and correct any error in grades no later than ninety days following the submission of a student’s grade.

Dean’s List

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

Audit Students

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 have earned, be/been enrolled in, or been admitted to a graduate program of equal or greater academic level. For instance, a student wishing to audit a master’s level course must at least have earned, be/been enrolled in, or have been admitted to a master’s level degree program. Doctoral level courses are not typically open to auditors. All auditors must pay the appropriate per credit fee. If permitted, doctoral level auditors are subject to full doctoral level tuition (See Financial Information for fees). Auditors must receive permission from both the Office of the Registrar and the instructor of the course. Audit fees are non-refundable. Audit applications with further instructions are available in the Office of the Registrar or online at: biola.edu/registrar/forms.

Academic Load

The minimum full time load is 12 credits at the undergraduate level. A student who is on academic probation may be limited to 13 credits or less depending upon their grade point average. A minimum of 10 credits must be taken by those living on campus.

The minimum full time load is 9 credits for those in graduate degree programs. Those carrying less than the full time load but 7 or more...
credits are considered three-quarter time. Graduate students with 5 or more credits are considered half time students. And, graduate students carrying less than 5 credits are normally considered less than half time. A Talbot student is normally permitted to carry a maximum of 12 credits each semester. D.Min. students must complete 6 credits per semester, 12 credits per year in their program and are considered full time. Doctoral students are considered full time for a maximum of two to four semesters in the dissertation phase of their program depending on their program (see specific program for details).

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 credits in any semester. Registration of less than 9 credits is permitted only after a student has been admitted to candidacy. Rosemead does not admit part time students to its degree programs.

A single 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, one credit may involve more than one class hour a week.

Generally an undergraduate student is limited to 18 credits of classroom work a semester. After the first semester a student with a cumulative grade point average of 3.0 or higher may petition the Office of the Registrar to carry a maximum of 21 credits.

Special Note: Full time enrollment (completing 12 credits each semester as an undergraduate student or 9 credits each semester as a graduate student) is required of the following students: Student Visa Holders, Veterans receiving full benefits, students receiving social security benefits, and all students receiving financial aid of any kind. When dropping classes, these students must be aware that they are required to complete 12 credits per term (or 9 credits per term 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 are eligible to enroll in an Independent Study. A maximum of 6 credits, 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.

For Talbot students a distinction is made between these two kinds of courses. Please see the Talbot School of Theology section for more information.

Classification of Students

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

Undergraduate

Freshmen: 26 credits or less completed
Sophomore: 27–56 credits completed
Junior: 57–87 credits completed
Senior: 88 credits or more completed

Graduate

Graduate Student: All credits earned at the postbaccalaureate, graduate, or doctoral levels.

Numbering of Courses

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

<table>
<thead>
<tr>
<th>Course Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>000–099</td>
<td>Remedial or developmental courses</td>
</tr>
<tr>
<td>100–299</td>
<td>Undergraduate, lower-division, baccalaureate level courses</td>
</tr>
<tr>
<td>300–499</td>
<td>Undergraduate, upper-division, baccalaureate level courses</td>
</tr>
<tr>
<td>500–799</td>
<td>Graduate level, normally indicating first through third year beyond baccalaureate</td>
</tr>
<tr>
<td>800–999</td>
<td>Postgraduate level, indicating fourth year beyond baccalaureate</td>
</tr>
</tbody>
</table>

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 Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

A student should submit to the appropriate office, a completed Student Request to Inspect Educational Records form that identifies the record(s) the student wishes to inspect (this form, and all forms referenced in this document can be accessed through the Office of the Registrar website: biola.edu/registrar/). The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by that office, the student may contact the Office of the Registrar to inquire about the correct official or department to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the University to amend a record should submit a completed Appeals Form to the Office of the Registrar clearly identifying the part of the record the student wants changed and specifying why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. “Directory Information” however, is generally available to third parties unless otherwise requested by the student.

In general, a signed consent of release is necessary for the release of any “Non-Directory Information.” The Transcript Request Form, Enrollment Verification/Graduation Verification Form, and General Student Consent of Release of Educational Record(s) may all be submitted to the Office of the Registrar for this purpose. Some elements of personally identifiable information designated by the University as “Directory Information” are made available to third parties unless otherwise requested by the student (See Directory Information Public Notice below for more information regarding “Directory” and “Non-Directory” information and your right as a student to request heightened confidentiality).

The University discloses education records without a student’s prior written consent under the FERPA exceptions for disclosure, such as release to school officials with a legitimate educational interest. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student or volunteer serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has
a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Directory Information Public Notice

Under the standard protection of FERPA, a signed consent of release is necessary for the release of any “Non-Directory Information.” The Transcript Request form, Enrollment Verification/Graduation Verification form, and General Student Consent of Release of Educational Record(s) form can all be submitted to the Office of the Registrar for this purpose. 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 such information is not to be released (see below). “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
- Student Status (e.g. Enrolled, Withdrawn, Graduated, etc.)
- Enrollment Time Status (e.g. Full Time, Half Time, etc.)
- Student Classification (e.g. Freshman, Junior, Graduate First Year, etc.)
- Dates of Attendance
- Degrees and Awards Received
- Most Recent Previous Educational Agency or Institution Attended

The purpose of establishing this definition of “Directory Information” is to notify the student of the types of personally identifiable information included in this definition of “Directory Information” and to allow the student to prevent the disclosure of this information, should he or she wish to do so. The student may request that his/her “Directory Information” remain confidential and therefore be treated as “Non-Directory Information.” To do so, the student must change his/her confidentiality level to Total Confidentiality. Students may request changes to their level of confidentiality in writing with the Office of the Registrar.

Implications of Requesting Total Confidentiality to Student Records

Students requesting Total Confidentiality should familiarize themselves with the various implications associated with this heightened, optional level of privacy. The following are some, but not all, of such implications. All students who do not request Total Confidentiality will be assigned Standard Confidentiality which entitles them to all of the regular protective provisions of FERPA as described in the Notification of Student Rights under the Family Educational Rights and Privacy Act (FERPA) above.

Students requesting Total Confidentiality should be aware that this will prevent the acknowledgment of their enrollment and the release of any and all “Directory Information” by the University to potentially interested third parties such as parents, spouses, children, other family members, potential employers, and the like. To authorize the release of the “Directory Information” of students with Total Confidentiality, the student must complete and submit a General Student Consent of Release of Educational Record(s) form to the Office of the Registrar as described above.

Students who have requested Total Confidentiality will also be omitted from some internal University and departmental communications. Student athletes, and other students who represent the University in an official capacity should consult with the athletic team or supervising department concerning the relevant logistics of requesting and maintaining Total Confidentiality while serving as an official representative of the University. Students who have requested that their information remain confidential will not be listed on such things as honor lists (Dean’s list, EKE, etc.), and they will not have their names printed on the graduation bulletin nor read at the commencement ceremony when they graduate unless a specific written request is submitted to the Office of the Registrar.

Alumni and former student educational records will be treated according to the last privacy level selected by the student prior to their graduation or withdrawal from the University.

The University is not responsible for the retraction or amendment of any and all student information legitimately released to a third party prior to the Student’s request for Total Confidentiality. The requesting student is responsible to coordinate such desired retraction/amendment directly with the third party recipient and/or any other third parties the information was subsequently redisclosed to.

Request a Change to Your Confidentiality Level

Students may request changes to their level of confidentiality in writing with the Office of the Registrar.

Transcript Requests

Students or alumni may request a transcript online at biola.edu/registrar. Telephone or electronic mail requests will not be accepted. Transcript requests require the name of the student, 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 using any major credit card and the signature of the student. Online ordering processing time is 1–2 business days. 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.

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

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. You must provide official documentation in the form of a valid Social Security card plus an additional valid alternate identification.

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 and Sciences

The Bachelor of Arts degree. Offered with majors in Communication Studies, Cinema and Media Arts, English, History, Humanities, Journalism and Integrated Media, Music, Philosophy, Political Science, Social Science, Sociology, Theatre, and Urban Studies.

The Bachelor of Fine Arts degree. Offered with a major in Studio Art.

The Bachelor of Music degree. Offered with concentrations in Composition, Music Education and Performance.

The Bachelor of Science degree. Offered with majors in Biochemistry, Biological Science, Communication Sciences and Disorders, Computer Science, Engineering Physics, Environmental Science, Human Biology, Mathematics, Music, Nursing, Physical Education and Kinesiology, Physical Science and Studio Art.

The Master of Arts degree in Christian Apologetics, and Science and Religion.
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.

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 is not normally allowed to stay Undeclared for more than 3 semesters without approval of the Office of Academic Advising.

**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 requirements, 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 submitted after the second week are effective for the following semester.

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 credits with 24 distinct upper-division credits in a second area of major studies. A minimum of 160 total credits are required for graduation with a double degree. All prerequisites, supporting courses and departmental requirements (i.e. Writing Competency) 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 graduate with two majors. The following information is for those pursuing two majors:
All prerequisites, supporting courses and departmental requirements (i.e., Writing Competency) for each major must be completed. The second major must have a “minimum” of 18 upper-division credits unique to that major (i.e., minimum of 48 major credits and 148 total credits 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 credits, 12 of which must be upper-division and 6 of these should be unique to the minor, i.e., not counted toward any other requirements. A minimum of 6 upper-division credits 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 ENGL 171, and all students must have successfully completed ENGL 100 or 112 and ENGL 113 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 ENGL 210, Writing for Competency. A grade of C+ or higher in this course will satisfy the Writing Competency Requirement. Students may not enroll in ENGL 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 the Library before submitting them to their departments.

First Year Seminar Requirement
All students are required to complete a First Year Seminar (GNST 102) course. This requirement is waived for students with more than 12 transferable credits from a college or university (excluding AP, IB, dual credit, or CLEP).

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 1st 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 credits for graduation. Each major consists of a minimum of 30 credits of which 24 must be upper-division. The Bachelor of Music degree requires 142 credits. A degree in Nursing requires 141 credits. For specific major requirements please see indicated major listings. In the case of repeated courses, only the credits 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 a graduation counselor in 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 credits. Those students who wish to take more are expected to notify their graduation counselor. Approval for additional credits beyond the norm will be made through the Office of the Registrar.
3. A minimum of 30 credits must be taken at Biola University, at least 15 credits (upper-division level) in the major field. Biola has a residency requirement for biblical studies. Of the 30 credits of Bible required of all students, 15 credits must be taken 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.
4. A minimum “C” average (or a 2.0 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 transcripts counting toward graduation must be received by the Office of the Registrar prior to November 15th for Fall commencement and April 15th for Spring commencement.
6. All students who have entered the University Fall 1986 or later and who will be graduating in 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 credits 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-credit 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 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 Dean of Arts and Sciences. 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 credits at Biola prior to the semester of graduation.

Graduate Programs

Graduate Graduation Check

Graduate students must make an appointment with a Graduate Graduation Counselor in the Office of the Registrar to declare their intent to graduate. This should be done one year prior to graduation. Students declaring this intention late will be charged a late graduate graduation check fee of $100. This graduation check will be considered late after the last day of Add/Drop during the semester of a student’s intended graduation.

For students graduating in the Spring, after May 1st students will not be allowed to be added to the graduation lists regardless of payment of the fee. For the Fall, the date is December 1st, after which no students will be added to the graduation lists.

For all schools except Talbot School of Theology, students will need to meet with their department advisor(s) prior to meeting with a Graduate Graduation Counselor and bring the paperwork provided by that advisor. Doctoral students (including those from Talbot) must meet with their department advisor prior to contacting a Graduate Graduation Counselor.

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 intent to graduate by his or her department advisor and a Graduate Graduation Counselor, in Office of the Registrar, one year before graduation. See Graduate Graduation Check above for more details.

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 24 credits must be taken at Biola University in the degree program.

4. A minimum of 24 distinct credits 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 except Talbot (see Talbot section of this catalog).

Double Emphases

A minimum of 12 credits must be taken that are unique to the second emphasis. (i.e., Talbot: a minimum of 78 credits for two emphases in the M.A. and a minimum of 110 credits 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 credits 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 certificate toward a Master’s or M.Div. degree.

The programs in Talbot School of Theology are accredited by the Association of Theological Schools (ATS). ATS requires a minimum of 50% of coursework in a second Master of Arts or Master of Divinity degree program be taken in residency (i.e., 50% cannot be shared with any other completed master’s level 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-credit 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:

- **Honors**: GPA 3.50–3.69
- **High Honors**: GPA 3.70–3.89
- **Highest Honors**: GPA 3.90–4.00

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.

Post-Graduate Transfer Credit

Normally, only 6 credits of transfer credit are allowed toward doctoral degrees. However, for the Cook School of Intercultural Studies additional course reductions will be considered for Master’s and doctoral level work that duplicates some foundational and Biblical studies course work.

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 each 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 Office of the Registrar.
## Summary of University Enrollment
### Fall Semester 2013
### Biola University (All Programs)

<table>
<thead>
<tr>
<th>Classification</th>
<th>MEN</th>
<th>WOMEN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,955</td>
<td>3,368</td>
<td>6,323</td>
</tr>
</tbody>
</table>

### 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>387</td>
<td>631</td>
<td>1,018</td>
</tr>
<tr>
<td>Sophomores</td>
<td>379</td>
<td>629</td>
<td>1,008</td>
</tr>
<tr>
<td>Juniors</td>
<td>380</td>
<td>628</td>
<td>1,008</td>
</tr>
<tr>
<td>Seniors</td>
<td>493</td>
<td>796</td>
<td>1,289</td>
</tr>
<tr>
<td>Special Students</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>English Language Institute</td>
<td>15</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,656</td>
<td>2,697</td>
<td>4,353</td>
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</table>

### Graduate Programs

<table>
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<th>Classification</th>
<th>MEN</th>
<th>WOMEN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>224</td>
<td>48</td>
<td>272</td>
</tr>
<tr>
<td>School of Education and Masters</td>
<td>24</td>
<td>84</td>
<td>108</td>
</tr>
<tr>
<td>Special (Credential and Certificate)</td>
<td>7</td>
<td>37</td>
<td>44</td>
</tr>
<tr>
<td>Talbot School of Theology</td>
<td>901</td>
<td>282</td>
<td>1,183</td>
</tr>
<tr>
<td>Cook School of Intercultural Studies</td>
<td>89</td>
<td>112</td>
<td>201</td>
</tr>
<tr>
<td>Rosemead School of Psychology</td>
<td>42</td>
<td>96</td>
<td>138</td>
</tr>
<tr>
<td>Crowell School of Business</td>
<td>12</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,299</td>
<td>671</td>
<td>1,970</td>
</tr>
</tbody>
</table>

*Institute for Spiritual Formation is part of Talbot School of Theology with 135 students.

## Summary of University Graduating Class
### 2012–13 Academic Year

### Undergraduate Programs

- Bachelor of Arts Degree: 633
- Bachelor of Science Degree: 274
- Bachelor of Music Degree: 11
- Bachelor of Fine Arts Degree: 26

**Undergraduate Programs Total**: 944

### Graduate Programs

- **Talbot School of Theology**
  - Master of Arts: 137
  - Master of Divinity: 57
  - Master of Theology: 10
  - Doctor of Philosophy: 8
  - Doctor of Education: 3
  - Doctor of Ministry: 21

- **School of Education**
  - Credential: 43
  - Master of Arts in Education: 6
  - Master of Arts in Teaching: 27

- **School of Business**
  - Master of Business Administration: 15

- **School of Arts and Sciences**
  - Master of Arts in Christian Apologetics: 43
  - Master of Arts in Science and Religion: 9

- **School of Professional Studies**
  - Master of Arts in Organizational Leadership: 9

- **Cook School of Intercultural Studies**
  - Master of Arts in Anthropology: 3
  - Master of Arts in Intercultural Studies: 15
  - Master of Arts in Teaching English to Speakers of Other Languages: 9
  - Master of Arts in Applied Linguistics: 4
  - Master of Arts in Biblical Languages and Linguistics: 3
  - Master of Arts in Missions: 0
  - Doctor of Missiology: 4
  - Doctor of Philosophy, Intercultural Education: 7
  - Doctor of Philosophy, Intercultural Studies: 3

- **Rosemead School of Psychology**
  - Master of Arts: 23
  - Doctor of Psychology: 9
  - Doctor of Philosophy: 7

**Graduate Programs Total**: 4785

**Grand Total**: 1,419

### Graduation Rate Disclosure

The average six-year graduation rate for the full-time, degree-seeking, first-time undergraduate cohorts who entered Biola University in Fall 2007 and three years prior is 69.4%. This graduation rate is used to estimate the number of graduates from a first-time undergraduate cohort who may complete their degrees. Some of our undergraduate degree programs, which contain our largest enrollments, are longer programs that may take five or more years to complete.
ACADEMIC AND BEHAVIORAL STANDARDS

Academic Standing
Any undergraduate student failing to maintain the minimum grade point average required by their academic program after the completion of 6 or more credits in a regular term, or any graduate student failing to maintain the minimum cumulative grade point average required by their program after the completion of 4 or more credits in a regular term will be placed on Academic Probation (for the purposes of tracking program GPA requirements). All students on Academic Probation must adhere to the stipulations of their probation as outlined in their notice of Academic Standing. These limitations can include restrictions on the number of credits they may take per term (generally a limit of 13 credits for undergraduate students and 9 credits for graduate students). Undergraduate students on Academic Probation must register for and successfully complete GNST 001 College Study Skills. Undergraduate students on first semester probation are required to meet with the Office of Advising. The academic record and transcript of all students on Academic Probation will be noted accordingly.

A student on Academic Probation (for the purposes of tracking program GPA requirements) who does not successfully remove himself/herself from Academic Probation at the end of two consecutive semesters of Academic Probation will be academically disqualified. Any undergraduate student taking 6 semester hours or more in a regular term who receives less than a 1.0 term GPA will be academically disqualified. Any graduate student carrying 4 semester hours or more in a regular term who receives less than a 1.0 term GPA will be academically disqualified.

Probation Removed
When an undergraduate student taking 6 or more credits in a regular term, or a graduate student taking 4 or more credits in a regular term, raises both his or her term and cumulative GPA to the minimum program required GPA or higher, the student is removed from Academic Probation (for the purposes of tracking program GPA requirements), “Probation Removed” is noted on the transcript, and all Academic Probation restrictions are lifted.

Academic Disqualification Appeals
Academic Disqualification Appeals must be submitted in writing to the Office of the Registrar and must include explanation of why minimum academic requirements were not met and why an exception is warranted. A disqualified student who does not appeal, or whose appeal was denied, may apply for re-admission after a full year has elapsed. After one year he or she 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 readmitted.

Good Academic Standing
Any student not on Academic Probation (for the purposes of tracking program GPA requirements) or Academic Disqualification is considered to be in Good Academic Standing (for the purposes of tracking program GPA requirements).

Satisfactory Academic Progress and Financial Aid Eligibility
Although Satisfactory Academic Progress (for the purposes of financial aid) is independent from Academic Standing as defined above, poor academic performance may also result in financial aid suspension. For additional information on Financial Aid’s Satisfactory Academic Progress Policy see the Financial Aid Information section.

Athletic Eligibility
Although athletic eligibility is independent from Academic Standing as defined above, poor academic performance may also result in ineligibility. For additional information see the Student Activities section.

Extracurricular Activities
Students on Academic Probation are required to curtail their extracurricular activities in order to concentrate on their studies. Some activities may prohibit students on Academic Probation from applying or participating.

Academic Integrity
As a Christian institution, Biola University is especially concerned that sound moral values are practiced in all areas of university life. 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 which is also available at http://studentlife.biola.edu/campus-life/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. 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. 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.

Biolah University Community Standards

The Biola Community
Biola University is a unique environment committed to following Christ’s example of loving others. We believe that community is born of other-centered practices, strengthened when members

- live with integrity
- practice confession and forgiveness
- attempt to live in reconciled relationships
- accept responsibility for their actions and words
- submit to biblical instruction

As men and women of Biola, we do not ask each other to be perfect people, but rather to be people in active pursuit of integrity and growth, in dynamic relationships with the living God and with others in community. Those in leadership at Biola are eager to serve by coming alongside you and offering support, accountability, and, when
necessary, loving discipline, in order to help you grow. We affirm our commitment to serve you with your best in mind.

The Standards

We at Biola uphold integrity as a core value of our community. Members are expected to demonstrate a commitment to the value of integrity in word and deed and to take responsibility for their own violations of behavioral guidelines.

We at Biola recognize that Scripture condemns sins of the heart, such as covetousness, selfishness, ambition, envy, greed, lust and pride. By their very nature, these sins are more difficult to discern, but because they lie at the heart of relationships, they are of central concern to the Biola community. We confess and repent of these sins as we become aware.

Furthermore, students at Biola commit to refrain from practices that Scripture forbids, such as, sexual relations outside of marriage, homosexual behavior, theft and dishonesty.

Finally, for the purpose of character development and the creation of a healthy, vibrant Christian community, students at Biola commit to abstain from the use of tobacco products, the use of alcoholic beverages, and the activity of gambling.

Biola students have chosen, freely and willingly, to abide by these standards. We regard any violation of these standards to be a breach of integrity, since each member has voluntarily chosen to associate with the Biola community and to accept, uphold, and live by these standards. The University reserves the right to refuse admittance and/or dismiss any person who does not conform either to the stated guidelines and regulations governing student conduct, or to the expressed principles, policies, and expectations of the University. The University also reserves the right to take action against an individual for violating the standards regardless of how much time has passed since the violation.

When The Standards Apply

The Biola Community Standards apply to all students:

1. While enrolled in classes for the Fall Semester (including Thanksgiving), Interterm, Spring Semester (including Spring Break), and Summer Session.
2. Who are representing the Biola Community in any off-campus events, such as mission trips, internships, study abroad, and athletic or academic activities.
3. Who are not enrolled in classes but are living on campus.

A complete published statement of the standards can be found in the Biola Student Handbook, which is available online at studentlife.biola.edu.
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; 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, computer store, ID cards, the duplicating center, fitness center, and the swimming pool.

Residence Life

The residence halls and apartments are more than a place for students to sleep and study. We also see the halls and apartments as a place for students to develop in all areas of life. For this reason programs and staff are available to provide an environment for such growth. The residence halls and apartments are an exciting and challenging place to live. Resident Directors and Resident Advisors, or Resident Coordinators, are available in each hall to serve as a resource for students.

Residence Halls

Rooms accommodate two to three students and are equipped with individual study desks, single beds, closet space, chest of drawers, bookshelves, a telephone and wastebasket. Each residence hall has laundry rooms equipped with card-operated washing machines and dryers. Residents receive a laundry card the first time they check into housing.

Students are expected to supply their own linens (sheets, pillowcases, towels, blankets, pillows and bedspreads), desk lamps and irons. No cooking equipment is allowed in the residence hall rooms except in kitchen facilities (excluding apartments). Additional information may be found in the Housing Handbook at biola.edu/offices/auxiliarservices/housing.

Housing for Graduate Students

Biola owns and leases houses and apartments in the local community to provide housing for single and married graduate students. Some units 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 three 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.

Residency Requirements

Students under 20 years old by the first day of Fall classes are required to live on campus for the entire academic year, unless commuting from home. Students commuting from home are required to complete the online “Request to Commute” application located in MyHousing within my.Biola.edu. Students enrolled in less than 12 credits are not required to live on campus. Incoming students 20 years and older or with less than 12 credits may live in residence halls or apartments on a space-available basis. Students who turn age 20 during the academic year are not permitted to cancel their Housing Contract and move off-campus to non-Biola Housing, unless electing to move to their parents’ home, in which case cancellation fees will apply. See the Contract Cancellation section of the Housing Handbook. 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

Once University applicants have paid the $300 enrollment deposit, they will pay the $250 Housing Deposit at the same online location they paid their enrollment deposit. Housing applicants must pay the housing deposit in order to access the online housing application located on my.Biola.edu.

Applicants who have paid the Housing deposit but decide not to attend Biola or obtain exemption from the residence requirement may request a refund of this deposit by contacting the Housing Department in writing (undergrad.housing@biola.edu). The Housing Department must receive this notification by the deadlines listed below. Failure to notify the Housing Department by the designated dates will result in forfeiture of the deposit.

Fall applicant deposit refund deadline:
Incoming students: July 15
Continuing students: prior to selecting/being assigned a room

Spring applicant deposit refund deadline:
Any new housing applicant: January 15

Once the contract year begins, incoming students will be considered continuing students.

Continuing residents must have a $250 Housing Deposit balance. This deposit will be considered refundable if residents fulfill the Housing Contract for the full duration of the contract year. Refunded deposits will be credited to the student’s University account balance within three months of the fulfillment of the contract.

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, or fulfills the academic year housing contract. Residents who do not fulfill the academic year housing contract will forfeit their housing deposit. In the case of withdrawal, the student must submit a written request for refund of the housing deposit to the Housing Office by the deadlines listed above, otherwise the housing deposit will be forfeited.

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 a valued and important part of the Biola community. The Department of Commuter Life serves Biola’s off-campus students via Off-Campus Housing Services, Good Morning OCCI, the weekly OCC Update via email, Commuter Lockers, All-Commuter Events and the Collegium, our home-away-from-home for commuters. The Commuter Life Team, comprised of a Director, an Associate Director, the Coordinator for Commuter Life, and 25-30 peer leaders, work together to help off-campus students connect with the Biola community as well as valuable campus and local community resources. We want off-campus students to thrive spiritually, emotionally, and academically and to feel at home in the Biola Community.

Additional resources are available for students through the Commuter Life website: studentlife.biola.edu/commuter.

Food Service

Biola provides excellent food service for all students. A wide variety of entrees, 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.

Student Development
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), or a 175 block plan. A “flex” plan is 10, 12, 15, or 20 meals per week at Cafe Biola, our dining room, plus “flex dollars” to purchase additional meals either at Cafe Biola, the Eagles’ Nest, our on-campus snack bar and grill, or Common Grounds, our coffee house, the coffee cart, or The Talon Grab N Go. To add or change a meal plan, or add additional student dollars go to my.Biola.edu. Student dollars can be used for printing/copying (in the library and other places on campus) and for dining.

Commuter students or students who reside in the Biola apartments have further meal plan options. Please see the following website: biola.edu/offices/auxiliaryservices/dining for more details.

Biola Print Shop
The Biola Print Shop, located on the South 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. We will match any price. There is also an after-hours drop box located outside of the duplicating center. We will do projects for non-Biola people as well.

Bookstore
The Biola store 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 store 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. 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 store has shortened hours. Please call (562) 903-4883 for information or visit our website: biolabookstore.com.

Health Services
The Student Health Center provides acute, ambulatory health services for all enrolled Biola University students. The facility is located adjacent to the library. Students are not required to remain on the Student Injury and Sickness Insurance Plan in order to access the Health Center’s services. 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. Student Health Center fees are not payable through student account billing. Children’s services are not available at the Student Health Center. Consult the website: biola.edu/healthcenter for specific hours of operation and other information.

Insurance Requirement
Health insurance is required of all students enrolled in 7 or more La Mirada campus credits and/or with living arrangements in housing with a residence life program. All students that qualify under this requirement are automatically enrolled in the Student Injury and Sickness Insurance Plan and charged all applicable fees. Students that are enrolled in an acceptable private health insurance plan can submit their insurance information to Biola University in order to apply for waiver of the student insurance plan. Students that desire to apply for waiver must do so at the time of enrollment. Guidelines for what is considered acceptable coverage can be found at the Student Health Center website: biola.edu/offices/healthcenter/insurance.

For students that waive coverage, Biola University reserves the right to audit the coverage parameters of any health plan at any time, and to revoke any prior waiver if it is determined that the required conditions are not satisfied.

Unless alternative acceptable coverage is submitted, Biola University reserves the right to enroll students in the Student Injury and Sickness Insurance Plan should coverage submitted under a waiver lapse during the course of an academic year.

Health Requirements
Undergraduates: An entrance physical exam is required for all undergraduate students who enroll in seven credits or more, or if living arrangements are in housing with a residence life program. The standardized Student Health Center physical exam form must be completed by a physician, N.P. or P.A.. Submit the completed form to the Student Health Center.

Non-Resident Graduates: A completed Student Health History, immunization record and current TB test (within one year), are required for all non-resident graduate students who enroll for seven or more credits. Submit the completed forms to the Student Health Center.

Resident Graduates: A physical exam using the standardized Student Health Center form is required for all resident graduate students with living arrangements in housing with a residence life program. Submit the completed form to the Student Health Center.

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

Campus Safety
The Department of Campus Safety is responsible for law enforcement, public safety, and emergency response at Biola University. The department is staffed with professional campus officers, skilled administrative personnel, and a dedicated cadre of student employees.

Campus Safety Officers receive extensive training in criminal law and procedure, criminal investigations, evidence collection, traffic management and enforcement, arrest and control tactics, emergency response procedures, First Aid/CPR/AED, and a variety of other related topics. Officers also participate in continual in-service training to maintain state compliance with current statutory law. All officers must complete California Penal Code 832 training as well as certification in the use of the Taser X-26, ASP Baton, and Oleoresin Capsicum Spray (pepper spray). All of these devices are deployed for the protection of students, staff, visitors, and officers.

Campus Safety has several armed personnel who participate in the department’s initial and ongoing sponsored firearms training as well as other applicable training and qualifications required by the State of California.

Campus Safety Officers are empowered to arrest individuals for all crimes committed on Biola property under authority of a Memorandum of Understanding (MOU) with the Los Angeles County Sheriff. The MOU is granted under the authority of Penal Code Section 830.7 and grants all powers of arrest under Penal Code Section 836. All arrestees are turned over to the Los Angeles County Sheriff’s Department (LASD) for appropriate processing. Campus Safety personnel may complete and conduct selected criminal investigations on Biola property. All follow-up criminal investigations are completed by the LASD. Serious or major crimes occurring on Biola property are investigated by the LASD. Crime statistics for Biola University may be found at: biola.edu/offices/campus_safety/report/stats. Prompt reporting helps ensure that appropriate warning notices can be distributed and assist with the timely disclosure of crime statistics. These statistics are in compliance with the Department of Education’s Student Right to Know Act.

The Campus Safety Department conducts administrative investigations involving University rules and regulations. These investigations may involve students, staff, and visitors on Biola property. Appropriate referrals necessitating further review and action may be made to Student Development, Human Resources, or other administrative staff.
The Campus Safety Department may investigate traffic collisions occurring on campus. Officers and Student Cadets conduct parking enforcement on campus property and issue citations. Parking citations given to student or staff personnel must be paid in a timely manner. Procedures for the collection of fees may be reviewed at the Campus Safety Department. Officers may also issue citations for driving violations on campus. These citations may be issued in person, delivered to the involved party via mail, or placed on the vehicle.

To control access to the campus at night and provide visitor parking permits, maps, and other information during the day, Campus Safety has Gatehouses at the entrances to campus on Biola Avenue and La Mirada Boulevard. At night the gate arms are down and allow access to Biola ID cardholders only—all other persons must stop at the Gatehouse to speak with the gate attendant. The Department also operates a full-service Communication Center (which consists of Emergency Dispatch and switchboard) located in Metzger Hall. The center is staffed 24 hours a day by trained operators and dispatchers.

The Communication Center is also equipped with a campus-wide digital video surveillance system. We also have an emergency notification system for the purpose of sending an emergency notification via the internet, cell phone, or landline phone connection. Students and employees may access: my.Biola.edu at any time to update their personal emergency notification info and designate a personal cell phone number to receive voice or text messages sent by Biola University’s emergency notification system.

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. The University’s Annual Security and Fire Safety Report (which includes crime statistics for the previous three years for all of Biola’s campuses) is available on the Campus Safety website, or will be provided upon request at the Campus Safety office.

Please refer to the Campus Safety website: biola.edu/campus_safety for further information or call the Campus Safety Administrative Office at (562) 903-4877.

Immigration Services
Issues related to compliance with U.S. Immigration laws for F-1 International Students and his or her dependents are being undertaken by the Immigration Services of the Office of the Registrar. For Immigration Services assistance, please contact (562) 777-4007.

Global Student Programs and Development
The department of Global Student Programs and Development exists to serve, educate and empower global students toward whole-person, intercultural development. Our enduring vision is to see global students thrive in a more globally-minded community at Biola University.

Global Student Programs and Development serves a unique population of students who have spent portions of their developmental years outside of the United States. These students include: international students on a F-1 Visa, third culture students, and students from missionary settings. These students come to Biola from over 40 different countries, and each one is a distinct and valuable gift to our community. The diversity that comes from their experiences enhances our environment of faith and learning. Their presence and scholarly contribution will assist the University in attaining its pursuit of becoming a recognized global center for Christian thought.

The GSPD Department serves all global students by providing the following programs for them:

• 4-day Fall Orientation for new students
• Monthly academic workshops
• Monthly off-campus events
• Academic counseling and referrals to appropriate departments
• Personal and small group mentoring on global student challenges
• Financial/Tax workshops
• Phase-Out/Transitions workshops and celebrations

Moreover, GSPD seeks to educate and empower global students with unique leadership development and identity development opportunities. During their time at Biola, global students can choose to be part of the Global Student Leadership Team. Involvement in this opportunity includes:

• Personal and small group mentoring by GSPD Director.
• Experiential learning experiences for building an intercultural community
• Developing peer leadership skills
• Self-awareness of intercultural identity development

Finally, we desire for global students to be empowered to be global leaders in other areas of the University as well as in the world. Therefore, GSPD seeks to partner with many of the departments/divisions on campus, as well as churches, organizations, volunteers, and academic institutions outside the Biola campus in order to maximize cultural engagement, provide intercultural training, and promote learning and development.

The Global Student Programs and Development office is located in the Student Development Building. For additional information please visit: studentlife.biola.edu/diversity/global/.

Learning Center
The Learning Center exists to provide students with assistance in achieving and maintaining an adequate level of academic proficiency in order to be successful within Biola University’s competitive and rigorous intellectual environment. We aspire to cultivate and equip holistically minded learners with the life skills, academic tools and personal resources to be their best self.

The Learning Center also provides programs that assist students in becoming effective and intentional learners. Programs offered include:

• Disability Student Services: The Learning Center is committed to ensuring equal treatment, educational opportunity, accessibility, and human dignity for all students with learning, physical, and psychological disabilities. The Learning Center actuates this commitment by providing reasonable and appropriate accommodations to students with disabilities and medical conditions, assisting in advocacy, educating the Biola community, and by ensuring legal compliance with state and federal disability laws (the Americans With Disabilities Act and Section 504 of the Rehabilitation Act).

• College Study Skills (GNST 001): These courses are open to all undergraduate students seeking to strengthen their academic skills and unpack their individual strengths. Provisionally admitted new students and those on academic probation are automatically placed in one of these support courses. Specific assistance is offered in the form of study skill development, time management and strengths-based living and learning.

• Undergraduate Tutoring: The tutoring programs provide academic assistance for most General Education courses and select major emphasis courses. Tutoring is available in individual and small group formats (a minimal fee is required).

Additional resources are available for students through The Learning Center website: studentlife.biola.edu/student-support/academic/learning-center. For more information, contact the Learning Center as (562) 906-4542.

Academic Advising
Biola University believes that academic advising is a significant experience throughout the academic journey. While the student holds the ultimate responsibility in educational decision-making, advisors play an intentional role by guiding students in their academic progress, plans, and engagement. Advisors partner with students in the larger community of Biola to provide resources for student success and challenge students to take a Christ-centered approach in their academic endeavors (Ephesians 4:11-16). The following are established learning outcomes for academic advising:

• Students will be able to develop a relationship with faculty member(s) outside of the classroom setting.
• Students will be able to independently navigate university policies and procedures regarding course selection, registration, academic standing, the progression of curriculum, and fulfillment of graduation requirements.

• Students will learn how to identify program and curricular paths that are consistent with their abilities, career, interests, life goals, and sense of calling.

• Students will learn how to utilize critical thinking and decision-making skills in managing and planning their lives.

• Students will have tools to develop and implement a meaningful educational plan with awareness of high impact educational practices (ex: writing-intensive courses, research opportunities, capstone experiences, internships, and cross-cultural experiences).

• Students will have the opportunity to pursue and discover connections within the general education, Bible, and major coursework.

• Students will be able to reflect on the deeper work God may be doing in their hearts and minds through their academic learning, and identify how they might respond and cooperate with the Holy Spirit in this work.

Academic Advising for undergraduate students utilizes a faculty-based advising model. Students with a declared major are assigned a faculty advisor in their discipline. It is recommended that students meet with their advisor at least once a semester according to the prescribed advising dates on the Academic Calendar.

The Office of Academic Advising (also known as The Advising Center) has full-time advisors assigned to all undeclared students and those seeking additional help. Students should utilize the services of The Advising Center if they are:

• Thinking of changing their major
• Considering adding a second major or minor
• Transfer students needing clarification regarding transfer credits
• Students who have already met with their advisor but have further questions

Additionally, students who have been placed on first semester academic probation (see catalog section on Academic Probation) or were provisionally admitted to the University are required to meet with an advisor in The Advising Center.

Advisors, both faculty and those in The Advising Center, are available as a resource, but the student is ultimately responsible to ascertain and fulfill graduation requirements.

Additional resources are available for students through The Advising Center website: biola.edu/advising.

Psychological Services
Psychological testing and psychotherapeutic services are available to graduate and undergraduate students for a minimal fee. The center is open year round for individual, couple and group counseling. Students who struggle with any number of psychological difficulties are welcome. Inquiries may be made in person at the Biola Counseling Center, located at 12625 La Mirada Blvd. Ste. 202, or by phone at (562) 903-4800. During non-clinic hours, this same number may be used for psychological, non-medical emergencies.

Career Development
Career Development’s mission is to assist students in discerning their callings in life and in transitioning into meaningful work. Our vision is to assist students in decision-making processes that will impact their world:

• by connecting students with internships and graduate programs that enhance their academic training, give opportunity for career exploration and develop workplace competencies.

More information can be found on our website: career.biola.edu.

Writing Center
The Writing Center, located in the Library, is a place where undergraduate and graduate 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 and Grievances
Detailed information regarding grievances and appeals, whether in regard to scholarships, academic life, federal legislation or student conduct are found in the Student Handbook of each school. The undergraduate Student Handbook can be found online at: studentlife.biola.edu/campus-life/student-handbook/.
**Student Activities**

**Spiritual Development and Chapels**
The spiritual development of our students is a key dimension of this University’s education and mission. The Dean of Spiritual Development and his staff provide many, diverse ways for students to learn about, identify with, and engage with the transforming work and callings of God in their lives. There are more than 175 opportunities for students each semester, offered every weekday, varying from large corporate gatherings for worship and teaching, to weekly prayer services and retreats, to one-on-one spiritual direction and mentoring. Scripture provides the foundation for our teaching chapels, which also present biblically-based wisdom from across the disciplines. Through the close study of biblical texts integrated with scholarly, artistic and ministry specializations, teaching chapels provide wisdom for spiritual growth, relationships, missions and evangelism, justice, diversity and reconciliation, apologetics, and arts and culture, among several other topics. Structured prayer and worship services are provided throughout the week for students to learn the rhythms of the spiritual life whereby they can listen to God and his will for them. The Torrey Memorial Bible Conference in the fall and the Missions Conference in the spring create space for three days of focused teaching on biblical themes. In addition, once each semester the University offers a planned Day of Prayer, which provides opportunities for corporate and individual prayer gatherings across the campus.

Weekly engagement with Biola’s Spiritual Development education—which includes chapels, retreats, and spiritual mentoring—is required of all undergraduates, and is encouraged for all graduate students. (Graduate programs also have chapel services of their own.) Speakers are drawn from across the nation and around the world, but also include Biola’s own faculty and staff, many of whom are sought after as speakers by other universities. Of course, the spiritual formation of students is taking place across the campus, in class, in advising, and less formally in the many discussions and prayer times that occur spontaneously among faculty, staff and students.

**Student Government for Undergraduates**
All registered undergraduate students are members of the Associated Students (AS), Biola’s undergraduate student government. The mission of Associated Students is to equip student leaders to provide events, programming, funding for student initiatives, and representation for the undergraduate student body in order to foster a Christ-centered community.

The AS President presides over three branches that comprise the student government, the Senate Branch and the Events and Programming Branch, and Auxiliary Branch. The Senate Branch, which holds the legislative power of AS and determines how student fees will be allocated within AS, is supervised by the AS Senior Vice-President and consists of elected senators. The Events and Programming Branch, which plans events and provides opportunities for community building on campus, is supervised by the Vice President of Events and Programming. It consists of the following members: Intramurals Co-Coordinates, Clubs Coordinator, Spirit Events Coordinator, Social Events Coordinator, Religious Lectures Coordinator, Community Action Coordinator, and Music and Arts Events Coordinator. The Auxiliary Branch includes Marketing and Communications Department, Finance Department and Office Assistants and Office Manager.

AS offers many avenues for involvement with over 60 elected 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. AS staff can also be contacted at (562) 239-8768.

**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 1923, 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.

The Student Mission Union is a student-led organization that motivates and mobilizes students to align their lives toward the completion of the Great Commission.

SMU facilitates the sending of short-term mission teams to locations all over the globe, including such places as China, Mozambique, Mexico, Holland and Romania. They sponsor an Unreached 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 25 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, golf, soccer, swimming, tennis and track and field. Sports for women include basketball, cross-country, golf, softball, swimming, tennis, track and 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 Media**
Students can gain experience and career preparation in reporting, writing, photojournalism, video production and radio work through one of Biola University’s campus media outlets. Campus media at Biola University falls under the Biola Media Board, which oversees selection of leaders and budget processes. Students from across the University can participate in The Chimes, Biola’s weekly newspaper (including a daily online edition), The Point, feature magazine of the Biola Journalism Department; Biola Radio, a Webcast operation providing music, news and sports coverage; EagleVision, Biola’s news, feature and sports television Webcast, and The Biolan, a traditional yearbook. Some staff positions in these media receive scholarship funding, though funded positions tend to be chosen through competitive application based on job qualifications and prior media experience.

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

Other Performance Opportunities
Presentational 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. Seasonal chapel performances (Christmas and Easter) also utilize Communication Studies and Theatre majors. Performance dates are spread throughout the academic year.

Christian Formation and Ministry
As part of Biola’s commitment to equip students to impact the world for Christ, the Department of Christian Formation and Ministry (CFM) trains and accompanies students in their process of being formed into the likeness of Christ. In the context of community and gospel-centered ministry, students worship and serve as His “sent ones” through prayer, discipleship, evangelism and outreach ministry teams. Student ministry bands grow and serve together as carriers of God’s presence in places where their passions intersect with people’s needs.

The CFM department, as an integral part of Biola’s mission, provides a wide range of opportunities for ministry involvement. CFM staff are available to help students prayerfully discern how they can develop spiritually and proclaim Christ through ministry and outreach during their years at Biola.

The CFM office is located in the upper level of the Student Union Building. For additional information please visit the CFM website: studentlife.biola.edu/spiritual-development/cfm.
UNDERGRADUATE REQUIREMENTS AND POLICIES

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 a pastor’s reference. 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 credits 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. One personal reference from the applicant’s pastor or someone on the pastoral staff who knows the applicant well and is not a family member.
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. The regular application deadline for Fall is March 1 and for Spring is December 15. Applications may be submitted after deadlines (late fee total of $55), and will be considered and processed if space is available and time allows.

Application Deadlines

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

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 a pastor’s reference. 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 a pastor’s reference.

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 15 semester credits of regular college work must qualify for admission on the basis of both their high school and their college record. Those transferring with 15 semester credits 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 credits 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 credits of transferable courses). 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.

College-level credit earned during the 10th through 12th grades will be given credit. College-level credit earned during a student’s 9th grade year may be reviewed for credit upon student appeal. A
combined maximum of 32 credits will be awarded for all forms of advanced credit options including AP, CLEP and IB.

Biola University’s Transfer Policy is available online at: biola.edu/registrar/transfer.

Transfer of Credits
A student may transfer a maximum of 70 credits 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; a “C-” will not be transferred. 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.

Grades do not transfer, only credits. A student’s grade-point average is computed for graduation purposes only on work completed at 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 online or correspondence courses. 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 credits of Bible required of all students, 15 credits must be taken at Biola. 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 either the California State University (CSU) or University of California (UC) systems is 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 credits for graduation will remain 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.

A maximum of 32 credits can be awarded for all forms of advanced credit (AP, CLEP IB, etc.).

College Level Examination Program
Biola University recognizes 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 exams prior to attending Biola University.

Credit will be awarded for CLEP exams, 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 CLEP exams as early as possible in their college program to receive the maximum value from them. After 27 credits of college coursework have been completed (including transfer credits), students are no longer eligible to take CLEP exams; exception: 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.

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: biola.edu/registrar/transfer/undergraduate/.

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 allowed but no credit(s) will be given.

By registration: The Nursing, Biblical Studies and Intercultural Studies department offer some exams for which the student may be granted credits 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, Cinema and Media Arts, Communication Studies, the Conservatory of Music, the School of Education, Foreign Language, Journalism and the Nursing departments). Also, “D” quality work in general is normally insufficient to allow the student to progress from one course level to the next. 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.

For policies regarding Academic Standing and Disqualification see the Academic and 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.

3. 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.

4. 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 and Theological Studies Requirement

Thirty credits 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:

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>12 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 103</td>
<td>3</td>
</tr>
<tr>
<td>BBST 105</td>
<td>3</td>
</tr>
<tr>
<td>BBST 109</td>
<td>3</td>
</tr>
<tr>
<td>BBST 110</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate Courses</th>
<th>9 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 251</td>
<td>3</td>
</tr>
<tr>
<td>BBST 254</td>
<td>3</td>
</tr>
<tr>
<td>BBST 306</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may count only a total of 30 credits of biblical and theological studies courses toward the required credits for a degree (Biblical Studies and Christian Ministries majors may count unlimited BBST credits toward those degrees). Challenge exams are available for BBST 109 and 110 (see Biblical and Theological Studies section).

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

Arts and Sciences Requirement

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

- First Year Seminar: 1 credit required
- Behavioral Science: 3 credits required
- Communication: 3 credits required
- English: 6 credits required
- Fine Arts: 3 credits required
- Foreign Language: 4–12 credits required
- History: 6 credits required
- Literature: 3 credits required
- Philosophy: 3 credits required
- Physical Education: 4 credits required
- Science/Mathematics: 8 credits required

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

<table>
<thead>
<tr>
<th>Behavioral Science</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 1 course from:</td>
<td></td>
</tr>
<tr>
<td>ANTH 200 General Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>PSYC 200 Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>SOCI 220 Sociology</td>
<td></td>
</tr>
<tr>
<td>SOCI 362 Social Problems</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Communication</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 1 course from:</td>
<td></td>
</tr>
<tr>
<td>COMM 100 Introduction to Public Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 170 Small Group Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 181 Introduction to Argumentation and Debate</td>
<td></td>
</tr>
<tr>
<td>COMM 280 Oral Interpretation</td>
<td></td>
</tr>
</tbody>
</table>
Foreign Language 4–12 credits

The foreign language requirement is determined by the number of years of foreign language completed in an accredited high school, the degree a student is pursuing, and in applicable cases a student’s level of proficiency in a second language. In order for a student’s high school language study to count towards this requirement, a student must pursue the language previously studied at the appropriate level. Only the language requirement is waived; any foreign language credits waived must be replaced by elective of the student’s choice.

<table>
<thead>
<tr>
<th>Years Completed in an accredited High School</th>
<th>B.A. Requirement (12 credits)</th>
<th>B.S. Requirement (4 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year completed</td>
<td>12 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Elementary 1 and 2 and first semester Intermediate (101, 102, 201)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years completed</td>
<td>8 credits</td>
<td>None</td>
</tr>
<tr>
<td>Elementary 2 and first semester Intermediate (102 and 201)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years completed</td>
<td>4 credits</td>
<td>None</td>
</tr>
<tr>
<td>First semester Intermediate (201)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years completed</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

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.A. degree.

All students are strongly encouraged to satisfy their foreign language requirements during their freshman and sophomore years; the nature of foreign language acquisition makes it difficult to retain one’s level if continuous enrollment in language study is not maintained. Students with two years of high school language study must take the 102 and 201 levels of the same language in order to complete the B.A. language requirement. However, the department may require an unprepared student to change to a lower level, and students may be required to take a placement exam at the instructor’s discretion. A placement exam may also be required if a student does not maintain continuous enrollment in a language program. Repeating a lower level for credit will forfeit all prior experience credit for that level and above. Alternatively, a student may choose to study a different language, in which case the student must complete 12 credits (101, 102, 201). Bible majors should see the language requirement as stated for their major.

Transfer and Online courses: All online courses must be approved by the department on a course-by-course basis before they can be transferred in. Biola’s G.E. language courses are 4 credit classes; students who want to receive transfer credit for courses taken elsewhere for fewer than 4 credits will be evaluated on a case-by-case basis to establish their proficiency level. Students may be required to take additional language credits even if they have completed an intermediate level course in cases where their courses totaled less than 12 credits AND they cannot show proficiency at the 201 level. If a student has passed a course sequence (101, 102, 201) totaling at least 12 credits through the 201 level, no proficiency assessment will be required. Students are encouraged to visit the Department of Modern Languages for advisement, should they have any questions. If a student placed in a level above 101 in a language offered at Biola, the student may take the appropriate level class and the lower level requirement will be waived. Only the language requirement is waived; any foreign language credits waived must be replaced by elective credits of the student’s choice.

Heritage Speakers: Heritage speakers of a language offered at Biola may be assessed by the Department of Modern Languages, and if they place into a higher level than 101, they will be placed into the appropriate course, in which case the lower level requirement may be waived. Heritage speakers of Spanish may elect to take 220 as a substitute of 201; upon completion of that course with a passing grade the lower level requirement may be waived. Only the language requirement is waived; any foreign language credits waived must be replaced by elective of the student’s choice.

International Students: International students for whom English is a second language may be exempted from the foreign language requirement under certain circumstances. In addition, students...
who have acquired a foreign language without taking high school or college classes may be eligible for a waiver if they pass a foreign language examination. If the exam is passed, a waiver will be granted for the corresponding G.E. foreign language requirement (101, 102, 201). Credit is not given for these exams. (For advisement, see the Department of Modern Languages.) All non-native speakers of English will be able to count 12 credits of English 151, 152, 161, and 171 toward graduation.

ESL: For students pursuing the B.A. degree, the 12 credits of ESL will satisfy the foreign language requirement unless the student is majoring in Bible, for which the study of Greek and Hebrew is required. For students pursuing the B.S. degree, 4 credits will satisfy the foreign language requirements, and an additional 8 credits may be counted as electives. Exceptions to this policy are noted under the appropriate departments (please note the credit difference per semester for biblical Hebrew and Greek).

An alternate route for meeting the requirement for History 108, 109 or Political Science 225; and History 207 or 208, 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 108, 109 or Political Science 225; and History 207 or 208. Appropriate upper-division coursework is determined in consultation with the Department of History and Political Science.

### History 6 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 108 United States History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 109 United States History Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>or POSC 225 Survey of American Government</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 1 course from:

- HIST 207 World Civilizations I
- or HIST 208 World Civilizations II

### Literature 3 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 220 Film and Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 230 Literature in Context</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 251 British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 252 British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 253 British Literature III</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 281 American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 282 American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 283 Race and Ethnicity in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 290 World Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

### Philosophy 3 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 210 Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 211 Introduction to Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 212 Introduction to Medieval Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 213 Introduction to Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 214 Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 215 Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 216 Introduction to Philosophy and Aesthetics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Science/Mathematics 8 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 252 Human Anatomy and BIOS 281 Physiology</td>
<td>8</td>
</tr>
</tbody>
</table>

Eight credits are required in science and/or mathematical sciences. A minimum of 3 credits in math and 3 credits in science is required. 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) 222, 223
- Biology (BIO) 100, 103, 110, 112 and 114, 120, 121, 130, 236, 290
- Chemistry (CHEM) 100, 104, 105, 120
- Mathematics (MATH) 101, 102, 103, 105, 120 or 130, 190, 210, 318
- Physical Science (PHSC) 101, 102, 103, 109, 110, 111 and 117, 115 and 119, 132 and 134, 250

### Physical Education 4 Credits

Each student is required to complete 4 credits of physical education to be eligible for graduation. Selection from the following skill classes (101, 110, 130, 140, 150). Students may select one credit 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.

Four credits of P.E. are required containing three different activity skills, allowing one skill to be repeated at a higher level to complete the four activities. In addition, three different activities are required to fulfill the 4 credit general education requirement. Example: A student who has taken beginning volleyball once may take it at the intermediate/advanced level once.

Credit for varsity sports may be substituted for two regularly scheduled physical education classes. In addition to the 4 credits of physical education activities required for general education, the student may complete 4 more credits (a maximum of eight) to apply towards graduation. Students 21 years of age 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 PEED 201 and two other physical education activity classes to fulfill the general education requirement.

**Undergraduate Requirements and Policies**

**Course Substitutions**

Course substitutions may be requested with the approval of the department in which the course is taught. 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 8 credits in applied music (including ensembles) and the non-physical education major is limited to 8 credits in physical education or skill courses.

**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 8 credits in applied music (including ensembles) and the non-physical education major is limited to 8 credits in physical education or skill courses.
Torrey Honors Institute

Faculty
Director: Paul Spears, Ph.D.
Professor: Mitchell
Associate Professors: Aijian, Cure, Henderson, Johnson, Schubert, Thompson, Whitaker Campbell, Wright

Mission
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 Learning Outcomes
Upon completion of the Torrey Honors Institute, students will be able to:
1. Grasp and analyze key structures of a text(s) (ULO 1).
2. Demonstrate proper and growing self-knowledge (ULO 2).
3. Contribute in intellectual discussion confidently, critically, and charitably (ULO 3).

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 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 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 does accept transfer students in some cases. 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 Houses
The curriculum included in the Morgan and Johnson House models meet the general education requirements as reflected below. However, the content is encapsulated in either 4-credit (Morgan) or 8-credit (Johnson) models.

Morgan House Requirements
YMDT 110 - Greek Thought Credit(s): 4.
   Meets ARTS 100; COMM 100
YMDT 111 - Old Testament Beginnings Credit(s): 4.
   Meets BBST 103
YMDT 122 - Church Fathers and Life of Christ Credit(s): 8.
   Meets BBST 105
YMDT 125 - Greco-Roman Thought Credit(s): 4.
   Meets BBST 110; ENGL 112, 113, 230
YMDT 214 - Medieval and Reformation Thought Credit(s): 8.
   Meets HIST 207 or 208; PHIL 214
YMDT 217 - Pauline Epistles Credit(s): 4.
   Meets BBST 306
YMDT 220 - Early Modern Thought Credit(s): 8.
   Meets HIST 108; Behavioral Science
YMDT 226 - Wisdom Literature Credit(s): 4.
   Meets BBST 109
YMDT 310 - Revivalism and Romanticism Credit(s): 4.
   Meets BBST 251
YMDT 325 - Nineteenth Century Thought Credit(s): 4.
   Meets BBST 254
YMDT 410 - America Credit(s): 4.
   Meets BBST 300/400
YMDT 465 - Twentieth Century Thought Credit(s): 4.
   Meets BBST 465

Johnson House Requirements
YMDT 101 - On Origins Credit(s): 8.
   Meets BBST 103; ENGL 112, 113
YMDT 102 - On Desire Credit(s): 8.
   Meets BBST 109; ARTS 100; COMM 100
YMDT 205 - On Community Credit(s): 8.
   Meets ENGL 230; HIST 108
YMDT 202 - On Knowing God Credit(s): 8.
   Meets BBST 110, 251
YMDT 303 - On the Cosmos Credit(s): 8.
   Meets HIST 207 or 208; PHIL 214
YMDT 304 - On Learning and Knowledge Credit(s): 8.
   Meets BBST 105, 254; Behavioral Science
YMDT 401 - On History and Rhetoric Credit(s): 8.
   Meets BBST 300/400, 306
YMDT 402 - The Future Credit(s): 4.
   Meets BBST 465

Transfer Students
The Torrey Honors Institute does accept transfer students in some cases. 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.
Courses

**Torrey Honors Institute (YMDT)**

**YMDT 490, 491 and 492**  
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 304, 310, 325, 401, 402, 410, 465.

Students may combine YMDT 490, 491, or 492 to replace a maximum of 16 upper-division credits throughout their undergraduate career, while taking no more than 12 credits of the same course number. Any requested substitution beyond this is subject to written approval from the director.

Johnson House students may substitute 8 credits of YMDT 490, 491 or 492 in place of YMDT 304 or 401 or 16 credits of YMDT 490, 491 or 492 in place of YMDT 304 and 401.

**Torrey Off-Campus Programs**

Torrey Off-Campus Programs offers opportunities to live and study away from the Biola campus for credit. Students read books, attend lectures, participate in discussion groups, and visit cultural points of interest in the area they are visiting. Past Torrey Off-Campus Programs have included trips to Rome, Europe, and Cambridge. The credits from these programs may be applied to Morgan House YMDT 310, 325, 410 and/or 465; or Johnson House YMDT 304, 401 and/or 402. With approval, YMDT 492 - Torrey Off-Campus may be substituted in place of YMDT 480 - Torrey Honors Thesis.

Torrey Off-Campus consists of an intensive tutorial experience that takes place during Interterm or Summer sessions. Students read books, attend lectures, participate in discussion groups, and visit cultural points of interest. Torrey Off-Campus provides the opportunity for spiritual bonding and intellectual growth in a more intensive and intimate environment than is possible during the school year. Students are supervised and led by a tutor in the Torrey Honors Institute and are able to interact with other stimulating leaders.

- YMDT 492 - Torrey Off-Campus

  Credit(s): 1–4.

**Courses**

**Torrey Honors Institute (YMDT)**

**YMDT 101 - On Origins**

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. When Offered: Fall, freshman year. Fee: $200. Grade Mode: A. Credit(s): 8.

**YMDT 102 - On Desire**

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, biblical wisdom literature and the gospel of Mark. When Offered: Spring, freshman year. Grade Mode: A. Credit(s): 8.

**YMDT 110 - Greek Thought**

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. When Offered: Fall, freshman year. Grade Mode: A. Credit(s): 4.

**YMDT 111 - Old Testament Beginnings**

Introduces the student to Biblical literature and includes works such as Genesis through Joshua and Hebrews. When Offered: Fall, freshman year. Fee: $200. Grade Mode: A. Credit(s): 4.

**YMDT 122 - Church Fathers and Life of Christ**

Explores works such as the Apostolic Fathers, Athanasius, Creeds of the Church, Augustine’s On Christian Teaching, Confessions and City of God. Includes works such as the Acts of the Apostles. When Offered: Spring, freshman year. Note(s): Concurrent with 125. Grade Mode: A. Credit(s): 8.

**YMDT 125 - Greco-Roman Thought**

Examines works such as Aristotle’s Nicomachean Ethics, Euripides’ Bacchae, Virgil’s Aeneid, Ovid’s Metamorphoses and Marcus Aurelius’ Meditations. When Offered: Spring, freshman year. Note(s): Concurrent with 122. Grade Mode: A. Credit(s): 4.

**YMDT 202 - On Knowing God**

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, John Calvin and John Bunyan. When Offered: Spring, sophomore year. Grade Mode: A. Credit(s): 8.

**YMDT 205 - On Community**

Explores works dealing with human social order and political thought. Selections include readings such as Augustine’s City of God, Aucten’s Pride and Prejudice, Lincoln, Nietzsche, the U.S. Constitution, the book of Luke and Acts. When Offered: Fall, sophomore year. Grade Mode: A. Credit(s): 8.

**YMDT 214 - Medieval and Reformation Thought**

Considers writings such as The Divine Comedy, Erasmus’ Praise of Folly, Boethius’ Consolation of Philosophy, Anselm, Abelard, Aquinas’ Summa Theologica, Martin Luther, John Calvin and Creeds of the Church. When Offered: Fall, sophomore year. Grade Mode: A. Credit(s): 8.

**YMDT 217 - Pauline Epistles**

Explores each of the Pauline Epistles. When Offered: Fall, sophomore year. Grade Mode: A. Credit(s): 4.

**YMDT 220 - Early Modern Thought**


**YMDT 226 - Wisdom Literature**

Explores Job through Ecclesiastes. When Offered: Spring, sophomore year. Grade Mode: A. Credit(s): 4.

**YMDT 303 - On the Cosmos**

Selections for discussion include authors such as Aristotle, Bacon, Newton, Darwin, Wordsworth, Emerson and Ezekiel. Readings focus on the study of cosmology, the natural world and the human place in it. When Offered: Fall, junior year. Grade Mode: A. Credit(s): 8.

**YMDT 304 - On Learning and Knowledge**

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, Hume, Newman, Dewey, C.S. Lewis and the books I and II Samuel, I and II Kings and Isaiah. When Offered: Spring, junior year. Grade Mode: A. Credit(s): 8.

**YMDT 310 - Revivalism and Romanticism**

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. When Offered: Fall, junior year. Grade Mode: A. Credit(s): 4.

**YMDT 325 - Nineteenth Century Thought**

Includes works such as Isaiah and Jeremiah, Augustus’ Pride and Prejudice, Bronte’s Jane Eyre, Dostoevsky’s Brothers Karamazov, and Tolstoy’s Anna Karenina. When Offered: Spring, junior year. Grade Mode: A. Credit(s): 4.

**YMDT 401 - On History and Rhetoric**

Selected readings on history, apologetics and rhetoric. Authors such as Eusebius, Hegel, Aristotle, Cicero, Justin Martyr, Augustine, R.A. Torrey and Wesley are included. When Offered: Fall, senior year. Grade Mode: A. Credit(s): 8.

**YMDT 402 - The Future**

Examines works on eschatology and judgment such as Daniel, Revelation, Boethius’ Consolation of Philosophy, and selections from Flannery O’Connor, T.S. Eliot and G.K. Chesterton. Mandatory if student’s major does not have integration requirement. When Offered: Spring, senior year. Grade Mode: A. Credit(s): 4.

**YMDT 410 - America**

Includes readings such as the Non-Pauline epistles, selections from Emerson, Melville, James, O’Connor, Douglas and Lincoln. When Offered: Fall, senior year. Grade Mode: A. Credit(s): 4.

**YMDT 465 - Twentieth Century Thought**

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 student’s major does not have an Integration requirement. When Offered: Spring, senior year. Grade Mode: A. Credit(s): 4.
To enable them to teach English in the United States or overseas, to receive basic training in English language teaching techniques graduate TESOL programs.

**TEFL Certificate Program**

Activities that increase understanding of American culture.

**Biola University offers non-credit summer English special programs on its La Mirada campus for international students and teachers. The Biola English Summer Program**

Biola students with a GPA of 3.0 or higher may apply for opportunities for students to study abroad in Asia at Christian universities. The International Student Exchange Program offers unique experiences intensive English instruction, develop proficiency in the English language, and receive assistance as they pursue academic degrees at Biola. Students may also attend the ELSP Only Program if they only want English language instruction.

**International Student Exchange Program**

Department of International Student Education provides multiple programs for international students, including the following:

**English Language Studies Program (ELSP)**

ELSP helps international students with or without TOEFL scores to transition smoothly into undergraduate and graduate degree programs at Biola University. Students from many countries experience intensive English instruction, develop proficiency in the English language, and receive assistance as they pursue academic degrees at Biola. Students may also attend the ELSP Only Program if they only want English language instruction.

**International Student Exchange Program**

Biola University values experiential and cross-cultural learning, and is committed to providing opportunities for students to participate in study abroad programs. These programs are vital to fulfilling the mission to educate students in mind and character to impact the world for Christ.

The International Student Exchange Program offers unique opportunities for students to study abroad in Asia at Christian universities. Biola students with a GPA of 3.0 or higher may apply for up to two semesters of exchange study and earn 12-15 credits each semester while studying abroad.

**Biola English Summer Program**

Biola University offers non-credit summer English special programs on its La Mirada campus for international students and teachers. The experience includes intensive study of the English language and daily activities that increase understanding of American culture.

**TEFL Certificate Program**

Coursework in the TEFL Certificate Program cannot transfer to graduate TESOL programs.

The TEFL Certificate Program aims to serve Christians who wish to receive basic training in English language teaching techniques to enable them to teach English in the United States or overseas, especially in informal settings. The TEFL Certificate Program is a non-degree, professional teacher training program. This program offers two levels of teaching certification to domestic students: (1) Level 1–60 hours of basic training in TEFL methodologies; and (2) Level 2–100 hours of training with additional 40 hours of practicum beyond the 60 hours of coursework.

**Length of the Program**

For Level 1 certification, classes are a month long, including 11 face-to-face clock hours on the weekend (Friday evening and Saturday) with an additional 4 hours of online work during the weekdays each week, totaling 60 classroom hours for the program.

For Level 2 certification, students will need to engage in an additional 40 hours of supervised student teaching in any setting of interest to them. Students may set up the practicum on their own or seek assistance from the TEFL Certificate Program. Students may complete the Practicum requirement in two to three months.

**English Language Studies Program**

**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 are admitted to ELSP levels ELI 121–124, 126, 131–134,136, and ENGL 141–146. Students must take a minimum of 14 credits each semester.

All Biola degree students for whom English is not the primary language must take the Biola English Placement Examination (BEPE) for appropriate level 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 79 iBT (undergraduate) or 88 (graduate) are not required to participate in ELSP.

ELSP students who pass ENGL 151 and 171 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 100 iBT 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 ELI 121–124, 126, 131–134,136, and ENGL 141–146, are full-time ELSP students, taking courses 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 ENGL 151/152 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 TOEFL score of 79 iBT (undergraduate) or 88 (graduate) may exit the program upon successful completion of the current semester’s classes. For tuition information, please see the ELSP website.
Curriculum
ELSP is organized at six achievement levels, each of which requires a full semester of study.

Achievement Level 1: 121–124, 126 (14 Credits)
- EILI 121 - Listening/Pronunciation
- EILI 122 - Reading
- EILI 123 - Grammar/Oral
- EILI 124 - Speaking I
- EILI 126 - Writing

Achievement Level 2: 131–134, 136 (14 Credits)
- EILI 131 - Listening/Pronunciation
- EILI 132 - Reading
- EILI 133 - Grammar/Oral
- EILI 134 - Speaking II
- EILI 136 - Writing

Achievement Level 3: 141–146 (14 or 16 Credits)
- ENGL 141 - Academic Listening
- ENGL 142 - Reading
- ENGL 143 - Grammar/Oral
- ENGL 144 - Effective Communication
- ENGL 145 - TOEFL
- ENGL 146 - Writing

Achievement Level 4: 151, 152 (7 Credits)
- ENGL 151 - English for the Non-Native Speaker: Foundations of Academic Writing
- ENGL 152 - English for the Non-Native Speaker: Oral Skills

Achievement Level 5: 161 (3 Credits)
- ENGL 161 - English for the Non-Native Speaker: Essay and Academic Writing

Achievement Level 6: 171 (3 Credits)
- ENGL 171 - English for the Non-Native Speaker: Writing Workshop

Courses
English Language Studies Program (EILI)
- EILI 121 - Listening/Pronunciation
  An introductory course in understanding spoken American English and in producing the sounds of American English. Grade Mode: A. Credit(s): 3.
- EILI 122 - Reading
  An introductory course in understanding written American English. Grade Mode: A. Credit(s): 3.
- EILI 123 - Grammar/Oral
  An introductory course in understanding and using American English grammar in both oral and written form. Grade Mode: A. Credit(s): 3.
- EILI 124 - Speaking I
  An introductory course in using American English for oral communication. Grade Mode: A. Credit(s): 2.
- EILI 126 - Writing
  An introductory course in using American English for writing. Grade Mode: A. Credit(s): 3.
- EILI 131 - Listening/Pronunciation
  An intermediate course in understanding spoken American English and in producing the sounds of American English. Grade Mode: A. Credit(s): 3.
- EILI 132 - Reading
  An intermediate course in understanding written American English. Grade Mode: A. Credit(s): 3.
- EILI 133 - Grammar/Oral
  An intermediate course in understanding and using American English grammar in both oral and written form. Grade Mode: A. Credit(s): 3.

- EILI 134
- EILI 135
- EILI 136

English Language Studies Program (ENGL)
- ENGL 141 - Academic Listening
  A high-intermediate course in understanding academic lectures and taking notes on academic lectures. Grade Mode: A. Credit(s): 3.
- ENGL 142 - Reading
  A high-intermediate course in using written English. Grade Mode: A. Credit(s): 3.
- ENGL 143 - Grammar/Oral
  A high-intermediate course in understanding and using English grammar in both oral and written form. Grade Mode: A. Credit(s): 3.
- ENGL 144 - Effective Communication
  A high-intermediate course in using English for class discussions, group discussions and presentations. Grade Mode: A. Credit(s): 2.
- ENGL 145 - TOEFL
  An elective course in preparation for the TOEFL. Grade Mode: A. Credit(s): 2.
- ENGL 146 - Writing
  A high-intermediate course in using English for writing. Fee: Writing Lab $25. Grade Mode: A. Credit(s): 3.
- ENGL 151 - English for the Non-Native Speaker: Foundations of Academic Writing
  An advanced course in understanding spoken and written English with intensive practice in editing. Note(s): If this is the first ELSP course required, it must be taken during the first semester of residence. Fee: Writing Lab $25. Grade Mode: A. Credit(s): 4.
- ENGL 152 - English for the Non-Native Speaker: Oral Skills
  An advanced course in using English for oral communication. Note(s): If this is the first ELSP course required, it must be taken during the first semester of residence. Grade Mode: A. Credit(s): 3.
- ENGL 161 - English for the Non-Native Speaker: Essay and Academic Writing
  An advanced course in understanding spoken and written English and using English for writing. Prerequisite(s): 151 and 152 or department placement. Note(s): If this is the first ELSP course required, it must be taken during the first semester of residence. Fee: Writing Lab $25. Grade Mode: A. Credit(s): 3.
- ENGL 171 - English for the Non-Native Speaker: Writing Workshop
  An advanced course in using English for writing. Prerequisite(s): 161 or department placement. Note(s): A passing grade of "B" permits students to enroll in departmental writing courses (i.e., undergraduate ENGL 100 or Talbot TTSS 500) the semester immediately following successful completion of 171. Students who are taking ENGL 171 for the second time or more will be restricted to a maximum of 12 credits for undergraduate students and 9 credits for graduate students. Fee: Writing Lab $25. Grade Mode: A. Credit(s): 3.
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 bachelor's 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. The Biola Office of Health Professions Advising (BOHPA) also mentors students pursuing these careers. Provide support for health professional school applications, graduate exam preparation, mock interviews and clinical shadowing experiences. 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-Chiropractic
Biola has a unique 3+3 cooperative degree program in conjunction with the Southern California University of Health Sciences (SCU). The student attends Biola for three years and then applies to SCU and enters their program. After taking the required courses in the first 1/2 years at SCU, Biola grants a Bachelor of Science degree in Human Biology. Upon the completion of the entire 3-year program at SCU, the student receives a Doctor of Chiropractic from the Southern California University of Health Sciences' Los Angeles College of Chiropractic (LACC).

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 thoroughly educated Doctor of Chiropractic whose faith is truly integrated with her or his profession.

SCU 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.

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 Biola Office of Health Professions Advising.

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 almost all students at Biola who are preparing to enter medical school major in biological science or biochemistry with a pre-med concentration, other majors are possible if the student completes all of the core science courses required by the medical school. These include one year of General Biology, one year of Chemistry, one year of Physics, one year of Organic Chemistry and one semester of Calculus.

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 application process. In particular, the Pre-Medical Advisory Committee assists with preparation for medical school interviews, as well as generating a committee letter of recommendation. Information about the Pre-Medical Advisory Committee and Medical College Admission Test (MCAT) is available from The Biola Office of Health Profession Advising. For further information, please consult with either the Department of Biological Science or the Department of Chemistry, Physics & Engineering.

Pre-Physical Therapy
Students interested in a career in physical therapy can choose between two majors at Biola. Both of these majors are designed to meet the entrance requirements of doctoral degree programs in Physical Therapy.

A doctoral 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 that 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 majors include selected courses in biology, chemistry, physics, mathematics and psychology. Pre-physical therapy students can major in Kinesiology in the Department of Kinesiology, Health and Physical Education, or in Human Biology in the Department of Biological Science. Consult with either of these departments for the specific details of these programs.

Pre-Veterinary
Preparation for entrance into veterinary school is similar to preparation for medical school. Students should contact the veterinary schools of their choice for specific entrance requirements. Courses can be chosen that will focus more on animal biology than human biology. Many veterinary schools require the students to take the Graduate Record Exam (GRE) or the Medical College Admission Test (MCAT).

Other Post-Graduate Health Professional Programs

Many students are interested in health professional careers in fields such as pharmacy, optometry, physician assistant, podiatry, medical technology, public health and nutrition. Each of these fields 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.

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 and TESOL (ALT). For further information about this program students should contact the SIL office in the Cook School of Intercultural Studies. For information about a minor in Applied Linguistics, see the ALT chair.

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.

Students interested in this program should major in Engineering Physics with the Chemistry, Physics and Engineering Department.

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-Speech/Language Pathology and Pre-Audiology

A student wishing to prepare for careers as a speech-language pathologist or audiologist should choose the Communication Sciences and 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 and 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 Sciences and 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.


STUDY ABROAD AND DOMESTIC OFF CAMPUS PROGRAMS

General Information

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

In most cases, students may participate in Fall and Spring off campus programs at the same cost of on campus tuition, room and board. Please refer to the Financial Information > Payment Options section of the catalog for information on individual payment plans for Fall and Spring off campus programs. Participating students may continue to qualify for federal, state and Biola aid in most Fall and Spring programs. This allows students to continue to obtain the maximum aid possible while participating in an off campus program. All students participating in Fall and Spring off campus programs are charged a $500 non-refundable administrative fee.

Under Biola’s Financial Aid regulations, students who attend a study abroad or domestic off campus program are eligible for full financial aid when the student commits to graduating in four years (Nursing and Music majors commit to graduating in five years). Students are eligible to receive financial aid for only one semester of a study abroad or domestic program during their undergraduate degree program at Biola.

All students participating in an international Fall or Spring off campus program are required to pay the additional international health insurance fee.

It is University Policy that students participating in a Fall or Spring off campus program may not be registered in an arranged course with Biola faculty. Students wishing to take online courses in addition to off campus courses must obtain permission from the Center for Cross Cultural Engagement and the Office of the Registrar. Additional fees will apply.

Students who are interested in applying to a study abroad or domestic off campus program should contact the specific Biola faculty program director and the Center for Cross-Cultural Engagement. All students participating in off campus semester programs must complete the Off Campus Programs Registration Form (available online at biola.edu/offcampusprograms) and a Biola Graduation Petition in addition to the program application.

Curriculum Requirements

Coursework taken through study abroad or domestic off campus programs does not count toward resident credits at Biola for a major or minor. A minimum of 15 upper-division credits must be taken in residence toward the completion of a major. A minimum of 6 upper-division credits must be taken in residence towards the completion of a minor. Of the 30 credits of Biola required, 15 must be taken in residence. Credits earned through a study abroad or domestic program may be applied to up to 50% of a student’s Biola degree.

Students earning a Bachelor of Arts degree who take foreign languages while studying abroad (in CCCU or other endorsed off campus programs) are advised to use the credits as elective credit since the student could find difficulty in finding the second and third semester of instruction in the languages not offered at Biola. Students earning a Bachelor of Science degree may be able to fulfill the language requirement while abroad as only four credits are required. Initials in parentheses, next to program name, represent University transcript codes.

Biola Programs

Biola London (BLS)
biola.edu/biolalondon

In cooperation with Roehampton University London, Biola offers a fall semester of study in the United Kingdom. Located near Wimbledon, six miles southwest of the center of London, the program at Roehampton University gives students the opportunity to experience the British educational system side by side with British and international students, while also learning from the unique historical and cultural settings of London and the British Isles. Biola students can attend the fall program only in their junior or senior year, which requires them to apply in their sophomore or junior year, respectively.

Roehampton University’s catalog for international students offers a variety of academic disciplines with courses that connect to most Biola majors. At the time of application to the Biola London program, students select six courses from Roehampton’s catalog that meet the requirements of their general education or major-eventually selecting three to take in the fall if they are accepted to the program. Two additional required courses will be taught by an instructor designated by Biola, one of which fulfills the Bible integration requirement (BBST 465) and the other, a course on British history and culture (Biola’s HIST 305) that can count toward HIST 207 - World Civilization I or HIST 208 - World Civilization II, or a university general elective (please check with the Biola London office for details). In all, students will take five courses in London, totaling 15 credits.

Students interested in the program should inquire with the Biola London office as freshmen or sophomores to begin the process of ensuring that there is space in their curriculum for the courses they aim to take in London as juniors or seniors. While courses that meet Biola’s general education requirement can be taken there, students are encouraged to select courses in their areas of specialization because of the advanced nature of British higher education.

Application, payment of tuition and room are made through Biola. Seniors graduating in December are not allowed to apply to the program. Biola requires a minimum cumulative 3.0 GPA to apply, and the application must be approved by the department of the student’s major, the director of the Biola London program and Roehampton University. Applications are distributed in the fall semester of the year before the candidate plans to study in London. A selection process follows the submission of applications.

Students who are accepted live in campus housing and must arrive early for an orientation at Roehampton before starting the term of study. 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. At the end of the semester, Roehampton will forward the student’s transcript to Biola, where it will be interpreted in light of the American grading system.

For contact information, please visit the following website: biola.edu/academics/offcampusprograms.

Heidelberg Semester Program (HSP)
academics.biola.edu/music/heidelberg

Students will live and study in the historic town of Heidelberg, and in addition to studies and involvement in area ensembles will enjoy extended trips to Austria, visiting Salzburg and Vienna, and northern Germany, visiting Leipzig and Eisenach. Activities will include concerts, museum visits, and a wide variety of historic sightseeing. Biola’s Conservatory of Music believes that the Heidelberg program provides an opportunity for students to steep themselves in the historically and culturally rich environment that can only be found in Europe, the birthplace of the Western art music tradition.

For contact information, please visit the following website: biola.edu/academics/offcampusprograms.
International Student Exchange Program (ISE)
biola.edu/academics/cook/ise/sep
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, 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 contact information please visit the following website: biola.edu/academics/offcampusprograms.

BestSemester (CCCU) Programs
The Council for Christian Colleges and Universities (CCCU), an association of 119 members and 59 affiliate institutions in 20 countries, offers the following semester and summer programs to students of its member institutions. The programs offer a unique opportunity for students to make the world their classroom. These interdisciplinary learning opportunities are available to juniors and seniors, while some programs also accept second-semester sophomores. For further information regarding academic requirements, course equivalencies, application deadlines, registration and program costs contact the Center for Cross Cultural Engagement. Interested students can visit Biola’s Off Campus Programs website: biola.edu/offcampusprograms and the CCCU website: bestsemester.com.

American Studies Program (ASP)
bestsemester.com/asp
Since 1976, the American Studies Program has served as an experiential learning laboratory for students committed to connecting their faith to public affairs. More than 2,500 students have come to Washington and nearly 500 alumni currently work in the DC metro area in a variety of professional fields-private and public, for-profit and non-profit. Each student enrolls in the program’s two practicum courses: “Internship” and “Topics in Leadership and Vocation.” Students have the option of enrolling in a 1-credit “Professional Mentorship” course. In addition, students apply to either the Public Policy Initiatives Track or the Global Development Enterprise Track. The Public Policy Initiatives Track equips and supports students in their analysis of a pressing public policy issue. Each student produces original research by engaging area experts and practitioners off-site and in the classroom as they investigate the local, national, and global factors that influence policy-making in Washington, DC. The Global Development Enterprise Track focuses on partnership initiatives taken by leaders in commercial, governmental and non-governmental organizations as they explore the impact they can achieve by collaborating to address issues of sustainable development worldwide. ASP students earn 15–16 semester hours of credit.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

<table>
<thead>
<tr>
<th>HEIDELBERG SEMESTER PROGRAM</th>
<th>RECOMMENDED COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music History</td>
<td>2–3</td>
<td></td>
</tr>
<tr>
<td>Conducting</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>German 1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>World Civilization</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Concert Music</td>
<td>0–1</td>
<td></td>
</tr>
<tr>
<td>Ensemble</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Applied Music</td>
<td>2–3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14–17</td>
<td></td>
</tr>
</tbody>
</table>

Australia Studies Centre (ASC)
bestsemester.com/asc
The Australia Studies Centre (ASC) is offered in partnership with Christian Heritage College (CHC), a CCCU affiliate member in Carindale, a suburb of Brisbane, Queensland. The ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion, politics and indigenous cultures together with experiential service learning and formal instruction in Christian studies, business ministries, social sciences and education and humanities. Every student is required to take the courses “The View from Australia: Issues in Religion, Politics, Economics and Cultural Values” and “Australian Aboriginal Cultures” or “Indigenous Cultures in Australia & Aotearoa (New Zealand)”. Additionally, students choose electives from CHC offerings in the School of Christian Studies, School of Business, School of Education & Humanities, School of Ministries, and School of Social Sciences. Students live with Australian families and volunteer with local community service providers. In order to experience the various aspects of Australian culture, students spend time in the Australian capital, Canberra, travel to the edge of the Australian Outback, and have the option to spend the last week of the semester connecting with the Maori people in New Zealand. ASC students earn 16 semester credits.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

<table>
<thead>
<tr>
<th>AUSTRALIA STUDIES CENTRE</th>
<th>RECOMMENDED COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture Emphasis (required)</td>
<td>The View from Australia</td>
<td>4</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td>Australian Aboriginal Cultures</td>
<td>4</td>
</tr>
<tr>
<td>Indigenous Cultures in Australia and Aotearoa (New Zealand)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discipline Emphasis</td>
<td>Christian Heritage College Unit #1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Christian Heritage College Unit #2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

China Studies Program (CSP)
bestsemester.com/csp
The China Studies Program enables students to engage China’s ancient history and intrigue from an insider’s perspective. While immersed in Chinese culture, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic, populous, and extremely influential nation. Choosing
from a wide selection of electives, students have the opportunity to delve deeper into Chinese studies and to participate in a field experience or internship with business internship opportunities available. Students also study standard Chinese language with the goal of attaining the ability to handle everyday transactions in Mandarin. The program begins in Hong Kong and introduces students to the diversity of China. Students will then live and study at Xiamen University in southeastern China. During the course of the semester, students will travel around China visiting the capital city of Beijing, legendary Shanghai, and ancient Xi’an. This interdisciplinary, cross-cultural program enables students to communicate and understand the unique culture and people of China with an informed, Christ-centered perspective. CSP students earn 15–18 credits.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

<table>
<thead>
<tr>
<th>CHINA STUDIES PROGRAM</th>
<th>RECOMMENDED COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Courses</td>
<td>Chinese (101 or 102)</td>
<td>2–3</td>
</tr>
<tr>
<td></td>
<td>Chinese History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Contemporary Society and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Select 3–6 credits)</td>
<td>Business Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Chinese 102</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dimensions of East Asian Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Eastern Philosophy and Religions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>International Business in China</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Chinese Painting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tai Chi</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15–18</td>
</tr>
</tbody>
</table>

Contemporary Music Center (CMC)
bestsemester.comcmc

The Contemporary Music Center provides students with the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers three tracks: Artist, Business and Technical. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers and producers. The Business Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. The Technical Track prepares students for careers in live sound, concert lighting and studio recording. Students within each of the tracks receive instruction, experience and a uniquely Christ-centered perspective on creativity and the marketplace, while working together to create and market a recording of original music. Each track includes coursework, labs, directed study and a practicum. CMC students earn 16 credits.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

India Studies Program (ISP)
bestsemester.com/isp

The India Studies Program (ISP), in partnership with the Bishop Appasamy College of Arts and Sciences (BACAS) located in Coimbatore, India, is structured to provide students with both immersion in a local community and broad exposure to a variety of peoples, places and customs in India including an extensive two-week travel portion of the program to provide students with a close-up look at India’s diversity. Students will participate in two core courses; “Contemporary India: Culture, Society & Challenges” and “India’s Religious Landscape,” designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understanding of India’s past and contemporary realities, students will have opportunities to explore a variety of issues-poverty, social justice, rapid social change, religious pluralism-through the eyes and experience of Indian Christians. Rounding out the semester experience, students will also have the opportunity to take courses in their major areas with Indian students and professors. These electives include Indian Literature, Design, Fine Arts, Culinary Culture, and Business. ISP students earn 16 credits.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

<table>
<thead>
<tr>
<th>INDIA STUDIES PROGRAM</th>
<th>RECOMMENDED COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (required)</td>
<td>Contemporary India: Culture, Society and Challenges</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>India’s Religious Landscape</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses (select three)</td>
<td>Introduction to Tamil</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Indian Society and Social Work Intervention</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Indian Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Indian Design: Traditional Costumes and Textiles</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Indian Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Culinary Dimensions of Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Current Perspective of Business in India</td>
<td>3</td>
</tr>
<tr>
<td>Field Experience</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
Latin American Studies Program (LAS)
bestsemester.com/lasp

Based in San José, Costa Rica, the Latin American Studies Program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Through living with local families, students become a part of the day-to-day lives of Latin Americans. Students also take part in a practicum/internship and travel to nearby Central American nations. Students participate in one of four concentrations: Latin American studies (offered both Fall and Spring terms); advanced language and literature (designed for Spanish majors and offered both Fall and Spring terms); international business (offered only in Fall terms); and environmental science (offered only during Spring terms). Depending on their concentration, students travel to nearby Central American nations including Nicaragua, Guatemala, Cuba and Panama. LASP students earn 16–18 credits.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

<table>
<thead>
<tr>
<th>LATIN AMERICAN STUDIES PROGRAM</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended Courses</td>
<td></td>
</tr>
<tr>
<td>Spanish Language</td>
<td>6</td>
</tr>
<tr>
<td>Latin American History and Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>Regional Study Travel</td>
<td>1–3</td>
</tr>
<tr>
<td>Concentration Courses</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>16–18</td>
</tr>
</tbody>
</table>

Los Angeles Film Studies Center (LAF)
bestsemester.com/lafsc

Founded in 1991, the Los Angeles Film Studies Center trains students to serve in various aspects of the film industry with professional skill and Christian integrity. Each semester, students live, learn and work in L.A. The curriculum consists of three required seminars: “Hollywood Production Workshop,” “Internship: Inside Hollywood,” and “Faith and Artistic Development in Film,” focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. 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. LAFSC students earn 16 credits.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

<table>
<thead>
<tr>
<th>LOS ANGELES FILM STUDIES CENTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended Courses</td>
<td></td>
</tr>
<tr>
<td>Hollywood Production Workshop</td>
<td>4</td>
</tr>
<tr>
<td>Faith and Artistic Development in Film</td>
<td>3</td>
</tr>
<tr>
<td>Internship: Inside Hollywood</td>
<td>6</td>
</tr>
<tr>
<td>Electives (choose one)</td>
<td></td>
</tr>
<tr>
<td>Narrative Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>Professional Acting for the Camera</td>
<td>3</td>
</tr>
<tr>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

Middle East Studies Program (MES)
bestsemester.com/mesp

Based in Jerusalem, Israel, this program offers students a unique opportunity to explore and interact with the complex and strategically important world of the modern Middle East. Students explore diverse religious, social, cultural and political traditions of Middle Eastern peoples through interdisciplinary seminars. They also study the Arabic language and volunteer with various organizations. Through travel in the region (recently Israel, Palestinian areas, Jordan, Morocco, and Turkey), students are exposed to the diversity and dynamism of the local culture. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim, Eastern Christian and Jewish worlds in an informed, constructive and Christ-centered manner. MESP students earn 16 credits.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

<table>
<thead>
<tr>
<th>MIDDLE EAST STUDIES PROGRAM</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended Courses</td>
<td></td>
</tr>
<tr>
<td>Introduction to Arabic Language</td>
<td>4</td>
</tr>
<tr>
<td>Islamic Thought and Practice</td>
<td>4</td>
</tr>
<tr>
<td>Conflict and Change in the Middle East</td>
<td>4</td>
</tr>
<tr>
<td>Peoples and Cultures of the Middle East</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

Oxford Summer Programme (OSP)
bestsemester.com/osp

The Oxford Summer Programme allows students, as affiliate members of Wycliffe Hall, University of Oxford, to do intensive scholarship in the oldest university in the English-speaking world. During the five-week programme, students hone their research and writing skills and delve into the areas that interest them the most while exploring the relationship between Christianity and the development of the British Isles. Seminars and tutorials are given on specialized topics under expert Oxford academics in the areas of English language and literature, history, including the history of art and history of science, philosophy, theology and the study of religion. The programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. OSP students earn 6 semester hours of credit.

Biola students attend the Oxford Summer Programme independent of Biola and transfer the credit upon completion of the summer programme. All fees are paid directly to the CCCU. Students are required to complete substitution request forms prior to departure.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

Scholars’ Semester in Oxford (SSO)
bestsemester.com/soo

The Scholars’ Semester in Oxford is designed for students who want to study intensively and to a high standard. Students develop their academic writing and research skills and explore the disciplines and interests of their choice. As visiting students of Oxford University and members of Wycliffe Hall, students study in the oldest university in the English-speaking world. SSO students enroll in a primary and secondary tutorial, an integrative seminar (or thesis in the case of second term students), and the British landscape course. Students group their work in a concentration so that all elements of their programme work together. SSO is designed for students interested in art history, classics, English language and literature, history, modern languages (French, German, Italian, Portuguese, and in Autumn 2011, Russian), musicology, philosophy, and theology, though all majors may apply. SSO also offers 18 thematic or integrative concentrations such as history and philosophy of science and social sciences. Applicants are generally honors and other very high-achieving students and must have at least a 3.7 GPA to be considered for the programme. SSO students earn 17 credits and may complete two semesters of the programme.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.
Uganda Studies Program (USP)
bestsemester.com/usp

The Uganda Studies Program provides students with both immersion in a local community and broad exposure to a variety of people and places in Uganda and Rwanda. Students are given the option to live with a host family for the semester, or to live on campus at Uganda Christian University (UCU), an international affiliate member of the CCCU located 15 miles east of the capital city of Kampala. All students attending USP are required to take “Faith & Action in the Ugandan Context” along with an African Context course. Students enrolled in the Social Work Emphasis (SWE) take a junior or senior level social work practicum while all other USP students select from a variety of UCU electives. Students will forge meaningful relationships with their Ugandan peers, faculty members, and host families. These relationships give USP students a firsthand perspective as they explore issues such as poverty, cultural expressions of Christianity and missions, and as they seek to reconcile the realities of East Africa with their Christian faith. Upon completion, students will earn 13–16 credits.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

<table>
<thead>
<tr>
<th>Uganda Studies Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended Courses</strong></td>
</tr>
<tr>
<td>Faith and Action in the Ugandan Context</td>
</tr>
<tr>
<td>African Context Courses</td>
</tr>
<tr>
<td>Elective/African Context Course (optional)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Washington Journalism Center Program (WJC)
bestsemester.com/wjc

The Washington Journalism Center (WJC) is a semester-long study program in Washington, DC, created for students interested in the field of journalism. While in Washington, students take classes focusing on their personal writing skills and on the history and future of the media. These classes—“Foundations for Media Involvement,” “Reporting in Washington,” and “Washington, News and Public Discourse”—combined with an internship at a top news publication help students learn to integrate their faith in a journalism career. Students also participate in service learning opportunities as part of the WJC experience. WJC students earn 16 credits.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

<table>
<thead>
<tr>
<th>Washington Journalism Center</th>
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</thead>
<tbody>
<tr>
<td><strong>Recommended Courses</strong></td>
</tr>
<tr>
<td>Foundations for Media Involvement</td>
</tr>
<tr>
<td>Reporting in Washington</td>
</tr>
<tr>
<td>Washington, News and Public Discourse</td>
</tr>
<tr>
<td>Internship</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Affiliated Programs

Au Sable Institute of Environmental Studies
biola.edu/academics/offcampusprograms/programs/detail/ausable

Au Sable Institute of Environmental Studies offers over 20 different field-based, university level courses in environmental studies and environmental science at campuses in the Great Lakes region (Mancelona, MI) and on Puget Sound (Whidbey Island, WA), in addition to courses in South India (Thiruchirapalli, Tamil Nadu) and Latin America (Vara Blanca, Costa Rica). Courses feature extensive field learning to elucidate concepts and teach hands-on skills, and techniques for sustainability, ecosystem management and restoration, conservation, research, and health. Courses take place during January, May, and two summer session terms. Courses from Au Sable can be applied to major, minor, or core credits. Au Sable attracts students from 60 different Christian colleges and universities around North America, forming a Christian community that cares about preserving, restoring, and sustaining God’s creation.

Au Sable’s international opportunities include the Interterm course “Ecology of the Indian Tropics,” taught in partnership with Bishop Heber College (Tamil Nadu, India). The class travels to South India to learn about its unique tropical ecosystems and culture. In Costa Rica, the “Tropical Agriculture and Missions” courses teaches proven, hands-on skills and techniques for helping farmers improve their livelihoods in developing countries. This course takes place during May or Summer term.

Creation Care Study Program (CCSP)
creationcsp.org

The Creation Care Study Program (CCSP) offered by the Center for Environmental Leadership is a high-caliber academic semester in Belize or New Zealand aimed at helping students connect their Christian faith to biblical justice, ecology, sustainable community development, and to personally live more sustainable lifestyles. Within a learning context focused on Christian spiritual formation and community, CCSP offers a robust cross-cultural and interdisciplinary integrated semester of learning and discipleship. A semester with CCSP is available Fall or Spring and is suitable for all majors, but particularly intercultural studies, biology and sociology.

While studying with CCSP, students interact with the local communities and discover hands-on the remarkable natural wonders of Belize or New Zealand. Some highlights of CCSP-Belize include living at Macal Commons, CCSP’s beautiful tropical campus, taking excursions to local Mayan ruins, snorkeling at one of the world’s largest barrier reefs, and exploring pristine rainforests. The Belize semester also offers internship opportunities.

The CCSP-New Zealand campus is nestled beneath the mighty Kaikoura mountains, yet only one mile from the Pacific Ocean. This offers students the unique opportunity to explore New Zealand’s Polynesian and European cultures, stunning forests, mountain glaciers and abundant marine life (including whales, dolphins and seals). Both locations include homestay opportunities with local families, while CCSP also provides ample opportunity for independent travel.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

<table>
<thead>
<tr>
<th>Creation Care Studies Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended Courses</strong></td>
</tr>
<tr>
<td>Belize</td>
</tr>
<tr>
<td>Introduction to Sustainable Community Development</td>
</tr>
<tr>
<td>God and Nature</td>
</tr>
<tr>
<td>Tropical Ecosystems</td>
</tr>
<tr>
<td>Environmental Literature</td>
</tr>
<tr>
<td>Internship Elective</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

| **Recommended Courses** | **Credits** |
| New Zealand | |
| Introduction to Sustainable Community Development | 4 |
| New Zealand Ecosystems | 4 |
| God and Nature | 4 |
| Environmental Literature | 3 |
| Te Reo Maori (Maori language) | 1 |
| **Total** | **16** |

Development Studies in Honduras (DSP)
calvin.edu/academic/off-campus/programs/honduras-justice

Students attending Development Studies in Honduras by Calvin College spend a Fall semester living with Honduran families and studying economic development theories in the context of poor communities in Honduras. In their host city of Tegucigalpa, students will learn about the factors that make Honduras the third poorest country in the Western world and use that knowledge as
Study Abroad and Domestic Off Campus Programs

a lens through which to look at the rest of the world. In Honduras development theories leap off the pages of textbooks and come alive at garment factories, banana plantations and subsistence farms. All these experiences will empower students to better understand their role as a Christian in our world today.

Only Federal and State Aid apply to the Development Studies in Honduras Program.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

### Development Studies in Honduras

<table>
<thead>
<tr>
<th>RECOMMENDED COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring a Third World 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>3–4</td>
</tr>
<tr>
<td>Honduras Development Practicum (optional)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12–13</strong></td>
</tr>
</tbody>
</table>

### Quito Semester Program (QES)

[link](http://livingandlearninginternational.com/ecuador.php)

The Quito Semester Program offered by Living and Learning International is a study abroad program designed for college students who desire to grow in their ability to integrate life and learning—to integrate their walk with God with the realities of struggle, poverty and injustice in the world. The program does not aim simply to add knowledge or travel to students’ lives, but to help them understand with wisdom God’s calling on each individual. The program encourages exploration into these pertinent questions: Who is God calling us to be? What is He calling us to do? How does He want us to respond?

Combining classroom learning, ministry, mission, and practical internships in a unique and challenging setting, this semester provides an opportunity for students to enjoy the rich interaction with teachers, faculty, ministry site hosts, and other students who are on this same journey. This interdisciplinary, cross-cultural program enables students to communicate and understand the challenges of a developing nation and teaches them to respond with an informed, Christ-centered worldview.

The Quito Semester is available to all students who desire to continue their college/life education in an international setting. Along with receiving up to 16 credits, students will live, learn and grow academically, experientially, and spiritually. The program introduces students to the diversity of Ecuador, including Quito, the Amazon Jungle, and the Galapagos Islands. While living in Ecuador, students will experience a variety of new cultures, gain global perspective, and discover anew the joys and the challenges of serving God.

For contact information please visit the following website: biola.edu/academics/offcampusprograms.

### Quito Semester Program

<table>
<thead>
<tr>
<th>RECOMMENDED COURSES</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
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<tr>
<td>Spanish</td>
<td>4–8</td>
</tr>
<tr>
<td>Ecuador 250: History, Politics and Culture of Ecuador</td>
<td>3</td>
</tr>
<tr>
<td><strong>Core Courses</strong> (select at least two)</td>
<td></td>
</tr>
<tr>
<td>Intercultural Practicum</td>
<td>3–6</td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>Worldview and World Religions</td>
<td>3</td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>Business as Mission</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practices of Community Engagement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15–18</strong></td>
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</tbody>
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### Interterm and Summer Study Tours

During the Interterm and Summer semesters, Biola offers several different study tours, taught by Biola faculty, that travel both nationally and internationally. Application materials, course offerings, cost and payment deadlines are specific to each program. Each Biola Interterm or Summer study tour has individual student contracts and a refund policy that cater to the specific needs of each program. Payment is due in full prior to departure. Failure to pay 100% prior to departure will result in the immediate cancellation of the student’s registration. Financial aid is not available for Interterm or Summer study tours. All students participating in an Interterm or Summer study tour are charged a $50 non-refundable registration fee and the international health insurance fee.

To learn more about Biola’s various Interterm and Summer study tours please visit the following website: biola.edu/academics/offcampusprograms.
School of Arts and Sciences
Patricia L. Pike, Ph.D., Vice Provost

Undergraduate
Unless otherwise indicated, undergraduate degree programs are housed in one of the following three divisions:

Fine Arts and Communications
J. Douglas Tarpley, Ph.D., Dean

Humanities and Social Sciences
Amy Obrist, Ph.D., Interim Dean

Sciences
Walt Stangl, Ph.D., Dean
Degree Programs
Majors, Minors, Certificates
Anthropology, B.A.

Mission
The mission of the Bachelor of Arts in Anthropology is to provide students with a holistic understanding of the diversity of human behavior across time, geography and culture from a distinctly Christian perspective and to equip them to actively bridge cultural differences so that they can 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.

Program Learning Outcomes
Upon completion of the Bachelor of Arts in Anthropology, students will be able to:
1. Identify major paradigms, major figures, and major theories in anthropology and explain how theory develops and shifts and the influence of Christian thinkers and thoughts (ULO 1).
2. Demonstrate they are able to form research questions, apply appropriate research methodologies, and interpret, analyze, and report ethnographic and/or archaeological data (ULO 2).
3. Recognize and respond appropriately to key challenges to and opportunities for their faith raised (ethics, integrity, and intellectual honesty) in engaging their sub-discipline in anthropology (ULO 3).

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

General Education Requirements
Students are required to take the following courses as preparation for the major. These courses fulfill general education requirements.

- ANTH 200 General Cultural Anthropology Credit(s): 3.
- ANTH 222 Physical Anthropology Credit(s): 3.
- ANTH 223 Physical Anthropology Laboratory Credit(s): 1.

Core Requirements
The anthropology major requires 36 credits which includes 15 credits of core courses:

- ANTH 215 Introduction to Archaeology Credit(s): 3.
- ANTH 310 Introduction to Linguistic Anthropology: Language, Culture and Society Credit(s): 3.
- ANTH 345 Ethnographic Field Methods Credit(s): 3.
- ANTH 350 Anthropological Field Practicum Credit(s): 3.
- ANTH 401 History of Anthropological Theory Credit(s): 3.

Elective Requirements
Students may choose 21 credits of upper-division electives according to their interests. Students are encouraged to form a concentration or minor in a subfield, but may choose from any of the following electives.

Anthropology majors may not count more than two sociology electives towards graduation requirements.

- ANY ANTH course
- INCS 347 Micro Issues in Relief and Development Credit(s): 3.
- INCS 375 Understanding the City Credit(s): 3.
- INCS 420 Intercultural Communication Credit(s): 3.
- INCS 430 Seminar: Topics in Intercultural Health Care Credit(s): 3.
- INCS 433 Community Development Models and Strategies Credit(s): 3.
- INCS 435 Project Evaluation and Assessment Credit(s): 3.
- INCS 445 New Religious Movements Credit(s): 3.
- INCS 458 Village and Tribal Cultures Credit(s): 3.
- INCS 459 Urban Transformation Credit(s): 3.
- INCS 346 Urban Sociology Credit(s): 3.
- INCS 353 Religion in Public Life Credit(s): 3.
- INCS 362 Social Problems Credit(s): 3.
- INCS 370 American Culture and Values Credit(s): 3.
- INCS 402 Religion and Society Credit(s): 3.
- INCS 443 Methods of Sociological Research Credit(s): 3.

Concentrations
There are concentrations 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 concentration based on career goals.

Applied Anthropology
This concentration seeks to provide students with the ability to apply anthropological research in the area of solving human problems. Courses include:

- ANTH 400 Political Anthropology Credit(s): 3.
- ANTH 403 Economic Anthropology Credit(s): 3.
- ANTH 420 Topics in Urban Anthropology Credit(s): 3.
- INCS 345 Introduction to International Development Credit(s): 3.
- INCS 347 Micro Issues in Relief and Development Credit(s): 3.
- INCS 430 Seminar: Topics in Intercultural Health Care Credit(s): 3.
- INCS 433 Community Development Models and Strategies Credit(s): 3.
- INCS 435 Project Evaluation and Assessment Credit(s): 3.
- SOCI 348 Social Change in the Developing World Credit(s): 3.

Archaeology
This concentration provides students with training in archaeological methods and research. Students may take electives in Biblical, classical or prehistoric archaeology. Courses include:

- ANTH 215 Introduction to Archaeology Credit(s): 3.
- ANTH 312 Archaeology Methods and Theories Credit(s): 3.
- ANTH 315 Field Methods in Archaeology I Credit(s): 3.
- ANTH 316 Field Methods in Archaeology II Credit(s): 3.
- ANTH 321 Prehistoric Cultures of North America Credit(s): 3.
- ANTH 330 California Native Americans Credit(s): 3.
- ANTH 365 Biblical Archaeology: Ancient Near East Credit(s): 3.
- ANTH 366 Biblical Archaeology: Palestine Credit(s): 3.
- ANTH 367 Egyptian Archaeology Credit(s): 3.
- ANTH 410 Topics in Archaeology Credit(s): 1–4.
- ANTH 430 Field Excursion: Turkey, Greece and Rome Credit(s): 4.
- ANTH 432 Field Excursion: Israel Credit(s): 3.
- ANTH 450 Internship in Archaeology Credit(s): 1–3.
Linguistic Anthropology
The linguistic anthropology concentration is designed for students interested in the relationship of language in culture. Courses include:

- **ANTH 306** Cognitive Anthropology (Credit(s): 3)
- **ANTH 310** Introduction to Linguistic Anthropology: Language, Culture and Society (Credit(s): 3)
- **ANTH 311** Ancient Languages (Credit(s): 3)
- **ANTH 407** Ethnography, Identity and Memory (Credit(s): 3)
- **ANTH 408** Language and Power (Credit(s): 3)
- **INAL 301** General Articulatory Phonetics (Credit(s): 3)
- **INAL 405** Introduction to Syntax (Credit(s): 3)
- **INAL 446** Introduction to Sociolinguistics (Credit(s): 3)
- **INAL 481** Topics in Applied Linguistics (Credit(s): 1–3)
- **INCS 310** General Linguistics (Credit(s): 3)

Physical Anthropology
This concentration provides students the opportunity to study the variation and adaptation of human biology within its cultural context. Courses include:

- **ANTH 303** Human Variation (Credit(s): 3)
- **ANTH 304** Human Osteology (Credit(s): 3)
- **ANTH 405** Human Paleontology (Credit(s): 3)
- **ANTH 406** Bioarchaeology (Credit(s): 3)
- **ANTH 440** Topics in Biological Anthropology (Credit(s): 1–3)

Socio-Cultural Anthropology
The socio-cultural anthropology concentration provides students with a broad understanding of human behavior through a cross-cultural perspective. Courses include:

- **ANTH 300** Magic, Witchcraft and Sorcery (Credit(s): 3)
- **ANTH 306** Cognitive Anthropology (Credit(s): 3)
- **ANTH 320** Topics in Gender Studies (Credit(s): 1–3)
- **ANTH 325** Comparative Folklore and Mythology (Credit(s): 3)
- **ANTH 330** California Native Americans (Credit(s): 3)
- **ANTH 342** Social Justice and Human Rights (Credit(s): 3)
- **ANTH 361** Anthropology of Gender (Credit(s): 3)
- **ANTH 370** Topics in Cultural Anthropology (Credit(s): 3)
- **ANTH 400** Political Anthropology (Credit(s): 3)
- **ANTH 402** Family, Kinship and Gender (Credit(s): 3)
- **ANTH 403** Economic Anthropology (Credit(s): 3)
- **ANTH 404** Symbol and Ritual (Credit(s): 3)
- **ANTH 407** Ethnicity, Identity and Memory (Credit(s): 3)
- **ANTH 408** Language and Power (Credit(s): 3)
- **ANTH 415** Human Conflict (Credit(s): 3)
- **ANTH 420** Topics in Urban Anthropology (Credit(s): 3)
- **ANTH 435** Anthropology of Consciousness (Credit(s): 3)
- **ANTH 460** Topics in Contemporary Anthropological Theory (Credit(s): 1–3)
- **INCS 458** Village and Tribal Cultures (Credit(s): 3)

Applied Psychology, B.S.

Mission
The Applied Psychology major equips adult-learners to apply biblically integrated psychological constructs in their scholarship, workplace, and service to the church, community and society.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Applied Psychology, students will be able to:

1. Demonstrate foundational knowledge and comprehension of applied psychology subject matter through examination or learning portfolio (ULO 1).
2. Develop critical thinking skills by analyzing current and historical trends in the field of psychology (ULO 1).
3. Give appropriate consideration to culturally diverse perspectives as they relate to applied psychology (ULO 2).
4. Describe and use statistics, research design and methodology in an ethically appropriate manner (ULO 2).
5. Compare and contrast abnormal psychological and behavioral processes and related therapies (ULO 1).
6. Demonstrate knowledge and skill in integrating a biblical worldview with their work, ministry, and family life (ULO 2).
7. Use research to understand and apply relevant psychological principles of leadership in the workplace, community, and society at large (ULO 3).
8. Produce written research reports utilizing APA style/citation methods (ULO 3).

Admission Requirements
Admission to the Applied Psychology major presumes a significant level of employment experience and personal maturation. The intent is to provide an option for those who desire to enhance their education or take on greater employment responsibility but whose life circumstances make pursuing a traditional baccalaureate program detrimental to successful completion.

The following admissions requirements must be observed:

1. Filing of a Biola University undergraduate application.
2. Completion of an autobiographical essay describing your desire to pursue a B.S. in Applied Psychology and your goals upon completion of your degree.
3. Completed PSYC 200 - Introduction to Psychology (or equivalent general psychology course) with a minimum grade of a “C” (2.0).
4. Completed approximately two years or 45 undergraduate semester credits.
5. Accomplishing an overall cumulative GPA of 2.5 in all college level work.
6. Have a minimum of five years of life, work or college experience since graduating high school or the completion of a minimum of five total years of post-high school work experience.
7. Once coursework at Biola University has commenced, all further major and biblical studies courses must be completed through Biola University.
8. Students must graduate within 10 years of beginning their coursework at Biola University.

Degree Program
The Bachelor of Science degree in Applied Psychology is an undergraduate major specifically designed for adult-learners with course content delivered in a non-traditional manner, maximizing flexibility and accessibility for all enrolled students. The Applied Psychology major includes course work emphasizing psychosocial development, integration, research, and foundational theories of psychological study. Since students select a psychology major for a variety of 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 many graduate programs in clinical psychology, marriage and family therapy, educational psychology, school counseling, and other related fields of study.

A Bachelor of Science degree in Applied Psychology is offered upon completion of the University baccalaureate and major requirements. The Applied Psychology major requires the completion of 37 credits beyond the PSYC 200 - Introduction to Psychology, 24 of which must be upper-division.
Core Requirements (37 Credits)
All students must take the following thirteen core courses:

- APSY 201 Orientation to Applied Psychology Credit(s): 1.
- APSY 204 Psychology and Christian Thought Credit(s): 3.
- APSY 208 Statistics with Computer Application Credit(s): 3.
- APSY 320 Experimental Psychology Credit(s): 3.
- APSY 325 Developmental Psychology: Lifespan Credit(s): 3.
- APSY 344 Abnormal Psychology Credit(s): 3.
- APSY 352 Psychology of Health and Well-Being Credit(s): 3.
- APSY 365 Cognitive Psychology Credit(s): 3.
- APSY 406 Social and Cultural Psychology Credit(s): 3.
- APSY 410 Psychology in the Workplace Credit(s): 3.
- APSY 414 Theories of Personality Credit(s): 3.
- APSY 417 Counseling Techniques Credit(s): 3.
- APSY 420 Psychology of Marriage and Family Life Credit(s): 3.

6 credits of 300/400-level Bible electives

Biblical and Theological Studies, B.A.
Mission
The mission of the Bachelor of Arts in Biblical and Theological 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.

Program Learning Outcomes
Upon completion of the Bachelor of Arts in Biblical and Theological Studies, students will be able to:

1. Identify the basic contents of all books of the Old and New Testaments, including the ancient world contexts of the Bible. Apply the biblical teaching for Christian faith and practice, and for biblical-theological research, through advanced principles of sound interpretation (ULO 1 and 2).
2. Analyze the biblical text in original language study (either Greek or Hebrew) using biblical and theological research tools with discernment of quality sources for valuable written reports or sermons (ULO 3).
3. Explain the major doctrines of Christianity from an evangelical perspective, including their biblical basis and canonical progression, historical development, diverse perspectives, and contemporary relevance (ULO 1).
4. Describe a personal relationship with God in a maturing Christian faith and practice, and demonstrate leadership ability by examining additional theological issues as they relate to doctrine, life, and ministry (ULO 2 and 3).

Degree Program
A Bachelor of Arts in Biblical and Theological Studies is offered upon the completion of the University baccalaureate and major requirements. Obtaining a degree with this major requires 39 credits.

General Education Requirements
For the student’s general education Foreign Language requirement, the student must choose 12 credits from either Greek or Hebrew.

Greek:
- BLGR 101 Elementary Greek Grammar I Credit(s): 3.
- BLGR 102 Elementary Greek Grammar II Credit(s): 3.
- BLGR 201 Intermediate Greek Grammar and Exegesis I Credit(s): 3.
- BLGR 202 Intermediate Greek Grammar and Exegesis II Credit(s): 3.

Hebrew:
- BLHE 101 Elementary Hebrew Grammar I Credit(s): 3.
- BLHE 201 Intermediate Hebrew Grammar I Credit(s): 3.
- BLHE 202 Intermediate Hebrew Grammar II Credit(s): 3.

General Bible Requirements
All students must complete 30 credits of Biblical and Theological Studies including:

- BBST 103 Biblical Interpretation and Spiritual Formation Credit(s): 3.
- BBST 105 Foundations of Christian Thought Credit(s): 3.
- BBST 109 Old Testament History and Literature Credit(s): 3.
- BBST 110 New Testament History and Literature Credit(s): 3.
- BBST 251 Theology I Credit(s): 3.
- BBST 254 Theology II Credit(s): 3.
- BBST 465 Integration Seminar Credit(s): 3.

Residency Requirement
Biola has a residency requirement for biblical studies. Of the 30 credits of Bible required of all students, 15 credits 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 and Theological Studies or Christian Education may count a maximum of 30 Bible credits toward graduation.

Core Requirements
Majors must complete the general Bible requirements (excluding the two electives) plus:

- BBST 301 Biblical Studies Research Seminar Credit(s): 3.
- BBST 311 Biblical Backgrounds Credit(s): 3.
- BBST 312 Principles of Interpretation Credit(s): 3.
- BBST 413 Biblical Theology Seminar Credit(s): 3.
- BBST 414 Systematic Theology Seminar Credit(s): 3.
- BBST 455 Pauline Theology: Romans Credit(s): 3.
- HIST 321 History of the Christian Church Credit(s): 3.

Elective Requirements
CHOOSE 18 credits of 300/400-level Bible electives.

In addition to the major requirements, students are encouraged to select a specialization of 12–14 credits outside the department and/or sufficient electives to complete the minimum of 130 credits for the degree.

Biochemistry, B.S.
Program Learning Outcomes
Upon completion of the Bachelor of Science in Biochemistry, students will be able to:

1. Demonstrate an understanding of the foundational principles of biochemistry (ULO 1).
2. Demonstrate an ability to solve quantitative and conceptual technical problems related to biochemistry (ULO 1).
3. Demonstrate safe laboratory technique, proper use of appropriate equipment, and suitable results and data analysis (ULO 1).
4. Obtain and use appropriate biochemical literature and resource materials (ULO 1).
5. Summarize the key issues in science and faith and recognize the harmony possible while studying God’s creation (ULO 1, 2, and 3).
Degree Program
A Bachelor of Science degree in Biochemistry is offered upon completion of the University baccalaureate and major requirements. Biochemistry is the study of the chemistry of living systems; thus this interdisciplinary program requires upper-division course work both in biology and chemistry. The Bachelor of Science degree in Biochemistry program is designed especially for those students planning a career in 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 businesses and governmental agencies.

General Education Requirements
Biochemistry majors automatically meet the general education requirement of 8 credits of science and mathematics. The foreign language requirement is met by two years in high school or 4 credits of college foreign language.

Integration Seminar Requirement
Students enrolled in the Bachelor of Science in Biochemistry degree program are required to take BBST 465 - Integration Seminar: Christianity and the Natural Sciences, or another approved Integration Seminar topic (see advisor).

GPA Requirements
To continue in the program a student is required to have a GPA of 2.5 or higher in the following courses: CHEM 105 - General Chemistry I, CHEM 106 - General Chemistry I, PHSC 232 - Organic Chemistry II, CHEM 311 - Laboratory in Organic Chemistry I, and CHEM 312 - Laboratory in Organic Chemistry II.

Core Requirements
Required lower division courses (24 credits) include:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOS 111</td>
<td>General Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 113</td>
<td>General Biology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
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<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
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Choose one of the following two options:

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<td>PHSC 112</td>
<td>Physics II</td>
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<tr>
<td>PHSC 118</td>
<td>Physics II Laboratory</td>
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Or:

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<th>Credits</th>
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<tbody>
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<td>PHSC 132</td>
<td>General Physics I: Mechanics and Heat</td>
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<tr>
<td>PHSC 134</td>
<td>General Physics I Laboratory</td>
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</tr>
<tr>
<td>PHSC 233</td>
<td>General Physics II: Electricity and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 237</td>
<td>General Physics II Laboratory</td>
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Required upper-division courses (28 credits) include:

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<tbody>
<tr>
<td>BIOS 312</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Laboratory in Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Laboratory in Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 350</td>
<td>Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 402</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 411</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 412</td>
<td>Biochemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 413</td>
<td>Laboratory in Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>PHSC 460</td>
<td>Capstone Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Requirements
Choose 7 credits of electives (3 of which must be upper-division):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 112</td>
<td>General Biology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 114</td>
<td>General Biology II Laboratory</td>
<td>1</td>
</tr>
<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>BIOS 311</td>
<td>Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 322</td>
<td>Laboratory in Cell and Molecular Biology</td>
<td>2</td>
</tr>
<tr>
<td>BIOS 332</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 382</td>
<td>Vertebrate Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 431</td>
<td>Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 445</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>Environmental Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>Fundamentals of Material Science</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 360</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 405</td>
<td>Physical Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 420</td>
<td>Special Topics in Chemistry</td>
<td>3–1.3</td>
</tr>
<tr>
<td>CHEM 480</td>
<td>Special Project in Chemistry</td>
<td>3–1.3</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 318</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 124</td>
<td>Data Analysis and Presentation</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 234</td>
<td>General Physics III: Waves, Optics and Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 311</td>
<td>Computer Techniques in Science and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 321</td>
<td>Circuits and Instrumentation I</td>
<td>5</td>
</tr>
<tr>
<td>PHSC 450</td>
<td>Special Topics in Physical Science</td>
<td>1–3</td>
</tr>
</tbody>
</table>

Biological Science, B.S.

Mission
The mission of the Bachelor of Science in Biological Sciences is to provide an academically stimulating and challenging environment for intellectual and spiritual growth, preparing students to pursue careers in scientific research, industry, academia, and health care.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Biochemistry, students will be able to:

1. Demonstrate a knowledge of the practice of science and of scientific methodology (ULO 3).
2. Demonstrate an understanding and knowledge of the bio-molecular basis of life (ULO 1).
3. Describe and classify the diversity of organismal form, structure and function, and the relationship of the organisms to one another and the environment (ULO 1).
4. Demonstrate an ability to integrate faith and learning as it relates to biological sciences and to practice science with integrity as good stewards of creation (ULO 2).

Degree Program
A Bachelor of Science degree in Biological Science is offered upon completion of the University baccalaureate and major requirements. The major offers two different concentrations. The Bachelor of Science degree in Biological Science offers a concentration in General Biology and one in Premed/Pre-Health Care Professional.

Admission Recommendations
Recommended high school courses 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.
Graduate/Professional School Requirements
The student should be aware that most graduate programs and many professional schools require an overall minimum GPA of 3.0 and that a grade of "C" or better was earned for all science courses.

General Education Requirements
All Biological Science majors automatically meet the general education requirement of 8 credits of science and mathematics. The foreign language requirement is met by two years in high school or the first 4 credits in college.

PHIL 215 - Introduction to Ethics, is strongly recommended for all the first 4 credits in college.

Concentrations
General Biology (70+ Credits)
Core Requirements
A minimum of 43 credits from the Department of Biological Sciences, including:

- BIOS 111 General Biology I Credit(s): 3.
- BIOS 113 General Biology I Laboratory Credit(s): 1.
- BIOS 112 General Biology II Credit(s): 3.
- BIOS 114 General Biology II Laboratory Credit(s): 1.
- BIOS 200 Sophomore Writing Seminar Credit(s): 1.
- BIOS 222 Botany Credit(s): 4.
- BIOS 312 Cell and Molecular Biology Credit(s): 3.
- BIOS 322 Laboratory in Cell and Molecular Biology Credit(s): 2.
- BIOS 332 Genetics Credit(s): 4.
- BIOS 401 General Ecology Credit(s): 4.

Choose one of the following:

- BIOS 281 Physiology Credit(s): 4.
- BIOS 282 Microbiology Credit(s): 4.
- BIOS 380 Advanced Microbiology Credit(s): 4.
- BIOS 382 Vertebrate Physiology Credit(s): 4.

Choose one of the following:

- BIOS 450 Directed Research Credit(s): 1–4.
- BIOS 470 Seminar in Advanced Biology Credit(s): 1.

Additional Requirements
A minimum of 27 credits of supporting sciences from the Departments of Chemistry, Physics, and Engineering and Mathematical Sciences are also required including:

- CHEM 105 General Chemistry I Credit(s): 4.
- CHEM 106 General Chemistry II Credit(s): 4.
- CHEM 301 Organic Chemistry I Credit(s): 3.
- CHEM 302 Organic Chemistry II Credit(s): 3.
- CHEM 311 Laboratory in Organic Chemistry I Credit(s): 1.
- CHEM 312 Laboratory in Organic Chemistry II Credit(s): 1.
- PHSC 111 Physics I Credit(s): 3.
- PHSC 117 Physics I Laboratory Credit(s): 1.
- PHSC 112 Physics II Credit(s): 3.
- PHSC 118 Physics II Laboratory Credit(s): 1.

Choose one of the following:

- MATH 101 Precalculus Mathematics Credit(s): 3.
- MATH 105 Calculus I Credit(s): 4.
- MATH 210 Introduction to Probability and Statistics Credit(s): 3.
- MATH 318 Biostatistics Credit(s): 3.

Elective Requirements
CHOOSE a minimum of 12 credits of upper-division Biological Sciences electives.

Secondary Education Minor
The School of Education offers a state-approved professional teacher preparation program which leads to a preliminary single subject teaching credential in the state of California. The single subject credential authorizes the holder to teach the specific subject named on the credential. In most cases individuals with this credential will be qualified for employment in middle schools and high schools. Candidates are advised to major in the subject area they wish to teach and add the teacher preparation program as a minor to their major. Candidates who take the following 18 credits qualify for a Secondary Education Minor: EDUC 301, 330, 341, 425, 436, 437. Please refer to the Education section of the catalog or meet with a credential analyst in the School of Education for program requirements.

Premed/Pre-Health Care Professional (70+ Credits)
Core Requirements
Forty-one credits from the Department of Biological Sciences, including:

- BIOS 111 General Biology I Credit(s): 3.
- BIOS 113 General Biology I Laboratory Credit(s): 1.
- BIOS 112 General Biology II Credit(s): 3.
- BIOS 114 General Biology II Laboratory Credit(s): 1.
- BIOS 200 Sophomore Writing Seminar Credit(s): 1.
- BIOS 312 Cell and Molecular Biology Credit(s): 3.
- BIOS 322 Laboratory in Cell and Molecular Biology Credit(s): 2.
- BIOS 332 Genetics Credit(s): 4.
- BIOS 401 General Ecology Credit(s): 4.

Choose one of the following:

- BIOS 281 Physiology Credit(s): 4.
- BIOS 282 Microbiology Credit(s): 4.
- BIOS 380 Advanced Microbiology Credit(s): 4.
- BIOS 382 Vertebrate Physiology Credit(s): 4.

Choose one of the following:

- BIOS 450 Directed Research Credit(s): 1–4.
- BIOS 470 Seminar in Advanced Biology Credit(s): 1.

Additional Requirements
Twenty-seven credits of supporting sciences from the Departments of Chemistry, Physics, and Engineering and Mathematical Sciences are also required, including:

- CHEM 105 General Chemistry I Credit(s): 4.
- CHEM 106 General Chemistry II Credit(s): 4.
- CHEM 301 Organic Chemistry I Credit(s): 3.
- CHEM 302 Organic Chemistry II Credit(s): 3.
- CHEM 311 Laboratory in Organic Chemistry I Credit(s): 1.
- CHEM 312 Laboratory in Organic Chemistry II Credit(s): 1.
- PHSC 111 Physics I Credit(s): 3.
- PHSC 117 Physics I Laboratory Credit(s): 1.
- PHSC 112 Physics II Credit(s): 3.
- PHSC 118 Physics II Laboratory Credit(s): 1.

Choose one of the following:

- MATH 101 Precalculus Mathematics Credit(s): 3.
- MATH 105 Calculus I Credit(s): 4.
- MATH 210 Introduction to Probability and Statistics Credit(s): 3.
- MATH 318 Biostatistics Credit(s): 3.

CHOOSE a minimum of 16 credits of Biological Science electives, 12 of which must be upper-division.
Biological Science: Secondary Instruction, B.S.

Mission
The mission of the Biological Sciences: Secondary Instruction Program at Biola University is to provide an academically stimulating and challenging environment for intellectual and spiritual growth, preparing students to pursue careers as teachers to make an impact as educators in the secondary classroom.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Biological Science: Secondary Instruction, students will be able to:

1. Demonstrate a knowledge of and ability to explain scientific methodology (ULO 1).
2. Demonstrate an understanding of and ability to explain the biochemical basis of life (ULO 1).
3. Describe and classify the diversity of organismal form, structure and function, and the relationship of the organisms to one another and the environment (ULO 3).
4. Demonstrate an ability to integrate faith and learning as it relates to biological sciences and to practice science with integrity as good stewards of creation (ULO 2).

General Education Requirements
The following course is required to fulfill the General Education requirement for Behavioral Science:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Requirements (77 Credits)
Students must complete a minimum of 37 credits of Biological Science courses and a minimum of 22 credits of Chemistry, Physics, and Mathematics courses including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 103</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 111</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 113</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 112</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 114</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 200</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 222</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 236</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 326</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 401</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 320</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 111</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 117</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 112</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 118</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 210</td>
<td>3</td>
</tr>
<tr>
<td>MATH 318</td>
<td>3</td>
</tr>
</tbody>
</table>

Education Course Requirements (18 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 301</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 330</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 341</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 425</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 433</td>
<td>2</td>
</tr>
<tr>
<td>LEDU 436</td>
<td>3</td>
</tr>
</tbody>
</table>

LEDU 437 Secondary Curriculum Fieldwork Credit(s): 1.

Student teaching (12 credits) may be completed at the graduate level and is not required for undergraduate graduation:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 450</td>
<td>6</td>
</tr>
<tr>
<td>LEDU 452</td>
<td>6</td>
</tr>
</tbody>
</table>

Elective Requirements (12 Credits)
Choose at least 12 credits of upper-division Biological Science elective courses.

Business Administration, B.S.

Mission
The mission of the Crowell School of Business is to equip students to develop a biblical worldview so as to see business as ministry:

To prepare students for excellence in leadership in their career.

To be strong in mind and character, and be able to articulate faith and vocational integration so that they will make an impact for God in this time and place.

To develop a student’s God-given talents and pursue excellence by maintaining high expectations and proficiency in their unique field of interest.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Business Administration, students will be able to:

Program Knowledge Goal: Demonstrate a knowledge and understanding of general business theories and practices and a special field of business emphasis by (ULO 1):

1. Illustrating effective communication through a variety of techniques, including written communication utilizing the conventions of good business writing, oral communication skills, and electronic communication technologies.

2. Identifying the effects of globalization and how to compete in a global marketplace.


Program Application Goal: Develop the ability to recognize, analyze, propose and implement business solutions consistent with Biblical precepts as evidenced by practical experience by being able to (ULO 1):

1. Identify and articulate business problems.

2. Design & implement appropriate strategies to solve business problems based on relevant research, experiences, etc.

3. Observe, collect, analyze and interpret data.

4. Appropriately utilize technology in a business setting.

5. Analyze business problems and produce principled-based solutions.

Professional Development Goal: Demonstrate a comprehensive understanding of the business environment by addressing organizational challenges through professional conduct, implementing strategies, and effective communication skills (ULO 2).

Biblical Integration Goal: Articulate faith and vocational integration through (ULO 3):

1. Applying the Biblical principles of justice, truth, love and humility in both their business and personal lives.

2. Recognizing their vocation as God’s calling, leading them to demonstrate character, integrity and ethical behavior in both their business and personal lives.

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 concentrations: Accounting, International Business, Management, Marketing, and Marketing Management. Thirty-nine of the required credits must be upper-division.
Admission Requirements

Admission into Biola University does not guarantee admission as a business administration major in the Crowell 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 112 and 113, 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.

B. Accomplish an overall cumulative GPA of 2.5 in all college level course work completed at the time of formal application to the Crowell School of Business.

C. File an application with the Crowell 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 requirements with a fee of $20.

D. Meet approval of the academic advisor of the Crowell School of Business. The process may require an interview.

E. Prior to formal admission, students shall continue to be advised as pre-business majors.

General Education Requirements

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 credits of a college language. Business Administration majors may use BUSN 190 and 223 for a math credit toward the science/mathematics requirements for the general education requirements, but the credits cannot be counted in both general education and in the major. PHIL 215, COMM 181 and PSYC 200 are recommended for all business majors.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 190</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 220</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 223</td>
<td>Calculus for Management Sciences</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 301</td>
<td>Business Writing and Case Analysis</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 403</td>
<td>Digital Business</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 470</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 230 OR</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 231</td>
<td>Practical Application</td>
<td>3</td>
</tr>
</tbody>
</table>

And:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 311</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 312</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 313</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 314</td>
<td>Federal Income Tax For Individuals</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 315</td>
<td>Federal Income Tax For Partnerships, Corporations and Estates/Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 317</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 411</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 412</td>
<td>Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentrations

Requirements for these concentrations are as follows. Upper-division courses require acceptance into the Crowell School of Business.

Accounting

Students must complete 60 credits.

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 311</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 312</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 313</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 314</td>
<td>Federal Income Tax For Individuals</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 315</td>
<td>Federal Income Tax For Partnerships, Corporations and Estates/Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 317</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 411</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 412</td>
<td>Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

International Business

Students must complete 60 credits.

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 403</td>
<td>Economic Anthropology</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 375</td>
<td>Business as Mission</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 464</td>
<td>Entrepreneurship and Small Business Management</td>
<td>3</td>
</tr>
</tbody>
</table>

And:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 322</td>
<td>Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>INCS 420</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

CHOOSE 3 credits of upper-division Business electives.

CHOOSE 3 credits of upper-division Intercultural Studies electives.

All students in the International Business concentration are encouraged to take:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>General Cultural Anthropology for GE Behavioral Science credit.</td>
<td>3</td>
</tr>
<tr>
<td>BBST 458</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
</tbody>
</table>

Management

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 318</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 328</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 347</td>
<td>Global Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 410</td>
<td>Customer Relationship Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 421</td>
<td>Leadership and Change</td>
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</tr>
<tr>
<td>BUSN 464</td>
<td>Entrepreneurship and Small Business Management</td>
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</tr>
</tbody>
</table>

Elective Requirements

CHOOSE 6 credits of upper-division Business electives.

Marketing

Students must complete 60 credits.

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>BUSN 332</td>
<td>Marketing for Non-Profit Organizations</td>
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<td>BUSN 344</td>
<td>Global Marketing Management</td>
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<td>BUSN 410</td>
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<td>BUSN 432</td>
<td>Marketing Research</td>
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<td>BUSN 433</td>
<td>Marketing Decision Making</td>
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</tbody>
</table>
Chemistry, B.S.

Program Learning Outcomes

Upon completion of the Bachelor of Science in Chemistry, students will be able to:

1. Demonstrate an understanding of the foundational principles of chemistry (ULO 1).
2. Demonstrate an ability to solve quantitative and conceptual technical problems related to chemistry (ULO 1).
3. Demonstrate safe laboratory technique, proper use of appropriate equipment, and suitable results and data analysis (ULO 1).
4. Obtain and use appropriate chemical literature and resource materials (ULO 1).
5. Summarize the key issues in science and faith and recognize the harmony possible while studying God’s creation (ULO 1, 2, and 3).

Degree Program

A Bachelor of Science degree in Chemistry is offered upon completion of the University baccalaureate requirements and the departmental specific requirements.

General Education Requirements

Chemistry majors automatically meet the general education requirement of 8 credits of science and mathematics. The foreign language requirement is met by two years in high school or 4 credits of college foreign language.

GPA Requirement

To continue in the program a student is required to have a GPA of 2.5 or higher in the following courses: CHEM 105 - General Chemistry I, CHEM 106 - General Chemistry II, CHEM 301 - Organic Chemistry I, CHEM 302 - Organic Chemistry II, CHEM 311 - Laboratory in Organic Chemistry I, CHEM 312 - Laboratory in Organic Chemistry II.

Integration Seminar Requirement

Students enrolled in the Bachelor of Science in Chemistry degree program are required to take BBST 465 - Integration Seminar: Christianity and the Natural Sciences, or another approved Integration Seminar topic (see advisor).

Core Requirements (58 Credits)

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<tr>
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</table>

Elective Requirements (3 Credits)

Choose at least 3 credits of upper-division credits in Chemistry or Physics. Recommended courses include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>CHEM 332</td>
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<td>CHEM 411</td>
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<td>PHSC 311</td>
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<tr>
<td>PHSC 321</td>
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</table>

Christian Ministries, B.A.

Mission

The Christian Ministry program 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.

Program Learning Outcomes

Upon completion of the Bachelor of Arts in Christian Ministries, students will be able to:

1. Appraise the biblical, philosophical, and theological foundation of ministries within churches and para-church organizations (ULO 1).
2. Identify the stages of human and spiritual development for leadership and interpersonal relationships related to ministry (ULO 1).
3. Formulate perspectives of God, self and others in order to internalize commitments and values for an integrated personal and professional life and ministry (ULO 3).
4. Demonstrate skills in leadership development (ULO 2).
5. Demonstrate skills in ministry functions (including: teaching, and one of the following: evangelism/discipleship, counseling and administration skills) (ULO 2).

Degree Program

A Bachelor of Arts degree in Christian Ministries is offered upon completion of the University baccalaureate and major requirements. The Christian Ministries major requires the completion of a core of 39 credits, 24 of which must be upper-division.
Core Requirements

Thirty-nine credits (24 of which must be upper-division) are required and include:

- **CEED 150** Foundations of Ministry  
  Credit(s): 3.
- **CEED 242** Psychology of Learning and Development  
  Credit(s): 3.
- **CEED 254** Leadership Development  
  Credit(s): 3.
- **CEED 255** Foundations of Spiritual Formation  
  Credit(s): 3.
- **CEED 260** Interpersonal and Cross Cultural Relationships in Christian Ministry  
  Credit(s): 3.
- **CEED 312** Christian Ministry Skills  
  Credit(s): 3.
- **CEED 313** Christian Ministry Discipleship  
  Credit(s): 3.
- **CEED 326** Counseling Methods  
  Credit(s): 3.
- **CEED 330** Biblical Research and Interpretation  
  Credit(s): 3.
- **CEED 415** Organization and Administration of Christian Ministries  
  Credit(s): 3.
- **CEED 465** Internship in Christian Ministries  
  Credit(s): 9.

As a Christian Ministries major, the following Bible courses must be taken:

- **BBST 320** Methods of Bible Study  
  Credit(s): 3.
- **BBST 465** Integration Seminar  
  Credit(s): 3.

For those who desire to pursue graduate work, the undergraduate curriculum for use with children and preschoolers.

Concentrations

There are four concentrations from which a student may choose that reflect a broad variety of ministry options in this field:

- Child, Youth, Adult and Family
- Diversified
- Ministry, media ministry, and the like
- Interpersonal and Cross Cultural Relationships in Christian Ministry

At the beginning of each academic year for this event. All students are expected to attend this event. Any student seeking an exception should contact the Chair of the Department.

Cinema and Media Arts, B.A.

Mission

Biola’s Cinema and Media Arts major seeks to usher in a new renaissance in media arts. 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.

Program Learning Outcomes

Upon completion of the Bachelor of Arts in Cinema and Media Arts, students will be able to:

1. Identify the basic components of theory, history and practices of cinema and media arts (ULO 1).
2. Demonstrate their ability to integrate their faith and distinguish between biblical and unbiblical practices in the cinema and media arts discipline (ULO 2).
3. Apply their knowledge of cinema and media arts to the world of their craft (ULO 3).

Degree Program

Upon completion of the University baccalaureate and major requirements, the Cinema and Media Arts Department offers the Bachelor of Arts degree in Cinema and Media Arts.

A Cinema and Media Arts degree is 45 credits, of which 24 must be upper-division. Choose one of the concentrations listed below.

Admission Requirements

The Entertainment Industry is a highly competitive, creative, and demanding business. Admission to Cinema and Media Arts (CMA) is separate from and contingent upon your admission to Biola University. Admission to Biola University does not guarantee admission into the CMA major. Applications to the CMA major will not be considered until after the applicant has been admitted to Biola University. Notifications concerning your acceptance to the CMA 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 CMA major by the appropriate deadline. See the application schedule page. Your application to the CMA major should include the following items:

1. Completed CMA 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 CMA 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
Cinema and Media Arts Department
Biola University
13800 Biola Avenue
La Mirada, CA 90639

CMA 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.

On-Campus Study Opportunities

Guerrilla Film Society
A student created, student led organization dedicated to the art of filmmaking. Weekly GFS meetings allow CMA majors to exchange information, announce upcoming projects, connect and collaborate with potential crew members, and rally around new and classic films.

Sophias
Sophia is Greek for wisdom and is the name of the club for the support of female film majors. Weekly meetings encourage and support members and allow for unique interaction with guest speakers. Regular social activities are held.

Biola Film Festival
An annual celebration of the best films created by CMA and other students. This campus-wide event recognizes and awards achievement in acting, directing, screenwriting, production design and editing.

Studio Task Force
Over 250 media professionals gather on a quarterly basis to support and empower Biola’s Cinema and Media Arts 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 CMA department, including special premiers, fundraisers, and galas.

Biola Media Conference
Once a year we bring hundreds of media industry professionals together 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, biolamedia.org.

Cinema and Media Arts Chapel
CMA 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 CMA 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. An internship is required of all majors.

Off-Campus Opportunities
Biola offers several off-campus study opportunities fitting for students earning a Bachelor of Arts in Cinema and Media Arts. More information about these experiential learning programs can be found in the “Off-campus Programs” section of this catalog, or at biola.edu/offcampusprograms/. Students interested in one of these programs should consult with an advisor as early as possible.

Los Angeles Film Studies Center

Biola Sundance
Students attend Sundance Film Festival, the leading venue for independent film, where they sit in on screenings, filmmaker interviews, course lectures, and participate in dialogues on film and faith. This experiential class is held in Park City, Utah during Interterm.

Japan Film Program
Every two years, Biola’s Cinema and Media Arts department offers CNMA 359, Motion Picture Production, in Tokyo as students produce a short film in conjunction with Christians in the Arts Network (CAN). The pre-production class (Advanced Production) is offered in the fall of even years and the actual production phase during Interterm of odd years. Students are then involved with post-production at Biola over the course of the spring semester.

Contemporary Music Center
For musicians or sound recorders 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.

General Requirements
All Cinema and Media Arts 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 credits for major area credit from practicum, internship and directed research courses may not exceed 9 credits.

Also, all Cinema and Media Arts majors are required to take the BBST 465 - Integration Seminar for Bible credit.

Concentrations

Production
A production concentration offers students a thorough grounding in the creation of film, television or audio and new media. Students are encouraged to develop their technical skills, training for positions as director, cinematographer, gaffer, editor, sound designer, recording engineer, new media creation and/or production designer. Whether pursuing careers in the entertainment industry or media ministry, students discover a spirit of cooperation and collaboration is essential.

Core Requirements

CNMA 101 The Art of Storytelling Credit(s): 3.
CNMA 102 Visual Aesthetics Credit(s): 3.
CNMA 104 History of Cinema Credit(s): 3.
CNMA 202 Introduction to Mass Media Credit(s): 3.
CNMA 251 Audio Recording Credit(s): 2.
CNMA 262 Directing for TV and Film Credit(s): 2.
CNMA 301 New Media Credit(s): 2.
CNMA 302 Production Management Credit(s): 3.
CNMA 303 Cinematography Credit(s): 2.
CNMA 315 Editing for Film and Television Credit(s): 2.
CNMA 359 Motion Picture Production Credit(s): 3.
CNMA 440 Cinema and Media Arts Internship Credit(s): 1–3.

CNMA 440 must be taken for a total of 3 credits.

CNMA 456 Senior Media Project Credit(s): 3.

And:
CNMA 358 Motion Picture Pre-Production Credit(s): 3.
CNMA 452 Motion Picture Post-Production Credit(s): 3.

Elective Requirements

CHOOSE 8 credits of upper-division Cinema and Media Arts electives.
Screenwriting
A screenwriting concentration 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.

Core Requirements
- CNMA 101 The Art of Storytelling  Credit(s): 3.
- CNMA 102 Visual Aesthetics  Credit(s): 3.
- CNMA 104 History of Cinema  Credit(s): 3.
- CNMA 203 Screenwriting I  Credit(s): 3.
- CNMA 204 The Entertainment Business  Credit(s): 3.
- CNMA 312 Screenwriting II  Credit(s): 3.
- CNMA 351 Writing the Scene  Credit(s): 3.
- CNMA 352 Character Development and Dialogue  Credit(s): 3.
- CNMA 353 Media Literacy  Credit(s): 3.
- CNMA 354 The TV Writer’s Room  Credit(s): 3.
- CNMA 405 Understanding Representation  Credit(s): 2.
- CNMA 420 Coverages and Rewrites  Credit(s): 2.
- CNMA 440 Cinema and Media Arts Internship  Credit(s): 1–3.
- ENGL 344 Creative Writing: Fiction  Credit(s): 3.

Elective Requirements
- CHOOSE 3 credits of upper-division Cinema and Media Arts electives.

Off-Hollywood
An Off-Hollywood concentration trains students in the areas of documentaries, music videos, webisodes, commercials, industrial films, and church media.

Core Requirements
- CNMA 101 The Art of Storytelling  Credit(s): 3.
- CNMA 102 Visual Aesthetics  Credit(s): 3.
- CNMA 203 Screenwriting I  Credit(s): 3.
- CNMA 354 The TV Writer’s Room  Credit(s): 3.
- CNMA 405 Understanding Representation  Credit(s): 2.
- CNMA 420 Coverages and Rewrites  Credit(s): 2.
- CNMA 440 Cinema and Media Arts Internship  Credit(s): 1–3.
- ENGL 344 Creative Writing: Fiction  Credit(s): 3.

And:
- CNMA 358 Motion Picture Pre-Production  Credit(s): 3.
- CNMA 452 Motion Picture Post-Production  Credit(s): 3.

Elective Requirements
CHOOSE 3 credits of upper-division Cinema and Media Arts electives.

Communication Sciences and Disorders, B.S.

Mission
The mission of the Bachelor of Science in Communication Sciences and Disorders 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.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Communication Sciences and Disorders, students will be able to:

1. Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustical, cultural, and developmental bases and the nature, etiology, and characteristics of speech, language, hearing, swallowing, and other communication disorders (ULO 1).
2. Demonstrate the ability to complete scholarly research and writing in the field of communication sciences and disorders (ULO 1).
3. Demonstrate their ability to integrate their faith into clinical practice (ULO 2).
4. Develop diagnostic and intervention plans for individuals with a variety of communication and swallowing disorders (ULO 3).
Degree Program
Upon completion of the University baccalaureate and major requirements, the Communication Sciences and Disorders department offers the Bachelor of Science degree in Communication Sciences and Disorders. Overall, obtaining a degree in this major requires 56 credits.

GPA Requirements
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.

General Education Requirements
In addition to the above courses, eventual licensing and credentialing in the field by the American Speech Language Hearing Association requires at least one course in the following G.E. areas: 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 G.E. courses:

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<tr>
<td>BIOS 100</td>
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<tr>
<td>PHSC 101</td>
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<tr>
<td>PSYC 200</td>
<td>3</td>
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<td>SOCI 120</td>
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Recommended in addition if schedule permits.

And 4 credits of American Sign Language:

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<tr>
<td>HUFA 101 OR HUFA 102 OR HUFA 201</td>
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<tr>
<td>MATH 210 OR MATH 318</td>
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</table>

Core Requirements
In addition to the courses below, students must complete 25 hours of observation.

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Communication Studies, B.A.
Mission
The mission of the Bachelor of Arts in Communication Studies is to produce Christian graduates who are adept at constructing ethical written and oral messages. They appraise and assess messages communicated by all forms of media, both popular and religious. They demonstrate analytical commentary in both theory and praxis of the communication studies discipline.

Program Learning Outcomes
Upon completion of the Bachelor of Arts in Communication Studies, students will be able to:

1. Identify where communication theory/practice compliments, mirrors, and is informed by biblical values and content (ULO 1).
2. Demonstrate analytical/evaluative skills in thinking and working through dilemmas and creative opportunities they will face in morally challenging industries and vocations (ULO 1).
3. Identify basic communication theories with the ability to provide an answer and/or compelling evidence to anyone, both in their discipline and in terms of spiritual discernment (ULO 1).
4. Articulate basic communication theories with the ability to provide an answer and/or compelling evidence to anyone, both in their discipline and in terms of spiritual discernment (ULO 2).
5. Describe how authentic spirituality and academic communication scholarship will result in social action, ministering service and opportunities to advocate justice for the marginalized in our society and the furtherance of God’s Kingdom in this world (ULO 3).
6. Demonstrate abilities to exhibit excellence in preparation, presentation, and credibility, incorporating these in the specific craft (ULO 3).

Degree Program
Upon completion of the University baccalaureate and major requirements, the Communication Studies Department offers the Bachelor of Arts degree in Communication Studies. Obtaining a degree with one of the three concentrations requires 42 credits, 27 credits of upper-division/15 credits lower-division.

Writing Competency Requirement
Writing competency is determined within the Department of Communication Studies by a full-time faculty assessment of in-class and out-of-class writing samples. A minimum four page reaction or research paper from a 300 or 400 level Communication Studies required or elective course is submitted (with expected rewrites and corrections) with a student’s identification number and no other corrective faculty comments or marks (out-of-class sample). A two hour proctored timed writing opportunity is offered in the fall and spring semesters and a minimum of four handwritten pages must be submitted in response to an open-ended question chosen in advance by the student, designating their work by student identification number as well (in-class writing sample). In each sample, the fourth page must have written commentary that is at or exceeds the center of the fourth page to meet the minimum length standard. Full-time faculty assess the two submissions, give a numerical designation, and the combined total either passes or fails. After a second failure to pass the writing competency requirement, a student must enroll in ENG 210 Writing Competency, consult the Communication Studies Department Chair and pass the course to fulfill the requirement.

General Education Requirements
The required Communication general education course for the Communication Studies Department is COMM 100.

GPA Requirements
Communication Studies and Theatre 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.
Core Requirements

The following seven core courses are requirements for all concentrations with the exception of the Interdisciplinary Studies.

- COMM 254 Communication Theories Credit(s): 3.
- COMM 270 Interpersonal Communication Credit(s): 3.
- COMM 368 Methods of Communication Research Credit(s): 3.
- COMM 385 Persuasive Communication Credit(s): 3.
- COMM 387 Organizational Communication Credit(s): 3.
- COMM 432 Rhetorical Theories Credit(s): 3.
- COMM 473 Communication and Diversity Credit(s): 3.

Concentrations

Students must choose one of three concentrations under this major:
- Rhetorical/Interpersonal
- Speech/Drama
- Interdisciplinary Studies

When students have completed any of these concentrations they should be prepared for employment in fields where excellent interpersonal and group communication skills are especially important. These concentrations are also excellent preparation for advanced graduate work in the discipline of communication studies. Many Communication Studies 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 preparation for careers in fields such as the ministry, human resources, sales, education or law.

Rhetorical/Interpersonal

Elective Requirements (21 Credits)

Students may not count more than 6 credits of COMM 440 Internship toward the major; students may only count a maximum of 9 credits which combine COMM 109; 409; 440; 450; 480 toward the major.

- COMM 100 Introduction to Public Communication Credit(s): 3.
  May count as a lower division COMM major elective for Torrey Honors program students only.
- COMM 170 Small Group Communication Credit(s): 3.
- COMM 181 Introduction to Argumentation and Debate Credit(s): 3.
- COMM 263 Beginning Acting Credit(s): 3.
- COMM 280 Oral Interpretation Credit(s): 3.
- COMM 282 Intercollegiate Forensics Credit(s): 2.
- COMM 320 Advanced Public Communication Credit(s): 3.
- COMM 363 Intermediate Acting Credit(s): 3.
- COMM 382 Intercollegiate Forensics Credit(s): 2.
- COMM 386 Forms of Public Communication Credit(s): 3.
- COMM 440 Communication Internship Credit(s): 1–3.
- COMM 450 Communication Practicum Credit(s): 1–3.
- COMM 463 Advanced Acting Workshop Credit(s): 3.
- COMM 465 Rhetorical Criticism Credit(s): 3.
- COMM 468 Drama for Christian Ministry Credit(s): 3.
- COMM 469 Rhetoric of Media Studies Credit(s): 3.
- COMM 470 Communication Seminar Credit(s): 1–3.
- COMM 472 Intercultural Communication Credit(s): 3.
- COMM 474 Advanced Studies in Communication Behavior Credit(s): 3.
- COMM 480 Directed Research Credit(s): 1–3.
- CNMA 104 History of Cinema Credit(s): 3.
- CNMA 450 Cinema and Media Arts Practicum Credit(s): 1–3.
- CNMA 470 Cinema and Media Arts Seminar Credit(s): 1–3.
- JOUR 351 Broadcast Anchoring and Announcing Credit(s): 3.

Speech/Drama

General Education Recommendations

It is recommended that all Speech/Drama concentration students take the following general education courses: COMM 160 - Theatre Appreciation (for "Philosophy" requirement); PHIL 216 - Aesthetics (for "Philosophy" requirement).

Concentration-Specific Requirements

Speech/Drama students must take the following courses once:

- COMM 109 Production Practicum Credit(s): 2.
- COMM 409 Production Practicum II Credit(s): 2.

Elective Requirements (17 Credits)

Students may not count more than 6 credits of COMM 440 Internship toward the major; students may only count a maximum of 9 credits which combine COMM 109; 409; 440; 450; 480 toward the major.

- COMM 100 Introduction to Public Communication Credit(s): 3.
  May count as a lower division COMM major elective for Torrey Honors program students only.
- COMM 162 Voice and Speech for Theatre Credit(s): 3.
- COMM 170 Small Group Communication Credit(s): 3.
- COMM 215 Theatrical Makeup Credit(s): 3.
- COMM 232 Costume Study and Construction Credit(s): 3.
- COMM 241 Introduction to Technical Theatre Credit(s): 3.
- COMM 263 Beginning Acting Credit(s): 3.
- COMM 280 Oral Interpretation Credit(s): 3.
- COMM 282 Intercollegiate Forensics Credit(s): 2.
- COMM 320 Advanced Public Communication Credit(s): 3.
- COMM 345 Lighting and Sound for Theatre Credit(s): 3.
- COMM 363 Intermediate Acting Credit(s): 3.
- COMM 382 Intercollegiate Forensics Credit(s): 2.
- COMM 386 Forms of Public Communication Credit(s): 3.
- COMM 391 Directing Theatre Credit(s): 3.
- COMM 405 Dramatic Theory Credit(s): 3.
- COMM 419 Dramatic Design and Criticism Credit(s): 3.
- COMM 435 Playwriting for Performance Credit(s): 3.
- COMM 440 Communication Internship Credit(s): 1–3.
- COMM 450 Communication Practicum Credit(s): 1–3.
- COMM 463 Advanced Acting Workshop Credit(s): 3.
- COMM 468 Drama for Christian Ministry Credit(s): 3.
- COMM 472 Intercultural Communication Credit(s): 3.
- COMM 473 Communication and Diversity Credit(s): 3.
- COMM 474 Advanced Studies in Communication Behavior Credit(s): 3.
- COMM 477 London Theatre Study Tour Credit(s): 1–3.
- COMM 480 Directed Research Credit(s): 1–3.
- CNMA 104 History of Cinema Credit(s): 3.
- CNMA 450 Cinema and Media Arts Practicum Credit(s): 1–3.
- CNMA 470 Cinema and Media Arts Seminar Credit(s): 1–3.
- JOUR 307 Social Media, SEO and Digital Strategy Credit(s): 3.
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 the Chairman of the Communication Studies Department. The Chairman 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 Communication 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.

Concentration-Specific Requirements
Obtaining a degree with this concentration requires a minimum of 42 credits, 24 of which must be from the Department of Communication Studies. A minimum of 27 credits 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.

The following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 368</td>
<td>Methods of Communication Research</td>
<td>3</td>
</tr>
<tr>
<td>COMM 473</td>
<td>Communication and Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>

Computer Science, B.S.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Computer Science, students will be able to:
1. Analysis, modeling and problem solving: Students develop the logical, algorithmic, and mathematical capability to model and analyze real-world problems in different application domains, to devise problem-solving schemes accordingly, and to validate the correctness and effectiveness of these schemes (ULO 1).
2. Foundational knowledge and practice of computing: Students employ the theoretical, operational, and implementational underpinnings of modern computing infrastructure to be able to effectively utilize the whole spectrum, including computer hardware, software, programming environments, operating systems, and networking environments (ULO 1).
3. Programming and system integration: Students practice constructing and designing programs using mainstream programming languages, to assess fine software-engineering practices in order to implement problem-solving schemes as correct, efficient, and well-structured programs, and to integrate the programs into a computing infrastructure as functional information systems (ULO 3).
4. Integration of faith and learning: Students will develop a holistic integration of faith and learning in their perspective of computer science for enabling them to utilize their professional capacities to impact the world for Christ (ULO 2).

Degree Program
A Bachelor of Science degree in Computer Science is offered upon completion of the University baccalaureate requirements and the computer science major in one of the following concentrations: Computer Science or Information Systems.

General Education Requirements
The general education requirement for a foreign language for those following a computer science major may be met by two years of high school language or the first 4 credits of a college language. The science/mathematics requirement may be met by 3 credits of science.

Core Requirements (24 Credits)
All concentrations must include 24 upper-division credits. The following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 105</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 106</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 220</td>
<td>Computer Organization and Assembly</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 230</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 311</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 335</td>
<td>User Interface Design and Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 430</td>
<td>Computer Communications</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 450</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentrations

Computer Science (29 Credits)

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 400</td>
<td>Theory of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 440</td>
<td>Topics in Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 440</td>
<td>Theory of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH 291</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>And:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 321</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 333</td>
<td>Operations Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

CHOOSE one course (3 credits) at the 300 or 400 level in Computer Science or Math.

Information Systems (33 Credits)

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 402</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 440</td>
<td>Topics in Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 328</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 370</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>MATH 103</td>
<td>Calculus for Management Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 220</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 306</td>
<td>System Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 405</td>
<td>MIS Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

CHOOSE one course (3 credits) at the 300 or 400 level in Business or Computer Science.
Design, B.S.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Design, students will be able to:

1. Conceive, design and create works of art in one or more specific fine arts fields that are technically and conceptually sophisticated (ULO 1).
2. Recognize, analyze, compare and evaluate historical and contemporary art movements and aesthetic philosophies, including both Western and Global material (ULO 1).
3. Recognize and identify a variety of professional practices, career/employment and graduate education opportunities and apply that knowledge by developing a personalized career plan (ULO 3).
4. Articulate a clear rationale for the production and evaluation of contemporary visual art that reflects an orthodox Christian value system (ULO 2).

Degree Program
The Bachelor of Science Degree in Design contains a broad range of liberal arts general education courses, and allows students the option of choosing a wide range of general electives while providing them with a strong foundation in general design. It requires the completion of 48 credits in core and elective courses, and gives students the flexibility to complete a double major or a minor in another academic discipline.

Admissions and 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 B.F.A. degree program, transfer students and Torrey Honors Institute students may need an additional semester to complete all of their requirements.

The Department of Art offers three degree programs. The Bachelor of Fine Arts in Studio Art is a professional degree program focusing on intensive studio practice and requiring an area of concentration; the B.F.A. is the preferred degree for students who anticipate having an art-related career, or who are planning to attend graduate school. The Bachelor of Science Degrees in Studio Art and in Design contain a broader range of liberal arts general education courses, and allow students the option of choosing a wide range of general electives. The two B.S. degrees also allow greater flexibility for students completing a double major or a minor in another academic discipline.

Every year, all art majors participate in formal reviews to evaluate their 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 in the B.F.A. program are evaluated the semester before their thesis exhibitions.

All art majors are required to maintain a 2.5 GPA in the program. Any grade below a “C-” (1.67) must be repeated.

In art and design studio courses, contact hours define the meaning of a credit hour. In these courses, one semester hour of credit equals two hours of class instruction with at least one additional hour of unsupervised laboratory work each week. Studio courses receiving 3 credits typically meet six hours a week for class instruction with the expectation that students complete an additional three hours of assigned laboratory work. Students taking ARTS 462 - Advanced Studio Practicum or ARTS 464 - Advanced Studio Practicum, and independent studies, must complete a minimum of three hours of research/laboratory work each week during the semester for one hour of credit.

General Education Requirements
General education requirements for the Bachelor of Science Degree in Design must conform to the University standards for B.S. degrees. All B.S. in Design majors are required to take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 216</td>
<td>Introduction to Philosophy and Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (Art and the Bible)</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Requirements (45 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 107</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 109</td>
<td>Digital Tools</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 110</td>
<td>2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 111</td>
<td>3-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 112</td>
<td>4-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 116</td>
<td>History of Western Art: Prehistoric Through Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 126</td>
<td>History of Western Art: Baroque through Modernism</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 314</td>
<td>Integrated Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 315</td>
<td>Contemporary Art Trends</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 317</td>
<td>Typography I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 321</td>
<td>Historical Development of Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 333</td>
<td>Graphic Design Forms I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 337</td>
<td>Typography II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 423</td>
<td>Integrated Design II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 450</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements
CHOOSE one upper-division Art elective (3 credits).

Engineering Physics, B.S.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Engineering Physics, students will be able to:

1. Demonstrate an understanding of the foundational principles related to engineering physics (ULO 1).
2. Demonstrate an ability to solve quantitative and conceptual technical problems related to engineering physics (ULO 1).
3. Demonstrate safe laboratory technique, proper use of appropriate equipment, and suitable results and data analysis (ULO 1).
4. Summarize the key issues in science and faith and recognize the harmony possible while studying God’s creation (ULO 1, 2, and 3).

Degree Program
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, Bible requirements, and a minimum of 45 pre-engineering credits at Biola along with the 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, math, chemistry, biblical studies and the liberal arts. The final two years are taken at the University of Southern California (USC) 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 listed below. Other courses may be required for specific engineering programs.

**General Education Requirements**

Students in the engineering 3/2 program sequence are exempt from general education requirements in literature (3 credits) and World Civilization (3 credits). The student is also exempt from the last semester residency requirement.

**GPA Requirement**

To continue in the program a student is required to have a GPA of 2.5 or higher in the following courses: CHEM 105 - General Chemistry I, MATH 105 - Calculus I, MATH 106 - Calculus II, PHSC 132 - General Physics I: Mechanics and Heat, PHSC 134 - General Physics I Laboratory, PHSC 233 - General Physics II: Electricity and Magnetism, and PHSC 237 - General Physics II Laboratory.

**Integration Seminar Requirement**

Students enrolled in the Bachelor of Science in Engineering Physics degree program are required to take BBST 465 - Integration Seminar: Christianity and the Natural Sciences, or another approved Integration Seminar topic (see advisor).

**Core Requirements (24 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 335</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 121</td>
<td>Introduction to Engineering</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 124</td>
<td>Data Analysis and Presentation</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 132</td>
<td>General Physics I: Mechanics and Heat</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 134</td>
<td>General Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 233</td>
<td>General Physics II: Electricity and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 237</td>
<td>General Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 234</td>
<td>General Physics III: Waves, Optics and Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 311</td>
<td>Computer Techniques in Science and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 321</td>
<td>Circuits and Instrumentation I</td>
<td>5</td>
</tr>
</tbody>
</table>

Additional courses may be required by specific engineering programs and include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 291</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 313</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 314</td>
<td>Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 316</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 318</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 352</td>
<td>Fundamentals of Materials Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**English, B.A.**

**Program Learning Outcomes**

Upon completion of the Bachelor of Arts in English, students will be able to:

1. Cultivate empathy through engaging with texts (ULO 2).
2. Illustrate intellectual curiosity and devise strategies for independent inquiry (ULO 1).
3. Situate literary and rhetorical texts in dialogue with Christian faith traditions (ULO 2).
4. Articulate the value of diverse textual perspectives (ULO 2).
5. Evaluate a variety of theoretical lenses and apply them critically (ULO 1).
6. Interpret texts within their socio-historical contexts (ULO 1).
7. Construct clear and persuasive arguments using textual evidence (ULO 3).
8. Recognize the aesthetic and formal qualities of literary and rhetorical texts (ULO 1).
9. Practice the craft of writing in a variety of genres appropriate to audience (ULO 3).

**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 concentrations: Literature, Writing, or Secondary Instruction. Thirty-six credits are required, of which 24 credits must be upper-division in the major.

**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 as a Second Language (ESL)**

All non-native speakers of English will be able to count 12 credits of ESL instruction from ENGL 151, 152, 161, and 171 toward graduation. For students pursuing the B.A. degree, the 12 credits of ESL will satisfy the foreign language requirement. For students pursuing the B.S. degree, 4 credits will satisfy the foreign language requirement and an additional 8 credits can be counted as electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 151</td>
<td>English for the Non-Native Speaker: Foundations of Academic Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 152</td>
<td>English for the Non-Native Speaker: Oral Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 161</td>
<td>English for the Non-Native Speaker: Essay and Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 171</td>
<td>English for the Non-Native Speaker: Writing Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

See course descriptions for the English Language Studies Program, under International Student Education.

**GPA Requirements**

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 on all 200-level courses required for General Education Literature credit for the English core: at least two English literature surveys (ENGL 251, 252, 253), two American literature surveys (281, 282, 283), and World Literature (290).

**General Education Requirements**

As part of the regular general education requirement, students must complete:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>Studies in Critical Thinking and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 113</td>
<td>Studies in Critical Thinking and Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 290</td>
<td>World Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Requirements (24 Credits)**

In addition to the three English courses taken for general education credit, all students of English must complete 24 credits in required core courses.

Choose two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 251</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 252</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 253</td>
<td>British Literature III</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 281</td>
<td>American Literature I</td>
<td>3</td>
</tr>
</tbody>
</table>
Concentrations

Literature
For those wishing to focus on the study of literature, the literature track requires at least 12 credits in upper-division English courses in addition to the English core requirements.

Elective Requirements
CHOOSE two 300/400-level English electives (6 credits).
CHOOSE two 400-level English electives (6 credits).

Writing
For those seeking to supplement their study of literature with theoretical and vocational training in writing.

Concentration-Specific Requirements
This concentration requires students to take four specialized courses in writing in addition to the English core courses.

ENGL 340 Advanced Composition Credit(s): 3.
ENGL 343 Creative Writing: Poetry Credit(s): 3.
ENGL 344 Creative Writing: Fiction Credit(s): 3.
ENGL 410 Studies in Specialized Writing Credit(s): 3.

Secondary Instruction
For those interested in teaching English at the high school level, this concentration provides coursework that, combined with successfully passing the California Subject Examinations for Teachers (CSET), leads to a California Single Subject Teaching Credential in English. The Secondary Instruction concentration consists of 43 credits.

The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation. Please consult with both their major advisor and a School of Education analyst in the School of Education for current information on change in response to new legislation. Please see a credential analyst in the School of Education for current information on change in response to new legislation.

Secondary Curriculum Fieldwork
Student teaching may be completed at the graduate level:
LEDU 450 Secondary Student Teaching I Credit(s): 6.
LEDU 452 Secondary Student Teaching II Credit(s): 6.

Environmental Science, B.S.

Mission
The mission of the Bachelor of Science in Environmental Science is to nurture passionate leaders within the evangelical community that will impact the world for Christ, working to restore all aspects of God’s creation, by combining scientific and theological knowledge with practical field, lab, and teaching skills to create just and sustainable solutions for environmental issues.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Environmental Science, students will be able to:
1. The student will describe major environmental issues and just and sustainable solutions from a scientific and theological perspective (ULO 1).
2. The student will demonstrate proficiency in field and lab skills in analyzing specific environmental issues from a theoretical scientific perspective (ULO 3).
3. The student will critically evaluate the need for creation care from a theological and scientific perspective and express this need by means of a compelling argument (ULO 2).

Degree Program
A Bachelor of Science degree in Environmental Science is offered upon completion of the University baccalaureate and major requirements of 70 credits. Students are encouraged to take courses during summers at either the Au Sable Institute of Environmental Studies Great Lakes Campus in Michigan, or the Pacific Rim campus on Whidbey Island in Washington, or a semester with the Creation Care Studies Program in either Belize or New Zealand. Visit the following websites to get information on course offerings, prerequisites, and availability—Au Sable: ausable.org; and Creation Care: creationscp.org.

Admission Recommendations
Recommended high school courses 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.

English Requirements
Students wishing to enroll in any courses in the Biological Sciences must be eligible to take ENGL 112 or 113 or must have the permission of the instructor to take the course.

Graduate/Professional School Requirements
The student should be aware that most graduate programs and many professional schools require an overall minimum GPA of 3.0 and that a grade of “C” or better was earned for all science courses.

General Education Requirements
All Environmental Science majors automatically meet the general education requirement of 8 credits of science and mathematics. The foreign language requirement is met by two years in high school or the first 4 credits in college.

PHIL 215 - Introduction to Ethics, is strongly recommended for all Environmental Science majors.

Core Requirements
A minimum of 43 credits in Biology or Environmental Studies.

Biological Science Courses
BIOS 103 Introduction to Environmental Science Credit(s): 3.
BIOS 112 General Biology II Credit(s): 3.
BIOS 114 General Biology II Laboratory Credit(s): 1.
BIOS 200 Sophomore Writing Seminar Credit(s): 1.
BIOS 222 Botany Credit(s): 4.
BIOS 318 Biostatistics Credit(s): 3.
BIOS 401 General Ecology Credit(s): 4.
BIOS 470 Seminar in Advanced Biology Credit(s): 1.
BIOS 480 Internship Credit(s): 1.
Supporting Science Courses

Twenty-seven credits of supporting sciences from the Departments of Physical Science and Chemistry are required including:

- CHEM 105 General Chemistry I
- CHEM 106 General Chemistry II
- CHEM 320 Basic Organic and Biochemistry
- CHEM 332 Environmental Chemistry
- PHSC 103 Geology
- PHSC 104 Geology Laboratory
- PHSC 111 Physics I
- PHSC 117 Physics I Laboratory
- PHSC 112 Physics II
- PHSC 118 Physics II Laboratory

Elective Requirements

Organismal Biology Courses

Choose two courses from the following:
- BIOS 302 Vertebrate Biology
- BIOS 351 Invertebrate Biology
- BIOS 352 Marine Biology
- BIOS 362 Natural History of Southern California
- BIOS 402 Parasitology
- BIOS 446 Ornithology

Natural Resource Management Courses

Choose 8 credits from the following:
- BIOS 303 Ecological Agriculture
- BIOS 306 Land Resources
- BIOS 307 Water Resources (Limnology)
- BIOS 371 Conservation Biology
- BIOS 372 Restoration Ecology
- BIOS 390 Au Sable Institute of Environmental Studies
- BIOS 430 Topics in Natural Resource Management

Environmental Policy and Ethics Courses

Choose 7 credits from the following:
- BIOS 305 Global Development and Ecological Sustainability
- BIOS 353 Environmental Ethics
- BIOS 354 Bioethics
- BIOS 355 Environmental Health: An Ecological Perspective
- BIOS 390 Au Sable Institute of Environmental Studies
- BIOS 410 Topics in Environmental Science

History, B.A.

Program Learning Outcomes

Upon completion of the Bachelor of Arts in History, students will be able to:

1. Identify and explain the major developments of history and articulate how those developments are understood (ULO 1).
2. Critique primary and secondary sources and recognize the different approaches to historical writing (ULO 1).
3. Apply the historical method by organizing and writing a capstone research paper (ULO 3).
4. Engage intellectually with interpretations of the past and present, in a way that honors the pursuit of truth (ULO 2).

5. Articulate a Christian perspective about the world and the diversity of people living in it, with their worldviews, religions, and struggles (ULO 2).

Degree Program

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

General Education Requirements

The student is required to take the following (which will meet the general education requirements) before taking upper-division courses in history. These courses are prerequisites for all upper-division courses in history. This requirement may be waived only with faculty signature.

- HIST 108 United States History to 1865
- HIST 109 United States History Since 1865
- HIST 207 World Civilizations I

Highly recommended as a supporting course for History Majors.

- POSC 225 Survey of American Government

History majors preparing for graduate school should select a foreign language in their program with advice of the department.

Core Requirements

The history major requires the completion of a minimum of 33 credits beyond the general education requirement, 24 of which must be upper-division including:

- BIBH 410
- CHOOSE 12 upper-division credits in one of the three areas of concentration.

CHOOSE 9 credits of History electives from the other two areas of concentration.

Concentrations

Asian/African Civilization

- HIST 304 Ancient Near East
- HIST 321 History of the Christian Church
- HIST 331 History of East Asia
- HIST 332 Studies in Asian Civilizations
- HIST 335 History of Modern China
- HIST 400 Studies in Developing Nations
- HIST 415 Oral History
- HIST 418 The History of the City
- HIST 425 War and Civilization
- HIST 430 History of the Jewish People
- HIST 433 History of Christianity in Africa
- HIST 441 History of the Middle East and Islam I
- HIST 442 History of the Middle East and Islam II
- HIST 443 Special Topics on Middle Eastern History
- HIST 445 Africa: History, Peoples and Culture
- HIST 447 Topics in African History
- HIST 453 The Islamic City
- HIST 454 Arab-Israeli Conflict
- HIST 455 History of Israel and Zionism
- HIST 456 Muslim, Jewish and Christian Relations
HIST 462  History of the Expansion of Christianity  Credit(s): 3.

European Civilization
HIST 305  English History  Credit(s): 3.
HIST 306  Studies in British History  Credit(s): 3.
HIST 313  Medieval Europe  Credit(s): 3.
HIST 318  Studies in Modern Europe  Credit(s): 1–3.
HIST 321  History of the Christian Church  Credit(s): 3.
HIST 323  Ancient Greece  Credit(s): 3.
HIST 415  Oral History  Credit(s): 3.
HIST 418  The History of the City  Credit(s): 3.
HIST 420  History of Russia  Credit(s): 3.
HIST 422  Renaissance and Reformation  Credit(s): 3.
HIST 423  Early Modern Europe  Credit(s): 3.
HIST 424  Twentieth Century Europe  Credit(s): 3.
HIST 425  War and Civilization  Credit(s): 3.
HIST 426  German History and Culture  Credit(s): 3.
HIST 462  History of the Expansion of Christianity  Credit(s): 3.

Civilizations of the Americas
HIST 300  The Black American Experience  Credit(s): 3.
HIST 308  American Democracy, Civil War and Reconstruction, 1800–1877  Credit(s): 3.
HIST 310  Social and Intellectual History of the United States  Credit(s): 3.
HIST 312  History of Latin America  Credit(s): 3.
HIST 320  The American Presidency  Credit(s): 3.
HIST 321  History of the Christian Church  Credit(s): 3.
HIST 325  Themes in American History  Credit(s): 3.
HIST 360  Economic History of the United States  Credit(s): 3.
HIST 390  History of Mexico  Credit(s): 3.
HIST 391  Latin America: History, Peoples and Culture  Credit(s): 3.
HIST 392  Latin American Revolutions  Credit(s): 3.
HIST 401  The Rise of Modern America, 1877–1920  Credit(s): 3.
HIST 402  The United States Since 1920  Credit(s): 3.
HIST 406  Themes in Urban History  Credit(s): 3.
HIST 408  The Church in the American Experience  Credit(s): 3.
HIST 410  American Constitutional Law  Credit(s): 3.
HIST 412  The American West  Credit(s): 3.
HIST 415  Oral History  Credit(s): 3.
HIST 418  The History of the City  Credit(s): 3.
HIST 425  War and Civilization  Credit(s): 3.
HIST 462  History of the Expansion of Christianity  Credit(s): 3.

Other Programs
Humanities Major/History Concentration
The History and Political Science Department 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.

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 a few credits short of senior standing may petition the chairman for admission into the Honors Program. Students entering the program must have 15 credits 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 credits 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.

History: Secondary Instruction
The History and Political Science Department offers a major in History with a Secondary Instruction Concentration.

The Professional Teacher 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 in the School of Education for current information on completing the requirements for a teaching credential. Students must consult with both their major advisor and a School of Education advisor.

In order to complete this program, students must:
1. Fulfill all of the requirements of the History: Secondary Instruction Concentration program;
2. Take the required LEDU courses;
3. Take a CSET prep course in History or pass the exam prior to the first semester of the junior year. However, the student will earn their B.A. degree in History whether they pass the CSET or not.

The courses required for this specialized history program help prepare students to pass the CSET Examination in Social Science. Students must pass the CSET Examination prior to applying for student teaching.

General Education Requirements
Students who wish to pursue a career in teaching in secondary education are required to take the following courses to meet General Education (GE) requirements.

- HIST 108  United States History to 1865  Credit(s): 3.
- HIST 207  World Civilizations I  Credit(s): 3.
- PHIL 215  Introduction to Ethics  Credit(s): 3.
- PSYC 200  Introduction to Psychology  Credit(s): 3.

Core Requirements
Students must take 41 credits in History and Political Science, including:

- HIST 208  World Civilizations II  Credit(s): 3.
- HIST 290  Research Methods in History  Credit(s): 3.
- HIST 360  Economic History of the United States  Credit(s): 3.
- HIST 402  The United States Since 1920  Credit(s): 3.
- HIST 403  California History  Credit(s): 3.
- HIST 470  Studies in History  Credit(s): 1–3.

Must be taken as HIST 470 - Studies in History: CSET Exam Prep

And:
- HIST 480  Research Seminar  Credit(s): 3.
- LEDU 490  Honors Program  Credit(s): 3.
- HIST 491  Honors Program  Credit(s): 3.
- HIST 495  Capstone: History in Christian Faith and Practice  Credit(s): 3.
- POSC 204  Principles of Economics  Credit(s): 4.
- POSC 406  Legislation  Credit(s): 3.

In addition to courses in History, students must take the following Education courses:

- LEDU 301  Introduction to Teaching  Credit(s): 3.
- LEDU 330  Psychological Foundations of Education  Credit(s): 3.
- LEDU 341  Methods of Teaching Linguistically Diverse Students  Credit(s): 3.
- LEDU 425  Secondary Content Area Reading  Credit(s): 3.
Human Biology, B.S.

Mission
The mission of the Bachelor of Science in Human Biology is to provide an academically stimulating and challenging environment for intellectual and spiritual growth, preparing students to pursue careers and advanced degrees in health related fields.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Human Biology, students will be able to:
1. Demonstrate knowledge of the practice of science and scientific methodology (ULO 1).
2. Demonstrate an understanding and knowledge of the biophysical basis for life, emphasizing its application to human structures and functions (ULO 3).
3. Describe and classify the human form, structure, and function (ULO 1).
4. Demonstrate an ability to integrate faith and learning as it relates to Human Biology (ULO 2).

Degree Program
A Bachelor of Science degree in Human Biology is offered upon completion of the University baccalaureate and major requirements. The major offers two different concentrations.

Admission Recommendations
Recommended high school courses 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.

English Requirements
Students wishing to enroll in any courses in the Biological Sciences must be eligible to take ENGL 112 or 113 or must have the permission of the instructor to take the course.

Graduate/Professional School Requirements
The student should be aware that most graduate programs and many professional schools require an overall minimum GPA of 3.0 and that a grade of “C” or better was earned for all science courses.

General Education Requirements
Human Biology majors automatically meet the general education requirement of 8 credits of science and mathematics. The foreign language requirement is met by two years in high school or the first 4 credits in college.

Students in the Pre-Chiropractic Human Biology program sequence are exempt from general education requirements in Literature (3 credits) and World Civilization (3 credits). The student is also exempt from the last semester Biola residency requirement.

PHIL 215 - Introduction to Ethics, is strongly recommended for all Human Biology majors.

Concentrations
The Human Biology major offers a concentration in Pre-Health Care Professional and one in Pre-Chiropractic.

Pre-Health Care Professional (70+ Credits)
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 as follows:

Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 111</td>
<td>General Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 113</td>
<td>General Biology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 112</td>
<td>General Biology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 114</td>
<td>General Biology II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 200</td>
<td>Sophomore Writing Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 254</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 281</td>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 311</td>
<td>Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 312</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 322</td>
<td>Laboratory in Cell and Molecular Biology</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 111</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 117</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 112</td>
<td>Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 118</td>
<td>Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Laboratory in Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 320</td>
<td>Basic Organic and Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 318</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PEED 301</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 302</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 309</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 320</td>
<td>Developmental Psychology: Lifespan</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements
Choose a minimum of 16 credits of electives, 12 of which must be upper-division; select from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 282</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 302</td>
<td>Vertebrate Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 310</td>
<td>Prosection</td>
<td>1-2</td>
</tr>
<tr>
<td>BIOS 314</td>
<td>Nutrition and Metabolism</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 332</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 380</td>
<td>Advanced Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 402</td>
<td>Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 411</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 412</td>
<td>Biochemistry II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 413</td>
<td>Laboratory in Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>BIOS 431</td>
<td>Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 445</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 455</td>
<td>General Virology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 460</td>
<td>Clinical Observation Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>
Pre-Chiropractic

A Bachelor of Science degree in Human Biology with a concentration in Pre-Chiropractic is offered in cooperation with the Southern California University of Health Sciences (SCUHS). Students attend Biola for three years taking courses in biology, chemistry, physics, biblical studies and the liberal arts. The upper-division biology course requirements to be taken at Los Angeles College of Chiropractic (LACC) are General Anatomy I, General Histology, General Anatomy II, Neuroscience, Systemic Histology, Systemic Physiology and Micro/Immunology.

The minimum required pre-chiropractic courses taken at Biola are:

Core Requirements

Students in the Pre-Chiropractic program must take at least 8 credits of upper-division science at Biola to meet the graduation requirements. These credits must include CHEM 301/311 Organic Chemistry I and Lab. The remaining 4 credits can be either CHEM 302/312 Organic Chemistry II and Lab or upper-division BIOS courses. If Organic Chemistry is transferred into Biola, the student must take 8 credits of upper-division BIOS courses to meet the graduation requirements.

Pre-Chiropractic

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 111</td>
<td>General Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 113</td>
<td>General Biology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 112</td>
<td>General Biology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 114</td>
<td>General Biology II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 200</td>
<td>Sophomore Writing Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 254</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
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<tr>
<td>CHEM 301</td>
<td>Organic Chemistry I</td>
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</tr>
<tr>
<td>CHEM 311</td>
<td>Laboratory in Organic Chemistry I</td>
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</tr>
<tr>
<td>PHSC 111</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 117</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 112</td>
<td>Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 118</td>
<td>Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 251</td>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 282</td>
<td>Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one of the following:

Elective Requirements (4 Credits)

Students in the Pre-Chiropractic program must take at least 8 credits of upper-division science at Biola to meet the graduation requirements. These credits must include CHEM 301/311 Organic Chemistry I and Lab. The remaining 4 credits can be either CHEM 302/312 Organic Chemistry II and Lab or upper-division BIOS courses. If Organic Chemistry is transferred into Biola, the student must take 8 credits of upper-division BIOS courses to meet the graduation requirements.

Choose 4 credits of upper-division Biological Science courses or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 302</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Laboratory in Organic Chemistry II</td>
<td>3</td>
</tr>
</tbody>
</table>

Writing Competency

Students in the Pre-Chiropractic concentration may use the paper written in the Organic Chemistry class as their writing competency paper. The student may also opt to make a portfolio of writing samples as outlined in the departmental handbook to complete this requirement.

Humanities, B.A.

Program Learning Outcomes

Upon completion of the Bachelor of Arts in Humanities, the students will be able to:

1. Demonstrate a commitment to intellectual curiosity as evidenced by robust independent inquiry (ULO 1).
2. Articulate and value various cultural, ideological, and experiential perspectives (ULO 2).
3. Evaluate, critically analyze, and synthesize interdisciplinary perspectives with Biblical values and truths (ULO 1 and ULO 3).
4. Identify and demonstrate skills needed to study and work across a broad spectrum of disciplines and professions (ULO 1, ULO 2, and ULO 3).

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.

Concentrations

English (36 Credits)

The English concentration consists of a total of 36 credits, 24 of which must be upper-division.

Core Requirements

Choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 251</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 252</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 253</td>
<td>British Literature III</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 281</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 282</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 283</td>
<td>Race and Ethnicity in American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

CHOOSE 12 credits of upper-division ENGL electives.

CHOOSE 6 credits of upper-division HIST electives.

CHOOSE 6 credits of upper-division PHIL electives.
The following courses are prerequisites for upper-division courses in History:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 207</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 208</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
</tbody>
</table>

History (30 Credits)

The History concentration consists of a total of 30 credits, 24 of which must be upper-division.

General Education Requirements

The following course is required and will fulfill part of the General Education requirement for History:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 207</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Requirements

Students must take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 208</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
</tbody>
</table>

Additionally, students are required to take either:

- HIST 480 Research Seminar Credit(s): 3
- or, the following as “capstone” courses (6 credits) in the junior or senior year of the student’s program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 490</td>
<td>Honors Program</td>
<td>3</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 491</td>
<td>Honors Program</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

CHOOSE 12 credits (9 of which must be upper-division) of HIST electives.

CHOOSE 6 credits of upper-division ENGL electives.

CHOOSE 6 credits of upper-division PHIL electives.

Philosophy (34 Credits)

The Philosophy concentration consists of a total of 34 credits. The student must take 22 credits in Philosophy beyond the general education requirement.

Core Requirements

Students must take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 210</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 220</td>
<td>Introduction to Philosophical Argument and Writing</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 230</td>
<td>Introduction to Practical Wisdom</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 231</td>
<td>Practical Wisdom Lab I</td>
<td>1</td>
</tr>
</tbody>
</table>

Additionally, students must select 12 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 301</td>
<td>Greek and Roman Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 302</td>
<td>Medieval Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 303</td>
<td>Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 306</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 307</td>
<td>Metaphysics and Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 308</td>
<td>Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

CHOOSE 6 credits of upper-division ENGL electives.

CHOOSE 6 credits of upper-division HIST electives.

Intercultural Studies, B.A.

Program Learning Outcomes

Upon completion of the Bachelor of Arts in Intercultural Studies, students will be able to:

1. Articulate the critical importance of the mandate given by the Lord Jesus Christ to make disciples of all nations, and practice this command, based on an accurate understanding of text (Scripture) and context (culture) (ULO 1).

2. Demonstrate integrative knowledge and skill across contributing streams of theology, history, linguistics, social science, and strategy to work in diverse settings (ULO 3).

3. Assess cultural and contextual realities in order to develop Christian perspectives and responses toward cross-cultural problems (ULO 1).

4. Express the significance of growing in Christ-like character as a central component of preparation for service across a broad range of vocations (ULO 2).

Degree Program

A Bachelor of Arts degree in Intercultural Studies is offered upon completion of the University baccalaureate and major requirements. The Intercultural Studies major requires the completion of 36 credits of which 24 must be upper-division.

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 a Biola approved Fall or Spring semester off-campus program. Those choosing the latter will not get additional academic credit but are required to complete 3 more credits of electives within the major. Whichever option a student chooses to fulfill this requirement must be pre-approved by the student’s academic advisor.

Credit for Prior Learning

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 CSICS 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 CSICS Internship and/or specified elective CSICS courses. Course credit will be granted upon satisfactory evaluation of prior learning experience for INCS 352 or 354 or INCS 490 to a maximum of 6 credits (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.

Concentrations

Intercultural Studies

Core Requirements (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>General Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>INCS 233</td>
<td>Foundations for Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>INCS 322</td>
<td>Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>INCS 352</td>
<td>Field Internship</td>
<td>1</td>
</tr>
<tr>
<td>INCS 354</td>
<td>Field Internship</td>
<td>2</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INCS 457</td>
<td>Urban Research</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INCS 458</td>
<td>Village and Tribal Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

- ANTH 310 Introduction to Linguistic Anthropology: Language, Culture and Society Credit(s): 3
- INCS 310 General Linguistics Credit(s): 3
- INCS 313 Language and Culture Learning Credit(s): 3

Choose one of the following:

- BBST 458 Theology of Mission Credit(s): 3
- OR INCS 458 Village and Tribal Cultures Credit(s): 3
- AND BBST 465 Integration Seminar Credit(s): 3

Elective Requirements (18 Credits)

CHOOSE 18 credits of electives.

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.

**Concentrations**

**Anthropology: Theory and Application**

- **ANTH 200** General Cultural Anthropology  
  Credit(s): 3.
- **ANTH 300** Magic, Witchcraft and Sorcery  
  Credit(s): 3.
- **ANTH 310** Introduction to Linguistic Anthropology: Language, Culture and Society  
  Credit(s): 3.
- **ANTH 361** Anthropology of Gender  
  Credit(s): 3.
- **ANTH 400** Political Anthropology  
  Credit(s): 3.
- **ANTH 401** History of Anthropological Theory  
  Credit(s): 3.
- **ANTH 402** Family, Kinship and Gender  
  Credit(s): 3.
- **ANTH 403** Economic Anthropology  
  Credit(s): 3.
- **INCS 420** Intercultural Communication  
  Credit(s): 3.

**Linguistics**

- **INAL 301** General Articulatory Phonetics  
  Credit(s): 3.
- **INAL 403** Introduction to Phonology  
  Credit(s): 3.
- **INAL 405** Introduction to Syntax  
  Credit(s): 3.
- **INAL 437** Introduction to Literacy  
  Credit(s): 3.
- **INAL 446** Introduction to Sociolinguistics  
  Credit(s): 3.
- **INAL 452** Field Methods in Linguistics  
  Credit(s): 3.
- **INAL 453** Introduction to Bible Translation  
  Credit(s): 3.
- **INAL 454** Field Methods in Second Language and Culture Learning  
  Credit(s): 3.
- **INCS 310** General Linguistics  
  Credit(s): 3.
- **INCS 313** Language and Culture Learning  
  Credit(s): 3.

**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
- Egypt
- China
- Honduras
- Costa Rica
- Japan
- the South Pacific
- Uganda

**Church Planting**

- **INCS 333** Principles of Church Multiplication  
  Credit(s): 3.
- **INCS 334** Church Planting Models and Strategies  
  Credit(s): 3.
- **INCS 338** Urban Church Planting Models: L.A. Excursion  
  Credit(s): 3.
- **INCS 451** Principles of Evangelism and Church Growth  
  Credit(s): 3.
- **INCS 460** Urban Practicum  
  Credit(s): 3.

**Cross-Cultural Healthcare**

- **INCS 345** Introduction to International Development  
  Credit(s): 3.
- **INCS 347** Micro Issues in Relief and Development  
  Credit(s): 3.
- **INCS 430** Seminar: Topics in Intercultural Health Care  
  Credit(s): 3.

Taken with different content. Topics include: Crosscultural Health Care Delivery; Maintaining Your Health Overseas; Anthropology of Cross-cultural Health Care and Management Strategies in Cross-cultural Health Care.

**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 the following as well as courses taken in tropical ecosystems and sustainable development:

- **ANTH 403** Economic Anthropology  
  Credit(s): 3.
- **ANTH 404** Economic Anthropology  
  Credit(s): 3.
- **HIST 400** Studies in Developing Nations  
  Credit(s): 3.
- **INCS 345** Introduction to International Development  
  Credit(s): 3.
- **INCS 347** Micro Issues in Relief and Development  
  Credit(s): 3.
- **INCS 433** Community Development Models and Strategies  
  Credit(s): 3.
- **INCS 435** Project Evaluation and Assessment  
  Credit(s): 3.
- **INCS 455** Poverty and the City  
  Credit(s): 3.
- **INCS 485** Topics in Intercultural Studies  
  Credit(s): 1–3.

**Islamic Studies**

- **INCS 324** Introduction to Islam and Islamic Theology  
  Credit(s): 3.
- **INCS 325** Popular Islam  
  Credit(s): 3.
- **INCS 419** Sufism  
  Credit(s): 3.
- **INCS 431** History of the Middle East and Islam I  
  Credit(s): 3.
- **INCS 432** History of the Middle East and Islam II  
  Credit(s): 3.
- **INCS 434** Islam in America and the West  
  Credit(s): 3.
- **INCS 447** Approaches to the Islamic World  
  Credit(s): 3.
- **INCS 448** Topics in Islamic Studies  
  Credit(s): 1–3.

**Missions in the Local Church**

- **INCS 331** Peoples of Ethnic America  
  Credit(s): 3.
- **INCS 332** Peoples of the World  
  Credit(s): 3.
- **INCS 360** Short-Term Mission Leadership  
  Credit(s): 3.
- **INCS 371** Profiles in Missionary Lives  
  Credit(s): 3.
- **INCS 420** Intercultural Communication  
  Credit(s): 3.
- **INCS 440** The Local Church and World Missions  
  Credit(s): 3.
- **INCS 449** Topics in Ministry to Internationals and Immigrants  
  Credit(s): 3.
- **INCS 427** Spiritual Formation in Cross-cultural Context  
  Credit(s): 3.
- **INCS 468** Women in Cross-Cultural Ministry  
  Credit(s): 3.

**Missions: Theory and Practice**

- **INCS 331** Peoples of Ethnic America  
  Credit(s): 3.
- **INCS 332** Peoples of the World  
  Credit(s): 3.
- **INCS 333** Principles of Church Multiplication  
  Credit(s): 3.
- **INCS 420** Intercultural Communication  
  Credit(s): 3.
- **INCS 444** History of the Expansion of Christianity  
  Credit(s): 3.
- **INCS 453** Christianity and Culture  
  Credit(s): 3.
- **INCS 468** Women in Cross-Cultural Ministry  
  Credit(s): 3.
- **INCS 470** Seminar in Intercultural Studies: Selected Topics and Issues in Missions  
  Credit(s): 1–3.

**Religious Studies**

- **ANTH 330** California Native Americans  
  Credit(s): 3.
- **INCS 425** Spiritual Conflicts in Cross-cultural Context  
  Credit(s): 3.
- **INCS 445** New Religious Movements  
  Credit(s): 3.
- **INCS 453** Christianity and Culture  
  Credit(s): 3.
- **INCS 456** World Religions  
  Credit(s): 3.
- **SOCI 402** Religion and Society  
  Credit(s): 3.

**TESOL (Teaching English to Speakers of Other Languages)**

- **INCS 310** General Linguistics  
  Credit(s): 3.
- **INTE 309** Grammar for English Teachers  
  Credit(s): 3.
- **INTE 421** Introduction to TESOL: Adult  
  Credit(s): 3.
- **INTE 427** Materials Evaluation and Preparation  
  Credit(s): 3.
- **INTE 441** Intercultural Communication for Teachers  
  Credit(s): 3.
Interdisciplinary

A personalized interdisciplinary program may be designed by the student and the student’s advisor. Popular concentrations include: International Business, Teaching (elementary or secondary education), Cross-cultural Family Studies, Intercultural Journalism, and Psychology, among others.

Core Requirements (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>3</td>
</tr>
<tr>
<td>INCS 233</td>
<td>3</td>
</tr>
<tr>
<td>INCS 322</td>
<td>3</td>
</tr>
<tr>
<td>INCS 352</td>
<td>1</td>
</tr>
<tr>
<td>INCS 354</td>
<td>2</td>
</tr>
</tbody>
</table>

And:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 310</td>
<td>3</td>
</tr>
<tr>
<td>INCS 313</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 420</td>
<td>3</td>
</tr>
<tr>
<td>INCS 457</td>
<td>3</td>
</tr>
<tr>
<td>INCS 458</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 458</td>
<td>3</td>
</tr>
<tr>
<td>INCS 450</td>
<td>3</td>
</tr>
</tbody>
</table>

And:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements (18 Credits)

**Choose 6 credits of Intercultural Studies electives and 12 upper-division credits from outside of the major in a discipline that supports the student’s career objectives.**

Intercultural: Teaching Credential

Students who wish to earn a teaching credential as part of their Intercultural Studies Interdisciplinary major must complete the requirements detailed below.

In addition, the Professional Teacher Preparation Program of 28 credits must be completed. Students who wish to earn a multiple subject teaching credential (elementary) will also need to complete an additional 14 credits of pedagogy. Students who wish to earn a single subject teaching credential (junior high/high school) will need to complete an additional 2 credit content specific pedagogy course.

Refer to the Education section of this catalog (Professional Teacher Preparation, Preliminary Credential) for all information on exams, coursework, fieldwork, other professional evaluations, and state requirements for a California teaching credential.

The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation and reporting purposes. Please see a credential analyst in the School of Education for current information on completing the requirements for a teaching credential. Students must consult with both their major advisor and a School of Education advisor.

Core Requirements

Students must complete the interdisciplinary core requirements and the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 331</td>
<td>3</td>
</tr>
<tr>
<td>INCS 332</td>
<td>3</td>
</tr>
<tr>
<td>BBST 458</td>
<td>3</td>
</tr>
<tr>
<td>BBST 465</td>
<td>3</td>
</tr>
</tbody>
</table>

Integration Seminar: Gospel & Culture or Integration Seminar: Christian Philosophy of Education

Journalism and Integrated Media, B.A.

Program Learning Outcomes

Upon completion of the Bachelor of Arts in Journalism and Integrated Media, students will be able to:

1. Understand and apply robust knowledge and understanding of the profession (ULO 1).
2. Illustrate an understanding of diversity and cross-cultural perspectives with the profession (ULO 1).
3. Illustrate an understanding of biblical integration with the profession (ULO 2).
4. Demonstrate creative and analytical expertise in writing and presentation (ULO 3).
5. Create and develop projects that exhibit convergence & integration of media (ULO 3).

Degree Program

Upon completion of the University baccalaureate and major requirements in the Department of Journalism and Integrated Media, students earn a Bachelor of Arts degree in Journalism and Integrated Media.

Senior Portfolio Review

All students in the Department of Journalism and Integrated Media are expected to undergo a portfolio review and defense by a Department Portfolio Review Committee before graduating.

The portfolio consists of the student’s best work, completed during either coursework or internships during the time they have been enrolled in the major.

The student’s portfolio will be rated for competency or non-competency. Competent work can also be rated as exemplary. Students whose portfolio does not earn at least a competency rating must re-submit their portfolio to the Review Committee.

Timing of the review is the semester before graduating (typically Fall semester of the senior year in a normal four-year undergraduate cycle). For December graduates, the review would take place during Spring semester. In cases of unavoidable emergency, the Spring review and defense can take place during one of the two academic Summer sessions. Re-submitted Fall semester portfolios will be reviewed during the Interterm or Spring semester.

Traditional students should schedule a preliminary portfolio review with their academic advisor at the end of five semesters to plan successful completion of the Senior Portfolio. Transfer students should schedule a preliminary portfolio review after two semesters.

Scheduling of the Senior Portfolio review and defense is the responsibility of the student, and must be done with the departmental secretary after collaboration with the student’s academic advisor. Portfolio review and defense will be scheduled once each semester.

Practicum and Internships

Required media practicum courses, consisting of on-campus media work, provide opportunity for students to build a portfolio that gives
evidence of professionalism, innovation and excellence—crucial to success in gaining competitive internships in top media marketplaces. All students must complete two (2) semesters of practicum. It is not recommended that students take Practicum courses concurrently in a given semester. One of the two practicum courses must be Media Leadership.

Internship, comprising a total of 3 credits, is required for graduation in the Journalism major. Students may do multiple internships if the combined total credit is no more than 3 credits. Students, guided by their academic advisor, are encouraged to pursue other (non-credit) internships to gain as much hands-on experience as possible before their senior year. Students may take internship any semester or during the Summer under supervision of department faculty, guided by stipulations of the Journalism Internship packet.

The total number of credits that may be applied from practicum and internship may not exceed 3 credits. Total directed research and special topic workshop may not exceed 9 credits.

On-Campus Study Opportunities

Biola Radio
Biola’s award-winning student-run web radio programming gives students hands-on experience in reporting news and features, covering campus and regional sports, and creating talk-show format programming around Christian music and news trends. Student work takes place in an on-campus studio or in field-reporting.

EagleVision
Biola’s student-run Webcast programming uses state-of-the-art studio and field equipment to cover news events, sports and trends facing the Biola campus and surrounding regions of southern Los Angeles and northern Orange County. EagleVision staff get practical experience in deadline reporting, script-writing, anchoring, editing and producing packages for Internet broadcast. EagleVision also uses CNN footage for localized coverage of world events. Talk-show studio formats are used to provide students experience with news-feature variety in programming.

The Chimes and Chimes Online
Biola’s award-winning weekly newspaper provides deadline experience in reporting, writing, photojournalism, graphics design and multimedia for the Web. Editors and business staff, funded by scholarship, are chosen by competitive application a year in advance. Staff members are selected annually for expertise in select media areas (e.g. Advertising staff are selected for background in marketing). Staff training for the editorial and advertising staff provides students with incentives for excellence in portfolio material. Chimes Online, a stand-alone staff of writers, photographers, and multimedia producers provides daily, interactive news and feature coverage of the campus and the La Mirada region. The Chimes’ print and online versions also adapt stories from the Associated Press for Biola’s audiences.

The Biolan
Biola’s yearbook—one of the oldest forms of student media on the campus—provides students experience in magazine-style feature writing, feature and documentary-style photojournalism and four-color page design in a context that gives student journalists insight to careers in magazine production and book publishing. Editors are chosen a year in advance, but section editors are selected in Fall semesters to serve through the year.

The Point
This award-winning feature magazine is published at the end of each Fall and Spring semester. Work on The Point’s staff, some of it by competitive application only, gives students hands-on experience in production of a full-color, slick-page publication. Student editors choose each edition’s theme and select stories and photos from the best work of staff and student freelancers. Point staffers get training and experience in copy-editing, photojournalism and page design. Their name on the masthead of this publication, along with hard-earned skills, provide a leapfrog off point for magazine or publishing careers.

PRSSA
The Biola chapter of the Public Relations Student Society of America (PRSSA) builds ties between students and professionals in the Los Angeles region and nationally. Students in PRSSA do event planning, community service projects, and hear from guest speakers on best practices for developing into successful leaders and practitioners of corporate, non-profit or ministry-related public relations and marketing.

Journalist in Residence
Biola’s location in one of the nation’s top media markets makes it a crossroads for journalists and public relations professionals of national and international renown. The Department of Journalism invites selected professionals and successful alumni to speak on special topics in a one-credit course experience for students tailored to the trends and events of California, the Southwestern United States, the nation, and other parts of the world.

Experience Journalism Event
Biola public relations students host an annual event for area high school students to provide an overview of skills for news and public relations applicable to scholastic media and preparation for college media experience. The event includes guest speakers and competition for prizes in reporting, writing and/or visual media; it also offers students in the major leadership opportunities as participants in planning and implementing the boot camp event.

Off-Campus Program Opportunities

Biola offers several off-campus program opportunities geared to students earning a Bachelor of Arts in Journalism and Integrated Media. More information about these experiential learning programs can be found in the Off-campus Programs section of this catalog, or at biola.edu/offcampusprograms. Students interested in any of these programs should consult with an academic advisor as early as possible.

American Studies Program
This program, set in Washington, D.C., is ideal for students who want a better grasp of communications within government agencies. The program, run by the Council for Christian Colleges and Universities, provides public policy discussion and coursework along with opportunities for both public relations and journalistic internships. See bestsemester.com for details.

Washington Journalism Semester
This print-oriented reporting and writing semester guides students in deadline journalism skills as they cover events and trends on Capitol Hill as correspondents for newspapers in their home communities. Coursework grounds students in an understanding of the role of journalism in the complex socio-political life of our nation’s capital. The course includes discussion of the historic role of religion in America and the journalism that must tell the nation’s stories. Students are guided in their instruction by faculty and guest speakers with nationally known media credentials. A portfolio of print-related reporting is required in the program application. For details, see bestsemester.com.

Disney Internships
Biola’s campus, so near Anaheim, home of Disneyland, provides students many opportunities for internships that can provide networking for both public relations and journalism careers. Students accepted for Disney internships complete coursework in leadership development and experience with public management. Students can also build ties to professionals in media properties owned by Disney, such as ABC News.

Field Production Trips
The Department of Journalism and Integrated Media offers special-topic, elective workshops for variable credit during some semesters that provide students hands-on experience in reporting, writing or visual journalism. Recent workshops have taken students to New York and Washington, D.C. for insights into political journalism; other trips involved travel to central Mexico for documentary photojournalism projects, and to Texas for insights on business aspects of free-lance photography. Other means of providing students with practical off-campus media experience are Travel Journalism and Cross-cultural Storytelling Project, a course set either in the U.S or overseas, guiding students in feature-writing, documentary photojournalism, video work or audio projects.
General Requirements
All Journalism and Integrated Media 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 earn a "C" or better. The total number of credits for major area credit from practicum, internship and directed research may not exceed nine credits. All Journalism majors are required to take a Biblical Studies integration seminar for Bible credit.

Core Requirements (24 Credits)
Required courses for all concentrations:
- JOUR 106 Foundations of Journalism  Credit(s): 3.
- JOUR 107 Introduction to Convergence  Credit(s): 3.
- JOUR 220 Introduction to Visual Media  Credit(s): 3.
- JOUR 267 Media Career Readiness  Credit(s): 1.
- JOUR 300 Practicum  Credit(s): 1.
- JOUR 303 Convergent Production  Credit(s): 3.
- JOUR 433 Media Law  Credit(s): 3.
- JOUR 440 Journalism Internship  Credit(s): 1–3.
- JOUR 440, to be taken for 3 credits.
- JOUR 464 Philosophy and Ethics of Media  Credit(s): 3.
- JOUR 495 Senior Portfolio  Credit(s): 1.

Concentrations
The department offers four areas of concentration: Writing and Publishing, Broadcast, Public Relations, Visual Media.

Broadcast
Students complete 44 credits, of which 24 must be upper-division.

Concentration-Specific Requirements
In addition to the core courses, students must complete:
- JOUR 231 Public Affairs Reporting  Credit(s): 3.
- JOUR 235 Videography  Credit(s): 3.
- JOUR 337 Introduction to Broadcast Journalism  Credit(s): 3.
- JOUR 377 Intermediate Broadcast Production  Credit(s): 3.

Broadcast Internship
Broadcast concentration students, guided by the academic advisor, are urged to take the following required core course in a major media market, in a cross-cultural setting, or overseas to produce evidence of expertise in broadcast journalism:
- JOUR 440 Journalism Internship  Credit(s): 1–3.
- JOUR 440, to be taken for 3 credits.

Elective Requirements
Students must select 8 credits of electives from the following:

Production Options:
- JOUR 334 Producing and Writing for Broadcast News  Credit(s): 3.
- JOUR 351 Broadcast Anchoring and Announcing  Credit(s): 3.

Writing/Investigative options:
- JOUR 230 Writing for Public Relations  Credit(s): 3.
- JOUR 301 Sports Journalism  Credit(s): 3.
- JOUR 305 Database Journalism  Credit(s): 3.
- JOUR 431 Investigative Reporting  Credit(s): 3.
- JOUR 454 Reviewing the Creative Arts  Credit(s): 2.
- JOUR 470 Journalism Seminar  Credit(s): 1–3.
- JOUR 480 Directed Research  Credit(s): 1–3.

Visual Media

Students complete 44 credits, of which 24 must be upper-division.

Concentration-Specific Requirements
In addition to the core courses, students must complete:
- JOUR 249 Media Design Essentials  Credit(s): 3.
- JOUR 347 Photojournalism I  Credit(s): 3.

Choose one of the following:
- JOUR 348 Publication Design  Credit(s): 3.
- JOUR 466 Photojournalism II  Credit(s): 3.

Choose one of the following:
- JOUR 231 Public Affairs Reporting  Credit(s): 3.
- JOUR 236 Introduction to Broadcast Journalism  Credit(s): 3.
- JOUR 305 Database Journalism  Credit(s): 3.

Visual Media Internship
Students, guided by their academic advisor, are urged to take the following required core course in a major media market, in a cross-cultural setting or overseas to produce a portfolio of professional level images or multimedia visual work:
- JOUR 440 Journalism Internship  Credit(s): 1–3.
- JOUR 440, to be taken for 3 credits.

Elective Requirements
Students must select 8 credits of electives from the following:

- ARTS 107 Drawing I  Credit(s): 3.
- ARTS 109 Digital Tools  Credit(s): 3.
- ARTS 110 2-D Design  Credit(s): 3.
- ARTS 221 Photography I-Introduction to Darkroom and Digital Processes  Credit(s): 3.
- ARTS 314 Integrated Design I  Credit(s): 3.
- ARTS 315 Contemporary Art Trends  Credit(s): 3.
- ARTS 316 Photography II-Studies in Color  Credit(s): 3.
- ARTS 317 Typography I  Credit(s): 3.
- ARTS 333 Graphic Design Forms I  Credit(s): 3.
- ARTS 334 Photography III-Advanced Black and White Photography  Credit(s): 3.
- CNMA 102 Visual Aesthetics  Credit(s): 3.
- JOUR 235 Videography  Credit(s): 3.
- JOUR 348 Publication Design  Credit(s): 3.
- JOUR 392 Principles of Advertising  Credit(s): 3.
- JOUR 466 Photojournalism II  Credit(s): 3.
- JOUR 470 Journalism Seminar  Credit(s): 1–3.
- JOUR 480 Directed Research  Credit(s): 1–3.

Writing and Publishing

Students complete 44 credits, of which 24 must be upper-division.

Concentration-Specific Requirements
In addition to the core courses, students must complete:
- JOUR 231 Public Affairs Reporting  Credit(s): 3.
- JOUR 305 Database Journalism  Credit(s): 3.
- JOUR 332 Visual Media Internship  Credit(s): 3.

Writing and Publishing Internship
Writing and Publishing concentration students, guided by their academic advisor, are urged to take the following required core course in a major media market, in a cross-cultural setting, or overseas to produce a portfolio of professional-level writing, reporting or multimedia work:
- JOUR 440 Journalism Internship  Credit(s): 1–3.
- JOUR 440, to be taken for 3 credits.

Elective Requirements

CHOOSE 11 credits of electives from the following:
General Education Requirements

All major requirements and any biology, chemistry, physical science or math general education requirements must be completed with a "C-" or better grade.

General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<td>MATH 318</td>
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<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
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<td>Or,</td>
<td>Exercise Science and Health Promotion concentrations may choose:</td>
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<tr>
<td>CHEM 120</td>
<td>Principles of Organic and Biochemistry</td>
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</table>

Concentrations

Exercise Science and Health Promotion (55 Credits)

The concentration in Exercise Science and 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 concentration requires 55 credits, 37 of which must be upper-division.

Core Requirements

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
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<td>Foundations in Physical Education and Kinesiology</td>
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<td>PEED 301</td>
<td>Kinesiology</td>
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<td>PEED 302</td>
<td>Exercise Physiology</td>
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<td>PEED 303</td>
<td>Exercise Physiology Laboratory</td>
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<td>PEED 307</td>
<td>Measurement and Evaluation in Kinesiology</td>
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</tr>
<tr>
<td>PEED 335</td>
<td>Health Concepts</td>
<td>3.0</td>
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<td>Care and Prevention of Athletic Injuries</td>
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<td>PEED 408</td>
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<td>PEED 440</td>
<td>Nutrition for Health and Sport</td>
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<td>PEED 480</td>
<td>Directed Study</td>
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PEED 480 must be taken for 3 credits.

And:

<table>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>PEED 329</td>
<td>Psychology of Coaching Sport and Human Movement</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>PEED 420</td>
<td>Sociology and Psychology in Physical Education and Sport</td>
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Elective Requirements

The remaining 16 credits of electives, of which 9 credits must be upper-division, are chosen from:

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<th>Credits</th>
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<td>BIOS 282</td>
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<td>BIOS 311</td>
<td>Neurobiology</td>
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<td>BIOS 312</td>
<td>Cell and Molecular Biology</td>
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<td>BIOS 322</td>
<td>Laboratory in Cell and Molecular Biology</td>
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<td>BIOS 332</td>
<td>Genetics</td>
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<td>BIOS 445</td>
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<td>CHEM 413</td>
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<td>2.0</td>
</tr>
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<td>PEED 329</td>
<td>Psychology of Coaching Sport and Human Movement</td>
<td>3.0</td>
</tr>
<tr>
<td>PEED 402</td>
<td>Assessment and Rehabilitation of Athletic Injuries</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Kinesiology, B.S.

Program Learning Outcomes

Upon completion of the Bachelor of Science in Kinesiology, students will be able to:

1. Identify fundamental scientific concepts and principles (anatomical and physiological) of human movement and performance (ULO 1).
2. Apply knowledge of the human body to determine various health and exercise parameters for individuals, and demonstrate proficiency in measuring and evaluating relevant human performance variables (ULO 3).
4. Integrate Scripture and personal faith with disciplined-based knowledge pertaining to human performance and capability (ULO 2).

Degree Program

A Bachelor of Science degree in Kinesiology is offered upon completion of the University baccalaureate and major requirements.

GPA Requirements

All major requirements and any biology, chemistry, physical science or math general education requirements must be completed with a "C-" or better grade.

Visual options:

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>JOUR 249</td>
<td>Media Design Essentials</td>
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<td>JOUR 347</td>
<td>Photojournalism I</td>
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<td>JOUR 392</td>
<td>Principles of Advertising</td>
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<td>Writing for Public Relations</td>
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<td>ENGL 410</td>
<td>Studies in Specialized Writing</td>
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</table>
### Pre-Physical Therapy (56 Credits)

The Pre-Physical Therapy concentration 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.

This concentration requires 56 credits, 34 of which must be upper-division.

#### Core Requirements

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
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<tbody>
<tr>
<td>BIOS 254</td>
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<td>PSYC 315</td>
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<tr>
<td>PSYC 420</td>
<td>Advanced Statistics</td>
<td>3</td>
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</tbody>
</table>

**Program Learning Outcomes**

Upon the completion of the Bachelor of Arts in Liberal Studies, students will be able to:

1. Demonstrate foundational knowledge and comprehension of subject matter content through examination, course assignments, and portfolio (ULO 1).
2. Integrate personal faith with intellectual learning through incorporating subject matter knowledge with Christian beliefs in their philosophy paper (ULO 1 and 2).
3. Develop effective communication and collaboration skills as demonstrated through professional dispositions and competencies evaluations and academic projects (ULO 2 and 3).
4. Develop critical thinking skills by analyzing case studies, synthesizing information from multiple sources, considering diverse perspectives, making rational decisions, and critically examining ideas in their writing competency paper (ULO 1).
5. Demonstrate strong social and personal traits and biblical worldview that reflect a strong spiritual commitment, as reflected in professional dispositions and competencies evaluations and philosophy of education (ULO 2 and 3).
Degree Program
A Bachelor of Arts degree in Liberal Studies, Elementary Education is offered upon completion of the University baccalaureate and major requirements.

General Education Requirements
The General Education requirements for the Liberal Studies, Elementary Education major include the following:

English and Communication
- ENGL 112 Studies in Critical Thinking and Writing I Credit(s): 3.
- ENGL 113 Studies in Critical Thinking and Writing II Credit(s): 3.
- And 3 credits of literature chosen from:
  - ENGL 220 Literature and Film Credit(s): 3.
  - ENGL 230 Literature in Context Credit(s): 3.
  - ENGL 251 British Literature I Credit(s): 3.
  - ENGL 252 British Literature II Credit(s): 3.
  - ENGL 253 British Literature III Credit(s): 3.
  - ENGL 281 American Literature I Credit(s): 3.
  - ENGL 282 American Literature II Credit(s): 3.
  - ENGL 283 Race and Ethnicity in American Literature Credit(s): 3.
  - ENGL 290 World Literature Credit(s): 3.
- And 3 credits of communication chosen from:
  - COMM 100 Introduction to Public Communication Credit(s): 3.
  - COMM 170 Small Group Communication Credit(s): 3.
  - COMM 181 Introduction to Argumentation and Debate Credit(s): 3.
  - COMM 280 Oral Interpretation Credit(s): 3.

Science and Math
- BIOS 100 Biological Principles: Lecture Credit(s): 3.
- BIOS 110 Observational Biology Laboratory Credit(s): 2.
- MATH 117 Fundamentals of Mathematics for Elementary Teachers I Credit(s): 3.

History
- HIST 108 United States History to 1865 Credit(s): 3.
- HIST 109 United States History Since 1865 Credit(s): 3.
- And:
  - HIST 207 World Civilizations I Credit(s): 3.
  - OR
  - HIST 208 World Civilizations II Credit(s): 3.

Behavioral Science
- PSYC 200 Introduction to Psychology Credit(s): 3.

Foreign Language, Fine Arts and Philosophy
- And 3 credits of fine arts chosen from:
  - ARTS 100 Art Appreciation Credit(s): 3.
  - COMM 160 Theatre Appreciation Credit(s): 3.
  - MUSC 101 Music Appreciation Credit(s): 3.
- And 3 credits of philosophy chosen from:
  - PHIL 210 Introduction to Logic Credit(s): 3.
  - PHIL 214 Introduction to Philosophy Credit(s): 3.
  - PHIL 215 Introduction to Ethics Credit(s): 3.

Elementary P.E. Methods and Activities
- CHOOSE two general physical education activities
- PEED 201 Elementary Physical Education Methods and Activities Credit(s): 2.

Writing Competency
The writing competency requirement is embedded in LEDU 330 for credential students and in LEDU 335 for non-credential students.
- LEDU 330 Psychological Foundations of Education Credit(s): 3.
- LEDU 335 Child Development: Birth through Adolescence Credit(s): 3.

GPA Requirement
A Liberal Studies, Elementary Education major must achieve and maintain a cumulative GPA of 2.75. Students who do not meet the required 2.75 cumulative GPA but meet the university’s minimum cumulative 2.0 GPA will graduate as a Liberal Studies major only.

Core Requirements
The Liberal Studies, Elementary Education major is designed to prepare elementary school teachers in subject matter and credential coursework. The required core courses are as follows:
- ARTS 306 Elementary Art Workshop Credit(s): 3.
- HIST 403 California History Credit(s): 3.
- INCS 331 Peoples of Ethnic America Credit(s): 3.
- LEDU 309 Elementary Math/Science Methods Credit(s): 2.
- LEDU 335 Child Development: Birth through Adolescence Credit(s): 3.
- LEDU 336 Elementary Health Curriculum and Methods Credit(s): 1.
- LEDU 337 Elementary History-Social Science Curriculum and Methods Credit(s): 1.
- LEDU 341 Methods of Teaching Linguistically Diverse Students Credit(s): 3.
- LEDU 380 Children’s Literature Credit(s): 3.
- MATH 118 Fundamentals of Mathematics for Elementary Teachers II Credit(s): 3.
- MUSC 310 Elementary Music Workshop Credit(s): 2.
- PHSC 101 Physical Science Survey: Lecture Credit(s): 4.
- PHSC 102 Physical Science Survey Laboratory Credit(s): 1.

In addition to this core, each student must complete a concentration, which consists of 12 credits of approved coursework in one of the following subject areas: Biology, Early Childhood, English, Human Development, Intercultural Studies, Mathematics, Physical Education, Spanish, Special Education, U.S. History, World History or Visual Arts.

Liberal Studies, Elementary Education majors must take the following course to meet their Bible Integration requirement:
- BBST 465 Integration Seminar Credit(s): 3.
- BBST 465: Christian Philosophy of Education Credit(s): 3.

Substitution
Liberal Studies, Elementary Education majors who are not pursuing a teaching credential at Biola can substitute one of the following:
- INCS 322 Intercultural Adjustment Credit(s): 3.
- OR
  - INCS 332 Peoples of the World Credit(s): 3.
- OR
  - INCS 420 Intercultural Communication Credit(s): 3.

And approved upper-division electives if credit requirements for graduation have not been met in place of:
- LEDU 309 Elementary Math/Science Methods Credit(s): 2.
- LEDU 336 Elementary Health Curriculum and Methods Credit(s): 1.
- LEDU 337 Elementary History-Social Science Curriculum and Methods Credit(s): 1.
Professional Teacher Preparation Program
Program Learning Outcomes

Upon the completion of the Multiple Subject or Single Subject credential(s), students will be able to:

1. Identify and articulate God’s calling as Christian educators by reflecting on their spiritual journey and their educational preparation in a Biblically integrated essay, and demonstrate Christian attitudes and actions conducive to professional excellence and witness by maintaining high professional disposition marks in coursework and fieldwork (ULO 1).

2. Examine and analyze their students’ cognitive, social, and physical growth through the gathering of student profile data, monitoring their progress, and providing constructive feedback to maximize students’ optimum development (ULO 1).

3. Demonstrate respect for diversity in cross-cultural and special population educational settings in order to promote equity and justice as exhibited in differentiated learning plans, response to profile data, and high marks in professional dispositions throughout coursework and fieldwork experiences (ULO 1, 2, and 3).

4. Design and implement appropriate adaptations to ensure the attainment of a productive learning environment for each student enrolled in candidates’ classes by focused evaluation and reflection of each student’s strengths and needs. Candidates will also utilize developmental and learning theories, as a foundation for professional decision-making and reflection by identifying student learning needs and making appropriate adaptations to ensure student learning (ULO 1 and 3).

5. Design and implement developmentally appropriate lessons, by using the California state-adopted academic content and Common Core standards as a foundation for lessons that integrate aspects of God’s natural revelation (ULO 1 and 3).

6. Design and implement appropriate and effective learning strategies by designing grade and subject-specific lesson and unit plans (ULO 1 and 3).

7. Design and practice strategies that foster a safe and equitable learning environment that encourages students to take intellectual risks by demonstrating their knowledge of a comprehensive classroom management plan (ULO 1 and 3).

Preliminary Credentials

The SB2042 Professional Teacher Preparation Programs are available for Multiple Subject and Single Subject Credentials and are accredited by the California Commission on Teacher Credentialing (CTC) and the Association of Christian Schools International (ACSI).

Multiple Subject Credentials

The SB2042 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. This credential also includes authorization to teach English Language Learners.

Undergraduate students interested in teaching in the elementary schools are advised to take the Liberal Studies, Elementary Education major, which includes the required teacher preparation and pedagogy courses.

However, a student from any major who wishes to teach elementary school may earn a teaching credential by taking all required teacher preparation and pedagogy courses. Students should regularly see advisors in their major as well as the School of Education.

Single Subject Credentials

The SB2042 Single Subject Credential authorizes instruction in the subjects listed on the credential in departmentalized classes at any grade level including preschool, grades K–12 and classes organized primarily for adults, but is especially appropriate for middle school and high school. This credential also includes authorization to teach English Language Learners within your content area. All students should regularly see advisors in their major as well as the School of Education.

Undergraduate students interested in teaching at the secondary level are advised to major in the subject area they wish to teach.

Teacher Preparation Requirements

1. Teacher Preparation Courses

   All candidates for the Preliminary Multiple or Single Subject Teaching Credential must complete the following undergraduate teacher preparation courses in sequence. Courses must be passed with a grade of “B-” or higher and the overall GPA in the teacher preparation courses must be a 3.0 or higher:

   - LEDU 301 Introduction to Teaching
   - LEDU 330 Psychological Foundations of Education
   - LEDU 341 Methods of Teaching Linguistically Diverse Students

   And:

   - LEDU 420 Elementary Reading/Language Arts
   - LEDU 425 Secondary Content Area Reading
   - LEDU 431 Elementary Curriculum
   - LEDU 432 Elementary Curriculum Fieldwork
   - LEDU 436 AND LEDU 437 Secondary Curriculum Fieldwork

   Elementary/Secondary Student Teaching I and II may be taken as a graduate student, and is not required for undergraduate graduation.

   Take either:

   - LEDU 440 AND LEDU 442 Elementary Student Teaching I
   - LEDU 450 AND LEDU 452 Secondary Student Teaching I

   OR

   - LEDU 433 Single Subject Pedagogy

2. Admission Application

   Students who wish to complete the undergraduate Teacher Preparation Program must formally apply for admission to the Teacher Preparation Program during the following Introduction to Teaching course.

   The student application must demonstrate a minimum cumulative 2.75 GPA (on a 4.0 grade scale) and a TOEFL score of 100 IBT for non-native English speaking candidates.

   • LEDU 301 - Introduction to Teaching

3. Pedagogy Courses

   In addition to the teacher preparation coursework, subject-specific pedagogy classes are required of each candidate.

   Pedagogy courses must be passed with a grade of “B-” or higher.

   Secondary candidates must take LEDU 433 in their subject area and elementary candidates must take the following subject-specific pedagogy courses:

   - LEDU 309, 336, 337, 380; MUSC 310; ARTS 306; and PEED 201.

   Secondary candidates:

   - LEDU 433 Single Subject Pedagogy

   Elementary candidates:

   - LEDU 309 Elementary Math/Science Methods
   - LEDU 336 Elementary Health Curriculum and Methods
   - LEDU 337 Elementary History-Social Science Curriculum and Methods
   - LEDU 380 Children’s Literature
   - MUSC 310 Elementary Music Workshop
   - ARTS 306 Elementary Art Workshop
   - PEED 201 Elementary Physical Education Methods and Activities
4. Certificate of Clearance and Tuberculosis (TB) Test
Candidates must complete the application for a Certificate of Clearance prior to taking LEDU 301 - Introduction to Teaching course in order to participate in the required fieldwork sequence. Fees required.
Candidates must submit valid TB tests results prior to taking LEDU 301 - Introduction to Teaching course and annually in order to participate in the required fieldwork sequence in the Teacher Preparation Program. Fees required.
• LEDU 301 - Introduction to Teaching Credit(s): 3.

5. Minimum Grades and GPA Requirements
All teaching credential candidates must maintain an overall cumulative 2.75 grade point average (GPA) in their major. A 3.0 cumulative GPA must be achieved in the teacher preparation course sequence and students must receive a grade of “B-” or higher in all teacher preparation and pedagogy courses in order to be formally recommended for a Preliminary Teaching Credential.

6. Basic Skills Requirement
Passage of California Basic Educational Skills Test (CBEST) or equivalent is required.

7. RICA Exam
Passage of the Reading Instruction Competence Assessment (RICA) exam is required for candidates earning a Preliminary Multiple Subject Teaching Credential.

8. Subject Matter Competency Requirement
Multiple subject candidates must pass the California Subject Exam for Teachers (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.

9. CalTPA and Portfolio Assessments
Candidates must meet or exceed the minimum standards for passing all four state-mandated California Teaching Performance Assessments (CalTPAs), and complete and successfully present their Portfolio.

10. Recommendation
Candidates must be recommended by the faculty of the School of Education as having all requisite professional qualities to be successful as a teacher.

11. Professional Dispositions and Competencies Evaluations
Candidates must demonstrate high performance in each Professional Dispositions and Competencies Evaluation for teacher preparation coursework in order to remain in the Teacher Preparation Program. Evidence of unaddressed concerns (scores of 1 or 2), or failing to meet a professional disposition may lead to dismissal.

12. Fieldwork Evaluation
Candidates must obtain good to excellent scores in each fieldwork evaluation for teacher preparation coursework.

13. U.S. Constitution Requirement
The California Commission on Teacher Credentialing requires that a teaching credential candidate must have completed a minimum 2-credit course that covers the U.S. Constitution or fulfill this requirement by examination.
Biola University students may complete this requirement by taking one of the courses that follow with a grade of “C” or better. Students receiving AP college credit for either HIST108 or POSC 225 will meet this requirement. Transfer coursework must be reviewed by a credential analyst in the School of Education. If an exam is required, a U.S. Constitution exam and study packet is available in Biola’s School of Education. See advisor for details.
• HIST 108 - United States History to 1865 Credit(s): 3.
• POSC 225 - Survey of American Government Credit(s): 3.

14. CPR
Candidates must show verification of current training in cardiopulmonary resuscitation (CPR)—infant, child and adult—that meets the standards of either the American Heart Association “B” or “C” level course or the American Red Cross CPR course when applying for the Preliminary Teaching Credential.

15. Advisor Contact
Candidates are required to meet regularly with an advisor in their major to ensure that all requirements are met.

Applying for a Credential
CREDENTIAL candidates complete their student teaching the second semester of their senior year or the semester after they graduate with their bachelor’s degree. After successfully completing student teaching and the associated requirements, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Preliminary Teaching Credential from the State of California’s Commission on Teacher Credentialing.
The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation/reporting purposes. Please see a credential analyst for current information on completing the requirements for a teaching credential.

Additional Certification
English Language Learner Authorization
Candidates who earn an SB2042 Multiple or Single Subject Preliminary Teaching Credential through the California Commission on Teacher Credentialing will be authorized to teach English Language Learners in their content area. 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 interested in teaching English Language Learners at the adult level should consult with the Department of Applied Linguistics and TESOL in the Cook 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. Requirements are identical to the California Preliminary Credential program; however, BBST 465 Christian Philosophy of Education must also be completed. Torrey students will complete YMDT 490 Philosophy of Education in place of BBST 465. Application information may be obtained from the ACSI liaison in the School of Education Office.
• BBST 465 - Integration Seminar Credit(s): 3.
• BBST 465 - Christian Philosophy of Education
• YMDT 490 - Selected Readings and Topics Credit(s): 1–4.
• YMDT 490 - Philosophy of Education

Child Development Permits
The School of Education offers an Early Childhood 12-credit concentration within the context of a Liberal Studies, Elementary Education major. Upon completion of the required Early Childhood coursework, candidates will be eligible to apply for the California Child Development Assistant Permit and the Associate Teacher Permit with the option to add the School-Age Emphasis Authorization to either permit. Candidates completing the Early Childhood coursework will enjoy hands-on experience in several local infant, toddler, and elementary-age educational settings during their required fieldwork assignments. The School of Education is also approved to recommend candidates for the Child Development Teacher, Master Teacher and Site Supervisor permits through the California Commission on Teacher Credentialing. Applications for permits will be submitted to the California Commission on Teacher Credentialing with Biola University’s formal recommendation. All Child Development Permits require that all coursework be passed with a grade of “B-” or higher.
Mathematics, B.S.

Mission
A Bachelor of Science degree in Mathematics provides a strong foundational core for students who wish to pursue graduate studies in pure or applied mathematics; to pursue a career in applied mathematics (e.g., statistics, computer science, operations research, and actuarial mathematics) immediately after obtaining a B.S.; or to teach mathematics in middle school and high school. The courses taken to satisfy the degree requirements are taught viewing mathematics as part of God’s creation, and there is a concentrated effort to integrate faith and learning.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Mathematics, students will be able to:
1. Demonstrate the abilities to think abstractly, problem solve, and prove theorems (ULO 1).
2. Demonstrate the abilities to problem solve, apply mathematical theory to practical situations, and use math-related technology (ULO 1).
3. Develop mathematical content mastery, according to their concentration, for graduate work, high school teaching, or employment in industry (ULO 1).
4. Develop a pattern of personal integrity and the ability to articulate the implications of a biblical worldview concerning mathematics (ULO 2 and 3).
5. After diverse interactions with faculty and students, the student should exhibit the abilities to problem-solve in groups, and successfully communicate mathematical ideas (ULO 1).

Degree Program
A Bachelor of Science degree in Mathematics is offered upon completion of the University baccalaureate and the mathematics major in one of the concentrations. All mathematics concentrations must include 24 upper-division credits.

General Education Requirements
The general education requirement for a foreign language for those following a mathematics major may be met by two years of high school language or the first 4 credits of a college language. The science/mathematics requirement may be met by 3 credits of science.

Core Requirements
Students earning a Bachelor of Science in Mathematics must complete the mathematics core of courses and one of the concentrations.

Concentrations
Mathematics (47 Credits)
This concentration 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.

Applied Mathematics (47 Credits)
Students who are interested in preparing for careers in business or industry should choose this concentration. Courses introduce a variety of areas of applied mathematics.

Computer Science (53 Credits)
This concentration allows a mathematics major the opportunity to focus on the more mathematical aspects of computer science.

Elective Requirements
CHOICE six courses (18 credits) at the 300 or 400 level in Math.

Special Education Certificate
The School of Education at Biola University offers an online institution-sponsored 12-credit certificate in Special Education which can be embedded into the Liberal Studies, Elementary Education major as a concentration. This certificate will equip a school teacher to better serve special needs students in his/her classroom. Additionally, if a candidate later desires to go into full-time special education, this certificate may provide a head start in coursework. Candidates completing the Special Education Certificate coursework will enjoy 12 credits of focused study in special education, including fieldwork in local schools and the development of competencies that assist the candidate in working with student study teams, systematic data collection, objective reporting, and modification and accommodations to support students with mild to moderate learning disabilities in the regular classroom. The institution-sponsored certificate requires that all coursework be passed with a grade of "B-" or higher.

Elective Requirements
CHOICE three courses (9 credits) at the 300 or 400 level in Math or Computer Science.
Mathematics: Secondary Instruction (65 Credits)
Students who wish to prepare to teach mathematics at the secondary level should select this concentration to work toward a preliminary single-subject credential.

The Professional Teacher 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 in the School of Education for current information on completing the requirements for a teaching credential. Students must consult with both their major advisor and a School of Education advisor.

In addition to the core requirements above, this concentration must complete the following.

Concentration-Specific Requirements

MATH 331   Probability  Credit(s): 3.
MATH 341   Classical Geometry  Credit(s): 3.
MATH 415  Number Theory and the History of Mathematics  Credit(s): 3.

And:

MATH 318   Biostatistics  Credit(s): 3.
OR
MATH 332   Statistics  Credit(s): 3.

LEDU 301  Introduction to Teaching  Credit(s): 3.
LEDU 330  Psychological Foundations of Education  Credit(s): 3.
LEDU 341  Methods of Teaching Linguistically Diverse Students  Credit(s): 3.

LEDU 425  Secondary Content Area Reading  Credit(s): 3.
LEDU 433  Single Subject Pedagogy  Credit(s): 2.
LEDU 436  Secondary Curriculum  Credit(s): 3.
LEDU 437  Secondary Curriculum Fieldwork  Credit(s): 1.

Student teaching may be completed at the graduate level.

LEDU 450  Secondary Student Teaching I  Credit(s): 6.
LEDU 452  Secondary Student Teaching II  Credit(s): 6.

Elective Requirements
CHOOSE two courses (6 credits) at the 300 or 400 level in Math.

Music Composition, B.M.
Program Learning Outcomes
Upon completion of the Bachelor of Music in Composition, students will be able to:

1. Apply historical and theoretical understanding to the analysis of musical forms, processes, structures and masterpieces from the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 3).
4. Apply their stylistic, theoretical, interpretive and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).
5. Apply their knowledge of compositional techniques and the musical elements (form, melody, harmony, etc.) to write original compositions (ULO 2).
6. Demonstrate artistic maturity in terms of their craft creativity, clarity of expression on the written page, and efficiency in writing for established deadlines (ULO 3).

Degree Program
The Bachelor of Music degrees are offered upon completion of the University baccalaureate and major requirements. The major requirements include completing a basic core of 30 credits of music and specific degree requirements of an additional 48 credits for Performance; 50 credits for Composition; up to 53 credits for Music Education. Total credits: 78 (up to 83 for Music Education).

Students interested in pursuing one of these degrees must demonstrate a high level of performance potential and commitment to music as a profession.

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 dictation, 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, sight-singing and dictation, 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, sight-singing and dictation, 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, sight-singing and dictation, keyboard skills, and individual performance; however, no credit(s) will be given for waived courses. Waiver of courses on the basis of prior study and determining proper placement examinations.

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, Men’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.

Masterclasses and 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.

Local Opportunities
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 or by emailing music@biola.edu.

Music Degree Programs
In order to graduate, music students must reach primary applied proficiency level standards designated for each degree program. Applied Music lessons are guided by faculty or studio artists who have expertise and professional experience in the voice or instrument under study. Studio artists are affiliated with Biola via independent contracts and thus do not undergo the same process for hire as do faculty. The studio artists are all highly competent individuals who appreciate Biola and endorse the goals of the Conservatory, but their theological conceptualization has not undergone the same close review as that of the faculty. For more information, see the Conservatory Office.

Integration Seminar Requirement
Students enrolled in the Bachelor of Music degree program are required to take BBST 465 - Integration Seminar: Redeeming Culture through Music. (This course fulfills the integration seminar Bible requirement).

GPA Requirements
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.

General Education Requirements
Candidates for the Bachelor of Music degree are exempt from the general education requirement in foreign language, literature and fine arts; and receive a minimum grade of “C-” in each required course.

Core Requirements
MUSC 102  Voice Class  Credit(s): 1.
MUSC 118  Keyboard II  Credit(s): 1.
MUSC 119  Keyboard III  Credit(s): 1.
MUSC 120  Keyboard IV  Credit(s): 1.
MUSC 142  Applied Music  Credit(s): 2.
MUSC 153  Sight-Singing and Dictation I  Credit(s): 2.
MUSC 154  Music Theory I  Credit(s): 2.
MUSC 163  Sight-Singing and Dictation II  Credit(s): 2.
MUSC 164  Music Theory II  Credit(s): 2.
MUSC 181  Introduction to Composition  Credit(s): 2.
MUSC 200  Concert Music  Credit(s): 0.
MUSC 300  Concert Music  Credit(s): 0.
MUSC 307  Music History and Literature: Medieval Through Early Baroque  Credit(s): 2.
MUSC 308  Music History and Literature: Mid-Baroque Through Classic  Credit(s): 2.
MUSC 309  Music History and Literature: Late Romantic Through Early 20th Century  Credit(s): 2.
MUSC 312  Music Theory/History and Literature of the 20th Century  Credit(s): 3.
MUSC 323  Basic Conducting  Credit(s): 2.
MUSC 340  Special Studies: Theory/Composition  Credit(s): 2–3.
MUSC 341  Counterpoint  Credit(s): 2.
MUSC 342  Orchestration  Credit(s): 2.
MUSC 343  Form and Analysis I  Credit(s): 2.
MUSC 344  Analysis of 20th Century Music  Credit(s): 2.
MUSC 347  Music Technology and Production  Credit(s): 2.
MUSC 353  Sight-Singing and Dictation III  Credit(s): 1.
MUSC 354  Music Theory III  Credit(s): 2.
MUSC 356  Music Education: Brass  Credit(s): 1.
MUSC 357  Music Education: Percussion  Credit(s): 1.
MUSC 358  Music Education: Strings  Credit(s): 1.
MUSC 359  Music Education: Woodwinds  Credit(s): 1.
MUSC 362  Advanced Music Technology and Film Scoring  Credit(s): 1.
MUSC 363  Sight-Singing and Dictation IV  Credit(s): 1.
MUSC 364  Music Theory IV  Credit(s): 2.
MUSC 410  Music Cultures of the World  Credit(s): 3.
MUSC 422  Applied Music  Credit(s): 2.
MUSC 490  Senior Recital  Credit(s): 2.
And:
MUSC 211  Improvisation for Non Keyboardists: Concepts/Practices  Credit(s): 2.
or
MUSC 217  Improvisation for Keyboardists: Concepts/Practices  Credit(s): 2.

Ensemble Requirements
CHOOSE 6 credits of ensemble (MUSC 001–012).

Music Education, B.M.

Program Learning Outcomes
Upon completion of the Bachelor of Music in Music Education, students will be able to:

1. Apply historical and theoretical understanding to the analysis of musical forms, processes, structures and masterpieces form the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 3).
4. Apply their stylistic, theoretical, interpretive and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).
5. Identify current ideas and issues in music education through reading of and responding to current journal publications and through involvement in a real-life music classroom (ULO 1).
6. Apply their knowledge of creating lesson plans and teaching music to groups of children in real-life situations and will reflect on teaching effectiveness (ULO 2).
7. Organize and direct an entire production of a recital demonstrating leadership and the ability to conduct an ensemble (ULO 3).

Degree Program
The Bachelor of Music in Music Education degree is offered upon completion of the University baccalaureate and major requirements. The major requirements include completing a basic core of 30 credits of music and specific degree requirements of an additional 53 credits for Music Education.

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 dictation, 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, sight-singing and dictation, 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, sight-singing and dictation, 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, sight-singing and dictation, keyboard skills, and individual performance; however, no credit(s) will be given for waived courses. Waiver of courses on the basis of prior course credit will increase elective credits required.

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, Men'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.

Masterclasses and 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.

Local Opportunities
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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 or by emailing music@biola.edu.

Music Degree Programs
In order to graduate, music students must reach primary applied proficiency level standards designated for each degree program. Applied Music lessons are guided by faculty or studio artists who have expertise and professional experience in the voice or instrument under study. Studio artists are affiliated with Biola via independent contracts and thus do not undergo the same process for hire as do faculty. The studio artists are all highly competent individuals who appreciate Biola and endorse the goals of the Conservatory, but their theological conceptualization has not undergone the same close review as that of the faculty. For more information, see the Conservatory Office.

Integration Seminar Requirement
Students enrolled in the Bachelor of Music degree program are required to take BBST 465 - Integration Seminar: Redeeming Culture through Music. (This course fulfills the integration seminar Bible requirement).

GPA Requirements
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.

General Education Requirements
Candidates for the Bachelor of Music degree are exempt from the general education requirement in foreign language, literature and fine arts; and need take only 5 credits in mathematics and/or science.

Core Requirements
Music Education majors must choose either a choral or instrumental emphasis.

The Professional Teacher 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 in the School of Education for current information on completing the requirements for a teaching credential. Students must consult with both their major advisor and a School of Education advisor.

Transfer of Credit/Advanced Standing

Credit(s): 1.
MUSC 102 Voice Class
Voice principle students are exempt from this course.

Credit(s): 2.
MUSC 118 Keyboard II
MUSC 119 Keyboard III
keyboard principle students are exempt from MUSC 118 & 119 (see below).

Credit(s): 1.
MUSC 141 Applied Music
Must be taken for a total of 4 credits.

Credit(s): 2.
MUSC 153 Sight-Singing and Dictation I
MUSC 154 Music Theory I
MUSC 163 Sight-Singing and Dictation II
MUSC 164 Music Theory II
MUSC 200 Concert Music
Must be taken for a total of four semesters.

Credit(s): 2.
MUSC 205 Introduction to Music Education
MUSC 300 Concert Music
Must be taken for a total of three semesters.

Credit(s): 2.
MUSC 307 Music History and Literature: Medieval Through Early Baroque
MUSC 308 Music History and Literature: Mid-Baroque Through Classic
MUSC 309 Music History and Literature: Late Romontic Through Early 20th Century
MUSC 312 Music Theory/History and Literature of the 20th Century
MUSC 321 Marching Band Lab
Choral principle students are exempt from this course.

Credit(s): 2.
MUSC 322 Basic Conducting
MUSC 324 Advanced Studies in Conducting
MUSC 328 General Music Methods
MUSC 332 Music for Children
MUSC 338 Secondary Music Methods
Music Performance, B.M.

Program Learning Outcomes

Upon completion of the Bachelor of Music in Music Performance, students will be able to:

1. Apply historical and theoretical understanding to the analysis of musical forms, processes, structures and masterpieces form the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 3).
4. Apply their stylistic, theoretical, interpretive and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).
5. Demonstrate a knowledge of the important composers and their works on their instrument (ULO 1).
6. Demonstrate an understanding of different teaching approaches in their area (voice, piano, or instrumental) (ULO 2).
7. Demonstrate performance mastery on their instrument to the highest possible level given their talents and age (ULO 3).

Degree Program

The Bachelor of Music degrees are offered upon completion of the University baccalaureate and major requirements. The major requirements include completing a basic core of 30 credits of music and specific degree requirements of an additional 48 credits for Performance; 50 credits for Composition; up to 53 credits for Music Education. Total credits: 78 (up to 83 for Music Education).

Students interested in pursuing one of these degrees must demonstrate a high level of performance potential and commitment to music as a profession.

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 dictation, 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, sight-singing and dictation, 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, sight-singing and dictation, 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, sight-singing and dictation, keyboard skills, and individual performance; however, no credit(s) will be given for waived courses. Waiver of courses on the basis of placement examinations without comparable prior course credit will increase elective credits required.

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, Men’s Chorus, Vocal Jazz Ensemble and Chamber Music Ensembles. All are open to non-music majors as well as music majors by audition.

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GPA Requirements
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.

General Education Requirements
Candidates for the Bachelor of Music degree are exempt from the general education requirement in foreign language, literature and fine arts; and need take only 5 credits in mathematics and/or science.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 142</td>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 153</td>
<td>Sight-Singing and Dictation I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 154</td>
<td>Music Theory I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 163</td>
<td>Sight-Singing and Dictation II</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 164</td>
<td>Music Theory II</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 200</td>
<td>Concert Music</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 200</td>
<td>(four semesters)</td>
<td></td>
</tr>
<tr>
<td>MUSC 300</td>
<td>Concert Music</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 300</td>
<td>(three semesters)</td>
<td></td>
</tr>
<tr>
<td>MUSC 307</td>
<td>Music History and Literature: Medieval Through Early Baroque</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 308</td>
<td>Music History and Literature: Mid-Baroque Through Classic</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 309</td>
<td>Music History and Literature: Late Romantic Through Early 20th Century</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 312</td>
<td>Music Theory/History and Literature of the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 323</td>
<td>Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 341</td>
<td>Counterpoint</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 343</td>
<td>Form and Analysis I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 353</td>
<td>Sight-Singing and Dictation III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 354</td>
<td>Music Theory III</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 363</td>
<td>Sight-Singing and Dictation IV</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 364</td>
<td>Music Theory IV</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 370</td>
<td>Junior Recital</td>
<td>0</td>
</tr>
</tbody>
</table>

MUSC 410    | Music Cultures of the World                              | 3       |
| MUSC 423    | Applied Music                                            | 3       |
| MUSC 423    | Must be taken for a total of 12 credits through proficiency: level 478. |         |
| MUSC 430    | Pedagogy                                                 | 2       |
| MUSC 490    | Senior Recital                                           | 2       |

And:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 211</td>
<td>Improvisation for Non Keyboardists: Concepts/Practices</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 217</td>
<td>Improvisation for Keyboardists: Concepts/Practices</td>
<td>2</td>
</tr>
</tbody>
</table>

Concentrations
Performance students must choose a concentration in one of the following areas.

Instrumental

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102</td>
<td>Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 118</td>
<td>Keyboard II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 119</td>
<td>Keyboard III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 347</td>
<td>Music Technology and Production</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 420</td>
<td>Special Studies in Music Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

Ensemble Requirements
CHOOSE 8 credits of instrumental ensembles.

Elective Requirements
CHOOSE 5 credits of music electives.

Organ

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102</td>
<td>Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 180</td>
<td>Performance Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 261</td>
<td>Keyboard Sight Reading I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 262</td>
<td>Keyboard Sight Reading II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 280</td>
<td>Performance Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 355</td>
<td>Advanced Keyboard Skills</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 380</td>
<td>Performance Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Ensemble Requirements
CHOOSE 8 credits of ensemble, 4 credits must be Chamber Music.

Elective Requirements
CHOOSE 2 credits of music electives.

Piano

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102</td>
<td>Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 261</td>
<td>Keyboard Sight Reading I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 262</td>
<td>Keyboard Sight Reading II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 355</td>
<td>Advanced Keyboard Skills</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 360</td>
<td>Collaborative Piano</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 380</td>
<td>Performance Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 420</td>
<td>Special Studies in Music Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

Ensemble Requirements
CHOOSE 8 credits of Ensemble, 4 credits must be in Chamber Music.
Voice
Voice performance students who plan to pursue 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.

Core Requirements
- MUSC 118 Keyboard II  Credit(s): 1
- MUSC 119 Keyboard III  Credit(s): 1
- MUSC 151 Lyric Diction I  Credit(s): 1
- MUSC 152 Lyric Diction II  Credit(s): 1
- MUSC 251 Song Literature I  Credit(s): 1
- MUSC 252 Song Literature II  Credit(s): 1
- MUSC 253 Lyric Diction III  Credit(s): 1
- MUSC 254 Lyric Diction IV  Credit(s): 1
- MUSC 347 Music Technology and Production  Credit(s): 2
- MUSC 390 Opera Workshop  Credit(s): 1–3

Ensemble Requirements
- CHOOSE 8 credits of vocal ensemble.

Elective Requirements
- CHOOSE 1 credit of music elective.

Music, B.A.

Program Learning Outcomes
Upon completion of the Bachelor of Arts in Music, students will be able to:
1. Apply historical and theoretical understanding to the analysis of musical forms, processes, structures and masterpieces form the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 2).
4. Apply their stylistic, theoretical, interpretive and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).

Degree Program
The Bachelor of Arts degree in Music is offered upon completion of the University baccalaureate and major requirements. Total credits: 40. In order to graduate, 130 credits are required. Additional elective credits (music or non-music) will be needed to reach that total.

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 dictation, 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, sight-singing and dictation, 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, sight-singing and dictation, 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, sight-singing and dictation, keyboard skills, and individual performance; however, no credit(s) will be given for waived courses. Waiver of courses on the basis of placement examinations without comparable prior course credit will increase elective credits required.

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, Men’s Chorus, Vocal Jazz Ensemble and Chamber Music Ensembles. All are open to non-music majors as well as music majors by audition.

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Integration Seminar Requirement
Students enrolled in the Bachelor of Arts music degree program are required to take BBST 465 - Integration Seminar: Redeeming Culture through Music. (This course fulfills the integration seminar Bible requirement).

GPA Requirements
Students must maintain a 2.0 GPA in the major and receive a minimum grade of “C-” in each required music course.
Core Requirements

MUSC 141  Applied Music  Credit(s): 1.
MUSC 141 (4 credits)

MUSC 153  Sight-Singing and Dictation I  Credit(s): 2.
MUSC 154  Music Theory I  Credit(s): 2.
MUSC 163  Sight-Singing and Dictation II  Credit(s): 2.
MUSC 164  Music Theory II  Credit(s): 2.
MUSC 200  Concert Music  Credit(s): 0.
MUSC 200 (Four semesters)

MUSC 353  Sight-Singing and Dictation III  Credit(s): 1.
MUSC 354  Music Theory III  Credit(s): 2.
MUSC 363  Sight-Singing and Dictation IV  Credit(s): 1.
MUSC 364  Music Theory IV  Credit(s): 2.
MUSC 410  Music Cultures of the World  Credit(s): 3.
MUSC 421  Applied Music  Credit(s): 1.
MUSC 421 (4 credits through proficiency: level 428)

Choose three courses from below for a total of 6 credits:

MUSC 307  Music History and Literature: Medieval Through Early Baroque  Credit(s): 2.
MUSC 308  Music History and Literature: Mid-Baroque Through Classic  Credit(s): 2.
MUSC 309  Music History and Literature: Late Romantic Through Early 20th Century  Credit(s): 2.
MUSC 312  Music Theory/History and Literature of the 20th Century  Credit(s): 3.

Ensemble Requirements

CHOOSE 4 credits of ensemble (MUSC 001–012).

Elective Requirements

CHOOSE 5 credits (300-level or above) of elective courses.

Music, B.S.

Program Learning Outcomes

Upon completion of the Bachelor of Science in Music, students will be able to:

1. Apply historical and theoretical understanding to the analysis of musical forms, processes, structures and masterpieces form the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 3).
4. Apply their stylistic, theoretical, interpretive and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).
5. Prepare responses for a mock job interview in which they indicate how they will connect mind and heart in order to provide spiritual leadership within the local church structure (ULO 2).
6. Demonstrate their ability to use contemporary music theory practices and worship-chart vocabulary by writing ‘take-down’ transcriptions and professional charts (ULO 3).
7. As interns, students design a music set for a worship service, lead rehearsals and perform the set in public worship (ULO 3).

Degree Program

The Bachelor of Science degree in Music with a concentration in Music in Worship is offered upon completion of the University baccalaureate and major requirements. Total credits: 56.

Students interested in pursuing the Music in Worship degree must demonstrate commitment to the pursuit of spiritual growth, musical excellence and theological understanding.

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.
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Prior study in the areas of music theory, sight-singing and dictation, 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, sight-singing and dictation, keyboard skills, and individual performance; however, no credit(s) will be given for waived courses. Waiver of courses on the basis of placement examinations without comparable prior course credit will increase elective credits required.

Credit for courses taken at a non-accredited college or university will be granted only through placement or challenge examinations.

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Integration Seminar Requirement

Students enrolled in the Bachelor of Science music degree program are required to take BBST 465 - Integration Seminar: Redeeming Culture through Music. (This course fulfills the integration seminar requirement).

General Education Requirements

Two years of language in high school or the first four credits in college meet the foreign language requirement for candidates for the Bachelor of Science degree.

GPA Requirements

Students must maintain a 2.0 GPA in the major and receive a minimum grade of "C-" in each required music course.

Core Requirements

- **MUSC 124** Sound Production I (Credit(s): 1)
- **MUSC 125** Sound Production II (Credit(s): 1)
- **MUSC 130** Advanced Guitar Class I (Credit(s): 1)
- **MUSC 130** (guitar emphasis only)
- **MUSC 134** Advanced Guitar Class II (Credit(s): 1)
- **MUSC 134** (guitar emphasis only)
- **MUSC 141** Applied Music (Credit(s): 1)
- **MUSC 141** (8 credits through proficiency: level 224)
- **MUSC 153** Sight-Singing and Dictation I (Credit(s): 2)
- **MUSC 154** Music Theory I (Credit(s): 2)
- **MUSC 163** Sight-Singing and Dictation II (Credit(s): 2)
- **MUSC 164** Music Theory II (Credit(s): 2)
- **MUSC 185** Worship Foundations (Credit(s): 2)
- **MUSC 200** Concert Music (Credit(s): 0)
- **MUSC 200** (four semesters)
- **MUSC 287** Hymnology (Credit(s): 1)
- **MUSC 323** Basic Conducting (Credit(s): 2)
- **MUSC 346** Pop Theory for Contemporary Worship I (Credit(s): 2)
- **MUSC 349** Pop Theory for Contemporary Worship II (Credit(s): 2)
- **MUSC 351** Keyboard Orchestration (Credit(s): 2)
- **MUSC 351** (keyboard emphasis only)
- **MUSC 353** Sight-Singing and Dictation III (Credit(s): 1)
- **MUSC 354** Music Theory III (Credit(s): 2)
- **MUSC 363** Sight-Singing and Dictation IV (Credit(s): 1)
- **MUSC 364** Music Theory IV (Credit(s): 2)
- **MUSC 386** Spiritual Formation and Worship (Credit(s): 2)
- **MUSC 387** Designing and Leading Worship (Credit(s): 2)
- **MUSC 452** Worship Music Seminar (Credit(s): 0)
- **MUSC 452** (four semesters)
- **MUSC 453** Worship Internship (Credit(s): 1–6)

And three music history courses. Choose from:
- **MUSC 307** Music History and Literature: Medieval Through Early Baroque (Credit(s): 2)
- **MUSC 308** Music History and Literature: Mid-Baroque Through Classic (Credit(s): 2)
- **MUSC 309** Music History and Literature: Late Romantic Through Early 20th Century (Credit(s): 2)
- **MUSC 312** Music Theory/History and Literature of the 20th Century (Credit(s): 3)

Proficiency Requirements

The following proficiencies are required in order to complete the program:

- **Keyboard proficiency equivalent to three semesters of piano class:**
  - **MUSC 100** Keyboard I (Credit(s): 1)
  - **MUSC 118** Keyboard II (Credit(s): 1)
  - **MUSC 119** Keyboard III (Credit(s): 1)

- **Guitar proficiency equivalent to one semester of guitar class:**
  - **MUSC 104** Guitar Class (Credit(s): 1)

- **Voice proficiency equivalent to one semester of voice class, and one semester of private voice:**
  - **MUSC 102** Voice Class (Credit(s): 1)
  - **MUSC 141** Applied Music (Credit(s): 1)

Ensemble Requirements

**CHOOSE 4 credits of ensemble.**

Elective Requirements

**CHOOSE 2–4 credits of electives.**

Nursing, B.S.

Mission

The mission of the Department of Nursing is to prepare students to be competent nursing professionals who integrate Christian caring into their nursing practice.

Program Learning Outcomes

Upon completion of the Bachelor of Science in Nursing, students will be able to:

1. Demonstrate personal and professional development, Christian commitment, and nursing practice consistent with Biola University and the Department of Nursing’s biblical worldview (ULO 1, 2, and 3).
2. Integrate knowledge from biblical studies, arts, sciences and humanities together with knowledge from nursing science as a basis for nursing practice (ULO 1).
3. Base nursing practice on a formulation of knowledge incorporating inter-professional communication and collaboration, teaching and learning, clinical reasoning and problem-solving, and leadership and advocacy principles (ULO 1).
4. Systematically utilize relevant data from all pertinent client systems, the environment, evidence-based clinical expertise, and patient/family preferences and values in the provision of quality and cost-effective nursing care (ULO 1).
5. Synthesize concepts related to Christian caring, stress-adaptation, developmental, interactional and systems theories in the use of the nursing process to facilitate optimal adaptation of the three client systems (personal, interpersonal, and community) through appropriate use of the prevention, restoration and conservation modes of intervention (ULO 1 and 3).
6. Apply knowledge of the relevant cultural, economic, ethical, global, legal, political, social, spiritual and technological factors and the interaction among them to optimize the practice of nursing and the delivery of health care services (ULO 1 and 2).
Degree Program
A Bachelor of Science degree in Nursing is offered upon the completion of the University baccalaureate and major requirements. All nursing students must meet the Biola Bible minor requirements and therefore the Biola Nursing program is a five-year program.

Overview
Biola University offers a Bachelor of Science degree in Nursing which is approved by the California Board of Registered Nursing, 1747 North Market Street, Suite 150, Sacramento, CA, 95834, (916) 322-3350; and accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Washington, DC 20036, (202) 887-6791. 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 Department of Nursing.

Clinical nursing experiences are provided in cooperation with hospitals and other agencies throughout Los Angeles and Orange Counties. In compliance with State Board regulations, the graduate will be eligible to take the NCLEX-RN 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 well being of the total person. Each faculty member, student and patient 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 well being 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 well being. All persons require social interaction to achieve and maintain well being. 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 optimal adaptation. 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 across the health-illness continuum.

Nursing is a dynamic profession based on a growing body of evidence-based knowledge. It is our belief that Biblical studies, together with the humanities, arts and 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, inter-professional 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 challenge. 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 accessibility 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.

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 thinking, creative thinking, and clinical reasoning 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 life-long process which facilitates the ongoing development of the learner's potentialities for continued growth as a person, citizen, and professional nurse.

General Education Requirements
The general education requirement for a foreign language for nursing majors is two years of the same high school language or four credits of a college language. Nursing majors are exempt from general education requirements of literature (3 credits) and history (only 3 of 6 credits required).

Prerequisites to the Program
Prior to admission into the clinical nursing program, pre-clinical nursing students must complete:

BIOS 254 Human Anatomy Credit(s): 4.
BIOS 281 Physiology Credit(s): 4.
BIOS 282 Microbiology Credit(s): 4.
CHEM 120 Principles of Organic and Biochemistry Credit(s): 4.
And:
ENGL 100 Basic Studies in Critical Thinking and Writing Credit(s): 3.
OR
ENGL 112 Studies in Critical Thinking and Writing I Credit(s): 3.
Supporting Courses
Three credits of each of the following:
INCS, ANTH or SOC1. See Department for approved options.

BBST 465 Integration Seminar  Credit(s): 3.

And:
MATH 210 Introduction to Probability and Statistics  Credit(s): 3.
OR
MATH 318 Biostatistics  Credit(s): 3.

* Must be taken prior to Level 3, NURS 441.

Clinical Nursing Program Admission Guidelines
Admission to Biola University, as a pre-clinical nursing major or otherwise, does not guarantee admission into the clinical nursing program. Admission into the clinical nursing program is competitive. There is a separate application process for designated pre-clinical nursing students to apply for acceptance into the clinical program. Guidelines for student selection are subject to change and are available through the Department of Nursing.

1. All applicants for acceptance into the clinical nursing program must:
   - Be a student in good standing at Biola University with no history of academic dishonesty and/or behavioral or other disciplinary problems.
   - Submit a complete application and supporting documents by the designated deadline, including satisfactory personal references and a well-written biographical sketch as described on the application form.
   - Demonstrate adequate English language and grammar writing skills, critical reasoning and effective communication during an interview with the nursing faculty.
   - Perform at or above 65 on the comprehensive TEAS nursing pre-admission test. Preparation for the exam is highly encouraged.
   - Have a cumulative GPA of 3.0 or higher from all colleges attended.
   - Have a total science GPA of 2.5 or higher on all required pre-requisite sciences.
   - Have completed 3 of the required sciences by the time of application review.
   - Have earned a minimum grade of "C" (2.0) in all required pre-requisite courses.

2. Priority placement is awarded to students who meet the following criteria:
   - Have a cumulative GPA of 3.3 or higher from all colleges attended.
   - Have a total science GPA of 3.0 or higher on all required science courses taken at Biola or transferred in from other colleges.
   - Have performed at or above 75 on the comprehensive TEAS nursing pre-admission test. Preparation for the exam is highly encouraged.
   - Have successfully completed 3 of the required science courses by the time of application review.
   - Have not had to repeat any required course due to a grade of "C-" or below at Biola or at any other university or college.
   - Will have completed 4 semesters as a designated nursing major at Biola before entering the clinical nursing program.

3. Factors which are considered in the selection process which may enhance an applicant’s potential for admission include, but are not limited to, the following:
   - Work experience of any kind. Additional consideration is given for those with work experience in health care settings.
   - Volunteer experiences. Additional consideration is given for those with volunteer experience in health care settings.
   - Leadership activities at church, high school, or college.
   - Missions or other cross-cultural experiences.
   - Special abilities such as: fluent in language(s) other than English (including ASL), unique computer skills, etc.
• Official school, church or community sponsored extra curricular activities.
• Significant family responsibilities.

Contact the Department of Nursing for additional information regarding admission into the clinical nursing program.

After Being Accepted into Biola’s Clinical Nursing Program

At their own expense, students accepted into the clinical nursing program are required to complete the following. Late fees will be assessed. Students will not be permitted to the clinical agency without these. There may be additional requirements not stated below due to changes in agency standards and policies.

• Pass a criminal background check. It is highly recommended that you meet with the Department of Nursing Director or Associate Director to disclose any criminal history (including traffic tickets of $300.00 or more) prior to applying for the clinical program.
• Submit documentation of a clear drug screen by stated deadline and on demand
• Submit documentation of a physical examination, including required laboratory tests by the stated deadline and annually thereafter
• Submit documentation of having received all required immunizations and titers by stated deadline
• Have a current American Heart Association CPR/AED certification for the Health Care Professional Rescuer, valid driver’s license, proof of personal car insurance and a current passport turned in by the stated required submission date
• Have required personal technology information equipment as required by faculty

Additionally, 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. 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.

Courses with a theory and clinical component must be taken as corequisites (in the same semester). One credit of theory equals one clock hour, and one credit 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 all nursing curriculum required courses and maintain a cumulative GPA of 2.00 in order to progress in nursing. Students should meet with their academic advisor to confirm applicable courses.

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 into the Biola Bachelor of Science in Nursing program.

General Policies

1. Transfer Student Application Process

Applicants must first be accepted into Biola University. It is recommended that the applicant meet with a nursing advisor at the time of university application. When the student has met the prerequisite requirements, a separate application and application fee must be made to the Department of Nursing. If the applicant is a RN or LVN, it is recommended that this be done concurrently with the application to the University. Contact the Department of Nursing for the program application. Priority consideration for placement in the clinical nursing program is given to current Biola students. To be considered for acceptance into the clinical nursing program, all applicants must have a minimum cumulative GPA of 3.0.

2. Challenge Planning

Applicants planning to challenge nursing courses must first be accepted and fulfill all matriculation requirements of Biola University. All required non-nursing prerequisites as outline in the Standard Curriculum Chart for the nursing major should be completed before entering clinical nursing courses. Contact the Department of Nursing for the current curriculum chart. Transfer credit for non-nursing courses will be granted by the Registrar’s Office as indicated in the University catalog.

RNs desiring to challenge must submit a portfolio and review fee of $300.00. LVNs desiring to challenge must submit a portfolio and review fee of $100.00. Placement of students and nursing course credit for prior education experience is based upon individual portfolio evaluation which will include the following:

• Current RN or LVN license in the USA (and in California prior to start of nursing clinicals).
• Nursing course content outlines/syllabi/course descriptions
• Official transcript documenting graduation from a regionally-accredited nursing program.
• Two references:
  • If the ADN or LVN program was completed in the last 5 years, one reference is required from a faculty member from the last year of nursing courses.
  • In the applicant has been employed as an RN or LVN, a work recommendation from an immediate supervisor who has worked with the applicant for at least 6 months is required.
• Educational and work resume.

Nursing Courses for which the RN may receive credit include the following (approved courses are subject to change):

<table>
<thead>
<tr>
<th>Theory</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 211/217/358/367</td>
<td>NURS 212/213/218/219/365/368</td>
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<tr>
<td>NURS 204</td>
<td></td>
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<tr>
<td>NURS 341</td>
<td>NURS 343</td>
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<tr>
<td>NURS 347/355</td>
<td>NURS 348/356</td>
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<tr>
<td>NURS 351</td>
<td>NURS 352</td>
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</tbody>
</table>

Nursing course for which the LVN may receive credit include NURS 212 and 213.

3. Minimum Degree Requirements

All candidates will take a minimum of seven upper-division nursing courses. This will include NURS 300 (for 3 credits) in which the writing competency requirement will be met and which is designed to facilitate socialization into baccalaureate professional nursing. The credits of NURS 300 will be started during the first year following acceptance into the nursing program. The content and credits will vary with individual needs, depending upon prior education experiences and the number of credits transferred in. These initial credits must be successfully completed prior to enrollment in any other clinical nursing course.

The minimum required courses will include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 300</td>
<td>Professional Nursing Seminar</td>
<td>1–3</td>
</tr>
<tr>
<td>NURS 441</td>
<td>Introduction to Nursing Research</td>
<td>2</td>
</tr>
<tr>
<td>NURS 442</td>
<td>Applied Nursing Research</td>
<td>1</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>
</tbody>
</table>
Philosophy, B.A.

Mission
The mission of the Bachelor of Arts in Philosophy is to foster a community of Christian scholars apprenticed to Jesus in the pursuit of theoretical and practical wisdom.

Program Learning Outcomes
Upon completion of the Bachelor of Arts in Philosophy, students will be able to:

1. Discuss, explain, and evaluate the key ideas and arguments in the history and main divisions of philosophy (ULO 1).
2. Employ the skills of philosophical reading, writing, and argument (ULO 1).
3. Apply insights from the world’s wisdom traditions to their practice of the teachings of Jesus (ULO 2 and 3).

Degree Program
A Bachelor of Arts degree in Philosophy is offered upon completion of the University baccalaureate and major requirements.

Students who declare philosophy majors during their freshman year are expected to take PHIL 210, 220, 230, and 231 by the end of their sophomore year. Students who declare the major later are expected to take these courses during their first two semesters in the program.

The Philosophy major may be taken as a liberal arts major, as pre-professional preparation for careers in such fields as law, education and the ministry, or as preparation for graduate study in philosophy.

Upper-Division Course Restrictions
All Philosophy majors must consult with their academic advisor each semester before registering for courses.

No student who has taken one of the lower-division history of philosophy courses:

- PHIL 211 Introduction to Ancient Philosophy Credit(s): 3.
- PHIL 212 Introduction to Medieval Philosophy Credit(s): 3.
- PHIL 213 Introduction to Modern Philosophy Credit(s): 3.

will be permitted to enroll in its corresponding upper-division number:

- PHIL 301 Greek and Roman Philosophy Credit(s): 3.
- PHIL 302 Medieval Philosophy Credit(s): 3.
- PHIL 303 Modern Philosophy Credit(s): 3.

Any student who falls into this category, and who is also a philosophy major, a philosophy minor, or a humanities major with a philosophy concentration—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.

Upper-Division Course Prerequisites
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 and will require the approval of the chair of the Philosophy Department. Prerequisites for any course in Block V (400, 410, 420, 430, 440, and 450) are completion of 210, 220, 230, and 231, and completion of at least 3 credits from 301, 302, or 303.

Core Requirements
The major comprises 38 credits beyond the general education requirement in philosophy, from coursework in the following five blocks. The student must take all of Block I (6 credits), all of Block II (8 credits), all of Block III (9 credits), and all of Block IV (9 credits). In addition, the student must take PHIL 450 from Block V (3 credits) and select one course from this list: 330 (taken a second time with different content), 400, 410, 420, 430, 440, and 445.

Block I: Basic Philosophical Skills

- PHIL 210 Introduction to Logic Credit(s): 3.
- PHIL 220 Introduction to Philosophical Argument and Writing Credit(s): 3.

Block II: Practical Wisdom

- PHIL 230 Introduction to Practical Wisdom Credit(s): 3.
- PHIL 231 Practical Wisdom Lab I Credit(s): 1.

This course must be taken concurrently with 230.

- PHIL 330 Studies in Wisdom Traditions Credit(s): 3.
- PHIL 331 Practical Wisdom Lab II Must be taken concurrently with 330.

Block III: History of Philosophy

- PHIL 301 Greek and Roman Philosophy Credit(s): 3.
- PHIL 302 Medieval Philosophy Credit(s): 3.
- PHIL 303 Modern Philosophy Credit(s): 3.

Block IV: Divisions of Philosophy

- PHIL 306 Philosophy of Religion Credit(s): 3.
- PHIL 307 Metaphysics and Epistemology Credit(s): 3.
- PHIL 308 Ethics Credit(s): 3.

Block V: Capstone Work

- PHIL 400 Practical Wisdom: Texts Credit(s): 3.
- PHIL 410 Practical Wisdom: Thinkers Credit(s): 3.
- PHIL 420 Theoretical Wisdom: History of Philosophy Credit(s): 3.
- PHIL 430 Theoretical Wisdom: Divisions of Philosophy Credit(s): 3.
- PHIL 440 Theoretical Wisdom: Philosophical Topics Credit(s): 3.
- PHIL 445 Philosophical Argument and Writing Credit(s): 1–3.
- PHIL 450 Senior Thesis Credit(s): 3.

Oral Examinations
All Philosophy majors must pass three oral exams before graduating. Each exam is a comprehensive, oral examination covering topics from all Biola philosophy courses completed in prior semesters. A study guide indicating topics and questions to prepare will be distributed at the beginning of the semester. Exams will take place at the end of the semester. Students are encouraged to work together to prepare. Prerequisites are at least nine credits of philosophy, either upper or lower division, or consent of the department chair.

Physical Education, B.S.

Mission
The mission of the Bachelor of Science in 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, coaching, exercise science, and allied health care, or who pursue advanced studies in related graduate programs.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Physical Education, students will be able to:

1. Gain a foundational knowledge of teaching strategies for K–12 students, and the appropriate application for physical education, recreation and sports ministry (ULO 1).
2. Gain foundational knowledge of health, nutrition and fitness and how to manage wellness for self and others (ULO 1).
3. Develop a cognitive understanding of the human body, movement and performance (ULO 1).
4. Develop an understanding of the relevance of the discipline of psychology to physical education and evaluate the impact on motivation and physical activity (ULO 1).
5. Develop the knowledge and capacity to integrate their faith and apply it to leadership and sports-related ministries of teaching and coaching (ULO 2).
6. Apply their knowledge of health, the human body, motor learning, and leadership skills to real life situations (ULO 3).

Degree Program
A Bachelor of Science degree in Physical Education is offered upon completion of the University baccalaureate and major requirements.

GPA Requirements
All major requirements and any biology, chemistry, physical science or math general education requirements must be completed with a “C-” or better grade.

Concentrations
Teaching and Coaching (54 Credits)
General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 130 Seminar in Biological Science</td>
<td>1-2</td>
</tr>
<tr>
<td>BIOS 236 Principles of Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 200 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 210 Introduction to Probability and Statistics or MATH 318 Biostatistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Requirements
This concentration requires 54 credits, 40 of which must be upper division. Requirements include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PEED 101 Health and Wellness</td>
<td>1</td>
</tr>
<tr>
<td>PEED 180 Recreation Leadership and Programming</td>
<td>2</td>
</tr>
<tr>
<td>PEED 201 Elementary Physical Education Methods and Activities</td>
<td>2</td>
</tr>
<tr>
<td>PEED 205 Foundations in Physical Education and Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 301 Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 302 Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 303 Exercise Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PEED 307 Measurement and Evaluation in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 329 Psychology of Coaching Sport and Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>PEED 335 Health Concepts</td>
<td>3</td>
</tr>
<tr>
<td>PEED 401 Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PEED 405 Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEED 408 Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PEED 410 Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>PEED 412 Secondary Physical Education Methods and Activities</td>
<td>3</td>
</tr>
<tr>
<td>PEED 420 Sociology and Psychology in Physical Education and Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEED 343 Techniques of Teaching and Coaching Basketball</td>
<td>2</td>
</tr>
<tr>
<td>PEED 344 Techniques of Teaching and Coaching Soccer</td>
<td>2</td>
</tr>
<tr>
<td>PEED 345 Techniques of Teaching and Coaching Tennis</td>
<td>2</td>
</tr>
<tr>
<td>PEED 346 Techniques of Teaching and Coaching Volleyball</td>
<td>2</td>
</tr>
<tr>
<td>PEED 485 Internship</td>
<td>1-3</td>
</tr>
</tbody>
</table>

PEED 485 - Internship may be taken after consulting with a department advisor and must be taken for a minimum of 2 credits.

Elective Requirements
CHOOSE 6 credits of activity courses (PEED 110, 130, 140 or 150) in addition to the four semester general education requirement.

Teaching Credential Program
The Professional Teacher 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 in the School of Education for current information on completing the requirements for a teaching credential. Students must consult with both their major advisor and a School of Education advisor.

Students studying for the multiple subject teaching credential but not selecting physical education as a minor area of emphasis, should select PEED 201 and two other physical education activity courses to fulfill the general education requirement.

In addition to the requirements listed under the Teaching and Coaching concentration, the teaching credential program requires the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 301 Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 330 Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 341 Methods of Teaching Linguistically Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 425 Secondary Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 433 Single Subject Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>LEDU 436 Secondary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 437 Secondary Curriculum Fieldwork</td>
<td>1</td>
</tr>
</tbody>
</table>

Student teaching may be completed at the graduate level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 450 Secondary Student Teaching I</td>
<td>6</td>
</tr>
<tr>
<td>LEDU 452 Secondary Student Teaching II</td>
<td>6</td>
</tr>
</tbody>
</table>

Physical Science, B.S.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Physical Science, students will be able to:

1. Demonstrate an understanding of the foundational principles related to the physical sciences (ULO 1).
2. Demonstrate an ability to solve quantitative and conceptual technical problems related to the physical sciences (ULO 1).
3. Demonstrate safe laboratory technique, proper use of appropriate equipment, and suitable results and data analysis (ULO 1).
4. Obtain and use appropriate literature and resource materials related to the physical sciences (ULO 1).
5. Summarize the key issues in science and faith and recognize the harmony possible while studying God’s creation (ULO 1, 2, and 3).

Degree Program
A Bachelor of Science degree in Physical Science is offered upon completion of the University baccalaureate requirements and the departmental requirements.

General Education Requirements
Physical Science majors automatically meet the general education requirement of 8 credits of science and mathematics. The foreign language requirement is met by two years in high school or 4 credits of college foreign language.
GPA Requirements
To continue in this program a student is normally required to have a GPA of 2.5 in the following courses: CHEM 105 - General Chemistry I, MATH 105 - Calculus I, MATH 106 - Calculus II, PHSC 132 - General Physics I: Mechanics and Heat, PHSC 134 - General Physics I Laboratory, PHSC 233 - General Physics II: Electricity and Magnetism, PHSC 237 - General Physics II Laboratory.

Integration Seminar Requirement
Students enrolled in the Bachelor of Science in Physical Science degree program are required to take BBST 465 - Integration Seminar: Christianity and the Natural Sciences, or another approved Integration Seminar topic (see advisor).

Core Requirements (30 Credits)
- CHEM 105 - General Chemistry I [Credit(s): 4]
- CHEM 106 - General Chemistry II [Credit(s): 4]
- MATH 105 - Calculus I [Credit(s): 4]
- MATH 106 - Calculus II [Credit(s): 4]
- PHSC 132 - General Physics I: Mechanics and Heat [Credit(s): 3]
- PHSC 134 - General Physics I Laboratory [Credit(s): 1]
- PHSC 233 - General Physics II: Electricity and Magnetism [Credit(s): 3]
- PHSC 237 - General Physics II Laboratory [Credit(s): 1]
- PHSC 234 - General Physics III: Waves, Optics and Modern Physics [Credit(s): 4]
- PHSC 460 - Capstone Seminar [Credit(s): 1]

Elective Requirements (23 Credits)
CHOOSE 23 credits (23 credits if choosing a Secondary Instruction concentration) of Chemistry, Physics, or Math courses; of which 23 credits must be upper-division. Depending on the student’s interests in science and career goals, the following are recommended electives:
- BIOS 103 - Introduction to Environmental Science [Credit(s): 3]
- CHEM 301 - Organic Chemistry I [Credit(s): 3]
- CHEM 302 - Organic Chemistry II [Credit(s): 3]
- CHEM 311 - Laboratory in Organic Chemistry I [Credit(s): 1]
- CHEM 312 - Laboratory in Organic Chemistry II [Credit(s): 1]
- CHEM 320 - Basic Organic and Biochemistry [Credit(s): 3]
- MATH 205 - Calculus III [Credit(s): 4]
- MATH 291 - Linear Algebra [Credit(s): 3]
- MATH 335 - Ordinary Differential Equations [Credit(s): 3]
- PHSC 103 - Geology [Credit(s): 3]
- PHSC 110 - Astronomy [Credit(s): 3]
- PHSC 311 - Computer Techniques in Science and Engineering [Credit(s): 3]
- PHSC 313 - Statics [Credit(s): 3]
- PHSC 321 - Circuits and Instrumentation I [Credit(s): 5]

Concentrations
Secondary Instruction
In addition to the Core Requirements listed above, students must complete the following requirements for a total of 71 credits.

General Education Requirements
The following course is required to fulfill the General Education requirement for Behavioral Science:
- PSYC 200 - Introduction to Psychology [Credit(s): 3]

Concentration-Specific Requirements (18 Credits)
- LEDU 301 - Introduction to Teaching [Credit(s): 3]
- LEDU 330 - Psychological Foundations of Education [Credit(s): 3]

LEDU 341 - Methods of Teaching Linguistically Diverse Students [Credit(s): 3]
LEDU 425 - Secondary Content Area Reading [Credit(s): 3]
LEDU 433 - Single Subject Pedagogy [Credit(s): 2]
LEDU 436 - Secondary Curriculum [Credit(s): 3]
LEDU 437 - Secondary Curriculum Fieldwork [Credit(s): 1]

Student teaching (12 credits) may be completed at the graduate level and is not required for undergraduate graduation:
- LEDU 450 - Secondary Student Teaching I [Credit(s): 6]
- LEDU 452 - Secondary Student Teaching II [Credit(s): 6]

Elective Requirements (23 Credits)
CHOOSE 23 credits of upper-division courses in Physics, Chemistry or Math. Depending on the student’s interests in science, the courses listed under Elective Requirements above are recommended electives.

Although it does not count towards the major, students may elect to take PHSC 326 - Sciences CSET Preparation as a formal review and preparation for the CSET exams.

Secondary Education Minor
The School of Education offers a state-approved professional teacher preparation program which leads to a preliminary single subject teaching credential in the state of California. The Single Subject credential authorizes the holder to teach the specific subject named on the credential. In most cases individuals with this credential will be offered employment in middle schools and high schools. The teacher preparation program can be added as a minor to any major; however, candidates are advised to major in the subject area they wish to teach. Candidates who take the following 18 credits qualify for a Secondary Education Minor: LEDU 301, 330, 341, 425, 433, 436, 437. Please refer to the Education section of the catalog or meet with a credential analyst in the School of Education for program requirements.

Physics, B.S.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Physics, students will be able to:

1. Demonstrate an understanding of the foundational principles of physics (ULO 1).
2. Demonstrate an ability to solve quantitative and conceptual technical problems related to physics (ULO 1).
3. Demonstrate safe laboratory technique, proper use of appropriate equipment, and suitable results and data analysis (ULO 1).
4. Obtain and use appropriate physics-related literature and resource materials (ULO 1).
5. Summarize the key issues in science and faith and recognize the harmony possible while studying God’s creation (ULO 1, 2, and 3).

Degree Program
A Bachelor of Science degree in Physics is offered upon completion of the University baccalaureate requirements and the departmental specific requirements.

General Education Requirements
Physics majors automatically meet the general education requirement of 8 credits of science and mathematics. The foreign language requirement is met by two years in high school or 4 credits of college foreign language.

GPA Requirement
To continue in the program a student is required to have a GPA of 2.5 or higher in the following courses: CHEM 105 - General Chemistry I, MATH 105 - Calculus I, MATH 106 - Calculus II, PHSC 132 - General Physics I: Mechanics and Heat, PHSC 134 - General Physics I Laboratory, PHSC 233 - General Physics II: Electricity and Magnetism, PHSC 237 - General Physics II Laboratory.
Laboratory, PHSC 233 - General Physics II: Electricity and Magnetism, and PHSC 237 - General Physics II Laboratory.

Integration Seminar Requirement
Students enrolled in the Bachelor of Science in Physics degree program are required to take BBST 465 - Integration Seminar: Christianity and the Natural Sciences, or another approved Integration Seminar topic (see advisor).

Core Requirements (60 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
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</tr>
<tr>
<td>MATH 106</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 335</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 124</td>
<td>Data Analysis and Presentation</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 132</td>
<td>General Physics I: Mechanics and Heat</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 134</td>
<td>General Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 233</td>
<td>General Physics II: Electricity and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 237</td>
<td>General Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 234</td>
<td>General Physics III: Waves, Optics and Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 311</td>
<td>Computer Techniques in Science and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 318</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 321</td>
<td>Circuits and Instrumentation I</td>
<td>5</td>
</tr>
<tr>
<td>PHSC 336</td>
<td>Mathematical Methods in Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 340</td>
<td>Electrodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 412</td>
<td>Introduction to Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 460</td>
<td>Capstone Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 480</td>
<td>Advanced Physics Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements (3 Credits)

CHOOSE at least 3 credits of upper-division Physics electives.

Degree Program
A Bachelor of Arts degree in Political Science is offered upon completion of the University baccalaureate and major requirements. A concentration in Public Administration is also available.

Off-Campus Programs
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 credits in the internship and study seminars. A student may earn all 16 credits in Political Science or 3 credits in Political Science and 3 credits in Bible, if desired. POSC 225 - Survey of American Government is a prerequisite to the program.

General Education Requirements
Political Science majors preparing for graduate school should include a foreign language in their program. Seek advice from the department.

Required general education courses include:

- HIST 108 United States History to 1865: 3 credit(s)
- HIST 109 United States History Since 1865: 3 credit(s)

Either HIST 108 or 109 will apply to the general education requirement for history.

Or:

- HIST 207 World Civilizations I: 3 credit(s)
- HIST 208 World Civilizations II: 3 credit(s)

Either HIST 207 or 208 will apply to the general education requirement for history.

Core Requirements
The Political Science major requires 34 credits, 24 of which must be upper-division Political Science courses, which include at least one course in each of the following categories: American Government, International Politics, Political Theory, and a research or honors seminar.

All students must take:

- POSC 204 Principles of Economics: 4 credit(s)
- POSC 225 Survey of American Government: 3 credit(s)
- POSC 290 Political Science Research Methods: 3 credit(s)

Choose one of the following American Government courses:

- POSC 301 Fundamentals of Public Administration: 3 credit(s)
- POSC 320 The American Presidency: 3 credit(s)
- POSC 400 Political Parties and the Electoral Process: 3 credit(s)
- POSC 406 Legislation: 3 credit(s)
- POSC 410 American Constitutional Law: 3 credit(s)
- POSC 485 Public Law: 3 credit(s)

Choose one of the following International Politics courses:

- POSC 305 Comparative Government: 3 credit(s)
- POSC 307 International Relations: 3 credit(s)
- POSC 405 Problems in American Diplomacy: 3 credit(s)
- POSC 407 International Organizations and Political Economy: 3 credit(s)
Choose one of the following Political theory courses:
- POSC 350 Political Philosophy – Ancient Credit(s): 3.
- POSC 351 Political Philosophy – Modern Credit(s): 3.
- POSC 480 Studies in Political Science Credit(s): 1–8.

Research or Honors Seminar:
- POSC 470 Political Science Research and Writing Credit(s): 3.
- OR
- POSC 495 Honors Seminar in Political Science I Credit(s): 3.
- POSC 496 Honors Seminar in Political Science II Credit(s): 3.

Elective Requirements
The remaining 9 credits (if taking POSC 495 and 496) or 12 credits (if taking POSC 470) may be chosen from upper-division Political Science electives.

Concentrations
Public Administration
Students interested in public service at the municipal, county, state or federal level are advised to major in Political Science with a concentration in Public Administration.

Concentration-Specific Requirements
In addition to the Political Science major requirements, the Public Administration concentration includes the courses listed below. These Public Administration concentration credits also fulfill the Political Science major upper-division elective credits outlined above. For advisement, contact the History and Political Science Department.
- POSC 301 Fundamentals of Public Administration Credit(s): 3.
- POSC 488 Internship and Research Project Credit(s): 9.
- An additional POSC upper-division course from among the Public Administration sequence (below) is also required.
- POSC 306 Public Policy Credit(s): 3.
- OR
- POSC 485 Public Law Credit(s): 3.
- OR
- POSC 486 Personnel and Human Resources Management Credit(s): 3.

History: Secondary Instruction
The History: Secondary Instruction concentration prepares students for teaching the social sciences, including Political Science. For information see the description under the History major.

Psychology, B.A.

Mission
The mission of the Bachelor of Arts in Psychology encompasses:
1. Training in psychology. The objective is to provide the foundations appropriate for further learning whether in graduate school, other vocational training, or in general living.
2. Promotion of investigation and integration of psychology and theology. Investigation and integration will take the form of incorporation of psychology and biblical training in the integration of faith, learning, and living.
3. Development and promotion of the use of the education in ministry and service. Ministry and service takes the form of active participation in the functions of the Christian and secular communities.

Program Learning Outcomes
The Psychology Department is committed to developing a program that will meet their Mission objectives through continuous assessment of student learning, course objectives and our program learning outcomes, listed below.

Upon completion of the Bachelor of Arts in Psychology, students will be able to:
1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology (ULO 1).
2. Demonstrate knowledge of and apply basic research methods in psychology, including research design, data analysis, and interpretation (ULO 1).
3. Demonstrate familiarity with the concept of integration of faith and learning, its benefits and challenges, and apply appropriate methods in producing integrative scholarship and skills (ULO 2).
4. Apply psychological principles and principles derived from the integration of faith and learning to service in their churches and communities (ULO 3).

Internal program assessment may include surveys, signature assignments, and a capstone course. External program assessment includes the ETS Major Field Test which is a graduation requirement. The Major Field Test is used to demonstrate achievement of our cognitive learning outcomes. Exams will be scored against national norms and every year the psychology faculty will review exam results to determine program strengths and weaknesses.

Our students’ Program Learning Outcome results are confidential. The results are not calculated into the student’s GPA nor considered a part of the student’s academic degree program. Program Learning Outcome results are used only to inform the University of student performance in designated fields so that areas for improvement can be identified within our Psychology program and/or courses. If the Program Learning Outcome requirement has not been met by the conferral date, Biola will not issue final transcripts or a diploma until the assessment has been completed.

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 credits beyond PSYC 200 - Introduction to Psychology, 24 of which must be upper-division.

Admission Requirements
Admission 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. Completing with a minimum of a “C” (2.0) grade in each of the following courses: PSYC 200 - Introduction to Psychology; PSYC 206 - Psychology and Christian Thought; PSYC 209 - Statistics with Computer Applications and PSYC 211 - Statistics with Computer Applications Lab; BBST 105 - Foundations of Christian Thought; and ENGL 112 - Studies in Critical Thinking and Writing I and ENGL 113 - Studies in Critical Thinking and Writing II.
2. Completing a minimum of 30 hours of General Education and Bible.
3. Accomplishing 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.

Prerequisites
PSYC 200 - Introduction to Psychology is a prerequisite to all other psychology courses for Psychology majors and minors.

Graduate Courses
Senior level undergraduate psychology majors may take certain graduate courses 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.
RSYP 502 Advanced Statistics (see PSYC 420) Credit(s): 3.
RSYP 530 History and Systems of Psychology (see PSYC 440) Credit(s): 2.

Core Requirements

All Psychology majors, are required to take eight core courses, which include:

PSYC 200 Introduction to Psychology Credit(s): 3.
PSYC 206 Psychology and Christian Thought Credit(s): 3.
PSYC 209 Statistics with Computer Applications Credit(s): 3.
PSYC 211 Statistics with Computer Applications Lab Credit(s): 1.
PSYC 320 Experimental Psychology Credit(s): 4.
PSYC 325 Developmental Psychology: Lifespan Credit(s): 3.
PSYC 341 Theories of Personality Credit(s): 3.

Elective Requirements

CHOOSE 15 credits of Psychology electives, 11 of which must be upper-division.

Recommended courses for students interested in graduate study:

PSYC 306 Psychological Testing and Assessment Credit(s): 3.
PSYC 405 Social Psychology Credit(s): 3.
PSYC 412 Physiological Psychology Credit(s): 3.
PSYC 440 History and Systems of Psychology Credit(s): 2–3.

Public Relations, B.A.

Program Learning Outcomes

Upon completion of the Bachelor of Arts in Public Relations, students will be able to:

1. Apply and analyze key elements within public relations [Key Concepts: Historical context, theoretical framework, principles, and current industry standards] (ULO 1).
2. Illustrate an understanding of biblical integration with the profession [Key Concepts: knowledge of ethics and philosophical approaches to the industry] (ULO 2).
3. Demonstrate creative and analytical expertise in writing and presentations [Key Concepts: Critical thinking and excellence in communicating in multiple forms] (ULO 3).
4. Develop projects that utilize convergence & integration of media to strategically reach target audiences [Key Concepts: technological expertise, media savvy, audience understanding] (ULO 3).
5. Create, analyze and critique the public relations process in PR campaigns [Key Concepts: relationship building, societal trends, diversity and global issues, organizational change and development and management of concepts] (ULO 3).
6. Analyze trends and audiences using research methodologies to propose strategic solutions and plans for organizations [Key Concepts: Forecasting, issues management, audience segmentation, research methodology and analysis, reporting] (ULO 3).

Degree Program

Upon completion of the University baccalaureate and major requirements in the Department of Journalism and Integrated Media, students earn a Bachelor of Arts degree in Public Relations.

Core Requirements (39 Credits)

JOUR 106 Foundations of Journalism Credit(s): 3.
JOUR 107 Introduction to Convergence Credit(s): 3.
JOUR 111 Introduction to Public Relations Credit(s): 3.

Choose one of the following:

JOUR 220 Introduction to Visual Media Credit(s): 3.
OR
JOUR 249 Media Design Essentials Credit(s): 3.
JOUR 230 Writing for Public Relations Credit(s): 3.
JOUR 267 Media Career Readiness Credit(s): 1.
JOUR 300 Practicum Credit(s): 1.
JOUR 307 Social Media, SEO and Digital Strategy Credit(s): 3.
JOUR 388 Public Relations Management Credit(s): 3.
JOUR 433 Media Law Credit(s): 3.
JOUR 440 Journalism Internship Credit(s): 1–3.

JOUR 440 must be taken for 3 credits.

JOUR 458 Research Credit(s): 3.
JOUR 460 Advanced Campaign Design and Analysis Credit(s): 3.
JOUR 464 Philosophy and Ethics of Media Credit(s): 3.
JOUR 495 Senior Portfolio Credit(s): 1.

Elective Requirements (6 Credits)

CHOOSE 6 credits of electives from the following, one of which must be upper-division:

Public Relations Options:

JOUR 355 Media Relations Credit(s): 3.
JOUR 392 Principles of Advertising Credit(s): 3.

Visual Options:

JOUR 249 Media Design Essentials Credit(s): 3.
JOUR 347 Photojournalism I Credit(s): 3.
JOUR 348 Publication Design Credit(s): 3.

Writing Options:

JOUR 231 Public Affairs Reporting Credit(s): 3.
JOUR 301 Sports Journalism Credit(s): 3.
JOUR 332 Publication Editing and Management Credit(s): 3.
JOUR 335 Magazine and Free-Lance Writing Credit(s): 3.
JOUR 350 Cross-Cultural Storytelling Project Credit(s): 3.
JOUR 362 Media Narrative Project Credit(s): 3.
JOUR 454 Reviewing the Creative Arts Credit(s): 2.
JOUR 470 Journalism Seminar Credit(s): 1–3.
JOUR 480 Directed Research Credit(s): 1–3.

Broadcast Options:

JOUR 235 Videography Credit(s): 3.
JOUR 236 Introduction to Broadcast Journalism Credit(s): 3.
JOUR 334 Producing and Writing for Broadcast News Credit(s): 3.
JOUR 351 Broadcast Anchoring and Announcing Credit(s): 3.

Communication Options:

COMM 170 Small Group Communication Credit(s): 3.
COMM 270 Interpersonal Communication Credit(s): 3.
COMM 385 Persuasive Communication Credit(s): 3.
COMM 387 Organizational Communication Credit(s): 3.

Business Options:

BUSN 230 Introduction to Marketing Credit(s): 3.
BUSN 240 Principles of Management Credit(s): 3.
Social Science, B.A.

Program Learning Outcomes
Upon completion of the Bachelor of Arts in Social Science, students will be able to:

1. Identify and explain the most significant developments and principles of the social sciences, depending on the student’s concentration (ULO1).
2. Apply principles of the field of social science to current issues and social problems through the lens of faith integration (ULO3).
3. Critique and evaluate social institutions from a global and multicultural perspective (ULO2).

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 31 credits, 24 of which must be upper-division.

Prerequisites and General Education Requirements
The student is required to take the courses listed below before taking upper-division courses. One of the history (HIST) courses below will meet the general education history requirement.

- HIST 108 or HIST 109: United States History to 1865 (Credit(s): 3).
- HIST 207 or HIST 208: World Civilizations I or World Civilizations II (Credit(s): 3).
- POSC 225: Survey of American Government (Credit(s): 3).

Prerequisite courses such as POSC 225 do count toward the major credit requirements.

Core Requirements
The following courses are required for all concentrations in either History, Political Science or Sociology:

- POSC 204: Principles of Economics (Credit(s): 4).
- CHOOSE the appropriate research course to be determined in consultation with the academic advisor, selected from:
  - HIST 480: Research Seminar (Credit(s): 3).
  - POSC 470: Political Science Research and Writing (Credit(s): 3).
  - SOCI 443: Methods of Sociological Research (Credit(s): 3).

Elective Requirements

CHOOSE one 3-credit upper-division Political Science course.

CHOOSE 6 credits of upper-division coursework chosen with advisor’s approval, from courses offered in the Cook School of Intercultural Studies.

CHOOSE 12 credits of upper-division coursework in History, Political Science or Sociology.

Sociology, B.A.

Mission
The mission of the Bachelor of Arts in Sociology is to develop Christian scholars who can critically analyze social structures and their effects on human life, and who can apply this knowledge in working toward a world that embodies God’s justice and shalom.

Program Learning Outcomes
Upon completion of the Bachelor of Arts in Sociology, students will be able to:

1. Describe and apply basic research methods (ULO 1).
2. Perform critical analysis of social structures (ULO 1).
3. Apply sociological theories to real life issues (ULO 3).
4. Communicate effectively in written form (ULO 3).
5. Identify the influence of race, class, and/or gender in everyday life (ULO 1).
6. Apply principles of biblical justice to contemporary social issues (ULO 2).

Degree Program
A Bachelor of Arts degree in Sociology is offered upon completion of the University baccalaureate and major requirements. The Sociology major requires the completion of 30 credits, 24 of which must be upper-division.

Core Requirements

- SOCI 220: Sociology (Credit(s): 3).
- SOCI 441: Social Theory (Credit(s): 3).
- SOCI 443: Methods of Sociological Research (Credit(s): 3).

Choose one of the following:

- SOCI 302: Sociology of Gender (Credit(s): 3).
- SOCI 336: Unequal Justice: Race, Class, Gender and Crime (Credit(s): 3).
- SOCI 340: Political Sociology (Credit(s): 3).
- SOCI 342: Ethnic and Minority Groups (Credit(s): 3).
- SOCI 352: Social Inequality: Race, Class, and Gender (Credit(s): 3).
- SOCI 454: Film, Television, and the Arts: Racial and Gender Issues (Credit(s): 3).

The following are required as support courses and do not count towards the major:

- PSYC 209: Statistics with Computer Applications (Credit(s): 3).
- PSYC 211: Statistics with Computer Applications Lab (Credit(s): 1).

Elective Requirements

If not choosing a concentration below, choose 18 credits of upper-division Sociology courses.

Concentrations

Social Work
This concentration is organized as a broad preparation for students who desire to enter the helping professions.

Concentration-Specific Requirements

- SOCI 300: Social Work (Credit(s): 3).
- SOCI 367: Social Work Internship (Credit(s): 3).

Choose one of the following:

- SOCI 302: Sociology of Gender (Credit(s): 3).
- SOCI 320: Marriage and the Family (Credit(s): 3).
- SOCI 453: Sociology of Sexuality (Credit(s): 3).

Elective Requirements

CHOOSE 9 credits of upper-division Sociology courses.

Criminology

This course concentration provides students an opportunity to study crime and related issues from a social scientific perspective, infusing themes of social justice, Christian ethics, and recognizing social inequalities present within the criminal justice system.

Concentration-Specific Requirements

- SOCI 333: Criminology (Credit(s): 3).
- SOCI 334: Juvenile Delinquency (Credit(s): 3).
- SOCI 336: Unequal Justice: Race, Class, Gender and Crime (Credit(s): 3).
- SOCI 365: Criminal Justice Internship (Credit(s): 3).

Elective Requirements

CHOOSE 6 credits of upper-division Sociology courses.

The course listed below is a suggested support course:

- POSC 410: American Constitutional Law (Credit(s): 3).
Spanish, B.A.

Program Learning Outcomes

Upon completion of the Bachelor of Arts in Spanish, students will be able to:

1. Demonstrate the acquisition of advanced cognitive and linguistic knowledge (ULO 1).
2. Formulate questions about cultural and linguistic difference and critically evaluate other cultures in relation to themselves (ULO 1).
3. Demonstrate the ability to interact effectively in a cross-cultural context, whether local or global, while exhibiting humility in relation to other cultures and languages (ULO 2).
4. Demonstrate the ability to integrate their faith into cross-cultural interactions in the target language (ULO 2).
5. Demonstrate advanced proficiency in oral communication, respond appropriately to spoken and written language, read and interact with texts across a range of genres and topics, and write formal and informal correspondence, narratives, descriptions, and analyses, all in the target language (ULO 3).

Degree Program

A Bachelor of Arts degree in Spanish is conferred upon the completion of the University baccalaureate with a Spanish major in one of the three concentrations: Generalist in Spanish, Professional Spanish, and Spanish for Secondary Education. Thirty-nine credits are required, of which 24 must be upper division. A minimum grade of C is required for any course to be counted toward the major. All students are expected to maintain a portfolio with the department that will cumulatively showcase their progressive language development over time; the portfolio will also provide students the opportunity to integrate faith and discipline.

All Spanish majors are strongly encouraged to take: HUFS 299 - Faith, Life and Culture: Travel Practicum, HUFS 334 - Community Spanish, and/or to study abroad for a semester. See the Department of Modern Languages for more information.

Admission Requirements

All students intending to minor or major in Spanish must:

1. Complete the required G.E. course sequence, OR place into the next level (intermediate high or above) by department assessment. Spanish language learners (not heritage speakers) must complete HUFS 210 with a grade of B- or higher, or obtain a satisfactory score on a normed placement exam given by the department, in order to proceed with the minor. Students with AP Spanish Language scores of 4 or higher will be placed into HUFS 230 (your AP language credits with count for HUFS 210). Students with AP Spanish Literature scores of 4 or better will be given credit for HUFS 290 (but will still be required to take HUFS 210 unless the department determines their language level is beyond the level of the course, in which case they may substitute a higher-level course).
2. File an application with the Department of Modern Languages and complete an interview with a faculty member.

G.E. Course Sequence

(Elementary to Intermediate)

- HUFS 101 Elementary Spanish 1 (4 credits)
- HUFS 102 Elementary Spanish 2 (4 credits)
- HUFS 201 Intermediate Spanish 1 (4 credits)

Heritage speakers of Spanish can replace HUFS 201 - Intermediate Spanish with HUFS 220 - Spanish for Spanish Speakers, and upon passing, will have the lower level credits waived. Credits are not awarded for waived requirements.

Program Courses

Students can be admitted into the Spanish minor or major after completing the G.E. sequence. Students desiring to minor in Spanish are strongly encouraged to begin 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 must be retested and placed accordingly. Advancement from one course in the lower division sequence to the next will require demonstration of proficiency.

The Spanish major and minor allow students to proceed through a choice of two course tracks, one for Spanish learners and the other for heritage speakers of Spanish. Courses with numbers up through HUFS 220 must be taken in sequence. If a student’s language ability places the student beyond this level (by department assessment), a student may take the courses out of sequence, but it is recommended that students adhere as closely as possible to the course sequence given below. Students whose level of language places them into the 300-level of courses may substitute higher level courses for required courses at the 200-level with the permission of the Department of Modern Languages.

Concentrations

Generalist in Spanish (39 Credits)

A concentration in Generalist in Spanish requires the completion of 39 credits. One program-related service learning project, practicum, or internship is required and must be approved by the department. This requirement is automatically fulfilled by taking HUFS 485 or by studying abroad for a semester, but may be fulfilled in other ways, upon department approval. Students may substitute alternate upper-level courses with permission of the department.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 220</td>
<td>Spanish for Spanish Speakers</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 210</td>
<td>Intermediate Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 230</td>
<td>Spanish Conversation and Composition</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 290</td>
<td>Introduction to Literature in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 299</td>
<td>Faith, Life and Culture: Travel Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 322</td>
<td>Advanced Spanish for Heritage Speakers</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 330</td>
<td>Advanced Spanish Conversation and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

Choose five courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 299</td>
<td>Faith, Life and Culture: Travel Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 334</td>
<td>Community Spanish</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 365</td>
<td>Drama: History and Application</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 385</td>
<td>Translation</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 390</td>
<td>Spanish in the Professions</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 391</td>
<td>Spanish for Health Care Professions</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 392</td>
<td>Spanish for Education and Helping Professions</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 393</td>
<td>Spanish for Pastoral and Nonprofit Professions</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 394</td>
<td>Spanish for Business Professions</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 395</td>
<td>Spanish for Communications Professions</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 396</td>
<td>Introduction to Hispanic Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional elective credits may be selected from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 410</td>
<td>Spanish American Literature</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 420</td>
<td>Spanish Literature</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 430</td>
<td>Spanish American Literature Since 1950</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 433</td>
<td>Seminar in Hispanic Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 460</td>
<td>Studies in Spanish American Culture</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 470</td>
<td>Teaching Assistant Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

104
Professional Spanish (39 Credits)

Students desiring to obtain high-level Spanish language skills in particular professional domains that will prepare them concretely for workplace bilingualism, and who desire theoretical and vocational training in translation and interpretation, should choose a concentration in Professional Spanish. A concentration in Professional Spanish requires the completion of 39 credits. Students for whom Professional Spanish is a second major are also encouraged to complete a Directed Research that is interdisciplinary, developing key linguistic knowledge in the student’s profession.

Courses may be substituted with the permission of the department.

Core Requirements

- HUFS 220 Spanish for Spanish Speakers Credit(s): 3.
- or HUFS 210 Intermediate Spanish II Credit(s): 3.
- AND HUFS 230 Spanish Conversation and Composition Credit(s): 3.
- And: HUFS 322 Advanced Spanish for Heritage Speakers Credit(s): 3.
- OR HUFS 330 Advanced Spanish Conversation and Composition Credit(s): 3.
- And: HUFS 385 Translation Credit(s): 3.
- HUFS 396 Introduction to Hispanic Linguistics Credit(s): 3.
- HUFS 433 Seminar in Hispanic Linguistics Credit(s): 3.
- HUFS 475 Directed Research Credit(s): 1–3.
- HUFS 485 Internship Credit(s): 3.

Elective Requirements

Choose two or three courses from the following:

- HUFS 390 Spanish in the Professions Credit(s): 3.
- HUFS 391 Spanish for Health Care Professions Credit(s): 3.
- HUFS 392 Spanish for Education and Helping Professions Credit(s): 3.
- HUFS 393 Spanish for Pastoral and Nonprofit Professions Credit(s): 3.
- HUFS 394 Spanish for Business Professions Credit(s): 3.
- HUFS 395 Spanish for Communications Professions Credit(s): 3.

Choose two to four courses from the following:

- HUFS 290 Introduction to Literature in Spanish Credit(s): 3.
- HUFS 299 Faith, Life and Culture: Travel Practicum Credit(s): 3.
- HUFS 334 Community Spanish Credit(s): 3.
- HUFS 365 Drama: History and Application Credit(s): 3.
- HUFS 410 Spanish American Literature Credit(s): 3.
- HUFS 420 Spanish Literature Credit(s): 3.
- HUFS 430 Spanish American Literature Since 1950 Credit(s): 3.
- HUFS 460 Studies in Spanish American Culture Credit(s): 3.

Secondary Instruction

The Secondary Instruction concentration is designed for students whose goal is to teach Spanish at the high school level. A concentration in Secondary Instruction offers Spanish coursework that, in conjunction with a teacher preparation program, leads to a California SB2042 Preliminary Single Subject Teaching Credential in Spanish. The Secondary Instruction concentration consists of 39 credits in Spanish, as well as additional teacher preparation and pedagogy coursework.

Core Requirements

- HUFS 220 Spanish for Spanish Speakers Credit(s): 3.
- or HUFS 210 Intermediate Spanish II Credit(s): 3.
- AND HUFS 230 Spanish Conversation and Composition Credit(s): 3.
- And: HUFS 322 Advanced Spanish for Heritage Speakers Credit(s): 3.
- OR HUFS 330 Advanced Spanish Conversation and Composition Credit(s): 3.
- And: HUFS 290 Introduction to Literature in Spanish Credit(s): 3.
- HUFS 385 Translation Credit(s): 3.
- HUFS 392 Spanish for Education and Helping Professions Credit(s): 3.
- HUFS 396 Introduction to Hispanic Linguistics Credit(s): 3.
- HUFS 410 Spanish American Literature Credit(s): 3.
- HUFS 433 Seminar in Hispanic Linguistics Credit(s): 3.
- HUFS 445 Teaching Spanish: CSET Preparation Credit(s): 1.

In addition to the Spanish core, students in the Secondary Instruction concentration are required to take several teacher preparation and pedagogy courses. Students should be aware that the Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation and reporting purposes. Please see a credential analyst in the School of Education for current information on completing the requirements for a teaching credential. Students must consult with both their major advisor and a School of Education advisor.

The following courses are to be taken:

- LEDU 301 Introduction to Teaching Credit(s): 3.
- LEDU 330 Psychological Foundations of Education Credit(s): 3.
- LEDU 341 Methods of Teaching Linguistically Diverse Students Credit(s): 3.
- LEDU 425 Secondary Content Area Reading Credit(s): 3.
- LEDU 433 Single Subject Pedagogy Credit(s): 2.
- LEDU 436 Secondary Curriculum Credit(s): 3.
- LEDU 437 Secondary Curriculum Fieldwork Credit(s): 1.
- LEDU 450 Secondary Student Teaching I Credit(s): 6.
- Student teaching may be completed at the graduate level.
- LEDU 452 Secondary Student Teaching II Credit(s): 6.
- Student teaching may be completed at the graduate level.

Elective Requirements

Choose four or five electives from the following:

- HUFS 299 Faith, Life and Culture: Travel Practicum Credit(s): 3.
- HUFS 365 Drama: History and Application Credit(s): 3.
- HUFS 420 Spanish Literature Credit(s): 3.
- HUFS 430 Spanish American Literature Since 1950 Credit(s): 3.
- HUFS 460 Studies in Spanish American Culture Credit(s): 3.
- HUFS 470 Teaching Assistant Practicum Credit(s): 2.
- HUFS 475 Directed Research Credit(s): 1–3.
- HUFS 485 Internship Credit(s): 3.
- HUFS 490 Seminar in Hispanic Studies Credit(s): 1–3.
Additionally, students may select up to two elective courses from other disciplines that are primarily taught in English but have program-related content, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 312</td>
<td>History of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>INCS 332</td>
<td>Peoples of the World</td>
<td>3</td>
</tr>
<tr>
<td>HUPS 400</td>
<td>Survey of Hispanic Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>INAL 300</td>
<td>Introduction to Language and Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Students who prefer to take all of their electives in Spanish-taught courses may do so by taking two additional electives from the HUPS upper-division courses.

**Studio Art, B.F.A.**

**Program Learning Outcomes**

Upon completion of the Bachelor of Fine Arts in Studio Art, students will be able to:

1. Conceive, design and create works of art in one or more specific fine arts fields that are technically and conceptually sophisticated (ULO 1).
2. Recognize, analyze, compare and evaluate historical and contemporary art movements and aesthetic philosophies, including both Western and Global material (ULO 1). 
3. Recognize and identify a variety of professional practices, career/employment and graduate education opportunities and apply that knowledge by developing a personalized career plan (ULO 3).
4. Articulate a clear rationale for the production and evaluation of contemporary visual art that reflects an orthodox Christian value system (ULO 2).

**Degree Program**

A Bachelor of Fine Arts degree in Studio Art (B.F.A.) is offered upon completion of the University baccalaureate and the studio art major in one of the following concentrations: design, painting, photography, sculpture and interdisciplinary. The professional degree program requires students to complete 72 credits in art, preparing them for graduate studies and professional art practices.

**Admissions and 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 B.F.A. degree program, transfer students and Torrey Honors Institute students may need an additional semester to complete all of their requirements.

The Department of Art offers three degree programs. The Bachelor of Fine Arts in Studio Art is a professional degree program focusing on intensive studio practice and requiring an area of concentration; the B.F.A. is the preferred degree for students who anticipate having an art-related career, or who are planning to attend graduate school. The Bachelor of Science Degrees in Studio Art and in Design contain a broader range of liberal arts general education courses, and allow students the option of choosing a wide range of general electives. The two B.S. degrees also allow greater flexibility for students completing a double major or a minor in another academic discipline.

Every year, all art majors participate in formal reviews to evaluate their 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 in the B.F.A. program are evaluated the semester before their thesis exhibitions.

All art majors are required to maintain a 2.5 GPA in the program. Any grade below a “C-” (1.67) must be repeated.

In art and design studio classes, contact hours define the meaning of a credit hour. In these courses, one semester hour of credit equals two hours of class instruction with at least one additional hour of unsupervised laboratory work each week. Studio courses receiving three credits typically meet six hours a week for class instruction with the expectation that students complete an additional three hours of assigned laboratory work. Students taking ARTS 462 - Advanced Studio Practicum or ARTS 464 - Advanced Studio Practicum, and independent studies, must complete a minimum of three hours of research/laboratory work each week during the semester for one hour of credit.

All B.F.A. majors must declare an area of concentration before registering for the sophomore year. Students declaring the Interdisciplinary Concentration must choose two specific areas of concentration (design, painting, photography, or sculpture).

It is recommended that all Studio Art majors own a Macintosh laptop. Contact the Department of Art office for recommended specifications.

**Concentrations**

The BFA major is designed to give art students flexibility in constructing their program which will include one of five areas of concentration.

The **Design Concentration** integrates a fine arts perspective into a curriculum that promotes conceptual thinking and trans-disciplinary investigation while developing technical proficiencies to engage in a contemporary practice.

The **Painting Concentration** focuses on a wide range of painting practices including observational representation, figuration, and abstraction while engaging students in current discourses within the discipline.

The **Photography Concentration** 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 Concentration** 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 Concentration** allows students to design their own curriculum choosing a variety of upper-level courses.

**General Education Requirements**

General education requirements for the Bachelor of Fine Arts in Studio Art must conform to the University standards for this degree. B.F.A. majors are exempt from the general education requirements in fine arts and foreign language. The general education requirement is reduced in history (only 3 of 6 credits are required—HIST 108 or 109), and students need to take only 6 credits 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 216</td>
<td>Introduction to Philosophy and Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Art and the Bible**

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 107</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 108</td>
<td>Figure Studies I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 109</td>
<td>Digital Tools</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 110</td>
<td>2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 111</td>
<td>3-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 112</td>
<td>4-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 116</td>
<td>History of Western Art I: Prehistoric Through Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 126</td>
<td>History of Western Art II: Baroque through Modernism</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 315</td>
<td>Contemporary Art Trends</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 433</td>
<td>Global Art Paradigms</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 440</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>
ARTS 450 Internship  Credit(s): 3.
ARTS 475 Culmination  Credit(s): 3.

Choose one of the following upper division Art History electives:
ARTS 311 Modernity: Realism to Surrealism  Credit(s): 3.
ARTS 321 Historical Development of Design (required of all Design concentration students)  Credit(s): 3.

ARTS 410 Seminar in Art  Credit(s): 1–6.
ARTS 426 History and Criticism of Photography (required of all Photography concentration students)  Credit(s): 3.
ARTS 441 Critical Thought  Credit(s): 3.

Concentrations

Design

Concentration-Specific Requirements
Choose two courses from the following:
ARTS 210 Sculpture I  Credit(s): 3.
ARTS 213 Painting I  Credit(s): 3.
ARTS 221 Photography I-Introduction to Darkroom and Digital Processes  Credit(s): 3.
ARTS 326 Printmaking  Credit(s): 3.
ARTS 327 Installation and Performance Art I  Credit(s): 3.
ARTS 341 Animation I  Credit(s): 3.
ARTS 348 Video Art I  Credit(s): 3.

Students must take the following:
ARTS 314 Integrated Design I  Credit(s): 3.
ARTS 317 Typography I  Credit(s): 3.
ARTS 333 Graphic Design Forms I  Credit(s): 3.
ARTS 337 Typography II  Credit(s): 3.
ARTS 423 Integrated Design II  Credit(s): 3.

Elective Requirements
Must complete two upper division art electives (6 credits) that may be selected from:
ARTS 316 Photography II-Studies in Color  Credit(s): 3.
ARTS 428 Web Design I  Credit(s): 3.
ARTS 429 Integrated Design III  Credit(s): 3.
ARTS 436 Graphic Design Forms II  Credit(s): 3.
ARTS 442 Web Design II  Credit(s): 3.

Three credit upper division arts elective

Painting

Concentration-Specific Requirements
Choose two courses from the following:
ARTS 210 Sculpture I  Credit(s): 3.
ARTS 211 Ceramics I  Credit(s): 3.
ARTS 221 Photography I-Introduction to Darkroom and Digital Processes  Credit(s): 3.
ARTS 314 Integrated Design I  Credit(s): 3.
ARTS 326 Printmaking  Credit(s): 3.
ARTS 327 Installation and Performance Art I  Credit(s): 3.
ARTS 341 Animation I  Credit(s): 3.
ARTS 348 Video Art I  Credit(s): 3.

Students must take the following:
ARTS 213 Painting I  Credit(s): 3.
ARTS 308 Painting II  Credit(s): 3.

Students must also complete:
ARTS 307 Drawing II
OR
ARTS 319 Figure Studies II

And:
ARTS 408 Drawing III
OR
ARTS 413 Painting III

Elective Requirements
CHOOSE four upper division art electives (12 credits).

Photography

Concentration-Specific Requirements
Choose one course from the following:
ARTS 210 Sculpture I  Credit(s): 3.
ARTS 211 Ceramics I  Credit(s): 3.
ARTS 213 Painting I  Credit(s): 3.
ARTS 326 Printmaking  Credit(s): 3.
ARTS 327 Installation and Performance Art I  Credit(s): 3.
ARTS 341 Animation I  Credit(s): 3.
ARTS 348 Video Art I  Credit(s): 3.

Students must take:
ARTS 221 Photography I-Introduction to Darkroom and Digital Processes  Credit(s): 3.
ARTS 316 Photography II-Studies in Color  Credit(s): 3.
ARTS 334 Photography III-Advanced Black and White Photography  Credit(s): 3.
ARTS 344 Contemporary Photographic Practices  Credit(s): 3.
ARTS 432 Advanced Integrative Photography  Credit(s): 3.

Elective Requirements
CHOOSE four upper division art electives (12 credits).

Sculpture

Concentration-Specific Requirements
Choose one course from the following:
ARTS 213 Painting I  Credit(s): 3.
ARTS 221 Photography I-Introduction to Darkroom and Digital Processes  Credit(s): 3.
ARTS 314 Integrated Design I  Credit(s): 3.
ARTS 326 Printmaking  Credit(s): 3.
ARTS 327 Installation and Performance Art I  Credit(s): 3.
ARTS 341 Animation I  Credit(s): 3.
ARTS 348 Video Art I  Credit(s): 3.

Students must take the following:
ARTS 210 Sculpture I  Credit(s): 3.
ARTS 211 Ceramics I  Credit(s): 3.
ARTS 305 Sculpture II  Credit(s): 3.
ARTS 415 Sculpture III  Credit(s): 3.

Choose one from the following:
ARTS 304 Ceramics II  Credit(s): 3.
OR
ARTS 327 Installation and Performance Art I  Credit(s): 3.

Elective Requirements
CHOOSE four upper division electives (12 credits).

Interdisciplinary

Concentration-Specific Requirements
Students declaring the Interdisciplinary Concentration choose two specific areas of study from the list below.
Students must complete four (4) courses in each of the two concentration areas and two (2) upper division art electives for a total of 30 credits.

Design

ARTS 314 Integrated Design I  Credit(s): 3.
ARTS 317 Typography I  Credit(s): 3.
ARTS 423 Integrated Design II  Credit(s): 3.

And:
ARTS 337 Typography II  Credit(s): 3.
ARTS 429 Integrated Design III  Credit(s): 3.
Painting
ARTS 213 Painting I  Credit(s): 3.
ARTS 319 Figure Studies II  Credit(s): 3.
And:
ARTS 307 Drawing II  Credit(s): 3.
AND
ARTS 408 Drawing III  Credit(s): 3.
or
ARTS 308 Painting II  Credit(s): 3.
AND
ARTS 413 Painting III  Credit(s): 3.

Photography
ARTS 221 Photography I-Introduction to Darkroom and Digital Processes  Credit(s): 3.
ARTS 316 Photography II-Studies in Color  Credit(s): 3.
ARTS 334 Photography III-Advanced Black and White Photography  Credit(s): 3.
ARTS 344 Contemporary Photographic Practices  Credit(s): 3.

Sculpture
ARTS 210 Sculpture I  Credit(s): 3.
AND
ARTS 305 Sculpture II  Credit(s): 3.
or
ARTS 211 Ceramics I  Credit(s): 3.
AND
ARTS 304 Ceramics II  Credit(s): 3.

Choose two of the following:
ARTS 327 Installation and Performance Art I  Credit(s): 3.
ARTS 348 Video Art I  Credit(s): 3.
ARTS 415 Sculpture III  Credit(s): 3.
ARTS 462 Advanced Studio Practicum  Credit(s): 1–3.

Elective Requirements
CHOOSE two upper division electives (6 credits) from any area including ARTS 462 - Advanced Studio Practicum and ARTS 464 - Advanced Studio Practicum.

Studio Art, B.S.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Studio Art, students will be able to:

1. Conceive, design and create works of art in one or more specific fine arts fields that are technically and conceptually sophisticated (ULO 1).
2. Recognize, analyze, compare and evaluate historical and contemporary art movements and aesthetic philosophies, including both Western and Global material (ULO 1).
3. Recognize and identify a variety of professional practices, career/employment and graduate education opportunities and apply that knowledge by developing a personalized career plan (ULO 3).
4. Articulate a clear rationale for the production and evaluation of contemporary visual art that reflects an orthodox Christian value system (ULO 2).

Degree Program
The Bachelor of Science Degree in Studio Art is offered for individuals who desire a liberal arts degree providing a broad foundation experience in art. This degree program requires the completion of 48 credits and is specifically designed for students who want to graduate with either a double major or an art major with a minor in another academic discipline.

Admissions and 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 B.F.A. degree program, transfer students and Torrey Honors Institute students may need an additional semester to complete all of their requirements.

The Department of Art offers three degree programs. The Bachelor of Fine Arts in Studio Art is a professional degree program focusing on intensive studio practice and requiring an area of concentration; the B.F.A. is the preferred degree for students who anticipate having an art-related career, or who are planning to attend graduate school. The Bachelor of Science Degrees in Studio Art and in Design contain a broader range of liberal arts general education courses, and allow students the option of choosing a wide range of general electives. The two B.S. degrees also allow greater flexibility for students completing a double major or a minor in another academic discipline.

Every year, all art majors participate in formal reviews to evaluate their progress in the department. Student portfolios are appraised using a variety of criteria, such as technical achievement, creative problem solving, and aesthetic/artisanic development. Reviews are conducted at the end of the freshman, sophomore and junior years. Graduating seniors in the B.F.A. program are evaluated the semester before their thesis exhibitions.

All art majors are required to maintain a 2.5 GPA in the program. Any grade below a C- (1.67) must be repeated.

In art and design studio classes, contact hours define the meaning of a credit hour. In these courses, one semester hour of credit equals two hours of class instruction with at least one additional hour of unsupervised laboratory work each week. Studio courses receiving three credits typically meet six hours a week for class instruction with the expectation that students complete an additional three hours of assigned laboratory work. Students taking ARTS 462 - Advanced Studio Practicum or ARTS 464 - Advanced Studio Practicum, and independent studies, must complete a minimum of three hours of research/laboratory work each week during the semester for one hour of credit.

It is recommended that all Studio Art majors own a Macintosh laptop. Contact the Department of Art office for recommended specifications.

General Education Requirements
General education requirements for the Bachelor of Science Degree in Studio Art must conform to the University standards for B.S. degrees. All B.S. Art majors are required to take the following courses:

PHIL 216 Introduction to Philosophy and Aesthetics  Credit(s): 3.
BBST 465 Integration Seminar (Art and the Bible)  Credit(s): 3.

Core Requirements (18 Credits)
ARTS 107 Drawing I  Credit(s): 3.
ARTS 108 Figure Studies I  Credit(s): 3.
And:
ARTS 109 Digital Tools  Credit(s): 3.
ARTS 110 2-D Design  Credit(s): 3.
And:
ARTS 111 3-D Design  Credit(s): 3.
ARTS 112 4-D Design  Credit(s): 3.
And:
ARTS 116 History of Western Art I: Prehistoric Through Renaissance  Credit(s): 3.
ARTS 126 History of Western Art II: Baroque through Modernism  Credit(s): 3.

Elective Requirements (30 Credits)
CHOOSE seven upper-division art electives (21 credits).

Choose two courses from the following list (6 credits):
ARTS 210 Sculpture I  Credit(s): 3.
ARTS 211 Ceramics I  Credit(s): 3.
ARTS 213 Painting I  Credit(s): 3.
Theatre, B.A.

Mission
The mission of the Bachelor of Arts in Theatre is to produce committed Christian graduates who are prepared to express, represent, and dramatize insights and ethical messages in performances. They illustrate through acting, directing, design, and criticism insightful interpretations of dramatic literature in performance, both popular and religious. These graduates demonstrate proficiency in both theory and praxis of the theatre arts discipline.

Program Learning Outcomes
Upon completion of the Bachelor of Arts in Theatre, students will be able to:
1. Identify where theatre arts theory/practice compliments, mirrors, and is informed by biblical values and content (ULO 1).
2. Dramatize in performance and/or directing a transformational commitment to confronting societal perspectives on issues of character, integrity, morality, and hope. (ULO 2)
3. Demonstrate abilities to exhibit excellence in preparation, presentation, and credibility, incorporating these in the specific craft of theatre arts (ULO 3).

Degree Program
Upon completion of the University baccalaureate and major requirements, the Communication Studies Department offers the Bachelor of Arts degree in Theatre. Obtaining a degree with this major requires 42 credits, 27 credits of upper-division.

General Education Requirements
It is required that all Theatre major students take the following general education courses: COMM 160 for the fine arts requirement and COMM 100 for the communication requirement. It is recommended that all Theatre students take the following general education course: PHIL 216 Aesthetics (for “Philosophy” requirement).

Writing Competency Requirement
Writing competency is determined within the Department of Communication Studies by a full-time faculty assessment of in-class and out-of-class writing samples. A minimum four page reaction or research paper from a 300 or 400 level Communication Studies required or elective course is submitted (with expected rewrites and corrections) with a student’s identification number and no other corrective faculty comments or marks (out-of-class sample). A two hour proctored timed writing opportunity is offered in the fall and spring semesters and a minimum of four handwritten pages must be submitted in response to an open-ended question chosen in advance by the student, designating their work by student identification number as well (in-class writing sample). In each sample, the fourth page must have written commentary that is at or exceeds the center number as well (in-class writing sample). Each sample, the fourth page must have written commentary that is at or exceeds the center number as well (in-class writing sample). After a second failure to pass the writing competency requirement, a student must enroll in ENG 210 Writing Competency, consult the Communication Studies Department Chair and pass the course to fulfill the requirement.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 221</td>
<td>Photography I: Introduction to Darkroom and Digital Processes</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 315</td>
<td>Contemporary Art Trends</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 433</td>
<td>Global Art Paradigms</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one upper-division art history course from the following list (3 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 280</td>
<td>Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 290</td>
<td>Drawing and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 300</td>
<td>Design Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 310</td>
<td>Drawing and Painting</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements
Students may not count more than 6 credits of COMM 440 - Internship toward the major; students may only count a maximum of 9 credits which combine COMM 109; 409; 440; 450; 480 toward the major.

Urban Studies, B.A.

Mission
The Urban Studies major is an interdisciplinary program focused on the institutions, culture, and social environments of the city. A Bachelor of Arts degree in Urban Studies is offered upon completion of the University baccalaureate and major requirements. The urban studies major requires the completion of 30 credits, 15 of which are required core courses. Core courses include offerings from the departments of Sociology; Art; History and Political Science; and the Cook School of Intercultural Studies. An additional 15 credits must be taken from courses within the Social Science Group and the Art and Culture Group, with a minimum of 3 credits from each group.

Degree Program
A Bachelor of Arts degree in Urban Studies is offered upon completion of the University baccalaureate and major requirements. The urban studies major requires the completion of 30 credits, 12 of which are required core courses. An additional 18 credits must be taken from courses within the Social Science group and the Art and Culture group, with a minimum of 3 credits from each group.

General Education Requirements
All students in the urban studies major are required to take the following course as a Bible elective:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>Integration Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar: Theology of the City</td>
<td>3</td>
</tr>
</tbody>
</table>
Core Requirements
Students are required to take 12 credits from the following:

- **SOCI 346 Urban Sociology**  Credit(s): 3.
- **SOCI 347 Los Angeles in Social and Cultural Context**  Credit(s): 3.
- **INCS 457 Urban Research**  Credit(s): 3.

And:
- **SOCI 375 The Postmodern Metropolis**  Credit(s): 3.
- **SOCI 354 Religion in the City**  Credit(s): 3.
- **ARTS 434 Interdisciplinary Investigations**  Credit(s): 3.

Elective Requirements
An additional 18 credits must be taken from courses within the Social Science group and the Art and Culture group, with a minimum of 3 credits in each.

Social Science
Choose 3–15 credits from the following:

- **SOCI 342 Ethnic and Minority Groups**  Credit(s): 3.
- **SOCI 352 Social Inequality: Race, Class and Gender**  Credit(s): 3.
- **SOCI 354 Religion in the City**  Credit(s): 3.
- **INCS 433 Community Development Models and Strategies**  Credit(s): 3.
- **HIST 418 The History of the City**  Credit(s): 3.
- **HIST 443 Special Topics on Middle Eastern History**  Credit(s): 3.

Art and Culture
Choose 3–12 credits from the following:

- **ENGL 230 Literature in Context**  Credit(s): 3.
- **ENGL 230 may be taken as Lit in Context: Ethnic American Literature and/or Literature of Los Angeles.**
- **CNMA 104 History of Cinema**  Credit(s): 3.
- **CNMA 320 Advanced Studies in Criticism**  Credit(s): 3.
- **ARTS 311 Modernity: Realism to Surrealism**  Credit(s): 3.
- **ARTS 315 Contemporary Art Trends**  Credit(s): 3.
- **ARTS 410 Seminar in Art**  Credit(s): 1–6.
- **ARTS 450 Internship**  Credit(s): 3.
- **ARTS 462 Advanced Studio Practicum**  Credit(s): 1–3.
- **ARTS 464 Advanced Studio Practicum**  Credit(s): 1–3.

Anthropology, Minor
Mission
The mission of the Anthropology minor is to equip students from a variety of disciplines with anthropological frameworks that provide holistic understandings of the diversity of human behavior across time, geography, and culture from a distinctly Christian perspective.

Minor Requirements
The Anthropology minor is offered with completion of 18 credits of Anthropology courses including:

Core Requirements

- **ANTH 200 General Cultural Anthropology**  Credit(s): 3.

Elective Requirements

- **CHOOSE** 15 credits of upper-division courses.

Applied Linguistics, Minor
Mission
The mission of the Applied Linguistics minor is to equip Christian professionals in language-related fields to serve with integrity. Courses in Applied Linguistics help students to more effectively learn languages and address other language-related human problems in the United States and abroad, such as language teaching, literacy, social aspects of language use, and translation.

Minor Requirements
An Applied Linguistics minor requires 18 upper-division credits, including 12 credits of core courses and 6 credits of electives. Course work must be completed with a grade of “C” or higher as prescribed below.

Core Requirements

- **INAL 300 Introduction to Language and Linguistics**  Credit(s): 3.
- **INAL 301 General Articulatory Phonetics**  Credit(s): 3.
- **INAL 403 Introduction to Phonology**  Credit(s): 3.
- **INAL 405 Introduction to Syntax**  Credit(s): 3.

Elective Requirements
Six credits of electives chosen from the list below or other INTE or INAL courses.

- **INAL 437 Introduction to Literacy**  Credit(s): 3.
- **INAL 446 Introduction to Sociolinguistics**  Credit(s): 3.
- **INAL 452 Field Methods in Linguistics**  Credit(s): 3.
- **INAL 453 Introduction to Bible Translation**  Credit(s): 3.

Applied Music, Minor
Minor Requirements
For students in a Music major who are interested in a formal, cohesive study in a secondary instrument or voice, the Applied Music minor is available. The Applied Music minor requires 20 credits.

Core Requirements

- **MUSC 141** Applied Music  Credit(s): 1.
- **MUSC 142 Applied Music**  (4 credits)
- **MUSC 421** Applied Music  Credit(s): 1.
- **MUSC 422 Applied Music**  (6 credits)
Ensemble Requirements
Depending on the concentration of the student the following ensembles, and in some cases courses, are required:

Composition
CHOOSE 2 credits of ensembles; one major ensemble, plus one additional ensemble.
In addition, Composition students must take:
MUSC 181 Introduction to Composition Credit(s): 2.

Instrumental
CHOOSE 4 credits of instrumental ensembles.

Piano
CHOOSE 2 credits of ensembles that utilize piano.
In addition, Piano students must take:
MUSC 261 Keyboard Sight Reading I Credit(s): 1.
MUSC 262 Keyboard Sight Reading II Credit(s): 1.

Voice
CHOOSE 4 credits of vocal ensembles.

Archaeology, Minor
Mission
The mission of the Archaeology minor is to provide majors and non-majors with an in depth knowledge of the methods and theory of modern archaeology, its history, and development. Students pursuing the minor are equipped with the basic archaeological skills to serve in a variety of settings, conduct research, and work within the field.

Minor Requirements
A minor in Archaeology requires the completion of 18 credits of Archaeology courses.

Prerequisites
The following are prerequisites for the minor and may be completed for general education requirements:

ANTH 200 General Cultural Anthropology Credit(s): 3.
ANTH 222 Physical Anthropology Credit(s): 3.
ANTH 223 Physical Anthropology Laboratory Credit(s): 1.

Core Requirements

ANTH 215 Introduction to Archaeology Credit(s): 3.
ANTH 312 Archaeology Methods and Theories Credit(s): 3.
ANTH 315 Field Methods in Archaeology I Credit(s): 3.

Elective Requirements
Choose 9 credits of upper-division courses from:

ANTH 311 Prehistoric Cultures of North America Credit(s): 3.
ANTH 320 World History Credit(s): 3.
ANTH 325 Biblical Archaeology: Ancient Near East Credit(s): 3.
ANTH 336 Biblical Archaeology: Palestine Credit(s): 3.
ANTH 340 Topics in Archaeology Credit(s): 1–4.
ANTH 340 Field Excursion: Turkey, Greece and Rome Credit(s): 4.
ANTH 342 Field Excursion: Israel Credit(s): 3.
ANTH 450 Internship in Archaeology Credit(s): 1–3.

Art, Minor
Minor Requirements
An Art Minor is offered with the completion of 21 credits.

Core Requirements

ARTS 107 Drawing I Credit(s): 3.
ARTS 110 2-D Design Credit(s): 3.

Elective Requirements

CHOOSE two lower-division courses (6 credits) and three upper-division courses (9 credits).

Biblical and Theological Studies, Minor
Mission
The mission of Biola’s Biblical and Theological Studies minor is to teach Christian undergraduate students to view all of God’s world through the perspective of God’s Word, the Bible. This biblical worldview involves understanding and applying the Bible as the foundation of the Christian faith, values, and virtues—both historically and presently. The goal is that students will lead lives of integrity and will engage the world of ideas, their vocations, their local church communities, and their society as responsible citizens, being faithful stewards of God’s gifts to them and, empowered by His Spirit, carrying out Christ’s commission to make disciples of all nations.

Program Learning Outcomes
1. **BIBLE:** Identify the basic contents of all books of the Old and New Testaments, and apply the biblical teaching for Christian faith and practice through reliable and faithful methods of interpretation (ULO 1).
2. **THEOLOGY:** Explain the major doctrines of Christianity from an evangelical perspective, including their biblical basis and contemporary relevance (ULO 1).
3. **INTEGRATION:** Examine their academic disciplines through critical evaluation of the knowledge, skills, and values of the discipline according to Christian faith and practice (i.e., a biblical worldview) (ULO 3).
4. **SPIRITUAL FORMATION:** Describe a personal relationship with God in a maturing Christian faith and practice, and demonstrate the ability to serve the church and the world for Jesus Christ’s purposes of redemption (ULO 2).

Students who complete the 30-credit General Bible Requirements (listed under Biblical and Theological Studies, B.A.) at Biola University qualify for a minor in Bible. This minor is displayed on the transcript (listed under Biblical and Theological Studies, B.A.) at Biola University.

Elective Requirements

Choose 6 credits of upper-division Bible electives.

Core Requirements (6 Credits)

BBST 465 Integration Seminar Credit(s): 3.

Select 9 credits of Bible electives.
**Biological Science, Minor**

**Minor Requirements**
A Biological Sciences Minor is offered with the completion of 20 credits, 12 of which must be upper-division.

**Core Requirements**
The General Biology courses listed below are required.

- BIOS 111 General Biology I  Credit(s): 3.
- BIOS 113 General Biology I Laboratory  Credit(s): 1.
- BIOS 112 General Biology II  Credit(s): 3.
- BIOS 114 General Biology II Laboratory  Credit(s): 1.

**Elective Requirements**
CHOOSE 12 credits of upper-division courses. These elective credits 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.

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**Business Administration, Minor**

**Minor Requirements**
A Minor in Business Administration is offered with the completion of 24 credits plus 9 credits of specified quantitative prerequisite courses.

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 190</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUSN 190 also counts toward the general education requirement for science/math, but these credits cannot be counted toward both general education and a business minor.</td>
<td></td>
</tr>
<tr>
<td>BUSN 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 220</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 240</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 328</td>
<td>Organizational Behavior</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 403</td>
<td>Digital Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**Chemistry, Minor**

**Minor Requirements**
A Chemistry Minor requires the completion of 21 credits. Six Chemistry minor credits must not count towards any other major or minor.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Laboratory in Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Laboratory in Organic Chemistry II</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose one of the following two options:

- CHEM 350 Analytical Chemistry  Credit(s): 5.
- CHEM 411 Biochemistry I  Credit(s): 3.
- CHEM 413 Laboratory in Biochemistry  Credit(s): 2.

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**Christian Ministries, Minor**

**Mission**
The Christian Ministries minor exists to provide essential equipping in ministry fundamentals to students who desire serve the Lord in a volunteer or part-time vocational capacity in the local church, parachurch organizations, or other specialized ministry opportunities. It provides training on learning, leadership, formation, and other specialized areas of Christian Ministry to prepare learners for impact in roles that are not full-time vocational positions or that do not require the full breadth of training provided by the Christian Ministries degree.

**Minor Requirements**
A Christian Ministries minor requires the completion of 18 credits.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEED 242</td>
<td>Psychology of Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>CEED 254</td>
<td>Leadership Development</td>
<td>3</td>
</tr>
</tbody>
</table>

As a Christian Ministries minor the following Bible courses must be taken:

- BBST 320 Methods of Bible Study  Credit(s): 3.

BBST 320 is to be taken as one of the two upper-division Bible Elective options.

- BBST 465 Integration Seminar  Credit(s): 3.

BBST 465 is a course offered by various departments, but both Christian Ministries majors and minors are required to take the “Christians Ministries” Integration Seminar, specifically.

**Elective Requirements**
CHOOSE 12 additional upper-division (CEED 300/400 level) credits which may be selected by the student from any CEED departmental offerings.

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**Coaching, Minor**

**Mission**
The mission of the Coaching minor 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, coaching, exercise science, and allied health care, or who pursue advanced studies in related graduate programs.

**Minor Requirements**
A minor in Coaching is offered to those with an interest in coaching as a life profession and to those with an interest in coaching as ministry or missions. Twenty credits are required, with 18 credits from the core listed below. Remaining credits must be chosen in consultation with a department advisor.

**Core Requirements (18 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEED 329</td>
<td>Psychology of Coaching Sport and Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>PEED 410</td>
<td>Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>PEED 408</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PEED 420</td>
<td>Sociology and Psychology in Physical Education and Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following:

- PEED 343 Techniques of Teaching and Coaching Basketball  Credit(s): 2.
- PEED 344 Techniques of Teaching and Coaching Soccer  Credit(s): 2.
- PEED 345 Techniques of Teaching and Coaching Tennis  Credit(s): 2.
Communication Studies, Minor

Elective Requirements (3 Credits)
Choose one of the following:
- PEED 460 Topics in Kinesiology (Credit(s): 1–3)
- PEED 470 Seminar in Kinesiology (Credit(s): 1–3)
- PEED 480 Directed Study (Credit(s): 1–3)

Computer Science, Minor

Communication Studies, Minor
Minor Requirements
A Communication Studies Minor is offered with completion of a minimum of 21 credits, 12 of which must be upper-division. Contact the Communication Studies Department regarding specific courses.

Core Requirements
- COMM 254 Communication Theories (Credit(s): 3)
- COMM 473 Communication and Diversity (Credit(s): 3)

Elective Requirements
The remaining 15 credits are fulfilled according to interest in consultation with department advisor. At least two courses must be at the 300 or 400 level.

Contemporary Worship Music, Minor

Mission
The mission of the English minor is to practice speaking and writing with clarity, coherence, and complexity through critical analysis and production of the written word.

Minor Requirements
An English Minor is offered upon the completion of 18 credits, 12 of which must be upper-division (of these 12, 6 must be taken on Biola’s campus).

Elective Requirements
CHOOSE six courses selected from the ENGL course list (excluding ENGL 151-171).

Gender Studies, Minor

Minor Requirements
The completion of the Gender Studies minor requires 18 credits, 6 of which must be unique to the minor.

Core Requirements
- ANTH 361 Anthropology of Gender (Credit(s): 3)
- SOCI 302 Sociology of Gender (Credit(s): 3)
Minor Requirements
An Intercultural Studies Minor is offered with the completion of the courses listed below. Students must consult with a department advisor.

Core Requirements
- ANTH 200 General Cultural Anthropology Credit(s): 3.
- ANTH 403 Economic Anthropology Credit(s): 3.
- INCS 345 Introduction to International Development Credit(s): 3.
- INCS 433 Community Development Models and Strategies Credit(s): 3.
- INCS 437 Micro Issues in Relief and Development Credit(s): 3.
- INCS 435 Project Evaluation and Assessment Credit(s): 3.

With permission from the International Development Minor Program Director, INCS 347 and/or INCS 435 may be substituted with one or more of the following courses:
- ANTH 342 Social Justice and Human Rights Credit(s): 3.
- ANTH 370 Topics in Cultural Anthropology Credit(s): 3.
- INCS 485 Topics in Intercultural Studies Credit(s): 1–3.

Elective Requirements
Students are required to complete 3 credits of specified Bible coursework through the completion of one of the following courses:
- BBST 458 OR INCS 450 Theology of Mission Credit(s): 3.
- BBST 465 Integration Seminar Credit(s): 3.

Choose either BBST 465 - Integration Seminar: Gospel and Culture; or Justice, Advocacy and the Kingdom of God.

International Development, Minor
Mission
The International Development minor will provide students with the background, knowledge, and understanding to effectively interact with Christian development practitioners to meet the physical (health, education, housing, etc.) and spiritual needs of individuals. In addition, students will be equipped to work with a diversity of development organizations and other non-governmental and governmental organizations to address contemporary development issues.

Minor Requirements
The minor is offered with the completion of 18 credits of specified Intercultural Studies and Anthropology courses and 3 specified credits in a Bible elective.

Core Requirements
- ANTH 200 General Cultural Anthropology Credit(s): 3.
- ANTH 403 Economic Anthropology Credit(s): 3.
- INCS 345 Introduction to International Development Credit(s): 3.
- INCS 433 Community Development Models and Strategies Credit(s): 3.
- INCS 437 Micro Issues in Relief and Development Credit(s): 3.
- INCS 435 Project Evaluation and Assessment Credit(s): 3.

With permission from the International Development Minor Program Director, INCS 347 and/or INCS 435 may be substituted with one or more of the following courses:
- ANTH 342 Social Justice and Human Rights Credit(s): 3.
- ANTH 370 Topics in Cultural Anthropology Credit(s): 3.
- INCS 485 Topics in Intercultural Studies Credit(s): 1–3.

Elective Requirements
Students are required to complete 3 credits of specified Bible coursework through the completion of one of the following courses:
- BBST 458 OR INCS 450 Theology of Mission Credit(s): 3.
- BBST 465 Integration Seminar Credit(s): 3.

Choose either BBST 465 - Integration Seminar: Gospel and Culture; or Justice, Advocacy and the Kingdom of God.

Islamic Studies, Minor
Mission
The Islamic Studies minor exists to equip men and women to make disciples among Muslims and impact the Islamic world for the Lord Jesus Christ.
Minor Requirements
An Islamic Studies Minor is offered with the completion of 18 credits in Intercultural Studies and 3 specified credits in Bible.

General Education Requirements
Students are strongly encouraged to take the course listed below for general education credit.

ANTH 200 General Cultural Anthropology

Core Requirements

INCS 233 Foundations for Global Studies
INCS 322 Intercultural Adjustment
And:
INCS 324 Introduction to Islam and Islamic Theology
INCS 325 Popular Islam
INCS 447 Approaches to the Islamic World

All students completing a minor are required to take the following as a Bible or Intercultural Studies elective:

BBST 458 Theology of Mission
INCS 450 Theology of Mission

Elective Requirements

Choose at least one history course:

INCS 431 History of the Middle East and Islam I
INCS 432 History of the Middle East and Islam II

If only one history course is chosen, then choose one additional Islamic elective:

INCS 419 Sufism
INCS 434 Islam in America and the West
INCS 448 Topics in Islamic Studies

Journalism and Integrated Media, Minor

Minor Requirements
A Journalism and Integrated Media Minor is offered with the completion of 24 credits.

Core Requirements

JOUR 106 Foundations of Journalism
JOUR 107 Introduction to Convergence
JOUR 267 Media Career Readiness
JOUR 300 Practicum
JOUR 303 Convergent Production
JOUR 433 Media Law
JOUR 440 Journalism Internship
JOUR 484 Philosophy and Ethics of Media

Elective Requirements

Choose one of the following:

JOUR 111 Introduction to Public Relations
JOUR 220 Introduction to Visual Media
JOUR 236 Introduction to Broadcast Journalism

Kinesiology, Health and Physical Education, Minor

Mission
The mission of the Kinesiology, Health and Physical Education minor is to serve students with academic interests in health promotion, personal training, group exercise instruction, fitness, and wellness.

Minor Requirements
A minor in Kinesiology, Health and Physical Education is offered for those with an interest in personal training, group fitness instruction, coaching, recreational leadership or physical education.

General Education Requirements

Lower-Division

Students are recommended to take the following courses as a part of their General Education requirements, total 6 credits:

- HIST 207 - World Civilizations I
- HIST 208 - World Civilizations II

Elective Requirements

The remaining 13 credits must be chosen in consultation with a department advisor in order to create a focus area.

Mathematics, Minor

Minor Requirements
A Mathematics minor is offered with the completion of 23 credits, 6 of which must be upper-division. Students must consult with a department advisor.

Core Requirements

MATH 106 Calculus II
MATH 204 Introduction to Abstract Math
MATH 205 Calculus III
MATH 291 Linear Algebra
CSCI 105 Introduction to Computer Science

Elective Requirements

CHOOSE two courses (6 credits) at the 300 or 400 level.

Middle East Studies, Minor

Mission
The Middle East Studies minor focuses on a part of the world that has played a vital role in biblical and religious history, and continues to play a vital role in world politics today. Doing the coursework of this minor, which crosses several disciplines, and engaging with the professors that you’ll get to know and the ideas that you’ll wrestle with, is excellent preparation to be salt and light in the world. The study of the history, languages, cultures, religions and politics of Asia, Africa and the Mediterranean world will prepare students to engage in the increasing international interest of this area.

Minor Requirements
Students who wish to pursue a minor in Middle Eastern Studies must complete a minimum of 21 credits.

General Education Requirements

Lower-Division

Students are recommended to take the following courses as a part of their General Education requirements, total 6 credits:

- HIST 207 - World Civilizations I
- HIST 208 - World Civilizations II

Upper-Division

INCS 233 Foundations for Global Studies
INCS 322 Intercultural Adjustment
INCS 324 Introduction to Islam and Islamic Theology
INCS 325 Popular Islam
INCS 447 Approaches to the Islamic World

Elective Requirements

Choose at least one of the following courses for the minor (6 credits):

INCS 419 Sufism
INCS 434 Islam in America and the West
INCS 448 Topics in Islamic Studies

Kinesiology

Minor Requirements
A minor in Kinesiology is offered with the completion of 23 credits, 6 of which must be upper-division. Students must consult with a department advisor.

Core Requirements

BIOS 254 Human Anatomy
PEED 301 Kinesiology

Elective Requirements

The remaining 13 credits must be chosen in consultation with a department advisor in order to create a focus area.

Mathematics

Minor Requirements
A Mathematics minor is offered with the completion of 23 credits, 6 of which must be upper-division. Students must consult with a department advisor.

Core Requirements

MATH 106 Calculus II
MATH 204 Introduction to Abstract Math
MATH 205 Calculus III
MATH 291 Linear Algebra
CSCI 105 Introduction to Computer Science

Elective Requirements

CHOOSE two courses (6 credits) at the 300 or 400 level.

Middle East Studies

Mission
The Middle East Studies minor focuses on a part of the world that has played a vital role in biblical and religious history, and continues to play a vital role in world politics today. Doing the coursework of this minor, which crosses several disciplines, and engaging with the professors that you’ll get to know and the ideas that you’ll wrestle with, is excellent preparation to be salt and light in the world. The study of the history, languages, cultures, religions and politics of Asia, Africa and the Mediterranean world will prepare students to engage in the increasing international interest of this area.

Minor Requirements
Students who wish to pursue a minor in Middle Eastern Studies must complete a minimum of 21 credits.

General Education Requirements

Lower-Division

Students are recommended to take the following courses as a part of their General Education requirements, total 6 credits:

- HIST 207 - World Civilizations I
- HIST 208 - World Civilizations II

Upper-Division

INCS 233 Foundations for Global Studies
INCS 322 Intercultural Adjustment
INCS 324 Introduction to Islam and Islamic Theology
INCS 325 Popular Islam
INCS 447 Approaches to the Islamic World

Elective Requirements

Choose at least one of the following courses for the minor (6 credits):

INCS 419 Sufism
INCS 434 Islam in America and the West
INCS 448 Topics in Islamic Studies

Kinesiology

Minor Requirements
A minor in Kinesiology is offered with the completion of 23 credits, 6 of which must be upper-division. Students must consult with a department advisor.

Core Requirements

BIOS 254 Human Anatomy
PEED 301 Kinesiology

Elective Requirements

The remaining 13 credits must be chosen in consultation with a department advisor in order to create a focus area.

Mathematics

Minor Requirements
A Mathematics minor is offered with the completion of 23 credits, 6 of which must be upper-division. Students must consult with a department advisor.

Core Requirements

MATH 106 Calculus II
MATH 204 Introduction to Abstract Math
MATH 205 Calculus III
MATH 291 Linear Algebra
CSCI 105 Introduction to Computer Science

Elective Requirements

CHOOSE two courses (6 credits) at the 300 or 400 level.

Middle East Studies

Mission
The Middle East Studies minor focuses on a part of the world that has played a vital role in biblical and religious history, and continues to play a vital role in world politics today. Doing the coursework of this minor, which crosses several disciplines, and engaging with the professors that you’ll get to know and the ideas that you’ll wrestle with, is excellent preparation to be salt and light in the world. The study of the history, languages, cultures, religions and politics of Asia, Africa and the Mediterranean world will prepare students to engage in the increasing international interest of this area.

Minor Requirements
Students who wish to pursue a minor in Middle Eastern Studies must complete a minimum of 21 credits.

General Education Requirements

Lower-Division

Students are recommended to take the following courses as a part of their General Education requirements, total 6 credits:

- HIST 207 - World Civilizations I
- HIST 208 - World Civilizations II

Upper-Division

INCS 233 Foundations for Global Studies
INCS 322 Intercultural Adjustment
INCS 324 Introduction to Islam and Islamic Theology
INCS 325 Popular Islam
INCS 447 Approaches to the Islamic World

Elective Requirements

Choose at least one of the following courses for the minor (6 credits):

INCS 419 Sufism
INCS 434 Islam in America and the West
INCS 448 Topics in Islamic Studies
Foreign Language Recommendation
In order to fulfill Biola University’s general education requirement, students must obtain a minimum of 12 credits of foreign language. Students are encouraged to pursue study from the following languages: Biblical Hebrew or Arabic (both currently offered at Biola), Modern Hebrew, Persian, or Turkish.

Biblical Studies
Among the 30 credits of Bible/theology courses required in Biblical Studies, it is recommended that the following courses be included:
- BBST 109 - Old Testament History and Literature
- BBST 110 - New Testament History and Literature
- BBST 465 - Integration Seminar: Israeli-Palestinian Conflicts

Core Requirements

History (minimum of 6 credits):
- HIST 430 History of the Jewish People
- HIST 441 History of the Middle East and Islam I
- HIST 442 History of the Middle East and Islam II

Middle East Culture and Religion (minimum of 12 credits):
- ANTH 365 Biblical Archaeology: Ancient Near East
- ANTH 366 Biblical Archaeology: Palestine
- ENGL 481 Studies in World Literature
- HIST 304 Ancient Near East
- HIST 453 The Islamic City
- HIST 454 Arab-Israeli Conflict
- HIST 455 History of Israel and Zionism
- HIST 456 Muslim, Jewish and Christian Relations
- INCS 324 Introduction to Islam and Islamic Theology
- INCS 325 Popular Islam
- INCS 447 Approaches to the Islamic World
- INCS 488 Topics in Islamic Studies
- POSC 305 Comparative Government
- POSC 307 International Relations
- POSC 480 Studies in Political Science

Students should take either POSC 480 - Studies in Political Science: Islamic Political Philosophy OR Arab-Israeli Conflict.

Missions, Minor

Mission
Students taking this minor will be equipped to reflect on the historical, theological, cultural, and strategic realities that impact effective cross-cultural witness and service. As agents to effect the completion of the Great Commission these students will be prepared to exegete text (the Word of God), and context (culture), avoiding the mistakes of the past (history) while using the most effective means possible to advance the gospel (strategy).

Minor Requirements
A Missions minor is offered with the completion of 18 credits, 12 of which must be upper-division.

Core Requirements

ANTH 200 General Cultural Anthropology
INCS 233 Foundations for Global Studies
INCS 444 History of the Expansion of Christianity
Choose one of the following:
- INCS 333 Principles of Church Multiplication
- INCS 334 Church Planting Models and Strategies

INCS 338 Urban Church Planting Models: L.A. Excursion
INCS 410 Frontier Missiology
INCS 451 Principles of Evangelism and Church Growth

All students completing a minor are required to take the following as a Bible or Intercultural Studies elective:
- BBST 458 OR INCS 450 Theology of Mission

Elective Requirements
Choose 6 credits of Intercultural Studies courses (beyond what may have already been taken to fulfill one of the requirements above):
- INCS 324 Introduction to Islam and Islamic Theology
- INCS 332 Peoples of the World
- INCS 333 Principles of Church Multiplication
- INCS 334 Church Planting Models and Strategies
- INCS 338 Urban Church Planting Models: L.A. Excursion
- INCS 342 World Christianity
- INCS 360 Short-Term Mission Leadership
- INCS 410 Frontier Missiology
- INCS 447 Approaches to the Islamic World
- INCS 448 Topics in Islamic Studies
- INCS 451 Principles of Evangelism and Church Growth
- INCS 456 World Religions
- INCS 457 Urban Research
- INCS 458 Village and Tribal Cultures
- INCS 468 Women in Cross-Cultural Ministry
- INCS 470 Seminar in Intercultural Studies: Selected Topics and Issues in Missions
- INCS 480 Directed Research
- INCS 490 Practical Mission Training

Music, Minor

Minor Requirements
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 credits.

General Education Requirements
The Music minor requires MUSC 101 - Music Appreciation for fine arts G.E. credit.

Core Requirements

MUSC 118 Keyboard II
MUSC 163 Conducting
MUSC 164 Theory
MUSC 261 Sight-Reading
MUSC 262 Sight-Reading
MUSC 361 Conducting
MUSC 362 Theory
MUSC 361 Sight-Reading
MUSC 362 Conducting
MUSC 361 Theory
MUSC 362 Sight-Reading
MUSC 361 Conducting
MUSC 362 Theory

Music majors: MUSC 261 Sight-Reading (1 credit) is required. MUSC 262 Conducting is 1 credit for non-keyboard minors.

MUSC 118 Keyboard II
MUSC 164 Theory
MUSC 261 Sight-Reading
MUSC 262 Conducting

MUSC 118 Keyboard II
MUSC 164 Theory
MUSC 261 Sight-Reading
MUSC 262 Conducting

Music majors: MUSC 261 Sight-Reading (1 credit) is required. MUSC 262 Conducting is 1 credit for non-keyboard minors.
Core Requirements

A Physical Science Minor is offered with the completion of 22 credits.

Minor Requirements

Physical Science, Minor

Elective Requirements

Choose 4 credits of ensemble (MUSC 002–012) as appropriate to applied principal.

Elective Requirements

Choose 4–5 credits (two courses) from among the following, with instructor’s approval:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 307</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 308</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 309</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 312</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 410</td>
<td>3</td>
</tr>
</tbody>
</table>

Philosophy, Minor

Mission

The mission of the Philosophy minor is to foster a community of Christian scholars apprenticed to Jesus in the pursuit of theoretical and practical wisdom.

Minor Requirements

A Philosophy Minor is offered with the completion of 22 credits beyond the general education requirement.

Core Requirements

The student must take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 210</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 220</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 230</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 231</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Requirements

Choose 4 courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 301</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 302</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 303</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 306</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 307</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 308</td>
<td>3</td>
</tr>
</tbody>
</table>

Physical Science, Minor

Minor Requirements

A Physical Science Minor is offered with the completion of 22 credits.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 132</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 134</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 233</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 237</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Requirements

CHOOSE 6 credits of upper-division Physical Science or Chemistry electives, these credits may not count towards another major or minor.

Physics, Minor

Minor Requirements

A Physics Minor is offered with the completion of 18 credits.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSC 132</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 134</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 233</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 237</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 254</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective Requirements

CHOOSE 6 upper-division credits in Physics, which may not count towards another major or minor.

Political Science, Minor

Mission

The field of politics involves a fascinating and ever-changing environment in which people in political societies work out the question of “how we ought to order our lives together.” Taking a minor in Political Science will equip students in foundational concepts and scholarship in the discipline, both in the domestic (U.S) sense and internationally. While grounding students in a biblical understanding of the purpose of government and law, this minor will help students learn to think critically, analyze arguments, and engage ideas.

Minor Requirements

A Political Science minor is offered with the completion of 19 credits beyond the general education requirements (listed under Political Science, B.A.), 12 of which must be upper-division.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 204</td>
<td>4</td>
</tr>
<tr>
<td>POSC 225</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

The student is required to take a minimum of 3 credits in each category listed under Political Science, B.A. (American Government, International Politics and Political Theory).

Pre-Law, Minor

Mission

The mission of the Pre-Law minor is to provide a liberal arts-based introduction to courses in the law, government, and critical reasoning as a helpful start toward graduate work in the law and related fields.

Minor Requirements

A Pre-law minor is offered with the completion of 18 credits of upper-division courses.

General Education Recommendations

The Pre-Law student is encouraged to select the courses below in partial fulfillment of the General Education requirement. The Torrey Honors Pre-Law student is also encouraged to take some of these courses, if their schedules permit it, even though their General Education is otherwise fulfilled in the Torrey program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 281</td>
<td>3</td>
</tr>
<tr>
<td>HIST 108</td>
<td>3</td>
</tr>
</tbody>
</table>
Core Requirements
Choose 18 credits from the courses listed below:

- **HIST 307** The Colonial Period, American Revolution, 1607–1800
- **HIST 308** American Democracy, Civil War and Reconstruction, 1800–1877
- **HIST 401** The Rise of Modern America, 1877–1920
- **HIST 402** The United States Since 1920
- **POSC 406** Legislation
- **POSC 480** Studies in Political Science
- And:
  - **HIST 360** Economic History of the United States
  - **POSC 360** Economic History of the United States
- And:
  - **HIST 410** American Constitutional Law
  - **POSC 410** American Constitutional Law

Elective Recommendations
Additional courses can supplement preparation depending on the student’s individual areas of interest.

- **COMM 181** Introduction to Argumentation and Debate
- **BUSN 361** Business Law
- **COMM 254** Communication Theories

**Psychology, Minor**

**Minor Requirements**
A Psychology Minor is offered with the completion of 18 credits, 12 of which must be upper-division.

**Prerequisites**
The following course is a prerequisite to the minor and may not be applied toward the 18 credits:

- **PSYC 200** Introduction to Psychology

**Core Requirements**
The following course is required for the minor and may be applied toward the 18 credits:

- **PSYC 206** Psychology and Christian Thought

**Elective Requirements**
**CHOOSE** 15 credits of psychology electives, 12 of which must be upper-division.

**Science and Theology, Minor**

**Mission**
The mission of the Science and Theology minor is to provide students with a greater depth in the philosophy and history of science than is available in a standard science curriculum. This affords the student a rich background and context to best integrate science and theology.

**Minor Requirements**
A Science and Theology minor is available to students who are Chemistry, Physics, Engineering, or Biology department majors, who take the following courses:

**Core Requirements**
- **BBST 465** Integration Seminar
- **HIST 208** World Civilizations II
- **PHIL 214** Introduction to Philosophy
- **PHSC 401** History of Science
- **PHSC 402** Philosophy of Science

And take at least one of the following courses, which also count towards their Bible elective(s):

- **BBST 311 OR BBST 360** Biblical Backgrounds
- **BBST 312** Principles of Interpretation
- **BBST 320** Methods of Bible Study

A Science and Theology minor is available for non-science majors who take the following background science courses, in addition to the above:

- **BIOS 111** General Biology I
- **BIOS 113** General Biology I Laboratory
- **BIOS 112** General Biology II
- **BIOS 114** General Biology II Laboratory
- **CHEM 105** General Chemistry I
- **CHEM 120** Principles of Organic and Biochemistry
- **PHSC 111 AND PHSC 117** Physics I Laboratory
- **PHSC 132 AND PHSC 134** General Physics I Laboratory
- **PHSC 112 AND PHSC 118** Physics II Laboratory
- **PHSC 233 AND PHSC 237** General Physics II Laboratory
- **PHSC 234** General Physics III: Waves, Optics and Modern Physics

**Secondary Education, Minor**

**Minor Requirements**
Students must complete 18 credits to receive a Secondary Education minor.

The Secondary Education minor meets the majority of requirements for the California Preliminary Single Subject Teaching Credential. See the Professional Teacher Preparation section of the catalog under the Liberal Studies, Elementary Education, B.A. program.

**Core Requirements (18 Credits)**

- **LEDU 301** Introduction to Teaching
- **LEDU 330** Psychological Foundations of Education
- **LEDU 341** Methods of Teaching Linguistically Diverse Students
- **LEDU 425** Secondary Content Area Reading
- **LEDU 433** Single Subject Pedagogy
- **LEDU 436** Secondary Curriculum
- **LEDU 437** Secondary Curriculum Fieldwork
Social Justice, Human Rights and Conflict Transformation, Minor

Mission
The mission of the Social Justice, Human Rights and Conflict Transformation minor at Biola is to equip students with the unique tools for advocacy that they will need to effectively engage in integral mission marked by both the proclamation and demonstration of the Gospel to the “lost,” the “least” and the “last.” The minor encourages participants to carefully consider how our proclamation has social consequences and our social involvement has evangelistic consequences.

Minor Requirements
A Social Justice, Human Rights and Conflict Transformation minor is offered with the completion of 18 credits of approved courses, 12 of which must be upper-division (excluding BBST 465 - Integration Seminar); with an average grade of “C” or better.

Core Requirements
Six credits must be taken from core SIHR courses:
ANTH 342 Social Justice and Human Rights Credit(s): 3.
It is recommended that students minoring in Social Justice, Human Rights and Conflict Transformation take ANTH 342 before taking any other courses in the minor.

ANTH 415 Human Conflict Credit(s): 3.

And:
BBST 465 Integration Seminar Credit(s): 3.
All students in the minor will be required to take BBST 465 Integration Seminar: Justice, Advocacy and the Kingdom of God as a Bible elective.

Elective Requirements
Select four courses equaling 12 credits from the following elective list below. A maximum of two courses per discipline.

ANTH 200 General Cultural Anthropology Credit(s): 3.
ANTH 403 Economic Anthropology Credit(s): 3.
ANTH 407 Ethnicity, Identity and Memory Credit(s): 3.
ANTH 408 Language and Power Credit(s): 3.
ENGL 283 Race and Ethnicity in American Literature Credit(s): 3.
INCS 331 Peoples of Ethnic America Credit(s): 3.
INCS 332 Peoples of the World Credit(s): 3.
INCS 345 Introduction to International Development Credit(s): 3.
INCS 420 Intercultural Communication Credit(s): 3.
INCS 456 World Religions Credit(s): 3.
HIST 400 Studies in Developing Nations Credit(s): 3.
HIST 425 War and Civilization Credit(s): 3.
HIST 445 Africa: History, Peoples and Culture Credit(s): 3.
POSC 307 International Relations Credit(s): 3.
SOCI 302 Sociology of Gender Credit(s): 3.
SOCI 342 Ethnic and Minority Groups Credit(s): 3.
SOCI 348 Social Change in the Developing World Credit(s): 3.
SOCI 352 Social Inequality: Race, Class and Gender Credit(s): 3.

ANTH 470 Topics in Social Justice and Human Rights Credit(s): 3.
May be substituted for any one of the above electives, or courses in other departments cross-listed with it, or a department approved elective.

Social Work, Minor

Mission
The mission of the Social Work minor is to provide a broad preparation for students who desire to enter the helping professions.

Minor Requirements
A Social Work Minor is offered with the completion of 18 credits, of which 15 must be upper-division.

Core Requirements
The following courses are required:
SOCI 300 Social Work Credit(s): 3.
SOCI 367 Social Work Internship Credit(s): 3.

Choose one of the following:
SOCI 302 Sociology of Gender Credit(s): 3.
SOCI 320 Marriage and the Family Credit(s): 3.
SOCI 453 Sociology of Sexuality Credit(s): 3.

Elective Requirements
CHOOSE 9 credits of upper-division Sociology courses.

Sociology, Minor

Mission
The mission of the Sociology minor seeks to develop Christian scholars who can critically analyze social structures and their effects on human life, and who can apply this knowledge in working toward a world that embodies God’s justice and shalom.

Minor Requirements
A Sociology Minor is offered with the completion of 18 credits of sociology, of which 15 must be upper-division courses.

Elective Requirements
CHOOSE 18 credits of sociology, 15 credits must be upper-division courses.

Spanish, Minor

Minor Requirements
Students must complete 21 credits to earn a minor in Spanish (18 credits if they take the Heritage Speaker course sequence).

Competency Requirement
To enter the minor, students must have received at least a grade of B- in the most recent G.E. Spanish course or prove themselves to be at an intermediate level of language proficiency when tested by the department.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 220</td>
<td>Spanish for Spanish Speakers</td>
<td>3.0</td>
</tr>
<tr>
<td>OR</td>
<td>HUFS 210</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>OR</td>
<td>HUFS 230</td>
<td>Spanish Conversation and Composition</td>
</tr>
<tr>
<td>AND</td>
<td>HUFS 290</td>
<td>Introduction to Literature in Spanish</td>
</tr>
<tr>
<td>OR</td>
<td>HUFS 299</td>
<td>Faith, Life and Culture: Travel Practicum</td>
</tr>
<tr>
<td>OR</td>
<td>HUFS 322</td>
<td>Advanced Spanish for Heritage Speakers</td>
</tr>
<tr>
<td>OR</td>
<td>HUFS 330</td>
<td>Advanced Spanish Conversation and Composition</td>
</tr>
</tbody>
</table>

| Or | Drama: History and Application | 3.0 |
| OR | Translation | 3.0 |
Service Learning Project
One program-related service learning project is required for a minor in Spanish. This requirement is automatically satisfied by taking HUFS 385 Internship or by completing a semester-length study abroad program. It may also be fulfilled by other means with approval from the Department of Modern Languages.

Elective Requirements
Students may choose 2 electives that are 300-level courses and above. One of the electives must be a 400-level course in Spanish.

- HUFS 334 Community Spanish  
  Credit(s): 3.
- HUFS 390 Spanish in the Professions  
  Credit(s): 3.
- HUFS 391 Spanish for Health Care Professions  
  Credit(s): 3.
- HUFS 392 Spanish for Education and Helping Professions  
  Credit(s): 3.
- HUFS 393 Spanish for Pastoral and Nonprofit Professions  
  Credit(s): 3.
- HUFS 394 Spanish for Business Professions  
  Credit(s): 3.
- HUFS 395 Spanish for Communications Professions  
  Credit(s): 3.
- HUFS 396 Introduction to Hispanic Linguistics  
  Credit(s): 3.
- HUFS 410 Spanish American Literature  
  Credit(s): 3.
- HUFS 420 Spanish Literature  
  Credit(s): 3.
- HUFS 430 Spanish American Literature Since 1950  
  Credit(s): 3.
- HUFS 433 Seminar in Hispanic Linguistics  
  Credit(s): 3.
- HUFS 460 Studies in Spanish American Culture  
  Credit(s): 3.
- HUFS 470 Teaching Assistant Practicum  
  Credit(s): 2.
- HUFS 475 Directed Research  
  Credit(s): 1–3.
- HUFS 485 Internship  
  Credit(s): 3.
- HUFS 490 Seminar in Hispanic Studies  
  Credit(s): 3.

Additionally, students may select to take one elective from the list above and one elective from the list of courses below. These courses are program-related content courses that are taught in English and include:

- ENGL 481 Studies in World Literature  
  Credit(s): 3.
- HIST 312 History of Latin America  
  Credit(s): 3.
- HUFS 400 Survey of Hispanic Literature in Translation  
  Credit(s): 3.
- INAL 300 Introduction to Language and Linguistics  
  Credit(s): 3.
- INCS 332 Peoples of the World  
  Latin America only.  
  Credit(s): 3.

TESOL, Minor

Mission
English has become the most widely used language in the world today and there is great demand for trained professionals to teach with integrity. The mission of the TESOL minor is to prepare students for service in North America with immigrants, refugees, and international students, as well as for mission opportunities around the world through teaching English as a second or foreign language.

Minor Requirements
Students who complete 19 credits 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 credits must be completed at Biola University.

Students desiring the minor/certificate must complete a departmental application, usually after completing the courses listed below. A TOEFL score of 100 iBT or the equivalent, plus demonstrated oral and written proficiency, is required for non-native speakers of English.

Core Requirements

- INAL 300 Introduction to Language and Linguistics  
  Credit(s): 3.
- Students may take the cross-listing of INCS 310 or ENGL 351 to fulfill the INAL 300 requirement.
- INTE 309 Grammar for English Teachers  
  Credit(s): 3.
- INTE 421 Introduction to TESOL: Adult  
  Credit(s): 3.
  Student may take the cross-listing of ENGL 353 to fulfill the INTE 421 requirement.
- INTE 427 Materials Evaluation and Preparation  
  Credit(s): 3.
- INTE 441 Intercultural Communication for Teachers  
  Credit(s): 3.
- INTE 460 Communicating Values Through TESOL  
  Credit(s): 3.
- INTE 492 Practicum in TESOL I  
  Credit(s): 3.
TESOL, Certificate

To recognize the significance of the training received, a certificate is granted to those who complete 19 credits of prescribed TESOL coursework with a grade of “C” or higher. Sixteen of these credits 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.

Students interested in TESOL training may note that there is an unregulated market for a wide range of “certificates.” While Biola University-issued TESOL certificates are for year-long programs at the undergraduate and graduate levels, the department can also prepare certificates of completion for students who complete one or more courses. These certificates specify number of contact hours and topics covered.
Faculty and Courses
By Discipline
American Sign Language

Faculty

Chair: Amy Obrist, Ph.D.

Courses

HUFA 101 - Elementary American Sign Language
Basic principles and practice in the fundamentals skills of signs and fingerspelling from the ASL perspective for communication with the deaf. Grade Mode: A. Credit(s): 4.

HUFA 102 - Elementary American Sign Language
Basic principles and practice in the fundamentals skills of signs and fingerspelling from the ASL perspective for communication with the deaf. Prerequisite(s): 101 or equivalent. Students with high school American Sign Language should consult with the department for placement. Grade Mode: A. Credit(s): 4.

HUFA 201 - Intermediate American Sign Language
Designed for those who possess the basic skills of manual communication. Further instruction in the development of ASL vocabulary, fingerspelling, fluency, receptive and expressive skills. Prerequisite(s): 101, 102. Grade Mode: A. Credit(s): 4.

Anthropology

A division of Cook School of Intercultural Studies

Faculty

Dean: F. Douglas Pennoyer, Ph.D.
Chair: A. Sue Russell, Ph.D.
Professor: Hayward
Associate Professors: Campbell, Decker, Greene, McMahan, Pennoyer, Pittle, Russell
Assistant Professors: Langenwalter

Courses

ANTH 200 - General Cultural Anthropology
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. Includes practical applications to global problems such as AIDS, human rights, etc. Grade Mode: A. Credit(s): 3.

ANTH 215 - Introduction to Archaeology
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. Grade Mode: A. Credit(s): 3.

ANTH 222 - Physical Anthropology
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. Note(s): May be taken with ANTH 223 for a total of 4 credits of laboratory science credit. Grade Mode: A. Credit(s): 3.

ANTH 223 - Physical Anthropology Laboratory
A laboratory consisting of a hands on study of specimens and an examination of the relationship between human biology and the influence of culture. This laboratory accompanies ANTH 222 Physical Anthropology and is divided between observational and experimental approaches to the collection and interpretation of data. Frequent discussion of relevant issues is included. Lab Hours: 3 lab hours. Note(s): May be taken concurrently with ANTH 222, or in a subsequent semester. Grade Mode: A. Credit(s): 1.

ANTH 300 - Magic, Witchcraft and Sorcery
A treatment of conceptions of the supernatural, the functions of religion in society, religion and social control, the nature of religious ritual and paraphernalia, sacred places and religious practitioners. Grade Mode: A. Credit(s): 3.

ANTH 303 - Human Variation
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(s): 200, 222. Grade Mode: A. Credit(s): 3.

ANTH 304 - Human Osteology
Techniques in the basic identification of human skeletal remains, including aging, sex, race and stature reconstruction. Professional and ethical considerations related to handling human remains. Prerequisite(s): 200, 222. Grade Mode: A. Credit(s): 3.

ANTH 306 - Cognitive Anthropology
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. Grade Mode: A. Credit(s): 3.

ANTH 310 - Introduction to Linguistic Anthropology: Language, Culture and Society
This course is a holistic approach to language that addresses the interdependence of language 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. Grade Mode: A. Credit(s): 3.

ANTH 311 - Ancient Languages
Topics may include:
- Egyptian Hieroglyphic Texts: Reading basic Middle Egyptian inscriptions: religious/mythological, moral, historical and literary texts in light of their cultural context
- Maya Hieroglyphs and Archaearostronomy: Reading basic Maya Hieroglyphic inscriptions and codices. Ancient Mesoamerican archaeostronomical theory, observations and calendrical systems.
- Runelore of Old Northern Europe: Reading Norse, Anglo-Saxon and Old Irish Runic material. The place, development and uses of literacy among the early Germanic peoples and their neighbors; the religious world of the rune-using people (especially magic and mythology), interplay of Heathen and Christian traditions and worldviews in the early missionary encounter.
- Deciphering Ancient Scripts: Survey of types of writing systems, basic techniques of decipherment, and approaches to the investigation of epigraphic materials. Case studies may include Etruscan, Mycenaean Linear B and Minoan Linear A, Mesopotamian Cuneiform Scripts, Hittite and Ugaritic, Egyptian Hieroglyphs and Meroitic, Rongorongo; Mayan, Zapotec and Epi-Olmec; Indus Valley, the Phaistos Disk, the Voynich Manuscripts, etc.
- Reconstructing Lost Languages: Comparative Linguistics, philology, and linguistic reconstruction. Basic methodologies in historical and comparative linguistics, including types and universals of language change, methods of language reconstruction and causes and explanations of language change. Grade Mode: A. Credit(s): 3.

ANTH 312 - Archaeology Methods and Theories
Survey of approaches, methods and theory used in current and past archaeological research. The class addresses the use of assumptions, models, strategies and research designs. Prerequisite(s): 215 (current registration permitted). Grade Mode: A. Credit(s): 3.

ANTH 315 - Field Methods in Archaeology I
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. Grade Mode: A. Credit(s): 3.

ANTH 316 - Field Methods in Archaeology II
Enhanced course in the principles of archaeological field and laboratory process. The course focuses on the mapping, stratigraphy and specialized methods of data recovery archaeological data. Students are introduced to principles of leadership and organization of field archaeology, and professional and ethical conduct. When Offered: Fall. Prerequisite(s): 315. Grade Mode: A. Credit(s): 3.

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. Note(s): May be taken for a total of 6 credits with different content. Grade Mode: A. Credit(s): 1–3.
ANTH 321 - Prehistoric Cultures of North America
The origin and development of the cultures of the prehistoric peoples of North America and north of Mexico are explored using archaeological evidence. The class focuses on the development of regional and continent-wide patterns of human adaptation. Prerequisite(s): 200. Grade Mode: A. Credit(s): 3.

ANTH 325 - Comparative Folklore and Mythology
A cross-cultural comparison of the oral traditions of cultures including an examination of major themes, cultural uses of myth, and the anthropological analysis and interpretation of folk literature in society. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

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(s): 200. Grade Mode: A. Credit(s): 3.

ANTH 342 - Social Justice and Human Rights
An introduction to major themes and issues in the anthropological study of social justice and human rights. The class will consider matrix human rights violations will be considered from an anthropological perspective and in the light of Scripture. Various tools for engaging in social activism and advocacy, rescuing the oppressed and undertaking social justice and human rights interventions will be considered. Grade Mode: A. Credit(s): 3.

ANTH 345 - Ethnographic Field Methods
Techniques of field methods learned such as genealogies, participant observation, life history, mapping, structured interviews, etc. in preparation for the field practicum. Ethnographic research conducted as part of the course. Prerequisite(s): 200. Grade Mode: A. Credit(s): 3.

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. Prerequisite(s): 200, 345. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

ANTH 367 - Egyptian Archaeology
A survey of the archaeology and relevant texts of Ancient Egypt during the period of the Pharaohs, from the Predynastic period to Ptolemaic Egypt. Grade Mode: A. Credit(s): 3.

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, worldview, etc. Note(s): May be repeated with different course content. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

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. Prerequisite(s): 200. Grade Mode: A. Credit(s): 3.

ANTH 402 - Family, Kinship and Gender
Cross-cultural study of the basic human groups of family, kin and community, examining marriage patterns and gender roles within families. Grade Mode: A. Credit(s): 3.

ANTH 403 - Economic Anthropology
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. Grade Mode: A. Credit(s): 3.

ANTH 404 - Symbol and Ritual
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. Grade Mode: A. Credit(s): 3.

ANTH 405 - Human Paleontology
A survey of the human fossil record focusing on the functional and behavioral significance of important morphological changes within the fossil record. Prerequisite(s): 200, 222. Grade Mode: A. Credit(s): 3.

ANTH 406 - Bioarchaeology
An exploration of the theory and methods of the study and preservation of human skeletal remains from archaeological sites. Morality, ethical and legal issues which attend the recovery of such data are explored. Topics include nutrition, disease, injury, and population demography. Prerequisite(s): 200, 215. Grade Mode: A. Credit(s): 3.

ANTH 407 - Ethnicity, Identity and Memory
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, particularly among immigrant, refugee, and indigenous communities. 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. Grade Mode: A. Credit(s): 3.

ANTH 408 - Language and Power
A critical exploration of how language relates to power. The course will focus on (a) minority language rights and linguistic imperialism, language shift and maintenance, and linguistic ecology, as well as (b) political, media, gender, ethnic, age, and class language. Students will engage in critical analysis of various kinds of discourse in terms of linguistic articulation, maintenance and subversion of power relations. Grade Mode: A. Credit(s): 3.

ANTH 410 - Topics in Archaeology
Examination of a variety of issues related to archaeological issues either from a theoretical or practical perspective. These topics may include: Advanced Archaeological Methods, Specialized Field Methods in Archaeology, California Prehistory, Southwestern Archaeology, Archaeology of North America, Archaeology Laboratory Method, etc. Prerequisite(s): 215. Note(s): May be taken for a total of 6 credits with different content. Grade Mode: A. Credit(s): 1–4.

ANTH 415 - Human Conflict
Explores the "roots and fruits" of aggression, violence and conflict from an anthropological perspective. Examination of biological, ecological and other materialistic explanations for these phenomena, as well as patterns in learning, symbol using and structuring of society as they relate to conflict and its transformation. Consideration of violence, aggression and warfare in small-scale societies, ethnic conflict, cross-cultural case studies, and techniques for conflict mediation and intervention. Grade Mode: A. Credit(s): 3.

ANTH 420 - Topics in Urban Anthropology
Examination of the cultural adaptation resulting in the growth of cities, patterns of migration, social effects of urbanization, relationships to surrounding communities and the growth of megalopolis internationally. Note(s): May be repeated with different course content. Grade Mode: A. Credit(s): 3.

ANTH 430 - Field Excursion: Turkey, Greece and Rome
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(s): BBST 110. Grade Mode: A. Credit(s): 4.
ANTH 432 - Field Excursion: Israel
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(s): BBST 109. Grade Mode: A. Credit(s): 3.

ANTH 435 - Anthropology of Consciousness
A survey of theoretical, methodological and ethnographic topics geared toward developing a deeper anthropological understanding of cross-cultural experiences related to both normal and “altered” states of consciousness. We will explore topics including the neurophysiology of spiritual experience; trance; possession; shamanistic and mediumistic states; glossolalia; mystical traditions and a number of other “extraordinary” experiences, as well as develop a thoroughly Christian, cross-culturally valid approach to various ethnophenomenologies of mind, soul and spirit. When Offered: Fall. Grade Mode: A. Credit(s): 3.

ANTH 440 - Topics in Biological Anthropology
Selected topics in biological anthropology. Prerequisite(s): 200, 222. Note(s): May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

ANTH 450 - Internship in Archaeology
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. Prerequisite(s): 315. Grade Mode: A. Credit(s): 1–3.

ANTH 460 - Topics in Contemporary Anthropological Theory
An examination of various approaches to anthropology from 1950 to present. Topics may include neoevolutionist, symbiotic, psychological, postmodern, or feminist theoretical approaches. Prerequisite(s): 401. Note(s): May be taken for a total of 6 credits with different content. Grade Mode: A. Credit(s): 1–3.

ANTH 470 - Topics in Social Justice and Human Rights
Exploration of the contributions of anthropology and/or other academic disciplines to human rights and/or social justice considerations. Anthropological topics may include critical ethnography, cross-cultural approaches to developing international human rights standards, various forms of trafficking (human, organ, cultural heritage, etc.), genocide and ethnocide, anthropological ethics, representation and subjectivity in human rights and social justice contexts, universalism and relativism, anthropology of post-liberalism and neo-liberalism, cultural legitimacy, narrative approaches to transformational change, etc. Grade Mode: A. Credit(s): 3.

ANTH 480 - Directed Research in Anthropology
Individual directed research in anthropology on a specific topic or problem. Restriction(s): Must be Junior or Senior class. Note(s): May be taken for a total of 6 credits with different content. Grade Mode: A. Credit(s): 1–3.

ANTH 490 - Thesis
Research for and writing of a thesis under the supervision and guidance of an anthropology faculty member. Grade Mode: A. Credit(s): 1–6.

Applied Linguistics
A division of Cook School of Intercultural Studies

Faculty
Dean: F. Douglas Pennoyer, Ph.D.
Chair: John Liang, Ph.D.
Professor: Lessard-Clouston, Purgason
Associate Professors: Liang
Assistant Professor: Barber, Floyd

Courses
INAL 301 - General Articulatory Phonetics
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. Prerequisite(s): INAL 300 or INCS 310 or ENGL 351 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

INAL 302 - Phonetics and Phonology of English
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. Prerequisite(s): INAL 300 or INCS 310 or ENGL 351 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

INAL 313 - Language and Culture Learning
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. Cross-listed: INCS 313. Fee: $125. Grade Mode: A. Credit(s): 3.

INAL 403 - Introduction to Phonology
Introduction to the systematic arrangements and rules by which languages organize and alter their speech sounds. Prerequisite(s): INAL 300 or INCS 310 or ENGL 351 (concurrent registration permitted); INAL 301 or 302. Grade Mode: A. Credit(s): 3.

INAL 405 - Introduction to Syntax
Introduction to the patterns, regularities, and rule-governed alternations in grammar whereby words are organized into phrases, clauses, and sentences. Prerequisite(s): INAL 300 or INCS 310 or ENGL 351 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

INAL 437 - Introduction to Literacy
An overview of literacy in literate societies, including motivation, local authorship, orthography design, reading methodology, strategies for literacy programs and the relationship of literacy to social context. Grade Mode: A. Credit(s): 3.

INAL 446 - Introduction to Sociolinguistics
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. Prerequisite(s): 300 or equivalent. Grade Mode: A. Credit(s): 3.

INAL 452 - Field Methods in Linguistics
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. Prerequisite(s): INAL 300, 301, 403, 405. Fee: $100. Grade Mode: A. Credit(s): 3.

INAL 453 - 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. Prerequisite(s): INAL 300 or INCS 310 or ENGL 351. Grade Mode: A. Credit(s): 3.

INAL 454 - Field Methods in Second Language and Culture Learning
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. Grade Mode: A. Credit(s): 3.

INAL 480 - Directed Research
Independent study in various areas. Each student assigned to a faculty member for guidance and evaluation. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 1–3.

INAL 481 - Topics in Applied Linguistics
Topics are listed in the class schedule each semester. Courses may be repeated for credit with a different topic. Prerequisite(s): 300. Grade Mode: A. Credit(s): 1–3.

INAL 482 - Topics in Applied Linguistics
Topics are listed in the class schedule each semester. Courses may be repeated for credit with a different topic. Prerequisite(s): 300. Grade Mode: A. Credit(s): 1–3.
Applied Psychology

A division of Rosemead School of Psychology

Faculty
Dean: Clark D. Campbell, Ph.D.
Undergraduate Chair: Peter C. Hill, Ph.D.
Associate Professors: Van Lant

Courses

APSY 201 - Orientation to Applied Psychology
This is an orientation course for new Applied Psychology students. Students will explore the expectations and demands of the Applied Psychology major, including an extensive orientation of Biola University’s learning management system (LMS). Students will receive instruction on the use of APA formatting as it applies to written assignments within the program. An exploration of the challenges and opportunities presented by various post-baccalaureate educational and career options will also be discussed. Grade Mode: A. Credit(s): 1.

APSY 204 - Psychology and Christian Thought
An introduction to the nature and process of the application of Christian thought to the study and practice of psychology. Grade Mode: A. Credit(s): 3.

APSY 208 - Statistics with Computer Application
Students will explore basic descriptive and inferential statistics for social-psychological research and evaluation with an emphasis on computer application. Grade Mode: A. Credit(s): 3.

APSY 320 - Experimental Psychology
Students will be introduced to basic research design and evaluation methods. An analysis of the philosophy and methodology of the experimental method is considered. Students will complete an experimental research paper using APA guidelines and formatting. Note(s): This course must be passed with a "C" or better to fulfill requirements for graduation. Grade Mode: A. Credit(s): 3.

APSY 325 - Developmental Psychology: Lifespan
A study of the theory and research regarding human development from conception through death. Consideration will be given to the biological, psychological, cultural, and social influences on human development. Grade Mode: A. Credit(s): 3.

APSY 344 - Abnormal Psychology
Abnormal psychology is an exploration of the nature, causes and treatments of abnormal behavior, including the full range of mental disorders identified within the Diagnostic and Statistical Manual of Mental Disorders (DSM 5). This course is structured and designed to facilitate maximum exposure to the "real world" of psychopathology through diverse learning assignments and exploration of current events within the field of psychology. Grade Mode: A. Credit(s): 3.

APSY 352 - Psychology of Health and Well-Being
An overview of basic clinical and counseling techniques oriented toward psychological health and well-being will be explored. Students will examine the contributions of psychological research to the understanding, prevention, and treatment of a variety of health concerns. This course will also explore the nature of stress arising from work, family, mobility and cultural lifestyles. A particular emphasis will be placed on the benefit of a well-integrated spiritual life. Grade Mode: A. Credit(s): 3.

APSY 365 - Cognitive Psychology
This course is designed to introduce students to the research and theories of higher mental processes. Among the cognitive processes to be studied are problem solving, memory, language, attention, reasoning, and thinking. The physiological basis of cognitive processes will be discussed. Grade Mode: A. Credit(s): 3.

APSY 406 - Social and Cultural Psychology
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. Grade Mode: A. Credit(s): 3.

APSY 410 - Psychology in the Workplace
Focuses on a number of important psychological factors for effective performance in the workplace. Includes communication styles, developing conflict resolution skills, employee selection process, goal setting, time management, diversity and cultural sensitivity, stress management, and work conditions. Grade Mode: A. Credit(s): 3.

APSY 414 - Theories of Personality
An overview of personality theories including the primary representatives from the major schools: analytic psychodynamic, humanistic-existential, and cognitive-behavioral. Integrative content will be emphasized throughout the course. Grade Mode: A. Credit(s): 3.

APSY 417 - Counseling Techniques
An overview of basic clinical interviewing and counseling techniques from both didactic and experimental perspectives. Topics include methods and theories in counseling, roles in the counseling relationship, legal considerations, dealing with resistance, cultural awareness and ethical issues related to counseling. Grade Mode: A. Credit(s): 3.

APSY 420 - Psychology of Marriage and Family Life
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. Grade Mode: A. Credit(s): 3.

APSY 470 - Current Topics in Psychology
Reading, research and discussion of selected topics in the field of psychology. Grade Mode: A. Credit(s): 1–3.

Art

Faculty
Chair: Daniel Callis, M.F.A.
Professors: Callis, Krammes
Associate Professor: Anderson, Chang, Puls, Simonson

The Department of Art is accredited through the National Association of Schools of Art and Design (NASAD).

Courses

ARTS 100 - Art Appreciation
An introduction to the history of visual art, art criticism and aesthetics; a visual analysis of works of art; comparative studies on selected paintings and sculptures. Note(s): Meets GE Fine Arts requirement. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 107 - Drawing I
An introduction to drawing, perspective, line, shape, value texture and composition. Note(s): Meets GE Fine Arts Requirement. Must be taken at Biola University. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 108 - Figure Studies I
An introduction to the fundamentals of drawing the human figure from gesture to finished work. This course focuses on the structure and dynamics of the human body and its expressive potential. Note(s): Meets GE Fine Arts Requirement. Must be taken at Biola University. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 109 - Digital Tools
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. Grade Mode: A. Credit(s): 3.

ARTS 110 - 2-D Design
A foundational course establishing visual design concepts through the examination and application of the elements and principles of two-dimensional design. Note(s): Meets GE Fine Arts requirement. Must be taken at Biola University. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 111 - 3-D Design
A foundational course establishing visual design concepts through the examination and application of the elements and principles of three-dimensional design. Note(s): Meets GE Fine Arts requirement. Must be taken at Biola University. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 112 - 4-D Design
An introduction to time—the fourth dimension—and timebased artworks, including installation, performance art and video. Studio exploration with an emphasis on historical and current issues as they apply to individual direction and expression. Prerequisite(s): 110, 111. Note(s): Meets GE Fine Arts requirement. Must be taken at Biola University. Fee: $90. Grade Mode: A. Credit(s): 3.
ARTS 116 - History of Western Art I:
Prehistoric Through Renaissance
The first of a two-part survey of Western visual art and architecture, this course explores the ancient origins of Western art as well as its expressions in the Medieval and Renaissance periods. Works of art are discussed in terms of style, meaning, and social context. Prerequisite(s): ARTS 112. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 211 - Ceramics I
An introduction to basic hand building and wheel throwing techniques. Formulation of basic glaze applications and ceramics firing processes are emphasized. Note(s): Meets GE Fine Arts requirement. Must be taken at Biola University. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 212 - Photography I-Introduction to Darkroom and Digital Processes
A survey of contemporary art photography, introducing the practices of darkroom, digital, black and white, and color photography, with an emphasis on technical and conceptual aspects. Prerequisite(s): ARTS 210. Note(s): Highly recommended that students own or have access to both 35mm film and digital SLR cameras. Meets GE Fine Arts requirement. Must be taken at Biola University. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 213 - Painting I
An introduction to basic color theory and oil painting techniques. Emphasis on observational representation including still-life, landscape and figure. Prerequisite(s): ARTS 210. Note(s): Meets GE Fine Arts requirement. Must be taken at Biola University. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 219 - Typography I
A study of and use of letter forms and their direct application to the typographic ideas of contrast, hierarchy, and grids. Students build skills for the art of typesetting and typographic layout, and for expressive typography and conceptual thinking. Prerequisite(s): ARTS 211. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 221 - Painting II
A critical exploration of current graphic design trends 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(s): ARTS 211, 217, 221. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 321 - Historical Development of Design
A study of design and use of letter forms and their direct application to the typographic ideas of contrast, hierarchy, and grids. Students build skills for the art of typesetting and typographic layout, and for expressive typography and conceptual thinking. Prerequisite(s): ARTS 211. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 326 - Printmaking
An introduction to the history, principles and techniques of printmaking such as relief, letterpress, intaglio, monoprinting and alternative printing methods. Students will investigate print processes and materials in order to develop visual concepts and personal imagery. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 327 - Installation and Performance Art I
Interdisciplinary studio exploration in installation and performance studies. Course focuses on studio practice with an emphasis on the history of installation and performance art. Prerequisite(s): ARTS 212. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 330 - Graphic Design Forms I
A critical exploration of current graphic design trends 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(s): ARTS 211, 217, 221. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 334 - Photography II
Advanced Black and White Photography
Focused exploration of black and white photography covering its creative, technical and historical aspects. Emphasis is placed on darkroom techniques, some advanced digital black and white also explored. Prerequisite(s): ARTS 211. Note(s): Highly recommended that students own a 35mm SLR camera. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 337 - Typography II
An application of typographic principles to applied communication design projects. Skills for a building typographic relationships with text, content and image are refined. Students also investigate the application of type in a variety of media and dimension, exploring the possibilities of conceptually-based typographic design. Prerequisite(s): ARTS 317. Fee: $90. Grade Mode: A. Credit(s): 3.

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(s): ARTS 212. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 344 - Contemporary Photographic Practices
Advanced studio exploration in contemporary photographic trends, including mixed media, installation, collaboration, and various new media. Prerequisite(s): ARTS 221, 316. Note(s): Highly recommended that students own or have access to a digital SLR camera. Fee: $90. Grade Mode: A. Credit(s): 3.

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 and on the history of video and film art. Prerequisite(s): ARTS 221. Note(s): Students are recommended to provide their own video cameras. Fee: $90. Grade Mode: A. Credit(s): 3.
ARTS 352 - Installation and 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(s): 327. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 354 - Video Art II
Advanced studio exploration in video art studies. Emphasis placed on the history of video and film art. Prerequisite(s): 348. Note(s): Students are recommended to provide their own video cameras. Fee: $90. Grade Mode: A. Credit(s): 3.

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(s): 307. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 410 - Seminar in Art
Individual or group study under faculty direction with an emphasis in art history, studio and creative research. Note(s): Seminars may be repeated for credit. Grade Mode: A. Credit(s): 1–6.

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(s): 308. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 415 - Sculpture III
Advanced sculptural concepts emphasizing individual development of style, aesthetic ideas, and continuation of media exploration. Prerequisite(s): 305. Fee: $90. Grade Mode: A. Credit(s): 3.

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 include consideration of art history and its influence within communication design practice. Prerequisite(s): 314, 317. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 426 - History and Criticism of Photography
A focused study on the movements, practitioners (both artists and inventors), and critical theories connected to the history of photography from its invention in the 19th century to the present day. Emphasis is placed on exploring photography’s enduring impact on the socio-political, philosophical, and cultural developments of the modern and post-modern era. Fee: $60. Grade Mode: A. Credit(s): 3.

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(s): 314, 317. Fee: $90. Grade Mode: A. Credit(s): 3.

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(s): 423. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 432 - Advanced Integrative Photography
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(s): 316, 334. Fee: $90. Grade Mode: A. Credit(s): 3.

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 in regards to contemporary art. Prerequisite(s): 126, 311, 315. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 434 - Interdisciplinary Investigations
A cross-discipline studio and theory seminar focusing on individual and collaborative thematic investigations. Restriction(s): Must be Junior or Senior class. Fee: $90. Grade Mode: A. Credit(s): 3.

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(s): 333, 423. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 440 - Senior Seminar
Senior-level cross-emphasis studio and theory investigation. Individual direction is navigated thorough critique and discourse. Restriction(s): Must be Senior class. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 441 - Critical Thought
An intensive, reading seminar focusing on writings that have influenced contemporary art criticism and theory. Course focuses on specific authors and/or themes that have impacted the production and discussion of art within the 21st Century. Prerequisite(s): 126, 311, 315. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 442 - Web Design II
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(s): 428. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 450 - Internship
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. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

ARTS 462 - Advanced Studio Practicum
Independent research in advanced studio practices under the direction of a faculty member. Note(s): See academic advisor prior to registration. Practicum may be repeated for credit. Fee: $60. Grade Mode: A. Credit(s): 1–3.

ARTS 464 - Advanced Studio Practicum
Independent research in advanced studio practices under the direction of a faculty member. Note(s): See academic advisor prior to registration. Practicum may be repeated for credit. Fee: $60. Grade Mode: A. Credit(s): 1–3.

ARTS 475 - Culmination
Course is a culmination of student’s art practice, critical theory, and practical survival skills needed to become a professional artist. Meetings and discussions 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. Restriction(s): Must be Senior class. Fee: $90. Grade Mode: A. Credit(s): 3.

Biblical and Theological Studies
A division of Talbot School of Theology

Faculty
Dean: Clinton E. Arnold, Ph.D.
Dean of the Faculty: Scott B. Rae, Ph.D.
Associate Dean: Douglas Huffman, Ph.D.
Chairs: Old Testament David Talley, Ph.D.
Systematic Theology Erik Thoennes, Ph.D.
New Testament Matthew Williams, Ph.D.
Professors: Berding, Curtis, Horner, Huffman, Langer, Lunde, Pierce, Talley, Thoennes, Williams
Associate Professors: Anizor, Draycott, Jung, Lee-Barnewall, Lockett, McKinley, McMartin, Oakes
Assistant Professors: Lister, Trimm, Volkmer

Biblical Studies Challenge Exams
Challenge exams are designed for those who have a working knowledge of the course content as a result of prior learning (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. Exams are available for
Grades are recorded on a credit or no credit basis only. No re-takes in order for the student to receive credit for the challenge exam. Exams are given in two parts, written and oral. Successful performance must be attained on both 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 103 - Biblical Interpretation and Spiritual Formation
Equipping to interpret and apply the Bible in accurate and dynamic ways for spiritual transformation and character formation. Note(s): Must be completed during the first year. Grade Mode: A. Credit(s): 3.

BBST 105 - Foundations of Christian Thought
Introduction to theology with special emphasis on learning to do theology, understand the doctrine of Scripture, introduce the integration of various fields of knowledge with the Bible, and see the importance and development of a Christian worldview. Note(s): Must be completed during the first year. Grade Mode: A. Credit(s): 3.

BBST 109 - Old Testament History and Literature
An overview of the Old Testament with emphasis on the purpose of the writers; history and culture; literary genre, structure, and themes; persons and events, and practical application for Christian living. Grade Mode: A. Credit(s): 3.

BBST 110 - New Testament History and Literature
An overview of the New Testament with emphasis on the purpose of the writers; history and culture; literary genre, structure, and themes; persons and events; and practical application for Christian living. Grade Mode: A. Credit(s): 3.

BBST 150 - Old Testament Survey
An overview of the Old Testament focusing on book outlines, key themes, persons and events in biblical history, and personal application. Note(s): BOLD students only. Grade Mode: A. Credit(s): 4.

BBST 220 - Guided Study
For those needing credits to complete their Bible requirement. Reading with written reports on biblical and/or theological subjects. Grade Mode: A. Credit(s): 1–3.

BBST 251 - Theology I
The Biblical doctrines of God, Christ, man, and sin, with reference to the history and development of Christian theology. Prerequisite(s): 103, 105. Grade Mode: A. Credit(s): 3.

BBST 254 - Theology II
The Biblical doctrines of salvation, the Holy Spirit, the church, and last things, with reference to the history and development of Christian theology. Prerequisite(s): 103, 105. Grade Mode: A. Credit(s): 3.

BBST 301 - Biblical Studies Research Seminar
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. Note(s): Required of Bible majors. Bible majors only. Must be taken within the first two years at Biola. Grade Mode: A. Credit(s): 3.

BBST 306 - Early Christian History - Acts
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. Prerequisite(s): 103, 105, 110. Grade Mode: A. Credit(s): 3.

BBST 311 - Biblical Backgrounds
Contributions of archeology, geography, culture, and history to biblical interpretation. Note(s): May include abroad-study in lands of the biblical world. Bible majors only. Grade Mode: A. Credit(s): 3.

BBST 312 - Principles of Interpretation
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. Prerequisite(s): 103, 105. Restriction(s): Must be a Bible (BBLE) major. Note(s): Required of Bible majors. Grade Mode: A. Credit(s): 3.

BBST 320 - Methods of Bible Study
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: CEDD 320. Prerequisite(s): 103. Grade Mode: A. Credit(s): 3.

BBST 330 - Jesus’ Life and Ministry
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(s): 110. Grade Mode: A. Credit(s): 3.

BBST 340 - Guided Study
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. Grade Mode: A. Credit(s): 1–3.

BBST 341 - Life and Letters of Paul
Authorship, occasion of writing, themes, theological issues, literary structure and content of Paul’s writings set in the context of Paul himself and his mission. May focus on a smaller unit such as Prison or Pastoral Letters. Prerequisite(s): 103, 105, 110. Grade Mode: A. Credit(s): 3.

BBST 342 - Gospel of John
Authorship, occasion of writing, themes, theological issues, literary structure and content of the Gospel of John. Prerequisite(s): 103, 105, 110. Grade Mode: A. Credit(s): 3.

BBST 343 - General Letters
Authorship, occasion of writing, themes, theological issues, literary structure and content of non-Pauline letters. Prerequisite(s): 103, 105, 110. Grade Mode: A. Credit(s): 3.

BBST 360 - Pentateuch
Mosaic authorship, historical and cultural backdrop, themes, theological issues, literary structure and content. Prerequisite(s): 103, 105, 109. Grade Mode: A. Credit(s): 3.

BBST 371 - Early History of Israel
Selected biblical books or topics from the period of the conquest through the establishment of David’s kingdom, focusing on historical, cultural and theological issues that aid in interpreting events and texts. Prerequisite(s): 103, 105, 109. Grade Mode: A. Credit(s): 3.

BBST 372 - Later History of Israel
Selected biblical books or topics from the period of the kings and prophets from Solomon through the return from exile, emphasizing historical, cultural and theological issues that aid in interpreting events and texts. Prerequisite(s): 103, 105, 109. Grade Mode: A. Credit(s): 3.

BBST 380 - Wisdom and Poetic Literature
Authorship, date of writing, historical and cultural backdrop, themes, theological issues, literary structure and content of Job through Song of Songs. Prerequisite(s): 103, 105, 109. Grade Mode: A. Credit(s): 3.

BBST 391 - Major Prophets
Authorship, date of writing, historical and cultural backdrop, themes, theological issues, literary structure and content. Prerequisite(s): 103, 105, 109. Grade Mode: A. Credit(s): 3.

BBST 392 - Minor Prophets
Authorship, date of writing, historical and cultural backdrop, themes, theological issues, literary structure and content. Prerequisite(s): 103, 105, 109. Grade Mode: A. Credit(s): 3.

BBST 413 - Biblical Theology Seminar
Focus on exploring the methodology of biblical theology, both deductively and inductively, with the goal of attaining an awareness of its central issues and a competence in the exegetical-theological skills it requires. Prerequisite(s): BBST 109, 110, 251, 254, 301, 311, 312; and BLSG 101 and 102; or BLHE 101 and 102. Restriction(s): Must be a Bible (BBLE) major. Grade Mode: A. Credit(s): 3.

BBST 414 - Systematic Theology Seminar
Focus on engaging a single topic of biblical revelation with attention to the exegetical, philosophical, and practical dimensions in a systematic theology discourse. Prerequisite(s): BBST 109, 110, 251, 254, 301, 311, 312; BLSG 101 and 102; or BLHE 101 and 102. Restriction(s): Must be a Bible (BBLE) major. Grade Mode: A. Credit(s): 3.

BBST 430 - Advanced Study: New Testament
Independent student research and writing in addition to a seminar style classroom atmosphere for the study of selected texts and/or topics. Prerequisite(s): 103, 105, 110. Note(s): May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

BBST 440 - Advanced Study: Old Testament
Independent student research and writing in addition to a seminar style classroom atmosphere for the study of selected texts and/or topics. Prerequisite(s): 103, 105, 109. Note(s): May be repeated with different content. Grade Mode: A. Credit(s): 1–3.
BBST 450 - Advanced Study: Systematic Theology
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. Prerequisite(s): 103, 105, 251, 254. Note(s): May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

BBST 455 - Pauline Theology: Romans
Study of Paul's theology and worldview as contained in the book of Romans, with special attention given to introductory and historical matters. Prerequisite(s): 103, 105, 110, 251, 254. Restriction(s): Must be a Bible (BBLE) major. Grade Mode: A. Credit(s): 3.

BBST 458 - Theology of Mission

BBST 465 - Integration Seminar
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 members and by the professor. Prerequisite(s): 103, 105, 109, 110, 251, 254. Note(s): May be taken for a total of 6 credits counted toward graduation with different content. Grade Mode: A. Credit(s): 3.

BBST 480 - Directed Research
Guided independent reading, research, problem-solving and preparation of a formal paper or project done in consultation with a selected professor. Note(s): May be taken for a total of 6 credits counted toward graduation of 480 and 490. Grade Mode: A. Credit(s): 1–3.

BBST 490 - Practicum
Supervised experience in teaching biblical studies. Includes course preparation, observation and evaluation. Note(s): May be taken for a total of 6 credits counted toward graduation of 480 and 490. Grade Mode: A. Credit(s): 1–3.

Biological Sciences

Faculty
Chair: Matt Cruzen, Ph.D.
Associate Professors: Billock, Cruzen, Ebeling, Havoorianj, Tresser
Assistant Professors: McReynolds, Varamini

English Requirements
Students wishing to enroll in any courses in the Biological Sciences must be eligible to take ENGL 112 or 113 or must have the permission of the instructor to take the course.

Courses

BIOS 100 - Biological Principles: Lecture
A survey of biological principles including: the cell, zoology, ecology, human anatomy, genetics, and origin of life theories. Restriction(s): May not be a Biological Science (BIOS, BCHM, BIES, BHIB) major. Note(s): No lab is required, but BIOS 110 is the lab course designed to accompany this course. BIOS 100 without the lab (110) will not receive transfer credit at most other universities. Approved for General Education Science credit. Grade Mode: A. Credit(s): 3.

BIOS 103 - Introduction to Environmental Science
An interdisciplinary approach to the study of the environment using concepts from ecology, biology, chemistry, geology, the social sciences and Scripture to understand the interplay of natural resources, how humans are affecting the environment, and how to deal with environmental problems. Note(s): Approved for General Education Science credit. Grade Mode: A. Credit(s): 3.

BIOS 110 - Observational Biology Laboratory
Observational and investigative approach to surveying a range of biological organisms and examining selected human systems. Note(s): Three hours lab, one hour lecture/discussion designed to be taken with Biology 100. Not open to BIOS, BHIB, BCHM and BIES majors. Approved for General Education Science Credit. Fee: Lab $75. Grade Mode: A. Credit(s): 2.

BIOS 111 - General Biology I
Introductory course for majors emphasizing the principles of cellular and molecular biology, genetics, and development. Corequisite(s): BIOS 113. Grade Mode: A. Credit(s): 3.

BIOS 112 - General Biology II
Introductory course for biological science majors emphasizing the principles of systematics and biodiversity, population genetics and origins theories, ecology, and anatomy and physiology. Corequisite(s): BIOS 114. Note(s): Approved for General Education science credit. Grade Mode: A. Credit(s): 3.

BIOS 113 - General Biology I Laboratory
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. Corequisite(s): BIOS 111. Fee: $75. Grade Mode: A. Credit(s): 1.

BIOS 114 - General Biology II Laboratory
This laboratory, which accompanies General Biology II, will involve dissection as well as experimentation. A field project involving the La Mirada Creek is included. Corequisite(s): BIOS 112. Note(s): Approved for General Education science credit. Fee: $75. Grade Mode: A. Credit(s): 1.

BIOS 120 - Current Topics in Biology
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 humanity’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. Plant/Animal Studies: An investigative and/or identification approach to studying selected plant and/or animal groups. (See also BIOS 362). Note(s): Approved for General Education Science Credit. Grade Mode: A. Credit(s): 3.

BIOS 130 - Seminar in Biological Science
On-line course in which students discuss current topics in biology through weekly literature searches and interactive on-line postings. Note(s): Not open to BIOS, BCHM, BHIB and BIES majors. Approved for General Education Science Credit. Grade Mode: A. Credit(s): 1–2.

BIOS 200 - Sophomore Writing Seminar
Writing for competency in the biological sciences. Students will get instruction and practice in science writing for the biological sciences as well as the two portions of the writing competency requirement. At the end of the course, students will take the timed writing portion of the writing competency requirement. Prerequisite(s): BIOS 111 or BIOS 112; and ENGL 100 or ENGL 112. Note(s): This course is required for all biological sciences, human biology and environmental science majors. It is highly recommended that this course be taken during the student’s sophomore year, but it may be taken later. Grade Mode: A. Credit(s): 1.

BIOS 222 - Botany
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. Lecture/ Lab Hours: Three hours lecture, four hours laboratory. There will be some Saturday field trips. Prerequisite(s): BIOS 100 and 110; or BIOS 112 and 114. Fee: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 236 - Principles of Human Anatomy and Physiology
An introduction to the structure and the function of the systems of the human body. Integration and interaction of these systems in maintaining homeostasis will be a point of focus. Laboratories will provide students the opportunity to observe and interact with human anatomical structures as well as perform relevant physiological experiments. Restriction(s): May not be freshman class. May not be a Biology, Human Biology, Biochemistry, Environmental Science, Nursing or Kinesiology major. Note(s): Approved for General Education Science Credit. Fee: $75. Grade Mode: A. Credit(s): 4.
BIOS 281 - Physiology
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 includes human system analysis and electrophysiology. Lecture/Lab Hours: Three hours lecture, one hour pre-lab, three hours laboratory. Prerequisite(s): BIOS 106 or CHEM 112. Fee: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 282 - Microbiology
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. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Prerequisite(s): CHEM 106 or CHEM 112. Fee: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 290 - Natural History of Marine Mammals
Biological and natural history of marine mammals with special emphasis on California species. Note(s): Approved for General Education Science Credit. Grade Mode: A. Credit(s): 1.

BIOS 302 - Vertebrate Biology
The biology of vertebrates, stressing structure and function. Laboratory dissection of representative vertebrates emphasizes comparative anatomy. Prerequisite(s): BIOS 100 and 110; or BIOS 112 and 114. Fee: $75. Grade Mode: A. Credit(s): 4.

BIOS 303 - Ecological Agriculture
Environmental analysis of natural resources in relation to people and policy. Focus is on ethnobotany, ecological agriculture, and land stewardship. Employs a discussion format both in classroom and field settings. Emphasis on grappling with difficult practical and ethical problems. Note(s): Au Sable offering. Grade Mode: A. Credit(s): 4.

BIOS 305 - Global Development and Ecological Sustainability
Environmental analysis and natural resources analysis in relation to society and developmental issues. Focus on ecological sustainability and sustainable society in the context of various factors that are bringing environmental degradation and impoverishment of people and cultures. Topics include tropical agriculture, hunger, poverty, international debt, appropriate technology, relief programs, missionary earthkeeping, conservation of wild nature, land tenure and land stewardship. Employs a discussion format grappling with difficult practical and ethical issues and requires depth and personal thought. Note(s): Au Sable offering. Grade Mode: A. Credit(s): 4.

BIOS 306 - Land Resources
Systems level perspective on landforms and ecosystems. Includes analysis and interpretation of field data, remotesensing data derived from satellites and aircraft and geological information systems (GIS). Field trips to and analysis of forests, wetlands, lakeshores, and rivers. Includes application to policy and land use planning. Note(s): Au Sable offering. Grade Mode: A. Credit(s): 4.

BIOS 307 - Water Resources (Limnology)
Field study of lakes and other freshwater systems with applications to planning and management. Includes an introduction to limnology and investigation of representative lakes, streams, and wetlands of the region and compares the North American Great Lakes with other great lakes of the world and their stewardship. Note(s): Au Sable offering. Grade Mode: A. Credit(s): 4.

BIOS 310 - Prosection
An introduction to the human body through dissection and demonstration of a selected portion of a human cadaver. Lecture/Lab Hours: Thirty hours of laboratory. Note(s): Special Approval Required. May be taken for a total of 2 credits. Fee: Dissection $75. Grade Mode: A. Credit(s): 1–2.

BIOS 311 - Neurobiology
Discusses the embryology of the nervous system, the structure and function of the different cells of the nervous system and transmission by neurons. Emphasis on understanding cellular organization and neurophysiology of major subsystems of the vertebrate nervous system. Prerequisite(s): BIOS 100 or 111 or 112; and CHEM 106 or 112. Grade Mode: A. Credit(s): 3.

BIOS 312 - Cell and Molecular Biology
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. Prerequisite(s): BIOS 111 and 113; and CHEM 301 and 311, or CHEM 320. Grade Mode: A. Credit(s): 3.

BIOS 314 - Nutrition and Metabolism
Study of molecular structure, absorption and cellular use of macro and micro nutrients as well as dietary deficiencies and disorders. Analyzes food production, distribution, preparation and digestion. Human health is emphasized. Laboratory includes food analysis, preparation and field trips. When Offered: Spring. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Prerequisite(s): 111 and 113; CHEM 301 or CHEM 320. Fee: $75. Grade Mode: A. Credit(s): 4.

BIOS 318 - Biostatistics
Prepares the student for biostatistical application essential to practice in evidence-based professions. Content includes: descriptive statistics; probability theory and rules; discrete and continuous probability distributions; sampling distributions; confidence intervals; hypothesis testing; experimental design; ANOVA; linear and multiple regression; contingency table analysis; non-parametrics; survival analysis; discussion of the use of statistics in journal articles. Note(s): BIOS 318 is an upper-division elective, cross-listed with MATH 318, which is a supporting science. Academic advisement strongly recommended prior to course selection. Grade Mode: A. Credit(s): 3.

BIOS 322 - Laboratory in Cell and Molecular Biology
Practical application of traditional and current laboratory techniques used in research and industry, including microscopy, scanning electron microscopy, histology, chromosomal analysis, tissue cell culture, isolation and purification of DNA, RNA and proteins, PCR, proper documentation and protocols and other laboratory writing skills are emphasized. Lecture/Lab Hours: Six hours of laboratory, one hour discussion. Prerequisite(s): BIOS 111 and 113; CHEM 301 and 311, or CHEM 320. Fee: Lab $75. Grade Mode: A. Credit(s): 2.

BIOS 325 - Environmental Microbiology
Microorganisms exist in all areas of nature, ranging from soils and waters to extreme environments, which are too harsh for the existence of humans, animals or plants. Understanding the role played by microorganisms in these environments is critical to our survival and quality of life. Such roles include cycling of elements, breakdown of organic material and pollutants, contribution to geological processes, causing diseases, water quality and waste water treatment, and the biodeterioration of materials. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Prerequisite(s): BIOS 103; and CHEM 106 or 112. Fee: $75. Grade Mode: A. Credit(s): 4.

BIOS 326 - Sciences CSET Preparation
Review of the subject matter in the California Subject Examinations for Teachers (CSET) Science subtest exams. Test-taking strategies. When Offered: Fall. Note(s): May be taken for a total of 3 credits. Only 1 credit may count towards degree. Grade Mode: A. Credit(s): 1.

BIOS 332 - Genetics
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. Lecture/Lab Hours: Three hours lecture, four hours lab. Prerequisite(s): CHEM 301 and 311; or CHEM 320. Fee: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 335 - Field Biology
Systematics, distribution, behavior and ecology of the common plants and animals of the selected domestic or international site or region. Emphasis is on the site’s biodiversity, ecology, and associated conservation issues. Trips to domestic sites may occur during Interterm or Summer terms, as well as on Saturdays or weekends during the school year. Domestic sites may include the LA region, the Sierra, the Grand Canyon, and the Channel Islands. Trips to international sites may occur in the Interterm or Summer term and may include studies world-wide. Both domestic and international sites will vary from year to year based on faculty interest and student support and enrollment. Note(s): Students taking this course for general education will have different assignments than BIOS and BIES majors. Credits vary based on different lengths of time at the study site. Fee: Varies by location and duration of trip(s). Grade Mode: A. Credit(s): 1–4.
BIOS 351 - Invertebrate Biology
Taxonomy and morphology of invertebrate phyla; laboratory dissection of invertebrates. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Prerequisite(s): BIOS 100 and 110; or BIOS 112 and 114. Fee: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 352 - Marine Biology
Introduction to oceanography, marine plant and animal diversity, and ecological relationships. Lab sessions will include field trips. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Prerequisite(s): BIOS 100 and 110; or BIOS 112 and 114. Fee: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 353 - Environmental Ethics
Investigation of contemporary problems in environmental stewardship including the use of renewable and nonrenewable natural resources, pollution, appropriate land use and development, third world concerns, and preservation of wild nature. In addition to developing a Christian environmental ethic from a stewardship perspective, the course considers such movements and issues as deep ecology and ecofeminism, animal rights, wilderness ethics, wildlife management, biodiversity, and agro-ecology. Emphasis on considering concrete, current ethical debate. Note(s): Biola or Au Sable offering. Grade Mode: A. Credit(s): 4.

BIOS 354 - Bioethics
The dilemmas of dangerous knowledge in environmental and medical activities are investigated, including stem cell research and applications, fetal tissue research, human gene manipulation, transgenic bioengineering, genetically modified crops, release of bioengineered organisms into natural ecosystems, and emerging disease, the ethics of environmental activism, and the religious roots of ethical values. This course uses a seminar format in which topics are presented by student teams including presentations, panel discussions, and debate. Current attempts to develop a theological basis for bioethics are considered. Note(s): Au Sable offering. Grade Mode: A. Credit(s): 4.

BIOS 355 - Environmental Health: An Ecological Perspective
Introduction to the fundamentals of environmental health, with an introduction to environmental epidemiology and environmental medicine. Environmental pollutants and their sources, effects of environmental pollution on the environment and public health, environmental control agencies, methods of pollution control, environmental law and policy, environmental and public health research agencies, environmental epidemiology, environmental medicine, and environmental stewardship are included. Field trips and lab assignments complement the materials covered in lectures. Note(s): Au Sable offering. Grade Mode: A. Credit(s): 4.

BIOS 360 - Principles of Geographic Information Systems
This course will provide an understanding of the importance of geographic information systems software (GIS) that is used worldwide to create maps and analyze digital data and photos for use in many disciplines. Within the biological and environmental sciences it is used in environmental impact reports, city or regional planning, and species and ecosystem management plans. Students will create maps and analyze data gained from the web or created by themselves. Lecture/Lab Hours: Three hours lecture, four hours laboratory, weekly. Restriction(s): May not be Freshman class. Note(s): Must have good computer skills and be familiar with Microsoft Excel. Fee: $75. Grade Mode: A. Credit(s): 4.

BIOS 362 - Natural History of Southern California
A field-oriented course to study and identify the common plants and animals found within the major plant and animal communities of Southern California. Lecture/Lab Hours: Two hours lecture, four hours laboratory/field, including one or two extended field trips. Prerequisite(s): BIOS 100 and 110; or BIOS 112 and 114. Fee: Transportation fee varies. Grade Mode: A. Credit(s): 3.

BIOS 371 - Conservation Biology
Principles of conservation biology with applications to sustainable human society and biospheric integrity. An integrative approach to biology and society that interrelates population biology, ecological principles, biogeochemical cycles, ecosystem functions, and human society in the context of biospheric degradation. The course develops a stewardship perspective rooted in biological principles and directed at conservation of plant and animal species, biotic communities, ecosystems, and human society. Included are topics of human development, poverty, and economic growth. Note(s): Biola and Au Sable offering. Grade Mode: A. Credit(s): 4.

BIOS 372 - Restoration Ecology
Ecological and theoretical foundations for ecosystem and biotic community restoration. This course develops ecological principles for ecosystem restoration and applies them to redeeming and restoring degraded and damaged ecosystems and endangered species. Field studies include analysis of restoration and rehabilitation work with Kirtland Warbler, an officially designated wild river, coastal dunes, kettle-hole bogs, deforested lands, degraded residential and farming sites, and abandoned oil wells. A practical field laboratory is included in which techniques are applied to a specific site. Note(s): Au Sable offering. Grade Mode: A. Credit(s): 4.

BIOS 380 - Advanced Microbiology
Same as BIOS 282 Microbiology, with the additional requirement of microbial isolation and identification of field and clinical samples. An 8–10 page research paper and presentation on one of these isolations is also required. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Prerequisite(s): CHEM 105 or 112. Fee: $75. Grade Mode: A. Credit(s): 4.

BIOS 382 - Vertebrate Physiology
Discusses the mechanisms of integration and homeostasis at the cellular, organ and system levels. Muscular, neural, vascular, excretory, and endocrine interactions are studied. Variations between vertebrate groups are presented. Includes a major research project. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Prerequisite(s): BIOS 112 and 114, or 254; CHEM 106 or 112. Fee: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 390 - Au Sable Institute of Environmental Studies
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 and India. Coursework taken through the institute can be counted as elective credit in the Biological Sciences, or may be substituted for specific major requirements. Restriction(s): Must be Junior or Senior class. Note(s): May be taken for a total of 16 credits with different content. Grade Mode: A. Credit(s): 4.

BIOS 401 - General Ecology
An introduction to the general concepts of the ecology of populations, communities and ecosystems, including physiological ecology, speciation and evolutionary theory. Laboratory includes field trips and a research project. Prerequisite(s): BIOS 100 and 110; or BIOS 112 and 114. Restriction(s): Must be Junior or Senior class. Fee: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 402 - Parasitology
Taxonomy, life history, physiology, ecology, and morphology of animal parasites with emphasis on those affecting humans. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Prerequisite(s): BIOS 100 and 110; or BIOS 112 and 114. Fee: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 410 - Topics in Environmental Science
Selected topics in environmental science. Restriction(s): Must be Junior or Senior class. Note(s): May be taken for a total of 8 credits with different content. Biola or Au Sable offering. Grade Mode: A. Credit(s): 1–4.

BIOS 411 - Biochemistry I
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(s): BIOS 312; CHEM 302. Grade Mode: A. Credit(s): 3.

BIOS 412 - Biochemistry II
Mathematical treatment of bioenergetics emphasizing major concepts and problem solving; principles of metabolic processes. Prerequisite(s): BIOS 312; CHEM 302. Grade Mode: A. Credit(s): 3.

BIOS 413 - Laboratory in Biochemistry
A laboratory course to accompany BIOS 411, BIOS 412 (CHEM 411, CHEM 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(s): BIOS 411 or CHEM 411. Fee: Lab $100. Grade Mode: A. Credit(s): 2.

BIOS 430 - Topics in Natural Resource Management
Selected topics in natural resource management. Restriction(s): Must be Junior or Senior class. Note(s): May be taken for a total of 8 credits with different content. Au Sable offering. Grade Mode: A. Credit(s): 1–4.
BIOS 431 - Developmental Biology
Analyzes the molecular, genetic and cellular mechanisms that control fertilization, the development of body form, cell specialization and differentiation as well as metamorphosis, maturation and aging. Laboratory emphasizes gametogenesis, fertilization, comparative embryology of vertebrates and invertebrates and directed experimental manipulation of embryos. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Prerequisite(s): BIOS 312. Fee: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 440 - Topics in Advanced Biology
Selected topics of current interest and concern are studied. Note(s): Course may be repeated with different content (section title). This course only for BIOS, BHB, BCHM and BIES majors. Grade Mode: A. Credit(s): 3–4.

BIOS 445 - Immunology
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. Lecture/Lab Hours: Three hours lecture, four hours laboratory weekly. Prerequisite(s): BIOS 281 or BIOS 282 or BIOS 312 or BIOS 382. Grade Mode: A. Credit(s): 4.

BIOS 446 - Ornithology
Systematics, distribution, physiology, behavior and ecology of birds. Field identification emphasized. Lecture/Lab Hours: Two hours lecture, four hours laboratory/field trip. Saturday field trips are required. Prerequisite(s): BIOS 100 and 110; or BIOS 112 and 114. Fee: $75. Grade Mode: A. Credit(s): 4.

BIOS 450 - Directed Research
Literature and laboratory or field study of a specific subject or technique in biology; advanced students gain experience in experimental design, laboratory investigation and technical writing. Restriction(s): Must be Junior or Senior class. Must be a Biological Science major. Note(s): Requires a written report. May be taken in subsequent semesters for a total of 4 credits. Fee: Lab $75. Grade Mode: A. Credit(s): 1–4.

BIOS 452 - Directed Studies in Environmental Sciences
This course is taken as an arranged course in consultation with an academic advisor. Course is taken when it is determined that a student is deficient in content and/or credits in a given subject matter. The specific content of the course will be recorded on the student’s transcript to indicate a student’s completion of the major specific requirement(s) for graduation in that major. Note(s): May be taken for credit multiple times for a maximum of 6 credits. Grade Mode: A. Credit(s): 1–2.

BIOS 455 - General Virology
Virology is a course that examines the diversity of plant, animal and bacterial viruses. Emphasis on topics such as: molecular interactions between the host and virus, the genetics and chemical nature of viruses and the replication strategies of viruses. How viruses caused disease, how they are used in biotechnology and their overall impact on society will also be discussed. Bacteriophage and tissues culture techniques will be stressed in laboratory. Lecture/Lab Hours: Three hours lecture, four hour laboratory. Prerequisite(s): BIOS 111 and 113; 282 or 380. Fee: $75. Grade Mode: A. Credit(s): 4.

BIOS 460 - Clinical Observation Practicum
• Pre-Medical Practicum
• Pre-Dental Practicum
• Pre-Medical Technology
• Pre-Veterinary Practicum
Practicum: A 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. Restriction(s): Must be Junior or Senior class. Note(s): Case study and research paper required. Thirty hours of observation. Fee: Insurance $20. Grade Mode: A. Credit(s): 1.

BIOS 470 - Seminar in Advanced Biology
Literature research followed by oral presentation, group discussion and evaluation; independent thought and study stressed. Restriction(s): Must be Junior or Senior class. Must be a Biological Science major. Note(s): May be repeated for a maximum of 2 credits. Grade Mode: A. Credit(s): 1.

BIOS 480 - 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. Restriction(s): Must be Junior or Senior class. Note(s): A minimum of thirty hours of involvement. May be repeated for a maximum of 2 credits. Grade Mode: A. Credit(s): 1.

BUSN 105 - Programming and Data Structures for Business
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. Grade Mode: A. Credit(s): 3.

BUSN 190 - Business Statistics
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, and index numbers. Grade Mode: A. Credit(s): 3.

BUSN 201 - Principles of Macroeconomics
Macroeconomics: supply and demand analysis, fiscal and monetary policy, money and banking, international trade and the balance of payments. Grade Mode: A. Credit(s): 3.

BUSN 202 - Principles of Microeconomics
An introduction to microeconomic analysis. Topics covered include consumer theory, the conduct of firms under competitive or monopolistic conditions, the causes and consequences of various market outcomes, and the role of government in regulating economic behavior. Grade Mode: A. Credit(s): 3.

BUSN 205 - Economic Principles
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. Restriction(s): May not be a Business (BUSN) major. Grade Mode: A. Credit(s): 3.

BUSN 211 - Principles of Accounting I
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. Grade Mode: A. Credit(s): 3.

BUSN 212 - Principles of Accounting II
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(s): 211. Fee: $10. Grade Mode: A. Credit(s): 3.

BUSN 220 - Management Information Systems
Information systems, their design, implementation and contribution to management planning, decision-making and control. Applications involving microcomputers and decision support systems. Fee: $20. Grade Mode: A. Credit(s): 3.

BUSN 223 - Calculus for Management Sciences
Fundamental principles of differential and integral calculus. Applications chosen mainly from the management sciences. Prerequisite(s): Passing proficiency exam administered by Math Department. Grade Mode: A. Credit(s): 3.

BUSN 229 - Personal and Family Finances
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. Grade Mode: A. Credit(s): 3.
BUSN 230 - Introduction to Marketing
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(s): 190. Note(s): This course is intended for students that do not have marketing or marketing management as a concentration. Grade Mode: A. Credit(s): 3.

BUSN 231 - Introduction to Marketing: Practical Application
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. It is designed to facilitate primary and secondary research to complete a target market project. Prerequisite(s): 190. Note(s): No substitutions or transfers will be allowed in place of this course. This course is intended for Marketing and Marketing/Management concentration students. Grade Mode: A. Credit(s): 3.

BUSN 240 - Principles of Management
Presents a conceptual overview of the principles of management. The functions of leadership, planning, controlling, and organizing are analyzed. The leader’s perspective on creating competitive advantage in a global environment is related to the topics of diversity, ethics and social responsibility, human resources, corporate culture and organizational structure. Grade Mode: A. Credit(s): 3.

BUSN 301 - Business Writing and Case Analysis
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. Prerequisite(s): ENGL 100 or 112; and ENGL 113. Restriction(s): Acceptance into the Crowell School of Business. Note(s): 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 Crowell School of Business. No substitutions or transfers will be allowed in place of this course. Grade Mode: A. Credit(s): 3.

BUSN 305 - Information Technology Hardware and System Software
Principles and application of computer hardware and software will be presented through lecture of the theoretical underpinnings, installation, configuration, and operational laboratory experience. Prerequisite(s): 220. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 306 - System Analysis and Design
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(s): 220. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 307 - Social Media, SEO and Digital Strategy
An introductory course providing students with the media tools and grasp of marketing-related media theory needed for effective digital communications in businesses and organizations. Course content will cover the basic social media platforms and their uses from an organizational standpoint; Search Engine Optimization (SEO) tools and methods; and digital strategy for online advertising, analytics and website user trending. Upon completion, students will be equipped to create digital communication strategies, understanding the platforms and tools available along with methods to measure effectiveness for a variety of audiences. Cross-listed: JOUR 307 Grade Mode: A. Credit(s): 3.

BUSN 311 - Intermediate Accounting I
Advanced treatment of cash-flow, funds-flow analyses, preparation of financial statements, income tax allocation, valuation, forecasts, and cash reconciliation. Prerequisite(s): 212. Restriction(s): Must be a Business Accounting (BUAC) concentration. Grade Mode: A. Credit(s): 3.

BUSN 312 - Intermediate Accounting II
Advanced treatment of cash-flow, funds-flow analyses, preparation of financial statements, income tax allocation, valuation, forecasts, and cash reconciliation. Prerequisite(s): 311. Restriction(s): Must be a Business Accounting (BUAC) concentration. Grade Mode: A. Credit(s): 3.

BUSN 313 - Cost Accounting
Cost accounting from a managerial, conceptual and technical viewpoint; product, labor, material and overhead costing; planning and control processes; and analytical procedures. Prerequisite(s): 311. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 314 - Federal Income Tax For Individuals
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. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 315 - Federal Income Tax for Partnerships, Corporations and Estates/Accounting Information Systems
An explanation of the federal income tax law as it relates to partnerships and corporations. Estate taxes are reviewed with a historical perspective. The study of computer-based systems for the collection, organization, and presentation of accounting information. Prerequisite(s): 212, 311. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 317 - Accounting Information Systems
The study of computer based systems for the collection, organization, and presentation of accounting information. Prerequisite(s): 220, 311. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 318 - Human Resource Management
A study of the relevant ideas and developments in the field of human resource management that permit organizations of all types to improve productivity, quality and service. EEO, staffing, training, compensation and labor relations are all emphasized. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 319 - Organizational Ethics
The foundations and theories of ethics as related to the Bible, the market place, and the modern corporation. Case studies in modern ethics are discussed with a view to raising the moral consciousness of business professionals. Cross-listed: BSBT 465. Restriction(s): Acceptance into the Crowell School of Business. Note(s): This course does not meet general education requirements. Grade Mode: A. Credit(s): 3.

BUSN 327 - Production and Operations Management
The study of the processes involved in the production and operations core of the for-profit and not-for-profit organization, making extensive use of computerized tools in statistical and mathematical tools to solve common production (product-based) problems, including techniques of quality management, and a consideration of Christian principles of servanthood in the production and operations management process. Prerequisite(s): 220. Restriction(s): Acceptance into the Crowell School of Business. Fee: $10. Grade Mode: A. Credit(s): 3.

BUSN 328 - Organizational Behavior
Understanding the dynamics of human interactions and developing effective problem solving through sound communications; leadership, management or conflict, change and innovation; business ethics and societal relationships. Restriction(s): Acceptance into the Crowell School of Business. Note(s): Business Administration minors should see Crowell School of Business to add this course. Grade Mode: A. Credit(s): 3.

BUSN 332 - Marketing for Non-Profit Organizations
Examination and evaluation of the principles of basic marketing as applied to the non-profit sector. Philosophy of non-profit marketing and its practical application will be utilized through individual student projects. Specific marketing strategies will relate to churches, social service organizations, foundations and other designated non-profit organizations. Prerequisite(s): 230 or 231, 432. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 334 - Promotions
Introduction to the role of Promotion and Advertising as currently used for products, services, ideas and events by business firms, community organizations and churches. Understanding of the promotion mix including public relations, publicity, sales promotion and personal selling. Prerequisite(s): 230 or 231. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 336 - Sales Practicum
Analysis of the sales manager as a professional market tactician in a marketing firm. Includes survey of personal selling effort with emphasis on interrelationships between sales activity and related marketing functions. Involves applied approaches and actual real-world experiences in sales. Prerequisite(s): 230 or 231. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.
BUSN 344 - Global Marketing Management
Focus on the formulation of global marketing management strategies. Presents a conceptual overview of the world market environment, including issues related to culture and diversity. The managers' perspective is analyzed with regard to market entry methods and the various barriers that could impact international business. Prerequisite(s): 230 or 231. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 347 - Global Business Environment
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. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 350 - Money and Banking
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(s): 201. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 361 - Business Law
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. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 370 - Business Finance
Problems and methods in securing funds for business firms, nature of securities markets, short and long-term financing. Prerequisite(s): 190, 212. Restriction(s): Acceptance into the Crowell School of Business. Note(s): Business Administration minors should see Crowell School of Business to add the course. Grade Mode: A. Credit(s): 3.

BUSN 375 - Business as Mission
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. Restriction(s): Acceptance into the Crowell School of Business. Note(s): Business Administration minors should see Crowell School of Business to add the course. Grade Mode: A. Credit(s): 3.

BUSN 392 - Principles of Advertising
Facts of 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: CJRN 392. Restriction(s): Acceptance into the Crowell School of Business. Fee: $25. Grade Mode: A. Credit(s): 3.

BUSN 402 - Database Management
Integrated database system, logical organization, data description language (DDL), data manipulation language (DML), hierarchical networks and relational databases, overview of selected database management systems (DBMS). Cross-listed: CSCI 402. Prerequisite(s): 105. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 403 - Digital Business
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 digital business strategy and the development and architecture of digital business solutions and their components. Prerequisite(s): 220. Restriction(s): Acceptance into the Crowell School of Business. Note(s): Business Administration minors should see Crowell School of Business to add the course. Grade Mode: A. Credit(s): 3.

BUSN 405 - MIS Project Management
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(s): 306. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 407 - Computer Applications in Business
The study and application of spreadsheet and database software to business problems with an emphasis on problem solving and presentation of business data. Prerequisite(s): 212, 220, 230 or 231, 370. Restriction(s): Acceptance into the Crowell School of Business. Fee: $20. Grade Mode: A. Credit(s): 3.

BUSN 410 - Customer Relationship Management
This course explores the increasing power of customers in the new millennium marketplace and the need for organizations to be customer-driven. Customer Relationship Management is an emerging business strategy paradigm that focuses on the systematic development of ongoing, collaborative business relationships as a key source of sustainable competitive advantage. The course explores rapid advancements in digital business technology and the capabilities of customer database software that enable firms to differentiate customers by value and anticipate best and most valuable customer’s needs. Prerequisite(s): 230 or 231; 240. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 411 - Advanced Accounting
Examines essential elements of corporate consolidations, branch and departmental accounting, international accounting, advanced partnership and fund accounting concepts. Prerequisite(s): 312, 313. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 412 - Auditing
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. Prerequisite(s): 312. Restriction(s): Acceptance into the Crowell School of Business. Note(s): One hour each week non-credit lab. Grade Mode: A. Credit(s): 3.

BUSN 421 - Leadership and Change
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(s): 240 required for majors. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 429 - International Entrepreneurial Management
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. Prerequisite(s): 347, 375. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 432 - Marketing Research
Understanding the role of marketing research in management decision-making. Project approach to the marketing research process of secondary research, focus groups and survey preparation, collection and analysis. Preparation of written research reports. Prerequisite(s): 220, 230 or 231. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 433 - Marketing Decision Making
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 the 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. Prerequisite(s): 230 or 231; 432, 435. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 435 - Business to Business Marketing
A practical approach to understanding and implementing marketing strategies as applied to the 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(s): 220, 230 or 231. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.
BUSN 437 - Real Estate
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; and the real estate broker. Prerequisite(s): 361. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 450 - Directed Studies
Extensive exploration of the literature in a selected field of business or economics under faculty guidance. Prerequisite(s): May vary by topic. Restriction(s): Acceptance into the Crowell School of Business. Note(s): May be taken multiple times with different content for a maximum of 6 credits. Grade Mode: A. Credit(s): 1–4.

BUSN 453 - Website Development for Marketing
Purpose of course is to learn and immediately apply practical technological skills that are necessary in developing an effective and efficient website. Topics may include: website research and proposal; web page design and development; internet graphics. Prerequisite(s): 220; 230 or 231. Restriction(s): Acceptance into the Crowell School of Business. Note(s): Individual credits satisfied by five-week modules. Grade Mode: A. Credit(s): 1–3.

BUSN 455 - Internet Marketing
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, interactivity, 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(s): 230 or 231. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 1–3.

BUSN 460 - Business Internship
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 and instructor during the semester prior to registration. Prerequisite(s): Approved proposal. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 1–3.

BUSN 462 - Investments
Principles for the individual investor; tests of a sound investment, information sources; types of stocks and bonds; mechanics of purchase and sale. Prerequisite(s): 370. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 463 - Advanced Corporate Finance
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(s): 370. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 464 - Entrepreneurship and Small Business Management
Methods, problems and factors involved in launching and operating small profit and non-profit organizations. Prerequisite(s): 230 or 231; 370. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 470 - Strategic Management
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. Prerequisite(s): 220; 230 or 231; 361. 370. Restriction(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 490 - Seminar in Current Business Topics
Selected current business topics, varied by semester. Students will be responsible to read preparatory materials and then demonstrate their learning through one or more methods. Restriction(s): Acceptance into the Crowell School of Business. Note(s): May be taken for a total of 3 credits with different content. Grade Mode: A. Credit(s): 1–3.

Chemistry

Chair: John Bloom, Ph.D.
Professors: Bloom, Silzel
Associate Professors: Chen, Ridley
Assistant Professors: Johnson, Pichaj
Instructor: Baggett

Courses

CHEM 100 - The Chemistry of Everyday Life
The basic principles of chemistry for the non-science major. Uses the 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. Note(s): Approved for General Education science credit. Grade Mode: A. Credit(s): 3.

CHEM 104 - Introductory Chemistry
This is an introductory course which provides an overview of chemistry and prepares students for their required chemistry courses in majors like nursing, kinesiology, biology, physics, chemistry, and engineering. Topics include scientific units and measurements, the nature and states of matter, atomic theory, chemical bonding, chemical reactions, and chemical interactions. Lecture/Lab Hours: Two hours lecture; one hour recitation, weekly. Note(s): This course does not count towards the degree requirements in majors which need additional chemistry courses. Approved for General Education science credit. Required for students who did not pass the Chemistry Placement Exam, optional for all others. A minimum of a “B-” is required to subsequently register in CHEM 105 or CHEM 120. Grade Mode: A. Credit(s): 2.

CHEM 105 - General Chemistry I
Principles and theories of the structure and properties of matter including stoichiometry, atomic theory, the periodic table, chemical bonding, molecular structure, nomenclature, chemical reactions, states of matter, gas laws and solutions. Lecture/Lab Hours: Three hours lecture; three hours laboratory; one hour recitation, weekly. Prerequisite(s): Passing score on Chemistry Placement Exam; or CHEM 92 or 104 with at least a “B-”. Note(s): Approved for General Education science credit. Fee: $90. Grade Mode: A. Credit(s): 4.

CHEM 106 - General Chemistry II
Continuation of General Chemistry I. Subjects include chemical kinetics, equilibrium, thermodynamics, solubility, acidity, electrochemistry, coordination complexes and various special topics. Lecture/Lab Hours: Three hours lecture; three hours laboratory; one hour recitation, weekly. Prerequisite(s): CHEM 105. Note(s): A minimum grade of a “C” is required to subsequently register in CHEM 301 or 320. Fee: $90. Grade Mode: A. Credit(s): 4.

CHEM 110 - Chemistry Topics
Various topics in introductory chemistry. Grade Mode: A. Credit(s): 1–4.

CHEM 120 - Principles of Organic and Biochemistry
Chemical bonding, structure, properties and reactivity applied to organic and biochemical compounds. Includes basic metabolic processes with application to medicine and health. Lecture/Lab Hours: Three hours lecture; one hour recitation; three hours laboratory, weekly. Prerequisite(s): Passing score on Chemistry Placement Exam; or CHEM 104 or 105 with at least a “B-”. Note(s): Meets the Nursing requirement in Chemistry. This course is also required for some Kinesiology and Physical Education programs. Approved for General Education science credit. Fee: $60. Grade Mode: A. Credit(s): 4.

CHEM 301 - Organic Chemistry I
The first semester of the traditional yearlong course in organic chemistry. Structure, properties and reactivity of carbon-containing compounds with emphasis on reaction mechanisms. An introduction to the major functional groups and the instrumental methods for structure determination: IR, NMR, and MS. Prerequisite(s): CHEM 106 with a grade of “C-” or better. Corequisite(s): CHEM 311. Grade Mode: A. Credit(s): 3.

CHEM 302 - Organic Chemistry II
Continuation of Organic Chemistry I. Continued work with more complicated reactions and mechanisms. An introduction to computer-based drawing and searching tools. The last third of the course is devoted to the structure and properties of major biochemical substances. Prerequisite(s): CHEM 301. Corequisite(s): CHEM 312. Grade Mode: A. Credit(s): 3.
CHEM 311 - Laboratory in Organic Chemistry I
Basic laboratory techniques for the synthesis, isolation, purification and analysis of organic compounds including the major chromatographic methods. T/LC, GC, IC. Lecture/Lab Hours: Three hours laboratory weekly. Corequisite(s): CHEM 301. Fee: $120. Grade Mode: A. Credit(s): 1.

CHEM 312 - Laboratory in Organic Chemistry II
Continuation of the laboratory methods in organic chemistry including the major structural determination and analysis tools of NMR, IR, HPLC, UV/VIS. Lecture/Lab Hours: Three hours laboratory weekly. Corequisite(s): CHEM 302. Fee: $120. Grade Mode: A. Credit(s): 1.

CHEM 320 - Basic Organic and Biochemistry
The structure, properties and reactivity of organic and biological molecules. Prerequisite(s): CHEM 106 with a grade of “C+” or better. Note(s): This is a one semester terminal course and thus does not serve as a prerequisite for CHEM 302 or BIOS/CHEM 411. May not fulfill the requirement for medical school or other related health professions. Fulfills the requirement for environmental science and human biology majors. Grade Mode: A. Credit(s): 3.

CHEM 332 - Environmental Chemistry
Quantitative introduction to the chemistry of the atmosphere and air pollution, energy and climate, toxic organic compounds, water pollution and purification, soil chemistry and waste disposal. Lecture/Lab Hours: Three hours lecture; three hours laboratory, weekly. Prerequisite(s): CHEM 320 or 302. Fee: $100. Grade Mode: A. Credit(s): 4.

CHEM 350 - Analytical Chemistry
Covers classical chemical methods of analysis such as titrimetry and gravimetry along with various instrumental methods including electrochemistry, spectroscopy and chromatography. Lecture/Lab Hours: Three hours lecture; six hours laboratory, weekly. Prerequisite(s): CHEM 301. Fee: $100. Grade Mode: A. Credit(s): 5.

CHEM 352 - Fundamentals of Material Science
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. Cross-listed: PHSC 352. Prerequisite(s): PHSC 112 or 233; CHEM 105 and MATH 105. Grade Mode: A. Credit(s): 3.

CHEM 360 - Inorganic Chemistry
Covering the chemistry of the entire periodic table, the course begins with atomic theory and then introduces symmetry and group theory before looking in depth at chemical bonding and acid-base chemistry, the chemistry and properties of solids, coordination chemistry, organometallic chemistry, bioinorganic chemistry, and nanomaterials. When Offered: Fall. Prerequisite(s): CHEM 302 with a grade of “C+” or better; MATH 105. Grade Mode: A. Credit(s): 3.

CHEM 402 - Physical Chemistry I
Molecular energetics: the thermodynamic, kinetic and quantum mechanic principles underlying molecular properties and chemical reactivity with specific application to biological systems. Macromolecular behavior and spectroscopic tools are included. Prerequisite(s): MATH 105; PHSC 112 or 233; CHEM 106. Grade Mode: A. Credit(s): 3.

CHEM 405 - Physical Chemistry II
Building upon the thermodynamic, kinetic and quantum mechanical foundation of Physical Chemistry I, this course considers the origins of bulk material properties and the behavior of large groups of molecules. The class also discusses spectroscopy, including electronic, vibrational, rotational, nuclear magnetic resonance, and x-ray diffraction. Lecture/Lab Hours: Three hours lecture, three hours laboratory, weekly. Prerequisite(s): CHEM 402. Fee: $100. Grade Mode: A. Credit(s): 4.

CHEM 411 - Biochemistry I
Structures and properties of the biomolecular components of cells and their action in biological systems. Topics include: proteins, carbohydrates, lipids, nucleotides, nucleic acids, vitamins and coenzymes. Prerequisite(s): CHEM 302. Grade Mode: A. Credit(s): 3.

CHEM 412 - Biochemistry II
Mathematical treatment of bioenergetics emphasizing major concepts and problem solving; principles of metabolic processes and industrial processes. Lecture/Lab Hours: Three hours lecture. Prerequisite(s): CHEM 411 or BIOS 411. Corequisite(s): CHEM 413. Grade Mode: A. Credit(s): 3.

CHEM 413 - Laboratory in Biochemistry
A laboratory course to accompany CHEM 411, 412 (BIOS 411, 412). The isolation, characterization and analysis of biomolecules including the use of biochemical instrumentation and methodology for work in protein isolation, enzymology, and immunology. Lecture/Lab Hours: Six hours laboratory weekly. Prerequisite(s): BIOS 411 or CHEM 411. Corequisite(s): CHEM 412. Fee: $100. Grade Mode: A. Credit(s): 2.

CHEM 420 - Special Topics in Chemistry
Subjects include such areas as the chemical literature, various instrumental methods, polymers, organometallics and industrial chemistry. Restriction(s): Must be a Junior or Senior CPE (BCHM, CHEM, PHEP, PHSC, PHYS) or Biological Sciences (BIES, BIHB, BIOS, BISI) major. Fee: May involve lab fees of up to $120. Grade Mode: A. Credit(s): 1–3.

CHEM 430 - Advanced Organic Chemistry
A continuation of the year-long course in organic chemistry for those planning careers in chemistry. This course will deal with reaction mechanisms, unique reactivity and an in-depth study of multi-step syntheses from the chemical literature. An oral presentation on a current topic within organic chemistry will be required. When Offered: Fall. Prerequisite(s): CHEM 301, 302, 311, 312 each with a “C+” or higher. Grade Mode: A. Credit(s): 3.

CHEM 431 - Advanced Organic Chemistry Lab
Continuation of the year-long course in organic chemistry for those planning careers in chemistry. Will incorporate more advanced laboratory techniques in the multi-step preparation of both reagents and compounds. Intermediate characterization as well as higher level use of spectroscopic and chromatographic techniques will be covered. When Offered: Fall. Prerequisite(s): 301, 302, 311, 312. Fee: $120. Grade Mode: A. Credit(s): 2.

CHEM 480 - Special Project in Chemistry
Research or industrial internship. Restriction(s): Must be a Junior or Senior CPE (BCHM, CHEM, PHEP, PHSC, PHYS) or Biological Sciences (BIES, BIHB, BIOS, BISI) major. Note(s): Requires a written report. May be taken multiple times for a total of 6 credits. Fee: May involve lab fees of up to $120. Grade Mode: A. Credit(s): 1–3.

Christian Ministries
A division of Talbot School of Theology

Faculty
Dean: Clinton E. Arnold, Ph.D.
Dean of the Faculty: Scott B. Rae, Ph.D.
Chair: Frederick Cardoza, Ph.D.
Professors: Carr, Eguizabal, Issler, Lawson
Associate Professors: Cardoza, Esqueda, Keehn, Kim
Research Professor: Anthony, Wright

Courses
CEED 150 - Foundations of Ministry
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 parachurch ministries. When Offered: Fall/Spring. Grade Mode: A. Credit(s): 3.

CEED 242 - Psychology of Learning and Development
An overview of theories related to educational psychology and human development with specific application to ministry contexts in the local church and other ministry agencies. When Offered: Spring. Grade Mode: A. Credit(s): 3.

CEED 254 - Leadership Development
Overview of biblical and contemporary leadership theories applied to personal leadership development and the equipping of volunteer leaders within the local church. When Offered: Spring. Grade Mode: A. Credit(s): 3.
CEED 255 - Foundations of Spiritual Formation
This course will provide a biblical overview of the fundamentals of developing and maintaining a deep and abiding relationship with God through theological, integrative and experiential perspectives. When Offered: Fall. Grade Mode: A. Credit(s): 3.

CEED 260 - Interpersonal and Cross Cultural Relationships in Christian Ministry
Focuses on development of relationships and communication skills between individuals, small groups and within multiracial and multi-ethnic congregations. Includes conflict resolution in ministry. When Offered: Fall/Spring. Grade Mode: A. Credit(s): 3.

CEED 312 - Christian Ministry Skills
Includes instruction and skill development in a variety of functions expected of those in full-time Christian ministry, including examples such as: public speaking and giving extemporaneous remarks, public prayer, worship service introductions, worship service coordination, working with church boards and pastoral leadership, conducting meetings, leading church staff, selecting staff, conducting the ordinances of baptism and the Lord’s Supper; and essentials regarding conducing weddings, funerals, hospital visitation, and pre-engagement training as time permits. When Offered: Spring. Grade Mode: A. Credit(s): 3.

CEED 313 - Christian Ministry Discipleship
A comprehensive overview of discipleship in the local church. Course includes equipping on the needs, expectations, roles, responsibilities, and competencies related to discipling believers, reproducing disciples, and for leading effective Christian discipleship ministries. When Offered: Fall. Grade Mode: A. Credit(s): 3.

CEED 319 - Media in Ministry
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. Cross-listed: TCTE 649. Note(s): By arrangement. Grade Mode: A. Credit(s): 2.

CEED 320 - Methods of Bible Study
Foundational development of the Inductive Bible study method applied to narrative and epistolary literature with additional methods explored including biographical, topical, book, and word study. When Offered: Fall/Spring. Cross-listed: BBST 320. Prerequisite(s): BBST 103. Grade Mode: A. Credit(s): 3.

CEED 326 - Counseling Methods
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. When Offered: Spring. Restriction(s): Must be a Christian Ministries (CHMN) major. Grade Mode: A. Credit(s): 3.

CEED 330 - Biblical Research and Interpretation
Evaluation of various Bible translations and instruction in the use of computer-based biblical research tools with an emphasis on the use of these tools for the development of instructional lesson plans. Grade Mode: A. Credit(s): 3.

CEED 406 - Parachurch Youth Ministries
Focus on the various types of parachurch ministry to middle school and senior high age students available. Includes principles which make parachurch ministry different from local church youth ministry and principles for beginning a new parachurch campus club. When Offered: Spring. Grade Mode: A. Credit(s): 2.

CEED 411 - Women’s and Men’s Ministry in Christian Education
An examination of the biblical, historical, and contemporary perspectives of women and men in leadership roles within a ministry. Assessment of role expectations, relationships and vocational opportunities. When Offered: Fall. Cross-listed: TCTE 514. Prerequisite(s): 150. Grade Mode: A. Credit(s): 2.

CEED 422 - Singles Ministries in the Church
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 is emphasized. Cross-listed: TCTE 716. Note(s): By arrangement. Grade Mode: A. Credit(s): 2.

CEED 433 - Family Ministries in the Church
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. When Offered: Fall. Grade Mode: A. Credit(s): 2.

CEED 436 - Worship in the Church
A survey and critical evaluation of contemporary Christian music of various worship styles and trends within the local church and parachurch ministries. Note(s): By arrangement. Grade Mode: A. Credit(s): 2.

CEED 441 - Adolescent Culture and Development
This course is designed to help the professional youth worker design and implement the entire scope of an effective church-based junior high or high school youth ministry. When Offered: Fall. Cross-listed: TCTE 661. Grade Mode: A. Credit(s): 2.

CEED 445 - Internship in Christian Ministries
Full-time laboratory experience in a local church or parachurch ministry under the direction of a qualified supervising Ministry Mentor and university supervisor. Guided instruction in the skills necessary for effective service as ministry leaders in vocational Christian ministry. These will include, but not be limited to: special event planning, teaching a volunteer leadership training workshop, speaking in front of a ministry audience, observations at church board meetings, special ordinances, etc. Prerequisite(s): Application. Note(s): Students doing Internship in Christian Ministries are limited to 15 credits that semester. Grade Mode: A. Credit(s): 9.

CEED 470 - Current Topics in Christian Education
Designed for upper-division students in Christian Education who want to study specialized topics not currently covered in catalog course offerings. Note(s): May be taken two times with different emphasis. By arrangement. Fee: May be required. Grade Mode: A. Credit(s): 1–3.

CEED 472 - Special Studies in Children’s Ministries
Examines contemporary movements and trends in children’s ministry. Addresses legal, social, and administrative issues surrounding the practice of children’s ministry. When Offered: By arrangement. Grade Mode: A. Credit(s): 2.

CEED 478 - Adult Development and Education
A study of issues and development tasks of adults. Attention to the ministry of meeting the needs and utilizing the potential of adults. When Offered: Fall. Grade Mode: A. Credit(s): 2.

CEED 479 - Programming for Christian Ministries
Equipping on age-specific church ministry (children, youth, adult, family) as it relates to evangelism and discipleship, with special emphasis on cultural exegesis and ministry program leadership. Key focus of the course will include internship preparation. Prerequisite(s): CEE 433 or 441 or 478. Grade Mode: A. Credit(s): 2.

CEED 480 - Independent Study in Christian Ministries
Development of skills in an independent study of topics in the field of Christian Ministries. When Offered: Fall/Spring. Restriction(s): Must be Senior class, Christian Ministries (CHMN) major. Note(s): May be repeated. Offered by arrangement. Grade Mode: A. Credit(s): 1–3.
Cinema and Media Arts

Faculty

Program Director: Jack Hafer
Chair: Michael Gonzales, Ph.D.
Professors: Fisher, Gonzales
Associate Professors: Medberry, Schmidt, Swain, Yamada
Assistant Professors: Hafer

Courses

**CNMA 101 - The Art of Storytelling**
Creating poets via an introduction to the building blocks of storytelling: character, setting, plot. 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 the history, art and aesthetics of storytelling. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $40. Grade Mode: A. Credit(s): 3.

**CNMA 102 - Visual Aesthetics**
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. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $60. Grade Mode: A. Credit(s): 3.

**CNMA 103 - Introduction to TV and Film Production**
Creating sculptors via the building blocks of moving images: the editing of pictures and sound. Students will farm groups to write, direct, shoot and edit short film and video projects. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $60. Grade Mode: A. Credit(s): 3.

**CNMA 104 - History of Cinema**
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. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $40. Grade Mode: A. Credit(s): 3.

**CNMA 202 - Introduction to Mass Media**
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. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $40. Grade Mode: A. Credit(s): 3.

**CNMA 203 - Screenwriting I**
An introductory course to the art of writing for film and television. Includes emphasis on structure, especially the hero’s journey, archetypes, genre and story outline. Students will develop a detailed treatment before creating a feature screenplay. Prerequisite(s): 101. Restriction(s): Must be a Cinema and Media Arts (CNMA) major. Fee: $20. Grade Mode: A. Credit(s): 3.

**CNMA 204 - The Entertainment Business**
A survey of current industry practices and careers in film, television, music and emerging technologies. Students will learn to research and analyze the career and business choices of current professionals in the industry and create long-term strategies for entering into and succeeding in the entertainment business. Special emphasis will be given to the unique ethical questions and biblical applications that arise within the Hollywood context. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $40. Grade Mode: A. Credit(s): 3.

**CNMA 251 - Audio Recording**
An introduction to field and studio audio recording, multitrack mixing and editing and audio effects as applied to film, television and the recording arts. Prerequisite(s): 101, 102. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $100. Grade Mode: A. Credit(s): 2.

**CNMA 262 - Directing for TV and Film**
Covers all aspects of directing for motion pictures and television. Includes emphasis 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. Prerequisite(s): 101, 102. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $40. Grade Mode: A. Credit(s): 2.

**CNMA 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. Prerequisite(s): CNMA 101 or BUSN 211; and CNMA 102 or BUSN 212. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $100. Grade Mode: A. Credit(s): 2.

**CNMA 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. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $50. Grade Mode: A. Credit(s): 3.

**CNMA 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. Prerequisite(s): 101, 102. Corequisite(s): CNMA 315. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $100. Grade Mode: A. Credit(s): 2.

**CNMA 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. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $100. Grade Mode: A. Credit(s): 3.

**CNMA 312 - Screenwriting II**
Advanced work in writing an original feature-length screenplay. Prerequisite(s): 203. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $20. Grade Mode: A. Credit(s): 3.

**CNMA 315 - Editing for Film and 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). Emphasis 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. Prerequisite(s): 101, 102, 104. Corequisite(s): CNMA 303. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $100. Grade Mode: A. Credit(s): 2.
CNMA 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. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Note(s): May be repeated. Fee: $40. Grade Mode: A. Credit(s): 3.

CNMA 350 - Advanced Studies in Media Production
Aspects of theory and practice in media production. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Note(s): May be repeated with different course content. Fee: $40. Grade Mode: A. Credit(s): 1–3.

CNMA 351 - Writing the Scene
This course will take students through the study of story premise, outline, treatment and draft as it pertains to both feature motion pictures and television plays. Students will write each of these various elements in the process of screenplay development. There will be thirteen writing assignments during the semester. Each student's material will be reviewed and critiqued by the instructor and the students in the class one week later. Several of the assignments will be rewritten after notes have been given. Prerequisite(s): 203. Restriction(s): Must be a Cinema and Media Arts (CNMA) major. Grade Mode: A. Credit(s): 3.

CNMA 352 - Character Development and Dialogue
An exploration of characters and dialogue in film and television formats. Scenes and sequences will be written by students during the course. Prerequisite(s): 203. Restriction(s): Must be a Cinema and Media Arts (CNMA) major. Grade Mode: A. Credit(s): 3.

CNMA 353 - Media Literacy
This course will cover the effect of visual media on society and the noticeable absence of learning the grammar of visual language within the educational process. Instead of relegating the study of media to a simple inoculation against negative images, this course seeks to understand and celebrate the quite human process of media creation and consumption with the hope of restoring agency to the audience and accountability to the creator. Prerequisite(s): CNMA 101. Restriction(s): Must be a Cinema and Media Arts (CNMA) major. Fee: $50. Grade Mode: A. Credit(s): 3.

CNMA 354 - The TV Writer's Room
Re-creating the format and method of the television "writer's room," students will collaborate to pitch, develop, outline, and — as a group — write (and then re-write) episodes of an existing television show. TV story structure, scene writing, note-taking, and collaboration will all be addressed. Prerequisite(s): 351. Restriction(s): Must be a Cinema and Media Arts (CNMA) major. Grade Mode: A. Credit(s): 3.

CNMA 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(s): 101. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Grade Mode: A. Credit(s): 3.

CNMA 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(s): 302. Corequisite(s): CNMA 359. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $50. Grade Mode: A. Credit(s): 3.

CNMA 359 - Motion Picture Production
Principal photography will be done for the film project begun in 358. Emphasizes lighting, camera operation, sound recording and directing. Prerequisite(s): 351, 362, 303, 315. Corequisite(s): CNMA 358. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $50. Grade Mode: A. Credit(s): 3.

CNMA 361 - 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, practicing the crafts of writing, directing, cinematography, editing and sound design. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $100. Grade Mode: A. Credit(s): 3.

CNMA 362 - Intermediate Production: Documentary
The planning and creation of short documentary projects with a special emphasis upon collaboration. Students will form crews, practicing the crafts of writing, directing, cinematography, editing and sound design. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $100. Grade Mode: A. Credit(s): 3.

CNMA 364 - Media Performance
Use of acting skills in front of television cameras using scenes from actual television and film scripts. Includes critiques of acting methods. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Grade Mode: A. Credit(s): 3.

CNMA 365 - Digital Audio Editing and 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(s): 251. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $50. Grade Mode: A. Credit(s): 3.

CNMA 375 - Expansive Media
An introduction to the fundraising, creating and producing, promoting, branding, and distribution of documentaries, music videos, commercials, mobsides, webisodes, and industrial films. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Grade Mode: A. Credit(s): 3.

CNMA 392 - Principles of Advertising
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: BUSN/JOUR 392. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $25. Grade Mode: A. Credit(s): 3.

CNMA 405 - Understanding Representation
This course will involve learning the importance of representation for the writer, how to get representation, and how to develop this relationship to one's best advantage. In addition, this will include packaging and pitching of projects, which students will learn to reduce ideas to basic components enhancing verbal presentation skills. Restriction(s): Must be a Cinema and Media Arts (CNMA) major. Grade Mode: A. Credit(s): 2.

CNMA 420 - Coverages and Rewrites
A course in learning to perform coverage of scripts and in rewriting and polishing dramatic scripts for television and motion pictures. An emphasis will be placed on critical analysis of story structure from classic films to contemporary works. Includes identification of key story concepts and elements of three-act structure. Prerequisite(s): 312. Restriction(s): Must be a Cinema and Media Arts (CNMA) major. Grade Mode: A. Credit(s): 2.

CNMA 425 - Advanced Audio Recording
Development of advanced aesthetics and techniques in miking, mixing, recording, editing and processing audio for music production. Includes both studio and live recording of musical performances. Includes the study of advanced recording techniques. Prerequisite(s): 359. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $50. Grade Mode: A. Credit(s): 3.

CNMA 433 - Mass Media Law and Ethics
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 media professionals. Cross-listed: JOUR 433. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Grade Mode: A. Credit(s): 3.

CNMA 440 - Cinema and Media Arts Internship
A real-world learning experience beyond the university classroom. The focus is working in a media-related organization such as a production company, network, studio or media ministry. This course will test students' commitment, aptitude and stamina for work within the entertainment industry. Includes on-campus sessions designed to strengthen and expand professional skills. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Note(s): Sixty hours of internship is required for each academic credit. May be repeated for a maximum of 6 credits. Grade Mode: A. Credit(s): 1–3.

CNMA 446 - Media Career Management
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 course culminates with a pitch meeting with visiting entertainment executives. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Grade Mode: A. Credit(s): 3.
**Communication Sciences and Disorders**

**Courses**

- **CODS 210 - Introduction to Human Disabilities**
  - A 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. Note(s): Open to all majors. Grade Mode: A. Credit(s): 3.

- **CODS 318 - Neuroanatomical Foundations for Communication Disorders**
  - 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. These include, but are not limited to, ALS, Parkinson's disease, stroke, brain tumor, etc. Grade Mode: A. Credit(s): 3.

- **CODS 321 - Clinical Phonetics and Phonology**
  - The study of phonetic transcription and phonological theory and the application of these concepts to patients with disordered speech. Grade Mode: A. Credit(s): 3.

- **CODS 324 - Anatomy and Physiology of Speech and Hearing**
  - Anatomy and physiology of the speech and hearing mechanisms. The normal processes of respiration, phonation, articulation, resonance and hearing are covered. Grade Mode: A. Credit(s): 3.

- **CODS 325 - Speech and 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. Prerequisite(s): 210. Fee: $30. Grade Mode: A. Credit(s): 3.
CODS 328 - Fluency Disorders  

CODS 331 - Speech and Language Development and Disorders (Birth to 5yrs)  
Normal development of speech and language in children in terms of syntax, semantics, phonology and pragmatics. Motor and cognitive development surveyed. Including the study of delayed language development and childhood language disorders with theories concerning etiology, classification, evaluation and therapy for children birth to 5 years old. Prerequisite(s): 210. Grade Mode: A. Credit(s): 3.

CODS 332 - Speech and Language Development and Disorders (5yrs to Adolescence)  
Normal development of speech and language in children in terms of syntax, semantics, phonology and pragmatics. Motor and cognitive development surveyed. Including the study of delayed language development and childhood language disorders with theories concerning etiology, classification, evaluation and therapy for children 5 years old to adolescents. Prerequisite(s): 210. Grade Mode: A. Credit(s): 3.

CODS 418 - Multi-Cultural Issues in Communication Disorders  
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(s): 210. Grade Mode: A. Credit(s): 3.

CODS 422 - Neurogenic Communication Disorders  
Covers theory, psychology, assessment and treatment of cognitive and communication disorders resulting from stroke, traumatic brain injury, and other neurological problems. Diagnoses covered include aphasia, right hemisphere syndrome, head injury, apraxia, dysarthria and dementia. Prerequisite(s): 210, 318, 324. Grade Mode: A. Credit(s): 3.

CODS 424 - Aural Rehabilitation  
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(s): 210, 318, 324, 425. Grade Mode: A. Credit(s): 3.

CODS 425 - Audiology  
Anatomy and physiology of the ear; hearing problems, testing and rehabilitation. Practical experience in pure tone threshold testing. Prerequisite(s): 210, 324. Fee: $15. Grade Mode: A. Credit(s): 3.

CODS 429 - Clinical Practicum: Biola Speech/Language Clinic  
Supervised experience working with persons with communication disorders in the Biola Speech Clinic and offsite locations. Prerequisite(s): 210, 331, 332, 439, 441, 442. Students must have completed 25 hours of observation prior to clinic. Note(s): May be taken for a total of 6 credits. Fee: $50. Grade Mode: A. Credit(s): 1–2.

CODS 432 - Dysphagia  
The anatomy and physiology of normal swallowing and the anatomic and physiologic disturbances affecting deglutition, emphasizing radiographic and bedside diagnostic and treatment procedures. Prerequisite(s): 210, 318, 324. Grade Mode: A. Credit(s): 3.

CODS 439 - Articulation and Phonological Problems  
Overview of the etiologies, diagnosis and remediation of articulation and phonological problems. Prerequisite(s): 210, 321, 324. Grade Mode: A. Credit(s): 3.

CODS 440 - Communication Disorders Internship  
For students prepared to gain practical experience usually off campus in a work situation. Prerequisite(s): Limited to qualified juniors or seniors. Note(s): May be taken for a total of 6 credits. Grade Mode: A. Credit(s): 1–3.

CODS 441 - Diagnostic Methods  
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. Prerequisite(s): 210, 324. Fee: $10. Grade Mode: A. Credit(s): 3.

CODS 442 - Therapeutic Methods  
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. Prerequisite(s): 210, 324. Fee: $10. Grade Mode: A. Credit(s): 3.

CODS 444 - Voice Disorders  
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 that affect voice will also be surveyed, such as cleft palate. Prerequisite(s): 210, 324. Grade Mode: A. Credit(s): 3.

CODS 450 - Communication Disorders Practicum  
Directed practical experience in the various fields of communication disorders. Note(s): May be taken for a total of 6 credits. Grade Mode: A. Credit(s): 1–3.

CODS 466 - Research in Communication Disorders  
Survey of research terminology and methods as well as an emphasis on critiquing research. Course includes a student capstone research project. Restriction(s): Must be a graduating Senior. Grade Mode: A. Credit(s): 3.

CODS 470 - Communication Disorders Seminar  
Various aspects and problems in communication disorders. Grade Mode: A. Credit(s): 1–3.

CODS 480 - Directed Research  
Individual research in areas of communication disorders determined in consultation with the instructor. Note(s): May be taken for a total of 3 credits. Grade Mode: A. Credit(s): 1–3.

Communication Studies

Faculty  
Chair: Todd Lewis, Ph.D.  
Professor: Lewis, Muehlhoff  
Associate Professor: Brandon, Robinson  
Assistant Professors: Alston Calley, Molloy  
Instructor: Elliott

Courses  
COMM 100 - Introduction to Public Communication  
Survey of communication skills in public speaking. The course will include presentational skills, attention to multicultural communication encounters, audience analysis, speech opportunities, research, organization and critical thinking. Note(s): May count as a lower division COMM major elective only for Torrey Honors program students. Grade Mode: A. Credit(s): 3.

COMM 109 - Production Practicum  
Beginning directed practical experience in dramatic production. Credit for performing in a play, set construction, costume construction, publicity, or other aspects of the theatrical process. Note(s): May be taken twice for a total of 4 credits. Grade Mode: A. Credit(s): 2.

COMM 140 - Leadership Practicum I  
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. Student should be enabled to reach higher levels of self-understanding and deeper insights into dynamics which enhance and hinder interpersonal relationships. Cannot substitute for General Education requirement. Note(s): May not be counted toward the major. May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

COMM 160 - Theatre Appreciation  
Appreciation of drama through an understanding of the components, terms, personnel, history, styles, and techniques of theatre. Note(s): Attendance at selected plays is required. Fee: Lab $60. Grade Mode: A. Credit(s): 3.

COMM 162 - Voice and Speech for Theatre  
Intensive training in the correct use of voice and articulation for the actor. Special attention paid to developing skills for vocal and physical relaxation, projection, and anatomical uses of the voice. Fee: $20. Grade Mode: A. Credit(s): 3.

COMM 170 - Small Group Communication  
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. Grade Mode: A. Credit(s): 3.

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COMM 181 - Introduction to Argumentation and Debate
Effective oral communication: invention, analysis, evidence, methods of attack and defense and arrangement of ideas. Grade Mode: A. Credit(s): 3.

COMM 215 - Theatrical Makeup
Makeup requirements for the stage. Individual skill development in character analysis. Application in pigment, plastic, hair, makeup, and selection and use of makeup equipment. Fee: $40, for makeup kit. Grade Mode: A. Credit(s): 3.

COMM 232 - Costume Study and Construction
Design fundamentals, including costume history, research, play analysis, fabric selection, construction basics and hypothetical design projects. Fee: $25, for fabric purchases. Grade Mode: A. Credit(s): 3.

COMM 241 - Introduction to Technical Theatre
Explorations in the basic elements and terminology that define theatre. Special attention given to such topics as: safety, props, two- and three-dimensional scenery and their materials, and scene painting. Grade Mode: A. Credit(s): 3.

COMM 254 - Communication Theories
Descriptions and applications of communication theories such as symbolic interaction, relational theories, narrative paradigm and selected group operational theories. Grade Mode: A. Credit(s): 3.

COMM 263 - Beginning Acting
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. Grade Mode: A. Credit(s): 3.

COMM 270 - Interpersonal Communication
This course focuses on developing communication skills in the dyadic setting including emphasis on essential preconditions, conflict management, interpersonal relationships, nonverbal behavior and creative supportive climates. Grade Mode: A. Credit(s): 3.

COMM 280 - Oral Interpretation
Learning to read types of literature aloud in a manner that enhances and enriches the audience’s understanding and appreciation of that literature. Grade Mode: A. Credit(s): 3.

COMM 282 - Intercollegiate Forensics
Practical speech experience in debate and individual speaking events. Each section (COMM 282, 382) may be repeated once for a total of eight credits. Grade Mode: A. Credit(s): 2.

COMM 320 - Advanced Public Communication
Additional experience in improving public speaking skills in power point presentations, critiquing of speeches, and groups presentations. Speeches include: Semiotics Analysis; Apologetics Speech; Tribute Speech; and Group Presentation. Prerequisite(s): 100. Grade Mode: A. Credit(s): 3.

COMM 345 - Lighting and Sound for Theatre
Study of lighting and sound variables in a stage production. Student projects include light and sound choices for a particular production. Grade Mode: A. Credit(s): 3.

COMM 363 - Intermediate Acting
Continuation of acting technique from solo and ensemble improvement to basic scene work with theatrical texts. Prerequisite(s): 263. Grade Mode: A. Credit(s): 3.

COMM 368 - Methods of Communication Research
Methodology for communication research, with attention to quantitative and qualitative research. Includes sampling, questionnaire design, introduction to statistics, ethnography, and other qualitative methodologies. Students conduct survey research projects. Learning to read and evaluate research components is an expected learning outcome. Grade Mode: A. Credit(s): 3.

COMM 382 - Intercollegiate Forensics
Practical speech experience in debate and individual speaking events. Each section (COMM 282, 382) may be repeated once for a total of eight credits. Grade Mode: A. Credit(s): 2.

COMM 385 - Persuasive Communication
Techniques of persuasive speaking and communication persuasion theories. Experience in the preparation and delivery of speeches. Prerequisite(s): 100. Grade Mode: A. Credit(s): 3.

COMM 386 - Forms of Public Communication
Application, practice and analysis of selected communication forms from a rhetorical perspective. Sections offered in political, social issues and nonverbal communication. Note(s): May be repeated with different course content. Grade Mode: A. Credit(s): 3.

COMM 387 - Organizational Communication
The dynamics of organizational communication centering in systems, structures and patterns of work/workplace communication; the role of communication in organizational development. Grade Mode: A. Credit(s): 3.

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. Restriction(s): Must be Junior or Senior class. Note(s): Attendance at selected plays is required. Fee: $50. Grade Mode: A. Credit(s): 3.

COMM 405 - Dramatic Theory
Survey of prominent dramatic theories (e.g. Aristotle’s Poetics, dramatic theory of story structure, contemporary theatre theory, etc.). Elements of dramaturgy will also be introduced. Grade Mode: A. Credit(s): 3.

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. Note(s): May be taken twice for a total of 4 credits. Grade Mode: A. Credit(s): 2.

COMM 419 - Dramatic Design and Criticism
Scene design, including script analysis, formation of visual concepts, floor plan development and model building for the stage. Practical training in theatrical production written critiques/reviews. Grade Mode: A. Credit(s): 3.

COMM 432 - Rhetorical Theories
Major theories of rhetorical and public address from classical to contemporary periods. Prerequisite(s): 254. Grade Mode: A. Credit(s): 3.

COMM 435 - Playwriting for Performance
Creation of original material for solo or corporate dramatic performance. Workshop for the presentation of created original materials for stage. Grade Mode: A. Credit(s): 3.

COMM 440 - Communication Internship
For students prepared to gain practical experience. Usually off campus in a work situation. Restriction(s): Must be Junior or Senior class. Note(s): Contact Communication Studies Office to pick up contract and receive instructions. May be taken for a total of 6 credits. Grade Mode: A. Credit(s): 1–3.

COMM 450 - Communication Practicum
Directed practical experience in the various fields of communication. Note(s): An Add/Drop Slip and Arranged Course Form must be obtained at the Communication Studies Office. May be taken for a total of six credits. Grade Mode: A. Credit(s): 1–3.

COMM 451 - Leadership Practicum II
Directed practical experience in leadership communication for students involved in Residence Life, Spiritual Life, Student Orientation Service, Associated Student Government, the Student Missionary Union, and Commuter Life. Cannot substitute for General Education requirement. Note(s): Cannot be counted toward the major. Grade Mode: A. Credit(s): 1–3.

COMM 463 - Advanced Acting Workshop
Further in-depth study of characterization, script analysis, and various styles of acting. Topics may vary. Prerequisite(s): 263, 363 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

COMM 465 - Rhetorical Criticism
Evaluation and assessment of communication sources and artifacts. Application of critical methodologies (e.g., pentadic, narrative, feminist, metaphoric, generic) to generate scholarly commentary. Prerequisite(s): 254. Fee: $50. Grade Mode: A. Credit(s): 3.

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 parachurch settings, providing insights for participants and leaders in drama ministry. Grade Mode: A. Credit(s): 3.
**Computer Science**

**Faculty**

- **Chair:** William R. Wade, Ph.D.
- **Professor:** McCarty, Wade
- **Associate Professor:** Lin, Stangl

**Courses**

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**Education**

A division of the School of Education

**Faculty**

- **Dean:** June Hetzel, Ph.D.
- **Assistant Dean:** Tim Stranske, Ph.D.
- **Chair:** Lorena Vidaurre, Ph.D.
- **Professors:** Hetzel, O’Quinn, Sibold
- **Associate Professors:** Bishop, Eastman, Johnson, LaBarbera, Stranske, Taylor, Vidaurre
- **Assistant Professors:** Curtis, Hong, Stein
Courses

**LEDU 301 - Introduction to Teaching**
This course examines 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 Teacher Preparation Program. CBEST must be taken during this course. Restriction(s): May not be Freshman class. Note(s): Special approval required. Must submit Certificate of Clearance forms and valid negative TB test results. Credential candidates must pass this course with a grade of “B-” or higher. Fee: Approximately $130 for live scan and application fees will be required. Grade Mode: A. Credit(s): 3.

**LEDU 309 - Elementary Math/Science Methods**
During interrelated activities in program coursework and fieldwork, Multiple Subject education candidates learn, understand and use content-specific teaching strategies for helping grades K-6 students learn the state-adopted academic content standards for Math and Science. Prerequisite(s): PSYC 200; LEDU 301, 330, 341. Corequisite(s): LEDU 431 and 432. Note(s): Credential candidates must pass this course with a “B-” or higher. Fee: $25. Grade Mode: A. Credit(s): 2.

**LEDU 330 - Psychological Foundations of Education**
Application of psychological principles to the education 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(s): PSYC 200; LEDU 301 or MUSC 205. Note(s): Special approval required. Restricted to formal application and acceptance to the School of Education. Credential candidates must pass this course with a “B-” or higher. This course is designed to fulfill the University’s writing competency requirement for credential students. Fee: $50. Grade Mode: A. Credit(s): 3.

**LEDU 335 - Child Development: Birth through Adolescence**
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. Covers the impact of genetic, sociocultural and socioeconomic factors on the development of children and young adolescents. Prerequisite(s): PSYC 200. Restriction(s): May not be freshman class. Note(s): This class is designed to fulfill the University’s writing competency requirement for non-credential students. Grade Mode: A. Credit(s): 3.

**LEDU 336 - Elementary Health Curriculum and Methods**
During interrelated activities in program coursework and fieldwork, Multiple Subject candidates learn content-specific teaching strategies that are effective in achieving the goals of the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; understanding of the process of growth and development; and informed use of health-related information, products, and services. Prerequisite(s): PSYC 200; LEDU 301, 330, 341. Corequisite(s): LEDU 431 and 432. Note(s): Credential candidates must pass this course with a “B-” or higher. Grade Mode: A. Credit(s): 1.

**LEDU 337 - Elementary History-Social Science Curriculum and Methods**
During interrelated activities in program coursework and fieldwork, Multiple Subject education candidates learn, understand and use content-specific teaching strategies for helping grades K-6 students learn the state-adopted academic content standards for History-Social Science. Prerequisite(s): PSYC 200; LEDU 301, 330, 341. Corequisite(s): LEDU 420. Note(s): Credential candidates must pass this course with a “B-” or higher. Grade Mode: A. Credit(s): 1.

**LEDU 341 - Methods of Teaching Linguistically Diverse Students**
Survey of the theories, programs, and instructional practices for English language development, including first and second language acquisition and individual factors affecting language acquisition. Strategies for the application of theory to classroom practice and instruction in content area literacy are emphasized. Principles of educational equity, diversity, and cultural and linguistic responsiveness are examined. Lecture/ Lab Hours: A 10-hour fieldwork practicum component is required. Prerequisite(s): PSYC 200; LEDU 301 or MUSC 205; and LEDU 330. Note(s): Credential candidates must pass this course with a “B-” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #1. Fee: $100. Grade Mode: A. Credit(s): 3.

**LEDU 356 - Early Childhood Curriculum**
Examines ways to create meaningful curriculum that is aligned with the National Association for the Education of Young Children (NAEYC) program standards and the Common Core State Standards. Teacher Education Specialist Credential and Certificate candidates develop curriculum plans that integrate language and literacy, mathematics, and play for children ages 3 to 6. Particular attention is given to the key role of adult-child interactions and teaching strategies supporting physical, social and intellectual development for all children. Lecture/Lab Hours: A 9-hour fieldwork practicum component is required. Prerequisite(s): PSYC 200; LEDU 335. Note(s): Special approval required. Restricted to live scan submission. Early Childhood permit candidates must pass with a grade of “B-” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

**LEDU 357 - School/Family/Community Partnerships in Early Childhood Urban Settings**
Examination of family, community, societal, and cultural influences on children’s schooling and learning. Emphasis on strategies for integrating family members and community resources into the learning process. Exploration of culturally and linguistically appropriate anti-bias approaches that support all children and their families. Lecture/ Lab Hours: An 18-hour field practicum component is required. Prerequisite(s): PSYC 200; LEDU 335. Note(s): Special approval required. Restricted to live scan submission. Early Childhood permit candidates must pass with a grade of “B-” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

**LEDU 358 - Classroom Management in Early Childhood Settings**
Overview of childhood behaviors and effective strategies for managing these behaviors in the classroom. Includes a review of learning and developmental theories. Effective strategies that facilitate active learning and differentiated instructional practices that support diverse learning needs are introduced. Lecture/Lab Hours: A 9-hour field practicum component is required. Prerequisite(s): PSYC 200; Ledu 335, 356. Note(s): Early Childhood permit candidates must pass with a grade of “B-” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

**LEDU 359 - Observation and Assessment of Young Children**
This course explores the selection and use of formal and informal assessments to determine initial information for facilitating individual learning strategies and environments. Candidates enhance observational skills, assessment abilities, and communication reporting to families. Particular attention is given to the selection, administration, scoring, and interpretation of results obtained from assessments of young children to determine skills and abilities for the purpose of curriculum planning, learning environment design, and accommodations for children with special needs. Lecture/Lab Hours: A 12-hour field practicum component is required. Prerequisite(s): PSYC 200; LEDU 335, 356. Note(s): Early Childhood permit candidates must pass with a grade of “B-” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

**LEDU 360 - Early Childhood Practicum**
This course provides an opportunity for child development permit candidates placed in practicum sites to explore the relationship between theory and practice. Developmental issues, the role of the early childhood educator, and the relationship between programs and families will be examined. Child development permit candidates will explore and practice techniques for the observation and recording of behavior, examine environments, and plan, implement and evaluate developmentally appropriate, culturally relevant practices for young children. Lecture/Lab Hours: A 75-hour fieldwork practicum component is required. Prerequisite(s): PSYC 200; LEDU 335, 356, 357, 358, and 359. Note(s): Early Childhood permit candidates must pass this course with a grade of “B-” or higher. Valid Certificate of Clearance and negative TB test results required for practicum. Grade Mode: A. Credit(s): 3.

**LEDU 361 - Issues in Special Education**
This course provides a basic introduction to the history and educational philosophy of special education. It includes study of mild/moderate disabilities (specific learning disabilities, cognitive impairments, and emotional and behavioral disturbances). The course examines legal issues and laws pertaining to special education giving attention to school compliance and student and parent rights. Prerequisite(s): 301. Note(s): Education Specialist Credential and Certificate candidates must pass with a grade of “B-” or higher. Grade Mode: A. Credit(s): 3.
LEDU 362 - Assessment and Evaluation of Exceptional Learners
This course introduces the types and uses of assessments to identify the strengths and needs of exceptional learners and evaluate results to develop meaningful educational practice. It provides knowledge and skills necessary for selecting, administering, interpreting and reporting results of tests related to cognitive, affective, psychomotor and social development. Emphasis will be given to translating assessment data into making informed educational decisions. Lecture/Lab Hours: A 10-hour field practicum component is required. Prerequisite(s): 301. Note(s): Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

LEDU 363 - Teaching Students with Mild Disabilities in Inclusive Settings
The focus of this course is to provide teacher candidates with knowledge of learning disabilities including definitions, causes, and characteristics of learning disabilities in children. The course will provide students with the knowledge and skills to make accommodations and modifications (including adaptations with technology) for individuals with mild to moderate disabilities. Particular emphasis will be given to working on Student Study Teams to design instruction to meet the individual needs of underperforming students, to making referrals with appropriate documentation and to writing Individual Education Plans for students with identified learning disabilities. Lecture/Lab Hours: A 10-hour field practicum component is required. Prerequisite(s): 301. Note(s): Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

LEDU 364 - Behavior and Classroom Management for Students with Special Needs
This course focuses on principles and procedures for modifying behavior in the classroom with emphasis given to the identification of factors that contribute to behavioral problems, systematic data collection, objective reporting, and implementation of various methods of reinforcement. Lecture/Lab Hours: A 10-hour field practicum component is required. Prerequisite(s): 301. Note(s): Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

LEDU 365 - Current Issues in Technology and Instruction
Instruction includes a critical look at how technology informs teaching in an online environment by investigating issues of designing, implementing systems, and practical strategies within schools. Grade Mode: A. Credit(s): 3.

LEDU 366 - Innovative Usage of Multimedia within Schools
Instruction includes how to use emerging technologies to improve teaching and learning in school. This course will demonstrate how to use multimedia tools to support and engage all students within K–12 classrooms. Prerequisite(s): 365. Grade Mode: A. Credit(s): 3.

LEDU 367 - World Wide Web Design
Instruction includes research and assessment of webpages that connect with teaching and how to conduct research using the Internet. Students will design and create their own webpage to assist with instruction. Prerequisite(s): 365. Grade Mode: A. Credit(s): 3.

LEDU 368 - Elements of Computer Hardware and Software Maintenance and Repair
Instruction will include basic knowledge of computer hardware and software design, repair, and maintenance to assure proper usage and availability within a school. Prerequisite(s): 365. Grade Mode: A. Credit(s): 3.

LEDU 369 - Introduction to Autism Spectrum Disorders
This course offers an overview of student characteristics, theory and teaching applications for students with Autism Spectrum Disorders (ASD). Major theories, teaching approaches, trends, etiological and diagnostic issues, classroom structure and environmental arrangements, research based instructional strategies, and family involvement will be discussed. Lecture/Lab Hours: A 10-hour field practicum component is required. Prerequisite(s): 301. Note(s): Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

LEDU 378 - CalTPA Remediation
Course provides individual or small group assistance in understanding the expectations of the CalTPA tasks. Remediation is only offered to those who need to resubmit a task. Note(s): Course by arrangement. May only be taken twice. Grade Mode: C. Credit(s): 1.

LEDU 380 - Children's Literature
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. Prerequisite(s): ENGL 100 or 112; and one of the following: ENGL 220, 235, 251, 252, 281, 282, 283 or 290. Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Grade Mode: A. Credit(s): 3.

LEDU 420 - Elementary Reading/Language Arts
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. Lecture/Lab Hours: A 35-hour fieldwork practicum component is required. Prerequisite(s): PSYC 200; LEDU 301 and 341. Corequisite(s): 337. Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #2. Fee: $100. Grade Mode: A. Credit(s): 3.

LEDU 425 - Secondary Content Area Reading
Methods and materials for teaching reading through content areas in secondary schools; attention to reading techniques, testing, and individualization. Lecture/Lab Hours: A 35-hour fieldwork practicum component is required. Prerequisite(s): PSYC 200; LEDU 301 or MUSC 205; LEDU 330 and 341. Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #2. Fee: $100. Grade Mode: A. Credit(s): 3.

LEDU 431 - Elementary Curriculum
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 area, assessment, classroom management and resources. Prerequisite(s): PSYC 200; LEDU 301, 330, 341, 420. Corequisite(s): 309, 336, 432. Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #3. Fee: $100. Grade Mode: A. Credit(s): 3.

LEDU 432 - Elementary Curriculum Fieldwork
A 60-hour fieldwork requirement to support the practical application of LEDU 431 Elementary Curriculum content. Candidates will design and teach several classroom lessons in local elementary schools. Prerequisite(s): PSYC 200; LEDU 301, 330, 341, 420. Corequisite(s): 309, 336, 431. Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 1.

LEDU 433 - Single Subject Pedagogy
During interrelated activities in program coursework and fieldwork, Single Subject candidates relate the state-adopted K–12 academic content standards for candidates in their specific subject area to major concepts and principles in their discipline, including planning, organizing, and implementing effective instruction (Grades 7–12).

Single Subject Pedagogy - Art: During interrelated activities in program coursework and fieldwork, Single Subject Art candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the state-adopted K–12 academic content standards for students in ART (Grades 7–12).

Single Subject Pedagogy - English: During interrelated activities in program coursework and fieldwork, Single Subject English candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the state-adopted K–12 academic content standards for students in ENGL (Grades 7–12).

Single Subject Pedagogy - Health Science: During interrelated activities in program coursework and fieldwork, Single Subject Health Science candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the state-adopted K–12 academic content standards for students in HSC (Grades 7–12).
Single Subject Pedagogy - History/Social Science: During interrelated activities in program coursework and fieldwork, Single Subject History/Social Science candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the K–12 state-adopted academic content standards for History/Social Science (Grades 7–12).

Single Subject Pedagogy - Mathematics: During interrelated activities in program coursework and fieldwork, Single Subject Mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of mathematics; and problem solving skills in mathematics, and acquire pedagogical skills that assist students in learning K–12 state-adopted academic content standards for Mathematics (Grades 7–12).

Single Subject Pedagogy - Physical Education: During interrelated activities in program coursework and fieldwork, Single Subject Physical Education candidates learn, understand and use content-specific teaching strategies for helping students in learning K–12 state-adopted academic content standards for Physical Education (Grades 7–12). single Subject Pedagogy - Science: During interrelated activities in program coursework and fieldwork, Single Subject Science candidates relate the state-adopted K–12 academic content standards for students in Science (Grades 7–12) to major concepts, principles and investigations in the science disciplines, including planning, organizing, and implementing effective instruction.

Prerequisite(s): PSYC 200; LEDU 301, 330, 341; Corequisite(s): LEDU 436, 437. Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Grade Mode: A. Credit(s): 2.

LEDU 436 - Secondary Curriculum

Secondary school curriculum, assessment, classroom management and teaching methods as they apply to the content areas in secondary school settings. Prerequisite(s): PSYC 200; LEDU 301 or MUSC 205; LEDU 330, 341, 425. Corequisite(s): 433, 437. Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #3. Fee: $100. Grade Mode: A. Credit(s): 3.

LEDU 437 - Secondary Curriculum Fieldwork

A 60-hour fieldwork requirement to support the practical application of LEDU 436 Secondary Curriculum content. Candidates will design and teach several classroom lessons in local secondary schools. Prerequisite(s): PSYC 200; LEDU 301 or MUSC 205; LEDU 330, 341, 425. Corequisite(s): 433, 436, 437. Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 1.

LEDU 440 - Elementary Student Teaching I

Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and University supervisors. University seminar required. Prerequisite(s): PSYC 200; LEDU 301, 330, 341, 420, 431 and 432. Note(s): Special approval required. Restricted to formal application. Must pass course with a grade of "B-" or higher. CantPA #4. Candidates doing student teaching are limited to a maximum of 15 credits that semester with approval. Must register for LEDU 442 if completing student teaching in one semester. (See also SEED 512/513). Fee: $120. Grade Mode: A. Credit(s): 6.

LEDU 442 - Elementary Student Teaching II

See LEDU 440. Prerequisite(s): 440 (current registration permitted). Note(s): Special approval required. Restricted to formal application. Grade Mode: A. Credit(s): 6.

LEDU 450 - Secondary Student Teaching I

Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and University supervisors. University seminar required. Prerequisite(s): PSYC 200; LEDU 301 or MUSC 205; LEDU 330, 341, 425, 436 and 437. Note(s): Special approval required. Restricted to formal application. Must pass course with a grade of "B-" or higher. CantPA #4. Candidates doing student teaching are limited to a maximum of 15 credits that semester. Must register for LEDU 452 if completing student teaching in one semester. (See also SEED 514/515). Fee: $120. Grade Mode: A. Credit(s): 6.

LEDU 452 - Secondary Student Teaching II

See LEDU 450. Prerequisite(s): 450 (current registration permitted). Note(s): Special approval required. Restricted to formal application. Grade Mode: A. Credit(s): 6.

LEDU 480 - Directed Study

Subject matter and credit by arrangement. Note(s): An Add/Drop Slip and Arranged Course Form must be submitted. May be taken for a total of 6 credits. Grade Mode: A. Credit(s): 1–3.

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English

**Courses**

**ENGL 100 - Basic Studies in Critical Thinking and Writing**

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. Lecture/Lab Hours: Three hours of lecture, two hours of lab. Note(s): All students scoring less than 470 on the critical reading section of the SAT (or 19 ACT) exam must enroll in ENGL 100. Undergraduate students finishing ENGL 171 in ELSP must take ENGL 100 within the first term of residence. This course is a prerequisite to ENGL 113. Grade Mode: A. Credit(s): 3.

**ENGL 112 - Studies in Critical Thinking and Writing I**

A continuation of 100 or 112, 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. Prerequisite(s): 100 or 112. Note(s): Required. Grade Mode: A. Credit(s): 3.

**ENGL 210 - Writing for Competency**

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. Prerequisite(s): English 100 or 112; two unsuccessful attempts to complete GNRC 300. ELSP students must have passed the EDET. Grade Mode: A. Credit(s): 3.

**ENGL 220 - Literature and Film**

Designed to fulfill the general education literature requirement. Comparison of fictional and dramatic texts with their cinematic adaptations. Prerequisite(s): 100 or 112, 113. Fee: $25. Grade Mode: A. Credit(s): 3.

**ENGL 230 - Literature in Context**

Designed to fulfill the general education literature requirement. Selected writers representative of international or ethnic literatures. Prerequisite(s): 100 or 112, 113. Grade Mode: A. Credit(s): 3.

**ENGL 251 - British Literature I**

A study of selected writers and their works from the early Middle Ages to 1616. Prerequisite(s): 100 or 112; 113. Grade Mode: A. Credit(s): 3.

**ENGL 252 - British Literature II**

A study of selected writers and their works from 1616 to 1832. Prerequisite(s): 100 or 112; 113. Grade Mode: A. Credit(s): 3.

**ENGL 253 - British Literature III**

A study of selected writers and their works from 1832 through the present. Prerequisite(s): 100 or 112; 113. Grade Mode: A. Credit(s): 3.

**ENGL 281 - American Literature I**

A study of selected writers from the Colonial period through the Age of Romanticism. Prerequisite(s): 100 or 112; 113. Grade Mode: A. Credit(s): 3.

**ENGL 282 - American Literature II**

A study of selected writers from the Age of Realism through the present day. Prerequisite(s): 100 or 112, 113. Grade Mode: A. Credit(s): 3.

**ENGL 283 - Race and Ethnicity in American Literature**

Studies in minority literatures of the United States. Prerequisite(s): 100 or 112; 113. Grade Mode: A. Credit(s): 3.
ENGL 290 - World Literature
Surveys of global literatures from ancient times to the present. Prerequisite(s): 100 or 112; 113. Grade Mode: A. Credit(s): 3.

ENGL 320 - Studies in Grammar and Language
Introductory language course for education students: history of language, grammatical systems, usage/composition; teaching applications. Prerequisite(s): 100 or 112; 113; one 200-level course. Grade Mode: A. Credit(s): 3.

ENGL 340 - Advanced Composition
Study of the theories of writing and rhetorical models. Extensive practice in writing. Prerequisite(s): 100 or 112; 113; one 200-level course. Grade Mode: A. Credit(s): 3.

ENGL 343 - Creative Writing: Poetry
Poetry workshop. Students will read and critique each other's work, study selected modern and contemporary poems and investigate the creative writing process. Prerequisite(s): 100 or 112; 113; one 200-level course. Grade Mode: A. Credit(s): 3.

ENGL 344 - Creative Writing: Fiction
Fiction workshop. Students will read and critique each other's work, study selected modern and contemporary short stories and investigate the creative writing process. Prerequisite(s): 100 or 112; 113; one 200-level course. Grade Mode: A. Credit(s): 3.

ENGL 351 - General English Linguistics
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. Note(s): See INAL 300. Grade Mode: A. Credit(s): 3.

ENGL 353 - 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 adults or postsecondary students. Note(s): See INTE 421. Grade Mode: A. Credit(s): 3.

ENGL 354 - Introduction to TESOL: K–12
Examination of rationale, methods and materials for teaching English in elementary and secondary multicultural classrooms. Assessment, the role of the primary language, and techniques for teaching oral and written language are also covered. Grade Mode: A. Credit(s): 3.

ENGL 360 - Studies in American Literature
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. Prerequisite(s): 100 or 112; 113; one 200-level course. Grade Mode: A. Credit(s): 3.

ENGL 370 - Studies in British Literature
Specific eras and movements in literature from the nations of the British Isles: Wales, Scotland, the Republic of Ireland, and England. The sections include: Medieval literature, Renaissance literature, 17th-century literature, 18th-century literature, Romanticism, Victorian literature, Early 20th-century literature, and contemporary literature. Prerequisite(s): 100 or 112; 113; one 200-level course. Grade Mode: A. Credit(s): 3.

ENGL 380 - Studies in Children's Literature
Readings in children's literature, including consideration of forms, themes, and critical approaches. Prerequisite(s): 100 or 112; 113; one 200-level course. Note(s): Intended for Education majors only. Grade Mode: A. Credit(s): 3.

ENGL 390 - Introduction to Critical Theory
An overview of the major concepts in 20th- and 21st-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. Prerequisite(s): 100 or 112; 113; one 200-level course. Grade Mode: A. Credit(s): 3.

ENGL 400 - Introduction to Shakespeare
Studies of a selection of Shakespeare’s plays, providing an overview of Shakespearean tragedy, comedy, and historical drama. Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Grade Mode: A. Credit(s): 3.

ENGL 410 - Studies in Specialized Writing
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. Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Grade Mode: A. Credit(s): 3.

ENGL 420 - Studies in Comparative Literature
Comparative studies of a specific cultural literature. Sections offered in areas such as African, Spanish, Russian, Jewish, and German literature. Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Grade Mode: A. Credit(s): 3.

ENGL 430 - Special Studies in Literature
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. Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Grade Mode: A. Credit(s): 3.

ENGL 433 - CSET Preparation Class
Preparation for the California Subject Examinations for Teachers (CSET) for those pursuing the Secondary Instruction concentration. Recommended for Juniors in their Fall semester. Students must pass all parts of the CSET exam during the first semester of their Senior year in order to apply for student teaching during the Secondary Curriculum course (LEDU 435). Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Grade Mode: A. Credit(s): 1.

ENGL 440 - Studies in Major Authors
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. Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Grade Mode: A. Credit(s): 3.

ENGL 454 - Studies in Literary Theory
Applied studies of literature using selected theoretical methodologies. Prerequisite(s): 100 or 112; 113; one 200-level course; and 390. Grade Mode: A. Credit(s): 3.

ENGL 460 - Studies in Literary Genre
Studies in a specific literary genre such as, poetry, drama, the novel and film. Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Grade Mode: A. Credit(s): 3.

ENGL 471 - Honors Seminar
A selective seminar in literary analysis and pedagogy. Participants help lead the class through texts of their own choosing, and discuss strategies for engaging students effectively in the classroom. Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Grade Mode: A. Credit(s): 3.

ENGL 481 - Studies in World Literature
Specialized studies of global literatures focusing on authors, periods, and/or movements from literary traditions other than the United States and Britain. Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Grade Mode: A. Credit(s): 3.

ENGL 482 - Studies in Ethnic Literature
Specialized studies of race and ethnicity in literatures of North America and Britain. Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Grade Mode: A. Credit(s): 3.

ENGL 490 - English Practicum
Practical experience in English teaching, editing and/or research at the college level. Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Note(s): Limited enrollment. An Add/Drop Slip and Arranged Course Form must be submitted. Grade Mode: A. Credit(s): 1–3.

ENGL 491 - Senior Thesis
An individualized research project developed in consultation with a faculty advisor to prepare students for the possibility of future graduate studies. Participants will discuss manifold aspects of graduate and professional life. Prerequisite(s): 100 or 112; 113; one 200-level course; one 300-level course. Grade Mode: A. Credit(s): 3.
French
Faculty
Chair: Amy Obrist, Ph.D.
Assistant Professors: Bryant, Hernandez, Velasquez

**Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Prerequisite(s)</th>
<th>Fee</th>
<th>Grade Mode</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFF 101</td>
<td>Elementary French</td>
<td>From the beginning, classroom conversations in French.</td>
<td></td>
<td>C</td>
<td>0</td>
</tr>
<tr>
<td>HUFF 102</td>
<td>Elementary French</td>
<td>Basic principles of pronunciation and grammar, vocabulary drill, graded reading.</td>
<td></td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>HUFF 201</td>
<td>Intermediate French</td>
<td>pr. 101 or equivalent. Students with high school French should consult with the department for placement.</td>
<td></td>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>HUFF 202</td>
<td>Conversational French</td>
<td>To the Biola University Writing Center before submitting them to their papers in their Senior Petition.</td>
<td></td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>GNST 001</td>
<td>College Study Skills</td>
<td>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 offered by their department.</td>
<td></td>
<td>A</td>
<td>0</td>
</tr>
<tr>
<td>GNST 002</td>
<td>Above and Beyond</td>
<td>No. students must pass the Writing Competency Requirement with a passing score.</td>
<td></td>
<td>A</td>
<td>0</td>
</tr>
<tr>
<td>GNST 003</td>
<td>Multicultural Mentorship Program</td>
<td>Students who do not pass the Writing Competency Requirement on the first attempt must re-attempt to pass it during a subsequent semester.</td>
<td></td>
<td>A</td>
<td>0</td>
</tr>
<tr>
<td>GNST 004</td>
<td>Gospel Choir</td>
<td>This multicultural experience focuses on the training in, and performance of, all categories of Gospel music.</td>
<td></td>
<td>A</td>
<td>0</td>
</tr>
</tbody>
</table>

**Mission**

To provide students with co-curricular and extra-curricular opportunities to learn, exercise and refine their academic skills, and receive exposure to practical learning experiences which can lead to personal growth and development.

**Courses**

**GNST 001 - College Study Skills**

Instruction in effective study techniques and personal strengths development. Emphasis on the incorporation of skills with current academic work. Fee: $60. Grade Mode: C. Credit(s): 0.

**GNST 002 - Above and Beyond**

College study skill development, organizational and academic accountability, for selected/approved participants through the undergraduate admissions process. When Offered: Fall. Prerequisite(s): Course eligibility via selection. Grade Mode: C. Credit(s): 0.
Geography

Faculty

Chair: Daniel Christensen, Ph.D.

Professors: Rood

Associate Professor: Christensen, Dewey, Waller, Wamagatta

Courses

HGEO 301 - Cultural Geography
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. Grade Mode: A. Credit(s): 3.

HGEO 310 - Studies in Geography
Continental areas 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. Note(s): One or more sections offered each year in areas such as Latin America, North American, Europe, Africa and Asia. May be taken multiple times with different content. Grade Mode: A. Credit(s): 3.

Greek

A division of Talbot School of Theology

Faculty

Dean: Clinton E. Arnold, Ph.D.

Dean of the Faculty: Scott B. Rae, Ph.D.

Associate Dean: Douglas Huffman, Ph.D.

Distinguished Professor: Wilkins

Professors: Arnold, Berding, Hellerman, Hubbard, Huffman, Lunde

Associate Professors: Geringer, Lockett, Manning, Rhee

The purpose of these courses is to provide students with tools which will enable them to use the Greek language in the study, interpretation, and exposition of the Word of God and to prepare students for future graduate studies.

Upon completion of 12 credits of Greek, 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, exegate a biblical text accurately, and undertake individual research in biblical and related background material. Two years of Greek (BLGR 101, 102, 201, and 202) will fulfill the general education foreign language requirement.

Courses

BLGR 101 - Elementary Greek Grammar I
An introductory study of the basic elements of New Testament Greek, emphasizing syntax and development of vocabulary. Grade Mode: A. Credit(s): 3.

BLGR 102 - Elementary Greek Grammar II
An introductory study of the basic elements of New Testament Greek, emphasizing syntax and development of vocabulary. Translation of selected portions of the New Testament, with extensive translation of a selected New Testament book in the second semester. Prerequisite(s): 101 with a grade of “C-” or better or equivalent. Grade Mode: A. Credit(s): 3.

BLGR 201 - Intermediate Greek Grammar and Exegesis I
A comprehensive survey of New Testament Greek grammar and vocabulary which builds upon the first year of study. Introduction to textual criticism and exegetical methodology which will aid students in interpreting the New Testament. Reading in selected portions of the New Testament. Prerequisite(s): 102 with a grade of “C-” or better or equivalent. Grade Mode: A. Credit(s): 3.

BLGR 202 - Intermediate Greek Grammar and Exegesis II
A comprehensive survey of New Testament Greek grammar and vocabulary which builds upon the first year of study. Introduction to textual criticism and exegetical methodology which will aid students in interpreting the New Testament. Reading in selected portions of the New Testament. Prerequisite(s): 201. Grade Mode: A. Credit(s): 3.

BLGR 304 - Studies in Biblical Greek
Exegesis of biblical Greek texts for advanced students, with attention to translation, grammar, backgrounds, interpretation, and problems of analysis. Study may include one or more portions of New Testament literature. Prerequisite(s): 202. Note(s): May be repeated with different content. Grade Mode: A. Credit(s): 1–4.

BLGR 305 - Studies in Biblical Greek
Exegesis of biblical Greek texts for advanced students, with attention to translation, grammar, backgrounds, interpretation, and problems of analysis. Study may include one or more portions of New Testament literature. Prerequisite(s): 202. Note(s): May be repeated with different content. Grade Mode: A. Credit(s): 1–4.

BLGR 403 - Hellenistic Greek
Readings from the Jewish, patristic 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(s): 202 or equivalent. Grade Mode: A. Credit(s): 3.

BLGR 405 - Advanced New Testament Textual Criticism
A survey of the materials, history and theories of New Testament textual criticism. Prerequisite(s): 201 and two years of Greek. Grade Mode: A. Credit(s): 3.

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. Prerequisite(s): 304 and 305. Grade Mode: A. Credit(s): 3.

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. Prerequisite(s): 202 and at least 6 credits of upper-division Greek. Note(s): May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

Hebrew

A division of Talbot School of Theology

Faculty

Dean: Clinton E. Arnold, Ph.D.

Dean of the Faculty: Scott B. Rae, Ph.D.

Associate Dean: Douglas Huffman, Ph.D.

Professors: Curtis, Finley

Assistant Professor: Volkmer

The purpose of these courses is to provide students with tools which will enable them to use the 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 credits of 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, exegate a biblical text accurately, and undertake individual research in biblical and related background material. Two years of Hebrew (BHE 101, 102, 201, and 202) will fulfill the general education foreign language requirement.
Courses

**BLHE 101 - Elementary Hebrew Grammar I**
Introduction to the language of the Hebrew Bible: morphology, syntax, as well as reading and translation of biblical texts. Grade Mode: A. Credit(s): 3.

**BLHE 102 - Elementary Hebrew Grammar II**
Introduction to the language of the Hebrew Bible: morphology, syntax, as well as reading and translation of biblical texts. Grade Mode: A. Credit(s): 3.

**BLHE 201 - Intermediate Hebrew Grammar I**
Advanced grammar and syntax with emphasis upon rapid reading as well as the development of exegetical skills. Prerequisite(s): 102. Grade Mode: A. Credit(s): 3.

**BLHE 202 - Intermediate Hebrew Grammar II**
Advanced grammar and syntax with emphasis upon rapid reading as well as the development of exegetical skills. Prerequisite(s): 102. Grade Mode: A. Credit(s): 3.

**HIST 290 - Research Methods in History**
Required course for history majors. Introduces students to the discipline of history, to reading historical primary and secondary sources, to the steps of a quality research project, and to writing a research paper. Books on the methodology will be used, and one longer book on topics chosen by the instructor. When Offered: Spring. Note(s): Should be taken in the sophomore year or as close to that as possible for transfer students. Grade Mode: A. Credit(s): 3.

**HIST 300 - The Black American Experience**
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. Grade Mode: A. Credit(s): 3.

**HIST 304 - Ancient Near East**
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. Grade Mode: A. Credit(s): 3.

**HIST 305 - English History**
Survey of British history from the Anglo-Saxon period to contemporary times; emphasis on social, intellectual, religious and political developments. Grade Mode: A. Credit(s): 3.

**HIST 306 - Studies in British History**

**HIST 307 - The Colonial Period, American Revolution, 1607–1800**
Settlement and growth of the Anglo-American civilization; the American Revolution; growth of political, economic, social and religious institutions to 1800. Grade Mode: A. Credit(s): 3.

**HIST 308 - American Democracy, Civil War and Reconstruction, 1800–1877**
Nationalism and the growth of sectionalism reform movements; Manifest Destiny; disruption of American democracy, Civil War and political reconstruction to 1877. Grade Mode: A. Credit(s): 3.

**HIST 310 - Social and Intellectual History of the United States**
Social impact of westward expansion, immigration, industrialization, urbanization and cultural pluralism combined with major intellectual ideas instrumental in the shaping of American society. Grade Mode: A. Credit(s): 3.

**HIST 312 - History of Latin America**
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. Grade Mode: A. Credit(s): 3.

**HIST 313 - Medieval Europe**
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. Grade Mode: A. Credit(s): 3.

**HIST 318 - Studies in Modern Europe**
Thematic and period studies in 16th through 20th century Europe including: Age of Revolutions, Age of ideologies, Enlightenment, Industrialization, Holocaust, and Global Interdependence. Note(s): May be repeated with different focus. Grade Mode: A. Credit(s): 1–3.

**HIST 320 - The American Presidency**
Historical development of the office of the presidency; formal and informal powers of the President in executive, legislative, judicial, military, diplomatic and political areas. Cross-listed: POSC 320. Grade Mode: A. Credit(s): 3.

**HIST 321 - History of the Christian Church**
A historical survey of Church history from Pentecost to the present. Emphasis given to leading personalities and movements within the Church. Grade Mode: A. Credit(s): 3.

**HIST 323 - Ancient Greece**
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. Grade Mode: A. Credit(s): 3.

**HIST 324 - Roman History**
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. Grade Mode: A. Credit(s): 3.
**HIST 325 - Themes in American History**
Sections offered each year on such topics as: the American South, the American West, Women in America, the Asian Americans. Grade Mode: A. Credit(s): 3.

**HIST 331 - History of East Asia**
Survey of Chinese, Japanese, and Korean civilizations from ancient times to the present, stressing the religio-philosophical developments and their impact upon culture. Grade Mode: A. Credit(s): 3.

**HIST 332 - Studies in Asian Civilizations**
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. Note(s): May be repeated with a different focus. Grade Mode: A. Credit(s): 3.

**HIST 335 - History of Modern China**
The history of China from 1800 to the present. Grade Mode: A. Credit(s): 3.

**HIST 350 - Political Philosophy - Ancient**

**HIST 351 - Political Philosophy - Modern**

**HIST 360 - Economic History of the United States**
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: POSC 360. Grade Mode: A. Credit(s): 3.

**HIST 375 - Teaching Assistant Preparation**
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. Note(s): May be taken for a total of 3 credits. Grade Mode: A. Credit(s): 1–3.

**HIST 390 - History of Mexico**
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. Grade Mode: A. Credit(s): 3.

**HIST 391 - Latin America: History, Peoples and 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; economic activities, social practices, religion and arts. Emphasis on both historical factors and contemporary developments. Grade Mode: A. Credit(s): 3.

**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. Grade Mode: A. Credit(s): 3.

**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. Grade Mode: A. Credit(s): 3.

**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. Grade Mode: A. Credit(s): 3.

**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. Grade Mode: A. Credit(s): 3.

**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. Grade Mode: A. Credit(s): 3.

**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. Cross-listed: POSC 405. Grade Mode: A. Credit(s): 3.

**HIST 406 - Themes in Urban History**
Readings in urban history on various topics, including the European City, the Islamic City, Cities in the Developing World. Specialized research by theme, region, or epoch. Grade Mode: A. Credit(s): 3.

**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. Grade Mode: A. Credit(s): 3.

**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. Cross-listed: POSC 410. Grade Mode: A. Credit(s): 3.

**HIST 412 - The American West**
Survey of the history of the American West, beginning with Lewis and Clark and continuing to the present. Will briefly cover the West prior to the arrival of the Americans, but focuses primarily on the nineteenth and twentieth centuries. Will examine some of the major themes in Western history, including early explorers, the expansion of the American frontier, the experiences of Native American tribes, the growth of ranching, railroads and mines, conflicts over urbanization and environmentalism, and the role of the federal government in the economic development of the west in the 20th Century. Grade Mode: A. Credit(s): 3.

**HIST 415 - Oral History**
The class will focus on the design and implementation of an oral history project. Students will receive training in the methodology and techniques of oral history. Students will carry out background research, conduct fieldwork interviews, and learn the basic procedures of processing and making available oral history tapes and transcripts. These oral histories are designed to accommodate the “real world” to continue collecting the personal accounts of people who have contributed to Biola over the last 100 years. Grade Mode: A. Credit(s): 3.

**HIST 418 - The History of the City**
An examination of urban life over the millennia focusing upon the meaning of life to its inhabitants in the city. Traces the development of the city beginning in Mesopotamia to today’s post-industrial suburban metropolitan hubs and metacities. Explores the issues that have faced urbanized societies throughout history; how and in what ways urbanization and demographics have shaped the political, economic, social, and cultural aspects of world civilizations; why Western cities are different from Asian ones; and how urban life has shaped civil society. Grade Mode: A. Credit(s): 3.

**HIST 420 - History of Russia**
Russia from the origin of the nation, the Soviet period, and post-Soviet era. Analysis of Cardon, the Revolution and international relations in the modern world. Grade Mode: A. Credit(s): 3.

**HIST 422 - Renaissance and 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. Grade Mode: A. Credit(s): 3.

**HIST 423 - Early Modern Europe**
The history of Europe, including Russia, from 1550 to 1900. Wars of Religion, Scientific Revolution, Absolutism and political theory; the Enlightenment; the French Revolution; the nineteenth century. Grade Mode: A. Credit(s): 3.

**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. Grade Mode: A. Credit(s): 3.
HIST 425 - War and Civilization
Survey of military history emphasizing the development of technology, tactics, war theory, ethical standards and worldview. Grade Mode: A. Credit(s): 3.

HIST 426 - German History and Culture
History of German-speaking lands and Germany from 1500 to present. Covers the Protestant Reformation, the Enlightenment, the rise of Prussia, unification, the two world wars, Weimar Republic, Nazism, the Holocaust, divided Germany, and reunification. Art, classical music, and philosophy will also be explored. When Offered: Summer or Interterm. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

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 African agents 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. Grade Mode: A. Credit(s): 3.

HIST 441 - History of the Middle East and 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. Grade Mode: A. Credit(s): 3.

HIST 442 - History of the Middle East and 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. Grade Mode: A. Credit(s): 3.

HIST 443 - Special Topics on Middle Eastern History
Topics on Middle Eastern history including individual reading in historical literature. Note(s): May be repeated with a different topic. Grade Mode: A. Credit(s): 3.

HIST 445 - Africa: History, Peoples and 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, Christianization, modernization and nationhood. Special emphasis on contemporary religious movements. Grade Mode: A. Credit(s): 3.

HIST 447 - Topics in African History
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. Note(s): May be taken multiple times for credit with different content. Grade Mode: A. Credit(s): 3.

HIST 453 - The Islamic City

HIST 454 - Arab-Israeli Conflict
Focusing on Jerusalem, students will study the diplomatic and political history of the conflict between the Palestinians and Israelis. Emphasis on Christian Zionism, political Islam, and international relations. Depending on the students in the class, position papers will be used either in simulated negotiations or panel discussions. Cross-listed: POSC 454. Grade Mode: A. Credit(s): 3.

HIST 455 - History of Israel and Zionism
Focusing on Jerusalem, students will study the diplomatic and political history of the conflict between the Palestinians and Israelis. Emphasis on Christian Zionism, political Islam, and international relations. Depending on the students in the class, position papers will be used either in simulated negotiations or panel discussions. Cross-listed: POSC 455. Grade Mode: A. Credit(s): 3.

HIST 456 - Muslim, Jewish and Christian Relations

HIST 460 - Seminar in Religious Traditions
Significant religious traditions offered with different focus and content, such as: Asian Religious Traditions, the Evangelical Tradition. Note(s): May be taken multiple times with different content. Grade Mode: A. Credit(s): 3.

HIST 462 - History of the Expansion of Christianity
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. Grade Mode: A. Credit(s): 3.

HIST 465 - Integration Seminar
Issues in the contemporary world addressed from an interdisciplinary social science and Biblical perspective. Prerequisite(s): Senior standing. Grade Mode: A. Credit(s): 3.

HIST 470 - Studies in History
Topics in history including individual reading in historical literature. Note(s): May be taken multiple times with different content. Grade Mode: A. Credit(s): 1–3.

HIST 480 - Research Seminar
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. Grade Mode: A. Credit(s): 3.

HIST 488 - Internship
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. Note(s): Credits to be counted toward elective credit beyond the 30 credits required for History and Social Science majors. May be taken for a total of 6 credits. Grade Mode: A. Credit(s): 1–6.

HIST 490 - Honors Program
First semester of a year-long independent research project for history majors culminating in an honors thesis. First semester: reading and research under supervision. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

HIST 491 - Honors Program
Second semester of a year-long independent research project for history majors culminating in an honors thesis. Drafting and writing final paper. Prerequisite(s): 490. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

HIST 495 - Capstone: History in Christian Faith and Practice
This course asks students to summarize and reflect on the historical content, methodology, and academic skills learned as History majors. It tests the mastery of the learning outcomes of the major. It discusses life skills, career skills, the value of history to a Christian worldview, careers for History majors, and graduate school. Restriction(s): Must be Senior class. Note(s): Required for all History majors. Grade Mode: A. Credit(s): 3.

Intercultural Studies

Faculty
Dean: F. Douglas Pennoyer, Ph.D.
Chair: Alan McMahan, Ph.D.
Professors: Hayward, Lessard-Clouston, Purgason, Starcher
Associate Professors: Campbell, Decker, Greene, Liang, McMahan, Pennoyer, Pittle, Russell, Sappington, Yeh
Assistant Professor: Barber, Floyd, Langenwalter, McEwen
Courses

INCS 233 - Foundations for Global Studies
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; unreached peoples; urbanization; globalization; and peace, security and conflict) from a Biblical perspective. Career tracks in intercultural and global service are explored. Grade Mode: A. Credit(s): 3.

INCS 310 - General Linguistics
Introduction to the basic concepts in the scientific study of language, major areas of linguistic analysis, and several subareas of the field, including language in society. Material from English and a variety of other languages is used to provide a broad perspective. Grade Mode: A. Credit(s): 3.

INCS 313 - Language and Culture Learning
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. Grade Mode: A. Credit(s): 3.

INCS 322 - Intercultural Adjustment
Exploration of the cross-cultural transition process, focusing on 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. Grade Mode: A. Credit(s): 3.

INCS 324 - Introduction to Islam and Islamic Theology
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 fundamentalist and militant Islam. Grade Mode: A. Credit(s): 3.

INCS 325 - Popular Islam
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 Muslim (representing 80% of Muslims) from a biblical perspective in order to contextually communicate to the felt needs of ordinary Muslims. Prerequisite(s): 324 or instructor’s permission. Grade Mode: A. Credit(s): 3.

INCS 331 - Peoples of Ethnic America
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. Grade Mode: A. Credit(s): 3.

INCS 332 - Peoples of the World
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 and Cultures of Latin America
- People and Cultures of Sub-Saharan Africa
- Peoples and Cultures of China
- Peoples and Cultures of India
- Women in Islamic Cultures
- Peoples of the Islamic World
- Native Peoples of America
- Peoples and Cultures of Southeast Asia
- Peoples of Europe.
Grade Mode: A. Credit(s): 3.

INCS 333 - Principles of Church Multiplication
Exploration of the foundational issues related to global ministry, emphasizing church planting strategies for entering and leaving 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. Grade Mode: A. Credit(s): 3.

INCS 334 - Church Planting Models and Strategies
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. Prerequisite(s): 333. Grade Mode: A. Credit(s): 3.

INCS 338 - Urban Church Planting Models: L.A. Excursion
This study moves beyond the classroom to actual urban church plants in the greater L.A. area. Visits and dialogues provide the practical ways pastors, lay people, parachurch people, and missionaries prepare themselves and their congregations for intentional church planting in ethnically diverse communities. Fee: $50. Grade Mode: A. Credit(s): 3.

INCS 342 - World Christianity
An introduction to the contemporary worldwide Christian movement, focusing on social, cultural and misiological issues; the translatability of the gospel; and non-Western missions and religious movements. Grade Mode: A. Credit(s): 3.

INCS 345 - Introduction to International Development
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. Restriction(s): May not be Freshman class. Note(s): Prerequisite(s): INCS 347, 433, 435. Grade Mode: A. Credit(s): 3.

INCS 347 - Micro Issues in Relief and Development
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 (IDP’s), refugee response and the role of NGO’s and faith-based organizations/agencies in working with complex humanitarian emergencies. Prerequisite(s): 345. Grade Mode: A. Credit(s): 3.

INCS 352 - Field Internship
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, 352 is taken in the Spring semester; the actual field experience is done in the summer between the Junior and Senior year, and 354 is taken in the Spring semester; the actual field experience is done in the summer between the Junior and Senior year, and 354 and the portfolio are completed in fall semester. Prerequisite(s): 233, 322, ANTH 200, and one other INCS course. Required for all concentrations. Note(s): Also available for CPLE. This course may not be taken in conjunction with a semester abroad study program. Grade Mode: A. Credit(s): 1.

INCS 354 - Field Internship
Field internship provides an opportunity to develop crosscultural confidence and competence in a field environment while exploring specific geographical, cultural and career areas of interest. Prerequisite(s): 352. Note(s): Required for all concentrations. Preparation for field internship, 352 is taken in the Spring semester; and 354, actual field experience and portfolio, are completed in Fall semester. Also available for CPLE. This course may not be taken in conjunction with a semester abroad study program. Grade Mode: A. Credit(s): 2.

INCS 360 - Short-Term Mission Leadership
Preparation to effectively lead a short-term mission team (STM) and program, including team training and preparation, models of STM service, spiritual and cultural issues, analysis of the STM paradigm, and assessment of STM effectiveness. Grade Mode: A. Credit(s): 3.

INCS 371 - Profiles in Missionary Lives
This course utilizes the uniquely Evangelical genre of missionary biography to explore the lives and legacies of a number of important missionaries. The course will examine their lives to more critically understand issues such as missionary call, mission formation and strategy, contextualization, field struggles, missionary family lives, and their lasting legacy. At its heart, the course is an exploration of the faithfulness of God in the lives of these individuals and the lasting impact Christ made through them. Grade Mode: A. Credit(s): 3.

INCS 375 - Understanding the City
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. Grade Mode: A. Credit(s): 3.
INCS 410 - Frontier Missiology
An examination of the theology and missiology of the “frontier missions” movement and the emphasis on “unreached peoples,” including its historical background, leading proponents, anthropological conceptions, and strategic implications; the dynamics of pioneer church movements; contextualization in Muslim, Hindu, Buddhist, and Tribal societies; insider movements; and other models of mission breakthrough. Grade Mode: A. Credit(s): 3.

INCS 419 - Sufism
A survey of Islamic mysticism, its sources in the Qur’an and the Prophet Muhammad, and its literary, cultural, and social expressions in Arab, Persian, Indic, and Turkish regions, including an examination of representative texts and Sufi poetry; sahihth, authority, and brotherhoods; and Sufism in the contemporary world. Prerequisite(s): 324. Grade Mode: A. Credit(s): 3.

INCS 420 - Intercultural Communication
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. Note(s): See also COMM 472. Grade Mode: A. Credit(s): 3.

INCS 421 - Communication and Diversity
Study and analysis of intercultural communication and identity within the context of the United States. Cross-listed: COMM 473. Grade Mode: A. Credit(s): 3.

INCS 425 - Spiritual Conflicts in Cross-cultural Context
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. Grade Mode: A. Credit(s): 3.

INCS 427 - Spiritual Formation in Cross-cultural Context
An examination of cross-cultural dynamics of Christian spirituality and spiritual formation, with particular attention to the impact of living and serving in distinctly non-Christian religious environments, and the rigors of living and serving internationally upon the inner-life of the believer. Grade Mode: A. Credit(s): 3.

INCS 430 - Seminar: Topics in Intercultural Health Care
Global Health Perspectives: Theories and skills related to health teaching, physical assessment, preparation and utilization of indigenous health care.
Global Health: Preparation for living overseas: healthy lifestyle, prevention of disease, mental and spiritual burnout, initial treatment where there is no doctor.
Global Health Priorities: Preparation for serving organizations involved in planning and implementing health care systems at the district and village level.
Global Health Communication: The anthropological study of problems of illness and health with emphasis on the cultural context of health care programs.
Note(s): May be taken multiple times with different content. Grade Mode: A. Credit(s): 3.

INCS 431 - History of the Middle East and Islam I
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. Cross-listed: HIST 441. This cross-listed course is taught by the History Department. Grade Mode: A. Credit(s): 3.

INCS 432 - History of the Middle East and 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, and on the Arab-Israeli conflict. Cross-listed: HIST 442. This cross-listed course is taught by the History Department. Grade Mode: A. Credit(s): 3.

INCS 433 - Community Development Models and Strategies
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(s): 345. Grade Mode: A. Credit(s): 3.

INCS 434 - Islam in America and the West
This course examines the historical background, dynamics and growth of Islam in America and the West, with special attention to theological, social, political, and cultural issues raised by Muslims living in Western society; immigration; conversion to Islam; African-American Islam; radical Islam; the rise of Islamic leadership and institutions (mosques, schools, and associations); roles for Muslim women; and resources and approaches to reaching Muslim neighbors. Grade Mode: A. Credit(s): 3.

INCS 435 - Project Evaluation and Assessment
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(s): 345. Grade Mode: A. Credit(s): 3.

INCS 440 - The Local Church and World Missions
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, including approaches to mission education, mobilization, organization, and leadership; disciple making, prayer, and member care; partnerships, church-based teams, and responding to contemporary global issues. Grade Mode: A. Credit(s): 3.

INCS 444 - History of the Expansion of Christianity
The historical development and spread of the Christian faith from the apostolic period until today. Emphasis is given to the modern era, especially growth dynamics in the Global South (non-Western world). Grade Mode: A. Credit(s): 3.

INCS 445 - New Religious Movements
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. Grade Mode: A. Credit(s): 3.

INCS 447 - Approaches to the Islamic World
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 dialogue, evangelism, apologetics, 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(s): 324. Grade Mode: A. Credit(s): 3.

INCS 448 - Topics in Islamic Studies
Studies in selected issues pertaining to Islam, such as Islamic Theology; The Qur’an and Muslim Tradition; The Life of Muhammad; Muslim-Christian Relations; Islam in the 21st Century; Islam and State; The Anthropology of Islam. Conflict and Change in Islamic World or an in-depth study of a particular aspect of Islamic thought, practice or history. Prerequisite(s): 324. Note(s): May be taken multiple times with different content. Grade Mode: A. Credit(s): 1–3.

INCS 449 - Topics in Ministry to Internationals and Immigrants
Studies in selected issues pertaining to effective ministry among international sojourners in North America due to economic migration, forced resettlement, political service, academic pursuits, or professional advancement. Topics may include sojourn adjustment; transnational identity; ethnicity and ethnic conflict; diaspora missiology; or studies focusing on immigrants, international students, church- and campus-based strategies, and ministry without borders. Note(s): May be repeated with different content. Grade Mode: A. Credit(s): 3.

INCS 450 - Theology of Mission
A study of the centrality of God’s redemptive acts on behalf of mankind from both the Old and New Testaments, as well as theological issues related to the mission of the Church in modern times. Prerequisite(s): BBST 103, 105, 109, 110, 251, 254, and 306. Note(s): See BBST 45B. Grade Mode: A. Credit(s): 3.

INCS 451 - Principles of Evangelism and Church Growth
A basic understanding of evangelism and church growth concepts as related both to the local congregations and to the task of worldwide evangelization. Attention is given to identifying receptive peoples, bringing them to faith, incorporating them into the church and multiplying more churches. Grade Mode: A. Credit(s): 3.
INCS 453 - Christianity and Culture
Anthropological approach to Christian theologizing; interrelationships between supracultural Christianity and human cultures. Grade Mode: A. Credit(s): 3.

INCS 455 - Poverty and the City
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. Grade Mode: A. Credit(s): 3.

INCS 456 - World Religions
The distinctive features of the historical ethnic religions, with special emphasis on their comparison and encounter with Christianity and their bearings upon missionary strategies. Grade Mode: A. Credit(s): 3.

INCS 457 - Urban Research
The use of social science research techniques to learn about the people, needs and opportunities for living, working, and serving in the city. Special attention is given to researching people groups and the adaptations they make to urban contexts. Note(s): Course is usually offered in Los Angeles in the Fall semester and frequently in New York City as a Summer Study Tour. See Program Director for details. Grade Mode: A. Credit(s): 3.

INCS 458 - Village and Tribal Cultures
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. Grade Mode: A. Credit(s): 3.

INCS 459 - Urban Transformation
Explores the literature and contemporary case studies of urban social changes and urban change agents. Attention is given to the analysis of social and spiritual transformation through the creation of committed communities including urban churches. Grade Mode: A. Credit(s): 3.

INCS 460 - Urban Practicum
A program of cross-cultural internships in the urban metropolitan area of Los Angeles. Grade Mode: A. Credit(s): 3.

INCS 463 - Mission in Political Context
Consideration of modern political ideologies and movements as they affect the church and its mission in selected national contexts. Grade Mode: A. Credit(s): 3.

INCS 465 - Integration Seminar
Gospel and Culture. This capstone course equips students to explore diverse issues in the contemporary world, such as social justice and contextual theologies, from a biblical, cultural, and missiological perspective. The presentation of a major paper is used to demonstrate integrative skills. Grade Mode: A. Credit(s): 3.

INCS 468 - Women in Cross-Cultural Ministry
The dynamics of women in missions and cross-cultural ministry; historical, social, cultural, psychological, physical, and spiritual issues. Special focus on challenges and opportunities in the contemporary world. Grade Mode: A. Credit(s): 3.

INCS 470 - Seminar in Intercultural Studies: Selected Topics and Issues in Missions
Explores various themes and topics of current interest in Intercultural Studies. Note(s): May be taken multiple times with different content. Grade Mode: A. Credit(s): 1–3.

INCS 471 - Introduction to Bible Translation
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. Grade Mode: A. Credit(s): 3.

INCS 473 - Practicum Seminar
Structured experience with a specific class related topic. Note(s): May be taken multiple times with different content. Topic selection and course enrollment by advisor's approval. Grade Mode: A. Credit(s): 1–3.

INCS 474 - Practicum Seminar
Structured experience with a specific class related topic. Note(s): May be taken multiple times with different content. Topic selection and course enrollment by advisor's approval. Grade Mode: A. Credit(s): 1–3.

INCS 475 - Multicultural Education
Focuses on the need to understand the techniques of teaching the multicultural populations which our urban schools serve. Grade Mode: A. Credit(s): 3.

INCS 480 - Directed Research
Directed reading, individual work, in-depth investigation of a topic under the guidance of the faculty using standard research procedures. Note(s): Topic selection and course enrollment by advisor’s approval. Grade Mode: A. Credit(s): 1–3.

INCS 485 - Topics in Intercultural Studies
Studies in selected issues that arise from or require an international perspective such as minority rights, ethno-art, ethnomusicology, folklore and folklife, contextualization, economics and development. Note(s): May be taken multiple times with different content. Grade Mode: A. Credit(s): 1–3.

INCS 490 - Practical Mission Training
Topics in missionary preparation. Note(s): Also available for CPLE. Grade Mode: A. Credit(s): 1–6.

Journalism and Integrated Media

Faculty
Chair: Michael Longinow, Ph.D.
Professors: Longinow, Tarpley
Associate Professor: Oleson
Assistant Professor: Welter

Courses

JOUR 106 - Foundations of Journalism
Overview of recent history and current changes within American Journalism, basic principles of journalistic fact-finding and writing for print and Web formats. The course also examines connections of journalistic writing to photojournalism and visual media, and the ways news journalism and public relations complement each other in day-to-day practice. Through readings, discussion and projects, students explore their Christian world-view juxtaposed with perspectives evident in national and international media. Fee: $35. Grade Mode: A. Credit(s): 3.

JOUR 107 - Introduction to Convergence
A course introducing students to fact-based storytelling that combines print and visuals in a Web format that meets the needs of students aiming at careers in the convergent media of journalism and public relations. Students learn convergence through readings, discussion, observation and project work. The course serves as a prerequisite to Convergent Media Production. Fee: $50. Grade Mode: A. Credit(s): 3.

JOUR 110 - Contemporary Issues in Journalism
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. Grade Mode: A. Credit(s): 2.

JOUR 111 - Introduction to Public Relations
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. Grade Mode: A. Credit(s): 3.

JOUR 220 - Introduction to Visual Media
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 and Web media. Fee: $75. Grade Mode: A. Credit(s): 3.

JOUR 230 - Writing for Public Relations
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(s): 111 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.
**JOUR 106 - Writing for News**
A workshop-oriented course designed to help students craft clear, effective prose for news media. Emphasis on factual accuracy, engaging style, and meeting deadlines. Fee: $20. Grade Mode: A. Credit(s): 3.

**JOUR 107 - Writing for Sports**
Students learn the conventions of writing about sports for print and broadcast media. Course includes lectures, workshops, and writing projects. Fee: $20. Grade Mode: A. Credit(s): 1.

**JOUR 130 - Sports Journalism**
Practical study and experience in successful strategies for covering youth, varsity and professional sports for deadline media news (print, broadcast and Web). The course will emphasize techniques for interviewing, reporting and writing about sports for print and online media, but will include elements applicable to video and audio components of a convergent approach to sports journalism. Ethics of sports journalism practiced from a Christian worldview are integrated. Students will produce a daily sports news product. Fee: $60. Grade Mode: A. Credit(s): 3.

**JOUR 131 - Sportweek**
A practical study and experience in successful strategies for covering youth sports for deadline media (print, broadcast and Web). The course will emphasize techniques for interviewing, reporting and writing about youth sports for print and online media, but will include elements applicable to video and audio components of a convergent approach to youth sports journalism. Fee: $60. Grade Mode: A. Credit(s): 3.

**JOUR 133 - Television Production**
Students learn principles and practical application of television directing methods; and digital strategy for online advertising, analytics and website user trending. Upon completion, students will be equipped to create digital communication strategies, understanding the platforms and tools available along with methods to measure effectiveness for a variety of audiences. Grade Mode: A. Credit(s): 3.

**JOUR 157 - Social Media, SEO and Digital Strategy**
An introductory course providing students with the media tools and grasp of marketing-related media theory needed for effective digital communications in business and organizations. Course content will cover the basic social media platforms and their uses from an organizational standpoint; Search Engine Optimization (SEO) tools and methods; and digital strategy for online advertising, analytics and website user trending. Upon completion, students will be equipped to create digital communication strategies, understanding the platforms and tools available along with methods to measure effectiveness for a variety of audiences. Grade Mode: A. Credit(s): 3.

**JOUR 249 - Media Design Essentials**
A course introducing students to digital approaches to publishing, including basic principles of design and typography, hands-on practice with leading industry software and the ultimate production of publication material. The Adobe suite of products (Adobe Illustrator, Photoshop, InDesign, and Dreamweaver) is used. Provides students with the opportunity to develop the use of electronic procedures to produce and edit publications and Web sites. Students create, format, illustrate and design print material and Web products. The course prepares students to produce such materials 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. Fee: $20. Grade Mode: A. Credit(s): 3.

**JOUR 267 - 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—whether as an intern or a new employee. The course also helps students examine steps needed to prepare for graduate school, law school, and church or missions-related ministry as options naturally following their journalism preparation. Grade Mode: A. Credit(s): 1.

**JOUR 300 - Practicum**
Portfolio course in which students produce professional-level work in one of the following campus media: newspaper, magazine, public relations, television, radio or Web/convergent media. Work in the practicum is designed as a springboard to competitive application for internships and career-entry in media and media-related ministry. Students are not allowed to take Practicum credits simultaneously (in one semester). Fee: $10. Grade Mode: A. Credit(s): 3.

**JOUR 301 - Sports Journalism**
Practical study and experience in successful strategies for covering youth, varsity and professional sports for deadline media news (print, broadcast and Web). The course will emphasize techniques for interviewing, reporting and writing about sports for print and online media, but will include elements applicable to video and audio components of a convergent approach to sports journalism. Ethics of sports journalism practiced from a Christian worldview are integrated. Students will produce a daily sports news product. Fee: $60. Grade Mode: A. Credit(s): 3.

**JOUR 302 - Intermediate Broadcast Production**
Students learn principles and practical application of television directing and the aspects of production that determine aesthetic quality. Techniques and concepts of video field reporting, production and video editing are introduced. Lecture, discussion, and projects give particular emphasis to developing critical and analytic abilities, and realizing practical applications of media ethics and aesthetics. Fee: $80. Grade Mode: A. Credit(s): 3.

**JOUR 303 - Convergent Production**
Deadline production for the Web using news, features and sports reporting approaches. Students learn techniques for effectively combining writing, still photos, video clips, audio files, and interactive media elements to produce contextual coverage of breaking events and trends affecting the Biola campus and/or the surrounding region. Students rotate responsibilities for various pieces of the convergent product. Fee: $60. Grade Mode: A. Credit(s): 3.

**JOUR 305 - Database Journalism**
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 baseline writing, introductory use of and analysis of online and retrievable databases, and other online resources for journalism and public relations. Fee: $20. Grade Mode: A. Credit(s): 3.
JOUR 350 - Cross-Cultural Storytelling Project
A travel course taking students to an area outside Southern California where they will investigate a problem or trend, illustrate and explain the political or socio-cultural background, current struggles or challenges and possible solutions for change. Involves use of writing and/or visuals adaptable to the Web in a final project that demonstrates students' grasp of other cultures and the deeper issues behind trends or events. The course will periodically involve an international media project partnered with a missions organization or media outlet in another country. Prerequisite(s): 106, 107, 220. Grade Mode: A. Credit(s): 3.

JOUR 351 - Broadcast Anchoring and 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 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. May include a visit to a local television news studio. Prerequisite(s): 235 or 236. Fee: $10. Grade Mode: A. Credit(s): 3.

JOUR 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, character and narrative of enhanced stories that need to developed stories that are both factual and dramatic. Students read and critique not only professionals' work, but also their own. May include study of the bridge between literary journalism and script-writing. Fee: $25. Grade Mode: A. Credit(s): 3.

JOUR 355 - Media Relations
Practical study and experience in successful strategies for agencies, organizations, businesses, ministries and mission organizations as they pursue balanced media coverage and respond to requests for interviews, data or other questions aimed at public or broadcast on various deadlines. Ethics of media relations practice from a Christian world-view are applied to the media marketplace through discussion and project-driven experience. Prerequisite(s): 111 (concurrent registration permitted); 230. Fee: $10. Grade Mode: A. Credit(s): 3.

JOUR 356 - Media Narrative Project
Students in this course explore in-depth a topic using a team approach that moves their inquiry from a core idea into a multi-part exploration that, by the end of the semester, becomes a finished book published by the department through on-demand technology. Book topics will vary, but urban and cross-cultural themes will be emphasized, pointing up the needs and solutions being sought to help the marginalized and alienated within and around the American evangelical church. Projects will occasionally involve photo and/or video storytelling that enhances audience understanding of the book's topic, and public relations/marketing components to give students experience in the publication and launch of a book-length approach to a relevant topic. Prerequisite(s): 106 and 231; 332 or 305. Fee: $50. Grade Mode: A. Credit(s): 3.

JOUR 386 - National Journalism
Seminar-style course that takes place in a major news market, focusing on broadcast and/or print news from a national perspective. Students examine national publications and/or news broadcasts over the course of the semester. A major focus of the course, in some semesters, is on political reporting. Guest speakers may include reporters, anchors, producers, writers and editors from the national media. Grade Mode: A. Credit(s): 3.

JOUR 387 - International Journalism
A course focusing on broadcast and/or print news from an international perspective. Students follow news stories with international significance, comparing story content, coverage and decision-making with the national media in the United States. Guest speakers include experts from the international news media. Grade Mode: A. Credit(s): 3.

JOUR 388 - Public Relations Management
A course analyzing public relations campaigns, solving/preventing problems, utilizing theories and public relations strategy. Throughout the course students write press releases, learn the research process for PR campaigns, address external and internal audiences, devise strategies for guidance of executive leadership, and learn effective guidance of public opinion with integrity. The course incorporates media tools and role-playing presentations among other approaches to effective instruction. Prerequisite(s): JOUR 111, 230. Grade Mode: A. Credit(s): 3.

JOUR 392 - Principles of Advertising
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: BUSN 392. Fee: $25. Grade Mode: A. Credit(s): 3.

JOUR 431 - Investigative Reporting
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. Grade Mode: A. Credit(s): 3.

JOUR 432 - Media Law
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. Grade Mode: A. Credit(s): 3.

JOUR 440 - Journalism Internship
A portfolio-driven, guided learning experience beyond the university classroom via working in a media-related organization. This course will test students' interest, aptitude and stamina for work within their chosen area of journalism, public relations or media ministry. This course is aimed at providing students with a finished portfolio of work suitable for entry to a media career or media-related ministry. Includes on-campus sessions designed to strengthen and expand professional skills. Restriction(s): Must be Junior or Senior class. Note(s): Sixty hours of internship are required for each academic credit. A total of 3 credits of practicum are required for the major. Students are encouraged to take this course up to three times for 1 credit each. Grade Mode: A. Credit(s): 1–3.

JOUR 445 - Opinion Journalism
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. Grade Mode: A. Credit(s): 2.

JOUR 454 - Reviewing the Creative Arts
Examination of strategies and practice of reviewing the creative arts such as photography, dance, music, videos, film, books, architecture and 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. Grade Mode: A. Credit(s): 2.

JOUR 458 - Research
Methodology for Public Relations, Journalism and related media 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. Grade Mode: A. Credit(s): 3.

JOUR 460 - Advanced Campaign Design and Analysis
This capstone course in the public relations curriculum 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 of the creation of a public relations plan for a client. Prerequisite(s): JOUR 111, 230, 388. Note(s): This course is for students close to graduation who have completed necessary courses to prepare them for research, strategic solution-building, and follow-up analysis of current public relations situations. Grade Mode: A. Credit(s): 3.

JOUR 464 - Philosophy and Ethics of Media
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 shall follow. The course culminates in each student's examination of his or her 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. Grade Mode: A. Credit(s): 3.
Kinesiology, Health and Physical Education

Faculty

Chair: Marc Apkarian, Ph.D.
Professor: Holquist
Associate Professors: Apkarian, Henry, Larson, Orr
Assistant: Altamirano, Gardner

Courses

PEED 101 - Health and Wellness
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. Note(s): Outdoor exercise required, outside of class time. Grade Mode: A. Credit(s): 1.

PEED 110 - Physical Education Skills and Techniques
Fundamental techniques of individual skills, basic strategy and rules. Aerobics, archery, badminton, basketball, bowling, conditioning/jogging, lacrosse, fitness walking/jogging, flag football, first aid/CPR, flexibility and core training, golf, disc golf, snowboarding/skiing, softball, softball, swimming, tennis, karate, self defense, Rape Aggression Defense Systems (RADS), volleyball, water polo and weight training. Note(s): Other activities may be offered upon sufficient demand. Recreation classes offered are backpacking, mountain biking, road cycling and rock climbing. *Only one recreation class may be counted as a P.E. activity. Fee: $15 (exceptions: bowling, $50; golf, $45). Grade Mode: A. Credit(s): 1.

PEED 119 - Intermediate Physical Education Skills and Techniques
Intermediate skills, individual and team strategy and rules in selected activity classes. Prerequisite(s): 110. Fee: $15 (exceptions: bowling, $50; golf, $45). Grade Mode: A. Credit(s): 1.

PEED 120 - Directed Research
Individual research in an area of Journalism or Public Relations determined in consultation with the instructor. Note(s): May be taken for a total of 6 credits. Grade Mode: A. Credit(s): 1–3.

PEED 124 - Intermediate Physical Education Skills and Techniques
Advanced skills, individual and team strategy and rules in selected activity classes. Prerequisite(s): 110 or 130. Fee: $15 (exceptions: bowling, $50; golf, $45). Grade Mode: A. Credit(s): 1.

PEED 150 - Advanced Physical Education Skills and Techniques
Advanced skills, individual and team strategy and rules in selected activity classes. Prerequisite(s): 110 or 130. Fee: $15 (exceptions: bowling, $50; golf, $45). Grade Mode: A. Credit(s): 1.

PEED 150 - Advanced Physical Education Skills and Techniques
Advanced skills, individual and team strategy and rules in selected activity classes. Prerequisite(s): 110 or 130. Fee: $15 (exceptions: bowling, $50; golf, $45). Grade Mode: A. Credit(s): 1.

PEED 150 - Advanced Physical Education Skills and Techniques
Advanced skills, individual and team strategy and rules in selected activity classes. Prerequisite(s): 110 or 130. Fee: $15 (exceptions: bowling, $50; golf, $45). Grade Mode: A. Credit(s): 1.

PEED 150 - Advanced Physical Education Skills and Techniques
Advanced skills, individual and team strategy and rules in selected activity classes. Prerequisite(s): 110 or 130. Fee: $15 (exceptions: bowling, $50; golf, $45). Grade Mode: A. Credit(s): 1.

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PEED 150 - Advanced Physical Education Skills and Techniques
Advanced skills, individual and team strategy and rules in selected activity classes. Prerequisite(s): 110 or 130. Fee: $15 (exceptions: bowling, $50; golf, $45). Grade Mode: A. Credit(s): 1.
PEED 401 - Care and Prevention of Athletic Injuries
Introduction to understanding athletic injuries, including principles, theories and practice in the disciplines of injury prevention, assessment and treatment. Prerequisite(s): BIOS 254. Fee: $50. Grade Mode: A. Credit(s): 3.

PEED 402 - Assessment and Rehabilitation of Athletic Injuries
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. Prerequisite(s): BIOS 254. Grade Mode: A. Credit(s): 3.

PEED 405 - Adapted Physical Education
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(s): PEED 201. Grade Mode: A. Credit(s): 3.

PEED 408 - Motor Learning
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. Grade Mode: A. Credit(s): 3.

PEED 410 - Sports Management
The study of people, activities, businesses, and organizations involved in producing, promoting and organizing any sports related business, event, or product. Grade Mode: A. Credit(s): 3.

PEED 412 - Secondary Physical Education Methods and Activities
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 P.E. programs. Prerequisite(s): 201, 205. Grade Mode: A. Credit(s): 3.

PEED 420 - Sociology and Psychology in Physical Education and Sport
This is an introduction to sociological and psychological aspects of physical education and sport. Within these contexts, sociological considerations include issues of access, culture, gender and power in the community and society. Psychological considerations include issues of behavior, stress, goal-setting and motivation and competitive contexts. Grade Mode: A. Credit(s): 3.

PEED 440 - Nutrition for Health and Sport
Theoretical and practical aspects of human nutrition for health and sport. Scientific treatment of applied nutritional principles for health enhancement and successful sport performance. Prerequisite(s): BIOS 281 or equivalent; CHEM 105 or 112 or equivalent. Grade Mode: A. Credit(s): 3.

PEED 460 - Topics in Kinesiology
Study of topics related to kinesiology in areas such as exercise science and allied health care. Note(s): May be taken more than once with a different topic. Grade Mode: A. Credit(s): 1–3.

PEED 470 - Seminar in Kinesiology
Seminar related to specific topics in kinesiology in areas such as exercise science and allied health care. Note(s): May be taken more than once with a different topic. Grade Mode: A. Credit(s): 1–3.

PEED 480 - Directed Study
Independent work, research, readings and/or professional experiences in the field. Prerequisite(s): 302, 303. Restriction(s): Must be a Kinesiology (KHPE) major. Note(s): May be taken for a total of 6 credits. Grade Mode: A. Credit(s): 1–3.

PEED 485 - Internship
Professionally supervised participation in a middle school, high school, or college coaching setting. Note(s): A minimum of thirty hours of involvement will be required. Documentation of time spent and activities performed must be submitted. Grade Mode: A. Credit(s): 1–3.

Language, Foreign (Special Offerings)

Faculty
Chair: Amy Obrist, Ph.D.
Assistant Professors: Bryant, Hernandez, Velasquez

Courses
HUFR 101 - Foreign Language
The fundamentals of pronunciation, grammar, conversation, and reading in a designated foreign language. Course may include such languages as Chinese, Japanese, Russian and Korean. When Offered: May be repeated with different content. Not offered on a regular basis. Grade Mode: A. Credit(s): 1–4.

HUFR 102 - Foreign Language
The fundamentals of pronunciation, grammar, conversation, and reading in a designated foreign language. Course may include such languages as Chinese, Japanese, Russian and Korean. When Offered: May be repeated with different content. Not offered on a regular basis. Grade Mode: A. Credit(s): 1–4.

HUFR 201 - Foreign Language
Intermediate grammar and composition with emphasis on communication and reading. Course may include such languages as Chinese, Japanese, Russian and Korean. When Offered: May be repeated with different content. Not offered on a regular basis. Grade Mode: A. Credit(s): 1–4.

HUFR 203 - Foreign Language
Intermediate grammar, listening, speaking, writing, reading. Course develops communication in various contexts with increasing proficiency. Learners will acquire greater command over basic and intermediate level structures. They will be equipped to use the linguistic, sociolinguistic and pragmatic competencies in broader domains. At this level, the learner can perform the activities of the language of perception (e.g., can understand the main ideas of complex texts on various topics, including semi-specialized language), of production (e.g., can express oneself clearly and in detail on a wide range of topics), in interaction (e.g., can maintain a conversation and interact with a certain degree of fluency and spontaneity). Prerequisite(s): HUFR 201. Grade Mode: A. Credit(s): 3.

HUFR 290 - Reading Foreign Language Texts
This course will develop reading proficiency at an advanced level. Students will focus on grammatical, lexical, and syntactical structures of the target language in the reading of texts from various genres. Note(s): May be taken for a total of 6 credits. Grade Mode: A. Credit(s): 3.

HUFR 299 - Faith, Life and Culture: Travel Practicum
Provides a historical and sociological examination of the role or religion, in particular Christianity in its various forms, in the culture, history, and faith of people speaking the target language. Attention will be given to expressions of faith, religious practices, and the role of faith in the life of people and society. This course will be taught as a travel practicum. There is a substantial service learning component. When Offered: Interterm and Summer sessions. Prerequisite(s): 201 or permission of instructor. Fee: Additional fees may vary. Grade Mode: A. Credit(s): 3.

Mathematics

Faculty
Chair: William Wade, Ph.D.
Professor: Wade
Associate Professor: Lin, Stangl, Wilson
Assistant Professor: DiMuro

Courses
MATH 101 - Precalculus Mathematics
Sets, the real number system, relations, functions, graphs, algebraic processes, inequalities, trigonometric functions, exponential and logarithmic functions, introduction to sequences. When Offered: Spring. Prerequisite(s): Three years of high school mathematics. Note(s): Cannot be counted toward the major. Grade Mode: A. Credit(s): 3.
MATH 104 - Topics in Mathematics
Topics in mathematics selected from general education mathematics classes. Arranged in conjunction with the individual needs of the student. Grade Mode: A. Credit(s): 1–2.

MATH 105 - Calculus I
Fundamental principles of differential and integral calculus. Applications chosen mainly from the management sciences. When Offered: Fall, Spring. Prerequisite(s): Passing proficiency exam administered by Mathematics Department. Grade Mode: A. Credit(s): 3.

MATH 106 - Calculus II
Limits, differentiation and integration of rational and trigonometric functions, with applications. When Offered: Fall. Prerequisite(s): Four years of high school mathematics. Grade Mode: A. Credit(s): 4.

MATH 107 - Discrete Structures
Elementary properties of sets, discrete probability and combinatorial analysis, graphs, relations, orderings, functions, simple algebraic structures, binary arithmetic and other bases, methods of proof. When Offered: Spring. Prerequisite(s): Three years of high school mathematics. Grade Mode: A. Credit(s): 4.

MATH 108 - Fundamentals of Mathematics for Elementary Teachers I
Problem solving, set theory, whole numbers, number theory, integers, rational numbers as fractions, decimals, percents, and real numbers. Use of manipulatives. Restriction(s): Must be Elementary Education (LSEE) major. Note(s): Cannot be counted toward the Mathematics major. Grade Mode: A. Credit(s): 3.

MATH 109 - Fundamentals of Mathematics for Elementary Teachers II
Introductory geometry, congruence, symmetry, measurement, algebra and coordinate geometry, statistics, probability. Use of manipulatives. Restriction(s): Must be Elementary Education (LSEE) major. Note(s): Cannot be counted toward the Mathematics major. Grade Mode: A. Credit(s): 3.

MATH 161 - The Nature of Mathematics
Topics in mathematics selected from general education mathematics classes. Arranged in conjunction with the individual needs of the student. Grade Mode: A. Credit(s): 1–2.

MATH 204 - Introduction to Abstract Math
Set theory, Cartesian products, equivalence relations, images and inverse images, induction, recursions, inequalities, and field axioms. Emphasis on how to discover, write and present proofs. When Offered: Spring. Prerequisite(s): 105. Grade Mode: A. Credit(s): 3.

MATH 205 - Calculus III
Functions of two and three variables, partial differentiation, multiple integration, curves and surfaces in three dimensional space. When Offered: Fall. Prerequisite(s): 106. Grade Mode: A. Credit(s): 4.

MATH 318 - Biostatistics
Prepares the student for biostatistical application essential to practice in evidence-based professions. Content includes: descriptive statistics; probability theory and rules; discrete and continuous probability distributions; sampling distributions; confidence intervals; hypothesis testing; experimental design; ANOVA; linear and multiple regression; contingency table analysis; non-parametrics; survival analysis; discussion of the use of statistics in journal articles. Note(s): Credit given for only one of 210 and 318. Grade Mode: A. Credit(s): 3.

MATH 321 - Numerical Analysis
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. When Offered: Alternate years. Prerequisite(s): 291, CSCI 105. Grade Mode: A. Credit(s): 3.

MATH 326 - Mathematics CSET Preparation
Review of the subject matter of the Subtests of the CSET Mathematics exam. Test-taking strategies. Note(s): May be taken multiple times for credit. Does not count toward the major. Grade Mode: A. Credit(s): 1.

MATH 331 - Probability
Samples spaces, axioms and elementary theorems of probability, combinatorics, independence, conditional probability, Bayes’ Theorem, one and higher dimensional random variables, special and multivariate distributions. When Offered: Alternate years. Prerequisite(s): 204 and 205. Grade Mode: A. Credit(s): 3.

MATH 332 - Statistics
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. When Offered: Alternate years. Prerequisite(s): 331. Grade Mode: A. Credit(s): 3.

MATH 333 - Operations Research
Mathematical foundations of model building, optimization, linear programming models, game theoretic models. Prerequisite(s): 105, CSCI 105. Grade Mode: A. Credit(s): 3.

MATH 335 - Ordinary Differential Equations
First order differential equations, second order linear differential equations, power series solutions, Laplace transforms, systems of first order linear equations. When Offered: Spring. Prerequisite(s): MATH 205; and MATH 291 or PHSC 311. Grade Mode: A. Credit(s): 3.

MATH 336 - Mathematical Methods in Physics
This course covers a variety of advanced mathematical techniques essential to the solution of problems in the physical sciences and engineering. Topics include tensors, complex variables, contour integrals, solutions of partial differential equations, boundary-value problems, special functions (such as Bessel functions and Legendre functions), and Fourier series and Fourier and Laplace transforms. Cross-listed: PHSC 336. Prerequisite(s): MATH 335. Grade Mode: A. Credit(s): 3.

MATH 341 - Classical Geometry

MATH 370 - Readings in Mathematics
Reading of material in a special topic. Colloquium participation. Writing and oral presentation of a research paper. Note(s): May be repeated for credit. Grade Mode: A. Credit(s): 1.
MATH 410 - Introduction to Real Analysis II
Main theorems in integral calculus. Infinite series of numbers and functions. When Offered: Alternate years. Prerequisite(s): 305. Grade Mode: A. Credit(s): 3.

MATH 415 - Number Theory and the History of Mathematics
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. When Offered: Fall, odd years. Prerequisite(s): 204. Grade Mode: A. Credit(s): 3.

MATH 420 - Modern Geometry
Projective geometry, cross ratios theorems of Menelaus, Ceva, Pappus, Desargues and Brientchon. Hyperbolic and elliptic geometries. Differential geometry, curvature, torsion. When Offered: Alternate years. Prerequisite(s): 341. Grade Mode: A. Credit(s): 3.

MATH 440 - Complex Variables
Complex variables, analytic functions, complex integral theorems, power series, conformal mappings. When Offered: Alternate years. Prerequisite(s): 205 or consent. Grade Mode: A. Credit(s): 3.

MATH 450 - Abstract Algebra II
Topics from groups, ring and fields. Galois theory. When Offered: Alternate years. Prerequisite(s): 315. Grade Mode: A. Credit(s): 3.

MATH 480 - Research Seminar
Special studies in mathematics. Restriction(s): Must be Senior class. Note(s): May be taken multiple times for credit. Grade Mode: A. Credit(s): 1–3.

Music
Faculty
Director:
George Boespflug, Ph.D.
Professors:
Boespflug, Feller, Hulling, Hung, Liesch, Robison
Associate Professors:
Denham, Owen, Park, Stewart, Zeller
Assistant Professors:
Larson
Artist in Residence
Pianist:
Menahem Pressler
Courses
MUSC 001 - Biola Chorale
Performance of standard choral literature representing a variety of styles and periods. Note(s): Membership by audition. Fee: $125. Grade Mode: A. Credit(s): 0–1.

MUSC 002 - Chamber Music Ensemble
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. Note(s): Open to vocal, keyboard and other instrumental students by audition. Piano accompanying is graded on a credit/no-credit basis. Grade Mode: A. Credit(s): 0–1.

MUSC 003 - Symphony Orchestra
Performance of standard orchestral music literature encompassing a wide variety of styles and periods. Note(s): Membership by audition. Grade Mode: A. Credit(s): 0–1.

MUSC 005 - Chamber Choir
Performance of standard chamber choir literature representing styles ranging from the Renaissance through the 20th century. Note(s): Membership by audition. Grade Mode: A. Credit(s): 0–1.

MUSC 007 - Jazz Ensemble
Provides music 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. Note(s): Membership by audition. Grade Mode: A. Credit(s): 0–1.

MUSC 008 - Symphonic Winds
Performance of standard wind ensemble literature. For advanced wind and percussion players. Note(s): Membership by audition. Fee: $100. Grade Mode: A. Credit(s): 0–1.

MUSC 009 - Handbell Choir
Performance of a wide spectrum of handbell literature as separate ensemble and in conjunction with other instrumental and vocal ensembles. Note(s): Membership by audition. Grade Mode: A. Credit(s): 0–1.

MUSC 010 - Vocal Jazz Ensemble
Performance of standard vocal jazz music representing the broad range of jazz styles which have developed over the past century in this country. Note(s): Membership by audition. Grade Mode: A. Credit(s): 0–1.

MUSC 012 - Women’s Chorus
Performance of a variety of literature and styles from Renaissance through the 20th Century. Note(s): Membership open to all women students by audition. Fee: $40. Grade Mode: A. Credit(s): 0–1.

MUSC 013 - Ensemble: Worship Band
Performance of standard and original contemporary worship literature. Note(s): Membership by audition. Required for Worship Majors and Contemporary Worship Minors. Grade Mode: A. Credit(s): 0–1.

MUSC 098 - Remedial Music Theory
An introductory course to acquaint incoming music students who possess little or no background in music theory with the fundamentals of that subject. These same fundamentals will be covered again in the first semester of Theory (MUSC 154), though at a much greater rate of speed. Topics for study include pitch names, clefs, scales, key signatures, intervals, and chords. Note(s): Available only online. Grade Mode: A. Credit(s): 1.

MUSC 100 - Keyboard I
Designed to develop general keyboard facility. For the music major, as preparation for entrance to MUSC 118. Note(s): Credits earned by the music major may not apply toward music degree requirements. Fee: $135. Grade Mode: C. Credit(s): 1.

MUSC 101 - Music Appreciation
Elements of music and media of performance in historical perspective. Provides basic background in music literature. Note(s): For the non-music major. Grade Mode: A. Credit(s): 3.

MUSC 102 - Voice Class
Basic vocal training. Fee: $97. Grade Mode: A. Credit(s): 1.

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: $97. Grade Mode: A. Credit(s): 1.

MUSC 118 - Keyboard II
Keyboard technique and literature for the non-keyboard major. Prerequisite(s): 100 or test score. Fee: $135. Grade Mode: C. Credit(s): 1.

MUSC 119 - Keyboard III
Keyboard technique and literature for the non-keyboard major. Prerequisite(s): 118 or test score. Fee: $135. Grade Mode: C. Credit(s): 1.

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. Prerequisite(s): 119 or test score. Note(s): Required for B.M. Composition students. Fee: $125. Grade Mode: A. Credit(s): 1.

MUSC 124 - Sound Production I
Training in the use of speakers, microphones, mixers, amps, computers, EQ’s, preamps, and personal recording in worship settings. Grade Mode: A. Credit(s): 1.

MUSC 125 - Sound Production II
Exposure to live and studio sound technology; room acoustics, amplification, calibration, aspects of digital mixing. Coverage of a wide variety of recording equipment, techniques. Networking included. Prerequisite(s): 124. Grade Mode: A. Credit(s): 1.
MUSC 130 - Advanced Guitar Class I  
Studies in various scales, major and minor triad/sevenths; reading of standard notation in open through 5th position. Fee: $43. Grade Mode: A. Credit(s): 1.

MUSC 134 - Advanced Guitar Class II  
Studies in various modes; upper extensions of major and minor chords; reading of standard notation in positions 6 through 11. Prerequisite(s): 130. Fee: $43. Grade Mode: A. Credit(s): 1.

MUSC 141 - Applied Music  
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, percussion instruments, conducting, and improvisation. Restriction(s): Must be a Music major (MUSC, WM, CO, ED, PR) or minor (MUSC). Note(s): Non-music majors are welcome to take applied lessons, see Conservatory for approval. Fee: Half hour lesson $35.6. Grade Mode: A. Credit(s): 1.

MUSC 142 - Applied Music  
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, percussion instruments, conducting, and improvisation. Restriction(s): Must be a Music major (MUSC, WM, CO, ED, PR) or minor (MUSC). Note(s): Non-music majors are welcome to take applied lessons, see Conservatory for approval. Fee: Hour lesson $71.2. Grade Mode: A. Credit(s): 2.

MUSC 151 - Lyric Diction I  
Lyric diction is taught in four semesters. All courses are 1-credit lab courses meeting two hours per week. These courses are designed 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. Note(s): Courses must be taken in sequence, with MUSC 151 being taught first. Grade Mode: A. Credit(s): 1.

MUSC 152 - Lyric Diction II  
German diction and grammar will be covered in the second semester. Prerequisite(s): 151. Grade Mode: A. Credit(s): 1.

MUSC 153 - Sight-Singing and Dictation I  
Sight-singing diatonic melodies, major and minor scales and triads using moveable tonic solfège. Transcribing basic diatonic melodies, cadences and progressions. Reading, performing and transcribing rhythmic patterns in simple, compound and irregular meters. Restriction(s): Must be a music major or minor. Grade Mode: A. Credit(s): 2.

MUSC 154 - 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. Restriction(s): Must be a music major or minor. Grade Mode: A. Credit(s): 2.

MUSC 163 - Sight-Singing and Dictation II  
Using 153 materials as a foundation, this course encompasses 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. Prerequisite(s): 153. Grade Mode: A. Credit(s): 2.

MUSC 164 - 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. Prerequisite(s): 154. Grade Mode: A. Credit(s): 2.

MUSC 180 - Performance Seminar  
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. Prerequisite(s): 154. Grade Mode: A. Credit(s): 2.

MUSC 181 - Introduction to Composition  
A writing course designed to provide opportunity for developing basic skills in the manipulation of musical materials. Grade Mode: A. Credit(s): 2.

MUSC 185 - Worship Foundations  
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. Restriction(s): Must be a Music in Worship (MUCW) major or Contemporary Worship (MUCW) minor. Grade Mode: A. Credit(s): 2.
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Prerequisite(s)</th>
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<tr>
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<td>MUSC 281</td>
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<td>MUSC 300</td>
<td>Concert Music</td>
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<td>MUSC 307</td>
<td>Music History and Literature: Medieval Through Early Baroque</td>
<td>164 Fee: $43.</td>
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<td>MUSC 308</td>
<td>Music History and Literature: Mid-Baroque Through Classic</td>
<td>307 Fee: $43.</td>
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<td>MUSC 309</td>
<td>Music History and Literature: Late Romantic Through Early 20th Century</td>
<td>308 Fee: $43.</td>
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<td>MUSC 310</td>
<td>Elementary Music Workshop</td>
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<td>MUSC 312</td>
<td>Music Theory/History and Literature of the 20th Century</td>
<td>309 Fee: $43.</td>
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<tr>
<td>MUSC 321</td>
<td>Marching Band Lab</td>
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<td>MUSC 323</td>
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<td>MUSC 328</td>
<td>General Music Methods</td>
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<tr>
<td>MUSC 330</td>
<td>Contemporary Music Issues</td>
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<tr>
<td>MUSC 331</td>
<td>Form and Analysis I</td>
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<td>MUSC 334</td>
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<td>MUSC 336</td>
<td>Pop Theory for Contemporary Worship I</td>
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<td>MUSC 337</td>
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<td>MUSC 348</td>
<td>Vocal and Instrumental Arranging for Schools</td>
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<td>MUSC 349</td>
<td>Pop Theory for Contemporary Worship II</td>
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<td>MUSC 351</td>
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</table>
MUSC 353 - Sight-Singing and Dictation III
This course centers on the application of sight-singing and dictation skills acquired in 153 and 163, with particular focus on dominant and non-dominant seventh chords, altered non-harmonic tones, secondary dominants and chromatic melodies. Prerequisite(s): 163. Grade Mode: A. Credit(s): 1.

MUSC 354 - Music Theory III
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. Prerequisite(s): 164. Grade Mode: A. Credit(s): 2.

MUSC 355 - Advanced Keyboard Skills
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. Grade Mode: A. Credit(s): 1.

MUSC 356 - Music Education: Brass
Preparation for teaching brass instrumental music in elementary and secondary schools. Grade Mode: A. Credit(s): 1.

MUSC 357 - Music Education: Percussion
Preparation for teaching percussion instrumental music in elementary and secondary schools. Grade Mode: A. Credit(s): 1.

MUSC 358 - Music Education: Strings
Preparation for teaching string instrumental music in elementary and secondary schools. Grade Mode: A. Credit(s): 1.

MUSC 359 - Music Education: Woodwinds
Preparation for teaching woodwind instrumental music in elementary and secondary schools. Grade Mode: A. Credit(s): 1.

MUSC 360 - Collaborative Piano
Study and performance of piano accompaniment for vocal and instrumental literature; discussion of styles and performance practices; experience in public performance. Prerequisite(s): 261, 262. Note(s): May be taken for a total of 4 credits. Grade Mode: A. Credit(s): 2.

MUSC 362 - Advanced Music Technology and Film Scoring
Advanced studies in sequencing and sound editing and how these tools directly compliment the film-scoring process. Students will be required to write music for actual film/film clips. Prerequisite(s): 347. Restriction(s): Must be a Music Composition major. Note(s): Must be taken for up to 2 credits. Grade Mode: A. Credit(s): 1.

MUSC 363 - Sight-Singing and Dictation IV
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. Prerequisite(s): 353. Grade Mode: A. Credit(s): 1.

MUSC 364 - Music Theory IV
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. Prerequisite(s): 354. Grade Mode: A. Credit(s): 2.

MUSC 370 - Junior Recital
Preparation for applied major recital. (Length 30–45 minutes). Prerequisite(s): 118. Fee: $43. Grade Mode: C. Credit(s): 0.

MUSC 380 - Performance Seminar
Group performance, discussion of performance practice and performance evaluation. Possible sections of voice, piano, organ and various wind and orchestral instruments. Note(s): May be taken for up to 3 credits in the same area of performance. Grade Mode: A. Credit(s): 1.

MUSC 381 - Church Music Principles: Philosophy and Practice

MUSC 382 - Church Music Leadership: Administration
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. Grade Mode: A. Credit(s): 3.

MUSC 383 - Congregational Music
Hymns, songs, praise and worship music, ethnic music, accompaniments. Grade Mode: A. Credit(s): 3.

MUSC 384 - Church Music Literature
Choir, keyboard instruments, drama resources, art, symbolism, banners, audio-visual techniques. Emphasis will be placed on ethnic and multicultural contexts. Grade Mode: A. Credit(s): 2.

MUSC 386 - Spiritual Formation and Worship
Introduction into 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. Restriction(s): Must be a Music in Worship (MUSWM) major or a Contemporary Worship Music minor. Grade Mode: A. Credit(s): 2.

MUSC 387 - Designing and Leading Worship
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. Prerequisite(s): 154. Restriction(s): Must be a Music in Worship (MUSWM) major or Contemporary Worship Music minor. Grade Mode: A. Credit(s): 2.

MUSC 390 - Opera Workshop
The study and performance of chamber operas, one-act operas, scenes from major operas and selected Broadway musicals. Note(s): Open to all students by audition. Grade Mode: A. Credit(s): 1–3.

MUSC 395 - Music/Opera Theater: Acting for Singers I
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. Grade Mode: A. Credit(s): 2.

MUSC 396 - Music/Opera Theater: Acting for Singers II
Continuation of Music/Opera Theater: Acting for Singers I. 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. Prerequisite(s): 395. Grade Mode: A. Credit(s): 2.

MUSC 410 - Cultures of the World
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. Restriction(s): Must be Junior or Senior class, Music major (MUSC, WM, CO, ED, PR). Fee: $32. Grade Mode: A. Credit(s): 3.

MUSC 420 - Special Studies in Music Literature
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. Grade Mode: A. Credit(s): 2.

MUSC 421 - Applied Music
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, and percussion instruments. Restriction(s): Must be a Music major (MUSC, WM, CO, ED, PR) or minor (MUSC). Note(s): Non-music majors are welcome to take applied lessons, see Conservatory for approval. Fee: Half-hour lesson $356. Grade Mode: A. Credit(s): 1.

MUSC 422 - Applied Music
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, and percussion instruments. Restriction(s): Must be a Music major (MUSC, WM, CO, ED, PR) or minor (MUSC). Note(s): Non-music majors are welcome to take applied lessons, see Conservatory for approval. Fee: Hour lesson $712. Grade Mode: A. Credit(s): 2.

MUSC 423 - Applied Music
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, and percussion instruments. Restriction(s): Must be a Music major (MUSC, WM, CO, ED, PR) or minor (MUSC). Note(s): Non-music majors are welcome to take applied lessons, see Conservatory for approval. Fee: Hour lesson $712. Grade Mode: A. Credit(s): 3.
MUSC 430 - Pedagogy
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. Grade Mode: A. Credit(s): 2.

MUSC 450 - Music Practicum
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. Grade Mode: A. Credit(s): 1–3.

MUSC 452 - Worship Music Seminar
Professional music ministers, musicians, theologians and pastors will share views on worship with opportunity to dialogue with guest speakers. Restriction(s): Must be a Music in Worship (MUWM) major. Grade Mode: C. Credit(s): 0.

MUSC 453 - Worship Internship
A supervised ministry experience limited to juniors and seniors. Growth through direct field experience, mentoring, reflection, feedback and evaluation by a local church supervisor and Biola faculty. Prerequisite(s): 185, 287. Restriction(s): Music in Worship majors (MUWM) only. Note(s): Best taken concurrently with other courses and spread out over 1–3 semesters. May be taken in blocks of 1–6 credits. Grade Mode: A. Credit(s): 1–6.

MUSC 470 - Senior Recital/Final Project
Preparation for senior-level music education recital. (Length: 30 minutes). Prerequisite(s): 119. Fee: $65. Grade Mode: C. Credit(s): 0.

MUSC 480 - Directed Research
Independent study in areas such as history, literature, pedagogy, church music. Each student assigned to a faculty member for guidance and evaluation. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 1–3.

MUSC 482 - Music Research Methods
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. Grade Mode: A. Credit(s): 3.

MUSC 490 - Senior Recital

Nursing
Faculty
Interim Director: Anne L. Gewe, M.S.N, Ph.D.
Professor: Gewe
Associate Professors: Bacon, Browning, Campbell, Dixon, Gewe, Kobayashi, Styffe, Van Nierskerk
Assistant Professors: Fallon, Neigemann, Wilkman
Instructor: Gramatky

Courses
NURS 112 - Introduction to Professional Nursing
This course will introduce the student to professional nursing care of diverse and vulnerable populations across the globe. Course discussion will include the history, education, practice roles, national and state standards of practice and caring ministry of the Christian professional nurse. Restriction(s): May not be Freshman class. Note(s): This course is required for admission into the clinical nursing program. Grade Mode: A. Credit(s): 1.

NURS 204 - Essentials of Clinical Nursing Pharmacology
Use of the nursing process in the administration of medication. Corequisite(s): 217, 218, 219. Note(s): Course may be challenged for the credits listed. Grade Mode: A. Credit(s): 2.

NURS 211 - Nursing of the Patient/Family I - Theory
First of three core courses on medical-surgical nursing care of diverse populations. Introduces the student to pathophysiology of disease, the evidence-based knowledge and skill needed for quality nursing patient care, and for nursing as Christian ministry. Corequisite(s): 212, 213, 306, 307. Note(s): Acceptance into the clinical nursing program required. Course may be challenged for the credits listed. Fee: $90. Grade Mode: A. Credit(s): 3.

NURS 212 - Nursing of the Patient/Family I - Clinical
Clinical application of NURS 211 content. Corequisite(s): 211, 213, 306, 307. Note(s): Must earn at least a “C” (2.00) for credit. Course may be challenged for the credits listed. Fee: $40. Grade Mode: C. Credit(s): 3.

NURS 213 - Nursing of the Patient/Family I - Nursing Application Lab
Simulation and skills laboratory practice required for NURS 212 clinical application. Corequisite(s): 211, 212, 306, 307. Note(s): Must earn at least 80% on lab exams to receive credit. Course may be challenged for the credits listed. Grade Mode: C. Credit(s): 1.

NURS 217 - Nursing of the Patient/Family II - Theory

NURS 218 - Nursing of the Patient/Family II - Clinical
Clinical application of NURS 217 theory, reasoning and skill. Corequisite(s): 204, 217, 219. Note(s): Must earn at least a “C” (2.00) for credit. Course may be challenged for the credits listed. Fee: $40. Grade Mode: C. Credit(s): 3.

NURS 219 - Nursing of the Patient/Family II - Nursing Application Lab Simulation and skills laboratory practice necessary for NURS 218 clinical application. Corequisite(s): 204, 217, 218. Note(s): Must earn at least 80% on lab exams to receive credit. Course may be challenged for the credits listed. Grade Mode: C. Credit(s): 1.

NURS 230 - Clinical Topics in Nursing
Allows students to explore issues related to nursing prior to attaining upper-division status. Note(s): May be taken for a total of 9 credits with different content. Fee: $40. Grade Mode: A. Credit(s): 1–3.

NURS 232 - Clinical Experiences in Nursing
Allows students the opportunity to gain additional clinical nursing experience prior to attaining upper-division status. Note(s): May be taken for a total of 12 credits with different content. Must earn at least a “C” (2.00) for credit. Course may be challenged for the credits listed. Fee: $40. Grade Mode: C. Credit(s): 1–4.

NURS 300 - Professional Nursing Seminar
A transition seminar designed to facilitate socialization into baccalaureate professional nursing. Note(s): Designed for transfer-challenge students. May be taken multiple times for credit. Grade Mode: A. Credit(s): 1–3.

NURS 306 - Nursing Assessment of the Patient - Theory
Introduction to nursing assessment and documentation of common signs and symptoms of wellness and illness. Corequisite(s): 211, 212, 213, 307. Note(s): Course may be challenged for the credits listed. Grade Mode: A. Credit(s): 2.

NURS 307 - Nursing Assessment of the Patient - Clinical
Clinical practice of nursing assessment and reporting. Corequisite(s): 211, 212, 213, 306. Note(s): Must earn at least a “C” (2.00) for credit. Course may be challenged for the credits listed. Grade Mode: C. Credit(s): 1.

NURS 320 - Directed Individual Studies
Permits students to pursue special interests related to the profession of nursing. Restriction(s): Must be a Clinical Nursing (NURS) major. Note(s): May be taken for a total of 6 credits with different content. Grade Mode: A. Credit(s): 1–3.

NURS 321 - Clinical Enrichment
Opportunity for additional application of the nursing process in selected health care settings. When Offered: Interterm or Summer Session. Prerequisite(s): 211. Restriction(s): Must be a Clinical Nursing (NURS) major. Note(s): May be taken multiple times with different content. Must earn at least a “C” (2.00) for credit. Fee: $40. Grade Mode: C. Credit(s): 1–4.

NURS 341 - Nursing of the Mental Health Patient/Family - Theory
Theoretical and evidence-based concepts related to quality mental health nursing care of patients and their families. Prerequisite(s): 204, 217. Corequisite(s): 343. Note(s): Course may be challenged for the credits listed. Grade Mode: A. Credit(s): 2.
NURS 343 - Nursing of the Mental Health Patient/Family - Clinical
Clinical application of NURS 341 knowledge and skill. Corequisite(s): 341. Note(s): Must earn at least a "C" (2.00) for credit. Course may be challenged for the credits listed. Fee: $40. Grade Mode: C. Credit(s): 2.

NURS 347 - Introduction to Women’s Health - Theory
Introduction to quality nursing care of women across the reproductive years. Emphasis is on the mother and family in the childbearing years. Prerequisite(s): 204, 217. Corequisite(s): 348. Note(s): Course may be challenged for the credits listed. Grade Mode: A. Credit(s): 2.

NURS 348 - Introduction to Women’s Health - Clinical
Clinical application of NURS 347 theory, reasoning and skill. Corequisite(s): 347. Note(s): Must earn at least a "C" (2.00) for credit. Course may be challenged for the credits listed. Fee: $40. Grade Mode: C. Credit(s): 2.

NURS 351 - Nursing of the Older Adult Patient/Family - Theory
Theoretical and evidence-based concepts related to the quality nursing care of the older adult patient and their families. Prerequisite(s): 204, 217. Corequisite(s): 353. Note(s): Course may be challenged for the credits listed. Grade Mode: A. Credit(s): 2.

NURS 353 - Nursing of the Older Adult Patient/Family - Clinical
Clinical application of NURS 351 theory, reasoning and skill in the quality nursing care of older adults and their families. Corequisite(s): 351. Note(s): Must earn at least a "C" (2.00) for credit. Course may be challenged for the credits listed. Fee: $40. Grade Mode: C. Credit(s): 2.

NURS 355 - Pediatric Nursing - Theory
Introduction to quality nursing care of children, adolescents and the family. Prerequisite(s): 358. Corequisite(s): 356. Note(s): Course may be challenged for credits listed. Grade Mode: A. Credit(s): 2.

NURS 356 - Pediatric Nursing - Clinical
Clinical application of NURS 355 theory, reasoning and skill. Corequisite(s): 355. Note(s): Must earn at least a "C" (2.00) for credit. Course may be challenged for credits listed. Fee: $40. Grade Mode: C. Credit(s): 2.

NURS 358 - Nursing of the Patient/Family III - Theory
Third of three core courses on medical-surgical nursing care of diverse populations. Continues enhancement of student learning of patients with increased complexity of diagnosis and quality nursing care need. Prerequisite(s): 204, 217. Corequisite(s): 365. Note(s): Course may be challenged for credits listed. Fee: $90. Grade Mode: A. Credit(s): 2.

NURS 365 - Nursing of the Patient/Family III - Clinical
Clinical application of complex medical-surgical nursing knowledge, reasoning and skill in providing complex patient care. Corequisite(s): 358. Note(s): Must earn at least a "C" (2.00) for credit. Course may be challenged for the credits listed. Fee: $40. Grade Mode: C. Credit(s): 2.5.

NURS 367 - Critical Care Nursing - Theory
Complex medical-surgical nursing care of patients in critical care environments. Prerequisite(s): 358. Corequisite(s): 368. Note(s): Course may be challenged for the credits listed. Fee: $90. Grade Mode: A. Credit(s): 2.

NURS 368 - Critical Care Nursing - Clinical
Clinical application of the nursing process in providing complex care to multicultural clients in a critical care setting. Requirement(s): 367. Note(s): Must earn at least a "C" (2.00) for credit. Course may be challenged for the credits listed. Fee: $40. Grade Mode: C. Credit(s): 2.5.

NURS 441 - Introduction to Nursing Research
Introduction to professional nursing’s utilization of the research process. Prerequisite(s): NURS 341, 347, 351, 355, 367; MATH 210 or 318. Grade Mode: A. Credit(s): 2.

NURS 442 - Applied Nursing Research
Application of NURS 441 theory in an established research study. Prerequisite(s): 441. Grade Mode: A. Credit(s): 1.

NURS 450 - Leadership/Management in Nursing - Theory
Analysis of leadership theories and health care issues/trends which influence professional nursing practice. Prerequisite(s): 341, 347, 351, 355, 367. Corequisite(s): 451, 452. Note(s): Course may be challenged for the credits listed. Fee: $90. Grade Mode: A. Credit(s): 2.

NURS 451 - Leadership/Management in Nursing: Team Leading - Clinical
First of two required leadership clinical rotations. Clinical application of NURS 450 theory, reasoning and skill in the care of medical-surgical patients. Corequisite(s): 450, 452. Note(s): Must earn at least a "C" (2.00) for credit. Course may be challenged for the credits listed. Fee: $40. Grade Mode: C. Credit(s): 3.

NURS 452 - Leadership/Management in Nursing: Elective Setting - Clinical
Second of two required leadership clinical rotations. Clinical application of NURS 450 theory, clinical site/preview availability. Corequisite(s): 450, 451. Note(s): Must earn at least a "C" (2.00) for credit. Course may be challenged for the credits listed. Fee: $40. Grade Mode: C. Credit(s): 2.

NURS 461 - Nursing in the Community - Theory

NURS 462 - Nursing in the Community - Clinical
Clinical application of NURS 461 theory, reasoning and skill in various community settings. Corequisite(s): 461. Note(s): Must earn at least a "C" (2.00) for credit. Fee: $40. Grade Mode: C. Credit(s): 4.

Philosophy

Courses

PHIL 210 - Introduction to Logic
A general introduction to logic covering both deductive and inductive inference, and the analysis of arguments in ordinary language. Grade Mode: A. Credit(s): 3.

PHIL 211 - Introduction to Ancient Philosophy
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. Grade Mode: A. Credit(s): 3.

PHIL 212 - Introduction to Medieval Philosophy
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. Grade Mode: A. Credit(s): 3.

PHIL 213 - Introduction to Modern Philosophy
An introduction to philosophy through a study of the history of philosophy from the Renaissance through the 18th century. Grade Mode: A. Credit(s): 3.

PHIL 214 - Introduction to Philosophy
A general introduction to the nature, problems, methods, concepts, and divisions of philosophy. Grade Mode: A. Credit(s): 3.

PHIL 215 - Introduction to Ethics
An introduction to philosophy through a study of the principal ethical theories and thinkers; basic ethical problems and related biblical teaching. Grade Mode: A. Credit(s): 3.

PHIL 216 - Introduction to Philosophy and Aesthetics
An introduction to the problems, methods and concepts of philosophy with an emphasis on the issues and theories of aesthetics. Grade Mode: A. Credit(s): 3.

PHIL 220 - Introduction to Philosophical Argument and Writing
A study of 1) some common types of philosophical arguments and 2) a set of skills necessary for good philosophical writing. Prerequisite(s): 210. Grade Mode: A. Credit(s): 3.

PHIL 230 - Introduction to Practical Wisdom
An introduction to the philosophical concept of practical wisdom, incorporating a survey of the wisdom traditions and special attention to the tradition of Christian wisdom rooted in the teachings of Jesus. Corequisite(s): 231. Restriction(s): PHIL or HUPH majors or PHIL minors only. Grade Mode: A. Credit(s): 3.

PHIL 231 - Practical Wisdom Lab I
A seminar designed to assist its members in practical application of insights from PHIL 230. Corequisite(s): 230. Restriction(s): PHIL or HUPH majors or PHIL minors only. Grade Mode: A. Credit(s): 1.
PHIL 301 - Greek and Roman Philosophy
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. Prerequisite(s): PHIL 210 or 212 or 213 or 214 or 215 or 216. Grade Mode: A. Credit(s): 3.

PHIL 302 - Medieval Philosophy
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. Prerequisite(s): PHIL 210 or 212 or 213 or 214 or 215 or 216. Grade Mode: A. Credit(s): 3.

PHIL 303 - Modern Philosophy
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. Prerequisite(s): PHIL 210 or 212 or 213 or 214 or 215 or 216. Grade Mode: A. Credit(s): 3.

PHIL 306 - Philosophy of Religion
An examination of topics in the philosophy of religion such as traditional arguments for the existence of God, religious epistemology, the problem of evil, and religious pluralism. Prerequisite(s): PHIL 210 or 212 or 213 or 214 or 215 or 216. Grade Mode: A. Credit(s): 3.

PHIL 307 - Metaphysics and Epistemology
A critical examination of 1) selected metaphysical topics and problems and 2) the nature and scope of human knowledge. Prerequisite(s): PHIL 210 or 212 or 213 or 214 or 215 or 216. Grade Mode: A. Credit(s): 3.

PHIL 308 - Ethics
A study of the principal ethical theories and thinkers, basic ethical problems, and related biblical teaching. Prerequisite(s): PHIL 210 or 212 or 213 or 214 or 215 or 216. Grade Mode: A. Credit(s): 3.

PHIL 330 - Studies in Wisdom Traditions
An intensive study of one or more wisdom traditions. Prerequisite(s): 230 and 231. Corequisite(s): 331. Restriction(s): PHIL or HUPH majors or PHIL minors only. Grade Mode: A. Credit(s): 3.

PHIL 331 - Practical Wisdom Lab II
A seminar designed to assist its members in practical application of insights from PHIL 330. Corequisite(s): 330. Restriction(s): PHIL or HUPH majors or PHIL minors only. Grade Mode: A. Credit(s): 1.

PHIL 400 - Practical Wisdom: Texts
Reading, study, and application of the insights of one or more texts from a wisdom tradition. Prerequisite(s): 210, 220, 230, 231; 301 or 302 or 303. Grade Mode: A. Credit(s): 3.

PHIL 410 - Practical Wisdom: Thinkers
Reading, study, and application of insights of a thinker from one of the wisdom traditions. Prerequisite(s): 210, 220, 230, 231; 301 or 302 or 303. Grade Mode: A. Credit(s): 3.

PHIL 420 - Theoretical Wisdom: History of Philosophy
Reading and study in selected topics, thinkers, or periods in the history of philosophy. Prerequisite(s): 210, 220, 230, 231; 301 or 302 or 303. Grade Mode: A. Credit(s): 3.

PHIL 430 - Theoretical Wisdom: Divisions of Philosophy
Reading and study in a single division or sub-division of philosophy, such as aesthetics, the philosophy of religion, and the philosophy of science. Prerequisite(s): 210, 220, 230, 231; 301 or 302 or 303. Grade Mode: A. Credit(s): 3.

PHIL 440 - Theoretical Wisdom: Philosophical Topics
Reading and study in selected topics in philosophy with special attention to contemporary developments in the philosophical literature. Prerequisite(s): 210, 220, 230, 231; 301 or 302 or 303. Grade Mode: A. Credit(s): 3.

PHIL 445 - Philosophical Argument and Writing
Reading, research and discussion in selected philosophical topics and problems with an emphasis on research and writing skills necessary for successful graduate work in philosophy. Prerequisite(s): 210, 220, 230, 231; 301 or 302 or 303. Grade Mode: A. Credit(s): 1–3.

PHIL 450 - Senior Thesis
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. Prerequisite(s): 210, 220, 230, 231; 301 or 302 or 303. Restriction(s): Must be a Senior class, Philosophy (PHIL) major. Grade Mode: A. Credit(s): 3.

PHIL 461 - Symbolic Logic
An introduction to the basic elements of modern symbolic logic, including propositional and predicate logic. Prerequisite(s): 210, 220, 230, 231; 301 or 302 or 303. Grade Mode: A. Credit(s): 3.

PHIL 482 - Readings in Philosophy
Directed reading in selected topics and problems in philosophy. Prerequisite(s): 210, 220, 230, 231; 301 or 302 or 303. Grade Mode: A. Credit(s): 1–3.

PHIL 490 - Directed Research
Directed research in some philosophical topic or problem. Prerequisite(s): 210, 220, 230, 231; 301 or 302 or 303. Grade Mode: A. Credit(s): 1–3.

Physics

Faculty
Chair: John Bloom, Ph.D.
Professors: Bloom, Silzel
Associate Professors: Chen, Ridley
Instructor: Baggett

Courses

PHSC 092 - Introduction to Physics
This course is designed for students planning to enroll in Physics I (PHSC 111) or General Physics I (PHSC 132) who did not pass the Physics Placement Exam. When Offered: Spring. Note(s): Credits do not count towards graduation requirements. A grade of “C” or better is required to register in PHSC 111; a grade of “B” or better is required to register in PHSC 132. Grade Mode: A. Credit(s): 2.

PHSC 101 - Physical Science Survey: Lecture
A survey of the basic principles of physics, chemistry, geology, meteorology and astronomy. Designed for the non-science major. When Offered: Either semester. Note(s): Approved for General Education science credit. Grade Mode: A. Credit(s): 4.

PHSC 102 - Physical Science Survey Laboratory
A laboratory experience to accompany the lecture course. When Offered: Either semester. Lecture/Lab Hours: Three hour laboratory weekly. Prerequisite(s): 101 (concurrent registration permitted). Note(s): Approved for General Education science credit. Required for Liberal Studies majors, and optional for others. Fee: $60. Grade Mode: A. Credit(s): 1.

PHSC 103 - Geology
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. Note(s): Approved for General Education science credit. Fee: $70. Grade Mode: A. Credit(s): 3.

PHSC 104 - Geology Laboratory
An optional laboratory experience designed to utilize hands-on investigations of geologic materials and processes, including minerals, rocks, topographic and geological maps, in order to support and augment the topics covered in the introductory geology course (PHSC 103). One field trip is required and is credited as one of the lab sessions. Lecture/ Lab Hours: 3 hours per week. Prerequisite(s): 103 (concurrent registration permitted). Note(s): Approved for General Education science credit. Fee: $70. Grade Mode: A. Credit(s): 1.

PHSC 105 - Topics in Physical Science
A course designed to allow students to select specific modules from PHSC 101, Physical Science Survey, which include physics, chemistry, geology, astronomy, and/or meteorology. Grade Mode: A. Credit(s): 1–3.
PHSC 109 - Physics of Sound
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. Note(s): Counts toward the General Education science requirement for all majors except Communication Disorders. Fee: $30. Grade Mode: A. Credit(s): 3.

PHSC 110 - Astronomy
A conceptual astronomy course, designed to acquaint the student with the current state of knowledge of the solar system, the Milky Way, galaxies, quasars and cosmology. Note(s): Approved for General Education science credit. Fee: $70. Grade Mode: A. Credit(s): 3.

PHSC 111 - Physics I
A study of mechanics, heat and sound. Intended for non-Physical Science majors. Principles are treated quantitatively but without a calculus requirement. Lecture/Lab Hours: Three hours lecture, one hour recitation weekly. Prerequisite(s): Passing score on the Physics Placement Exam or PHSC 092 with a grade of "C" or better. Corequisite(s): PHSC 117. Note(s): Approved for General Education science credit. Grade Mode: A. Credit(s): 3.

PHSC 112 - Physics II
Continued from Physics I; includes electricity, magnetism, elementary circuits, optics, and modern physics. Lecture/Lab Hours: Three hours lecture, one hour recitation weekly. Prerequisite(s): PHSC 111, 117. Corequisite(s): PHSC 118. Grade Mode: A. Credit(s): 3.

PHSC 115 - Physics in Everyday Life
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. Note(s): Approved for General Education science credit. Grade Mode: A. Credit(s): 3.

PHSC 117 - Physics I Laboratory
Application of the laws and theories of mechanics, heat and sound through experiment. Laboratory to accompany Physics I. Lecture/Lab Hours: Three hours laboratory weekly. Corequisite(s): PHSC 111. Note(s): Approved for General Education science credit. Fee: $75. Grade Mode: A. Credit(s): 1.

PHSC 118 - Physics II Laboratory
Application of the laws and theories of electricity, magnetism, circuits and optics through experiment. Laboratory to accompany Physics II. Lecture/Lab Hours: Three hours laboratory weekly. Corequisite(s): PHSC 112. Fee: $75. Grade Mode: A. Credit(s): 1.

PHSC 119 - Physics in Everyday Life Laboratory
The optional 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. Lecture/Lab Hours: Three hours of laboratory weekly. Prerequisite(s): 115 (concurrent registration permitted). Note(s): Approved for General Education science credit. Fee: $60. Grade Mode: A. Credit(s): 1.

PHSC 121 - Introduction to Engineering
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: $60. Grade Mode: A. Credit(s): 1.

PHSC 124 - Data Analysis and Presentation
This course is intended for Physical Science and Engineering Physics 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: $60. Grade Mode: A. Credit(s): 1.

PHSC 130 - General Physics I: Mechanics and Heat
Basic principles of physics emphasizing Newtonian mechanics; conservation of energy and momentum; oscillations, fluids and thermodynamics. When Offered: Fall. Lecture/Lab Hours: Three hours lecture, one hour recitation, weekly. Prerequisite(s): MATH 105 (concurrent registration permitted). Passing score on the Physics Placement Exam or PHSC 092 with a grade of "B" or better. Corequisite(s): PHSC 134. Note(s): Approved for General Education science credit. Grade Mode: A. Credit(s): 3.

PHSC 134 - General Physics I Laboratory
The application of the laws and theories of mechanics and thermodynamics through experiment. Lecture/Lab Hours: Three hours of laboratory weekly. Corequisite(s): PHSC 132. Note(s): Approved for General Education science credit. Fee: $75. Grade Mode: A. Credit(s): 1.

PHSC 233 - General Physics II: Electricity and Magnetism
Introduction to electrostatics, conductors and currents, magnetic fields, and Maxwell’s equations. When Offered: Spring. Lecture/Lab Hours: Three hours lecture, one hour recitation, weekly. Prerequisite(s): PHSC 132, 134. Corequisite(s): PHSC 237. Note(s): Primarily for Physical Science and Engineering Physics majors. Grade Mode: A. Credit(s): 3.

PHSC 234 - General Physics III: Waves, Optics and Modern Physics
Wave theory, sound, geometric optics, interference and diffraction, relativity, wave properties of particles, and introduction to quantum physics. Lecture/Lab Hours: Three hours lecture; three hours laboratory, weekly. Prerequisite(s): PHSC 233, 237. Note(s): Primarily for Physical Science and Engineering Physics majors. The optics section may be taken for one credit (PHSC 450). Fee: $100. Grade Mode: A. Credit(s): 4.

PHSC 237 - General Physics II Laboratory
The application of the laws and theories of electricity and magnetism through experiment. Lecture/Lab Hours: Three hours laboratory weekly. Corequisite(s): PHSC 233. Fee: $75. Grade Mode: A. Credit(s): 1.

PHSC 250 - Science and Origins
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. Note(s): Approved for General Education science credit. Grade Mode: A. Credit(s): 3.

PHSC 311 - Computer Techniques in Science and Engineering
Use of computation tools using MATLAB and LabVIEW in chemistry, physics and engineering, digital signal analysis and instrument control. When Offered: Fall. Prerequisite(s): PHSC 124, 233, 237; or CHEM 106; MATH 205 recommended. Fee: $90. Grade Mode: A. Credit(s): 3.

PHSC 313 - Statics
Statics of particles, rigid bodies in two and three dimensions, centroids and centers of gravity, structures, friction, and inertia. Lecture/Lab Hours: Three hours lecture weekly. Prerequisite(s): PHSC 132, 134. Note(s): Primarily for Engineering Physics majors. Grade Mode: A. Credit(s): 3.

PHSC 314 - Mechanics of Materials
Analysis of stress, strain and deflection of mechanical elements due to tension. Shear, bending or torsion, combined stresses, elastic stability and energy methods. Prerequisite(s): PHSC 313. Note(s): Primarily for Engineering Physics majors. Grade Mode: A. Credit(s): 3.

PHSC 316 - Dynamics
The concepts of force, mass, and acceleration, of work and energy, and of impulse and momentum as applied to problems involving the motion of particles and rigid bodies in two and three dimensions. When Offered: Spring. Prerequisite(s): PHSC 313. Note(s): Primarily for Engineering Physics majors. Grade Mode: A. Credit(s): 3.

PHSC 318 - Classical Mechanics
Newtonian mechanics of particles and systems of particles, rigid bodies, oscillating systems, gravitation, moving coordinate systems, Lagrange’s and Hamilton’s equations. Lecture/Lab Hours: Three hours lecture Prerequisite(s): PHSC 132, 134; MATH 335. Note(s): Primarily for physics majors. Grade Mode: A. Credit(s): 3.

PHSC 321 - Circuits and Instrumentation I
Introduction to circuit elements, network theorems, response, semiconductor devices, integrated circuits, and the operation and design of analog DC/AC circuits. Also introduces the fundamentals of Boolean logic and digital design. Laboratory work involves extensive construction and analysis of circuits, as well as introduction of soldering and assembly techniques. Lecture/Lab Hours: Three hours lecture; six hours laboratory, weekly. Prerequisite(s): PHSC 233, 237. Fee: $120. Grade Mode: A. Credit(s): 5.

PHSC 326 - Sciences CSET Preparation
Review of the subject matter in the California Subject Examinations for Teachers (CSET) Science subtests exams. Test-taking strategies. Note(s): May be taken a total of 3 times. Does not count toward the major. Grade Mode: A. Credit(s): 1.

PHSC 331 - Thermodynamics
Introduction to energy, heat, work, entropy, temperature and states of matter. The first, second and third laws of thermodynamics with an emphasis on applications. Prerequisite(s): PHSC 132, 134. Grade Mode: A. Credit(s): 3.
PHSC 336 - Mathematical Methods in Physics
This course covers a variety of advanced mathematical techniques essential to the solution of problems in the physical sciences and engineering. Topics include tensors, complex variables, contour integrals, solutions of partial differential equations, boundary-value problems, special functions (such as Bessel functions and Legendre functions), and Fourier series and Fourier and Laplace transforms. When Offered: Fall. Cross-listed: MATH 336. Prerequisite(s): MATH 335. Grade Mode: A. Credit(s): 3.

PHSC 340 - Electrodynamics
The application of vector calculus and Maxwell's equations in the analysis of static and dynamic electromagnetic waves in dielectrics and conductors. Prerequisite(s): PHSC 233, 237; MATH 335. Grade Mode: A. Credit(s): 3.

PHSC 352 - Fundamentals of Materials Science
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. Cross-listed: CHEM 352. Prerequisite(s): PHSC 112 or 233; CHEM 105 and MATH 105. Grade Mode: A. Credit(s): 3.

PHSC 401 - History of Science
A survey of the history of science with analysis of science as a way of knowing the world. Emphasis on how human culture shapes scientific practice. Prerequisite(s): PHIL 214; HIST 208; PHSC 111 or 132; PHSC 111 or 233. Note(s): Does not count towards the major. Grade Mode: A. Credit(s): 3.

PHSC 402 - Philosophy of Science
A survey and analysis of the philosophical methods that the sciences use as a way of knowing the world. Prerequisite(s): PHIL 214; HIST 208; PHSC 111 or 132; PHSC 112 or 233. Note(s): Does not count towards the major. Grade Mode: A. Credit(s): 3.

PHSC 412 - Introduction to Quantum Mechanics
An introduction to quantum mechanics including 1-D potentials, Schrodinger's equation, the hydrogen atom with spin, Dirac notation, operator formalism, bonding, the solid state and interpretation. Prerequisite(s): PHSC 234; MATH 335. Grade Mode: A. Credit(s): 3.

PHSC 420 - Special Projects
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. Restriction(s): Must be a Junior or Senior CPE (BCHM, CHEM, PHEP, PHSC, PHYS) or Biological Sciences (BIES, BIHB, BIOS, BISI) major. Note(s): May be taken for a total of 6 credits. Fee: May involve lab fees of up to $120. Grade Mode: A. Credit(s): 1–3.

PHSC 450 - Special Topics in Physical Science
Varying course content. Topics such as optics, special relativity, nuclear and biophysics will be offered. Restriction(s): Must be a Junior or Senior CPE (BCHM, CHEM, PHEP, PHSC, PHYS) or Biological Sciences (BIES, BIHB, BIOS, BISI) major. Fee: May involve lab fees of up to $120. Grade Mode: A. Credit(s): 1–3.

PHSC 460 - Capstone Seminar
A capstone course for all biochemistry, chemistry, physics, and physical science majors that includes: (1) presentation of a seminar, (2) service learning project and, (3) integration readings and discussion. Restriction(s): Must be a Junior or Senior CPE (BCHM, CHEM, PHEP, PHSC, PHYS) or Biological Sciences (BIES, BIHB, BIOS, BISI) major. Grade Mode: A. Credit(s): 1.

PHSC 480 - Advanced Physics Laboratory
A laboratory course in which selected experiments cover several areas of classical and contemporary physics. Emphasis on data collection and analysis techniques. Prerequisite(s): PHSC 234, 321; MATH 335. Fee: $120. Grade Mode: A. Credit(s): 3.
POSC 310 - Student Government Practicum
The organization and function of student government at the university level; parliamentary procedure, committee work and similarity to state and national legislative government. Note(s): May be taken for a total of 4 credits. (Limited to Biola Associated Students Council and Senate members. Students working for A.S. for an hourly wage may not enroll). Grade Mode: A. Credit(s): 1.

POSC 320 - The American Presidency
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. Cross-listed: HIST 320. Prerequisite(s): POSC 225. Grade Mode: A. Credit(s): 3.

POSC 350 - Political Philosophy – Ancient

POSC 351 - Political Philosophy – Modern
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. Cross-listed: HIST 351. Prerequisite(s): HIST 107, 207 or POSC 225. Grade Mode: A. Credit(s): 3.

POSC 360 - Economic History of the United States
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: HIST 360. Grade Mode: A. Credit(s): 3.

POSC 400 - Political Parties and the Electoral Process
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. Grade Mode: A. Credit(s): 3.

POSC 405 - Problems in American Diplomacy

POSC 406 - Legislation
The mechanical rules, procedures and customs in the making of laws in American government. Grade Mode: A. Credit(s): 3.

POSC 407 - International Organizations and Political Economy

POSC 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. Cross-listed: HIST 410. Grade Mode: A. Credit(s): 3.

POSC 415 - Human Rights: Justice and Foreign Policy
International human rights law and public policy, including treaties, monitoring bodies, and international and regional protective systems. The course analyzes the political and theological resources for framing justice and human rights. Also, the course situates human rights in the larger international movement to secure basic rights and freedoms for all, as well as examines critical secular and religious voices. Grade Mode: A. Credit(s): 3.

POSC 420 - Courts and Public Policy
Examination of the formation of the judiciary in the U.S. and nature of judicial power. Key Supreme Court decisions. Interpreting the Constitution. Separation of powers. Courts as shapers of public policy. Grade Mode: A. Credit(s): 3.

POSC 430 - Church and State Relations
An examination of the historic and current understanding of the relationship between religious beliefs and practices and civil government and law in the United States. Topics could include the First Amendment, Supreme Court rulings, the relevance of the country’s founders, prayer in school, and displaying the Ten Commandments in public places. Grade Mode: A. Credit(s): 3.

POSC 453 - The Islamic City

POSC 454 - Arab-Israeli Conflict
Focusing on Jerusalem, students will study the diplomatic and political history of the conflict between the Palestinians and Israelis. Emphasis on Christian Zionism, political Islam, and international relations. Depending on the students in the class, position papers will be used either in simulated negotiations or panel discussions. Cross-listed: HIST 454. Grade Mode: A. Credit(s): 3.

POSC 455 - History of Israel and Zionism
Focusing on Jerusalem, students will study the diplomatic and political history of the conflict between the Palestinians and Israelis. Emphasis on Christian Zionism, political Islam, and international relations. Depending on the students in the class, position papers will be used either in simulated negotiations or panel discussions. Cross-listed: HIST 455. Grade Mode: A. Credit(s): 3.

POSC 456 - Muslim, Jewish and Christian Relations

POSC 465 - Integration Seminar
Issues in the contemporary world addressed from an interdisciplinary social science and biblical perspective. Restriction(s): Must be Senior class. Grade Mode: A. Credit(s): 3.

POSC 470 - Political Science Research and Writing
Research and writing for Political Science majors (Political Science or Public Administration concentration). 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 problem solving, research and effective communication and writing. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

POSC 480 - Studies in Political Science
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. Note(s): May be taken for a total of 8 credits with different content. Grade Mode: A. Credit(s): 1–8.

POSC 485 - Public Law
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(s): BUSN 361. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

POSC 486 - Personnel and Human Resources Management
Government personnel systems, merit concepts, classification, compensation, training, examinations, organizations, labor relations and collective bargaining. Prerequisite(s): 225, 301, 485. Grade Mode: A. Credit(s): 3.

POSC 488 - Internship and Research Project
Provides an opportunity to complete an internship and a research project in a public agency. Project consists of identification and analysis, with guidance, of a chosen area in public organization. Grade Mode: A. Credit(s): 9.

POSC 490 - Internship in Political Science
In-service training and internship experience in various government and non-government agencies and organizations. Note(s): May be taken for a total of 8 credits with different content. Grade Mode: A. Credit(s): 1–8.

POSC 495 - Honors Seminar in Political Science
First semester of a year-long independent research project for political science majors culminating in an honors thesis. First semester: reading and research under supervision. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.
POSC 496 - Honors Seminar in Political Science II
Second semester of a year-long independent research project for political science majors culminating in an honors thesis. Drafting and writing final paper. Prerequisite(s): 495. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

Psychology
A division of Rosemead School of Psychology

Faculty
Dean: Clark D. Campbell, Ph.D.
Undergraduate Chair: Peter C. Hill, Ph.D.
Professors: Edwards, Grace, L. Hall, Hill, Strauss
Associate Professors: Elitti, Pak, Porter, Williams
Assistant Professors: Abouezzeddine, Brun, Bustamante-Millan, Lee-Kim, Wang

Courses
PSYC 200 - Introduction to Psychology
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. Grade Mode: A. Credit(s): 3.

PSYC 206 - Psychology and Christian Thought
An introduction to the nature and process of the application of Christian thought to the study and practice of psychology. Prerequisite(s): 200. BBST 105. Grade Mode: A. Credit(s): 3.

PSYC 209 - Statistics with Computer Applications
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. Note(s): Concurrent with PSYC 211. Grade Mode: A. Credit(s): 3.

PSYC 211 - Statistics with Computer Applications Lab
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. Note(s): Concurrent with PSYC 209 unless PSYC 209 has been met with transfer credits or AP credit. Grade Mode: A. Credit(s): 1.

PSYC 303 - Human Sexuality
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(s): 200. Grade Mode: A. Credit(s): 3.

PSYC 305 - Experimental Psychology
Philosophy, methodology and analysis of the experimental method. Discussions of problems in conducting and evaluating psychological research. Lecture/Lab Hours: Three hours lecture, one hour laboratory. Prerequisite(s): 209, 211. Grade Mode: A. Credit(s): 4.

PSYC 306 - Psychological Testing and Assessment
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(s): 209, 211. Grade Mode: A. Credit(s): 3.

PSYC 309 - Abnormal Psychology
Nature, causes and treatment of abnormal behavior, including the full range of mental disorders identified within current categorical systems. Grade Mode: A. Credit(s): 3.

PSYC 313 - Psychology of Religious Experience
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. Grade Mode: A. Credit(s): 3.

PSYC 315 - Industrial/Organizational Psychology
A study of the application of the principles of psychology in industrial and organizational settings. Prerequisite(s): 200. Grade Mode: A. Credit(s): 3.

PSYC 317 - Psychology of Marriage
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(s): 200. Grade Mode: A. Credit(s): 3.

PSYC 319 - Cross-cultural/Ethnic Issues in Psychology
This course is designed to increase student awareness of the historical treatment of cross-cultural issues within a psychological 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(s): 200. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

PSYC 325 - Developmental Psychology: Childhood and 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. Grade Mode: A. Credit(s): 3.

PSYC 345 - Psychology of Gender
This course explores a wide variety of psychological issues that concern gender, including sex-related differences, life events unique to gender and gender experiences (e.g., women’s experiences in areas that are generally viewed from a male perspective). Also included is the impact of ethnicity and class on gender issues. Grade Mode: A. Credit(s): 3.

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. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

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(s): 305. Grade Mode: A. Credit(s): 3.

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(s): 305. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

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 process. Prerequisite(s): 305 and BIOL 100 or 111. Note(s): Biology 311 - Neurobiology may be taken as an alternative to this course. Grade Mode: A. Credit(s): 3.
PSYC 414 - Readings in Psychology
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. Restriction(s): Must be Junior or Senior class. Note(s): May receive no more than a total of 6 credits for 414, 450 and 480 combined. Grade Mode: A. Credit(s): 1–3.

PSYC 418 - Seminar in Therapeutic Techniques
Emphasis on core facilitation skills. Supportive, re-educative and reconstructive therapies considered. Personal growth activities incorporated. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

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. Note(s): This course may be taken by senior psychology majors at the graduate level, course RSPY 502. Contact the department for details. Grade Mode: A. Credit(s): 3.

PSYC 440 - History and 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. Note(s): This course may be taken by senior psychology majors at the graduate level, course RSPY 530. Contact the department for details. Grade Mode: A. Credit(s): 2–3.

PSYC 450 - Directed Field Work in Psychology
Supervised experience in mental health, educational, correctional or related facility. Restriction(s): Must be Junior or Senior class. Note(s): May be taken for a total of 6 credits. May receive no more than a total of 6 credits for 414, 450 and 480 combined. Three credits of PSYC 450 may be used toward the major. Grade Mode: A. Credit(s): 1–6.

PSYC 460 - Studies in Psychology
Seminar course taught by special lecturers addressing areas of specific interest. Reading, research and discussion of selected topics in the field of psychology. Note(s): May be taken for a total of 6 credits. Course usually offered abroad and subject to Department approval. Grade Mode: A. Credit(s): 1–6.

PSYC 465 - Positive Psychology
An introduction to the field of positive psychology which focuses on the systematic study of optimal human functioning; aiming to discover factors that contribute to individual and community flourishing. Theological integration will also be covered as it shares a concern with both Christian theology and ancient eudaemonistic ethics regarding the cultivation of human virtues. Students will use the integrative thinking typologies, and the criminal justice system (including a glimpse into criminal justice professions). Grade Mode: A. Credit(s): 3.

PSYC 470 - Current Topics in Psychology
Reading, research and discussion of selected topics in the field of psychology. Prerequisite(s): Prerequisites may vary. Grade Mode: A. Credit(s): 1–3.

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. Prerequisite(s): “B” minimum grade in PSYC 209/211 and 305; cumulative G.P.A. of 3.2 in all college level work or 3.5 cumulative G.P.A. in all Psychology coursework; completed essay. Restriction(s): Must be Junior or Senior class. Note(s): May be taken for a total of 6 credits. May receive no more than a total of 6 credits for 414, 450 and 480 combined. Three credits of PSYC 480 may be used toward the major. Grade Mode: A. Credit(s): 1–6.

PSYC 490 - Rosemead Special Programs
Supervised research and/or reading in selected areas of Psychology through the Biola Special Programs. Note(s): May be taken for a total of 6 credits. Course usually offered abroad and subject to Department approval. Grade Mode: A. Credit(s): 1–6.

Sociology

Faculty
Chair: Brad Christerson, Ph.D.
Professor: Christerson
Associate Professor: Johnson, Yuen
Assistant Professors: Chan, Collier-Goubil

Courses

SOCI 220 - Sociology
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. Grade Mode: A. Credit(s): 3.

SOCI 300 - Social Work
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. Grade Mode: A. Credit(s): 3.

SOCI 302 - Sociology of Gender
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. Grade Mode: A. Credit(s): 3.

SOCI 320 - Marriage and the Family
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. Grade Mode: A. Credit(s): 3.

SOCI 333 - Criminology
The course covers three main and overarching goals: to serve as an introduction to the study of crime causation (why people commit crime), to distinguish between the different types (and categories) of crime, and to introduce students to the criminal justice system. The following topics will be discussed: criminological theories of crime causation, crime typologies, and the criminal justice system (including a glimpse into criminal justice professions). Grade Mode: A. Credit(s): 3.

SOCI 334 - Juvenile Delinquency
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. When Offered: Spring. Prerequisite(s): 333. Grade Mode: A. Credit(s): 3.

SOCI 335 - Deviant Behavior and Mental Illness
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. Grade Mode: A. Credit(s): 3.

SOCI 336 - Unequal Justice: Race, Class, Gender and Crime
Race, and companion factors such as ethnicity, social economic class, gender and age are critical factors in the administration of criminal justice in the United States. This course critically examines race, class and gender within the United States criminal justice system. Prerequisite(s): 334. Grade Mode: A. Credit(s): 3.

SOCI 337 - Sociology of Death and Dying
This course will examine the experience of death and dying in American society. Specifically we will explore the denial of death in our culture, and how this denial affects our experience of death, grieving, and life itself. Christian perspectives on dying will be explored and a biblical view of life, death, and the afterlife will inform our discussion. Comparisons to other cultures and other time periods in views of death will also be emphasized. When Offered: Fall. Grade Mode: A. Credit(s): 3.
SOCI 340 - Political Sociology
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. Grade Mode: A. Credit(s): 3.

SOCI 342 - Ethnic and Minority Groups
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. Grade Mode: A. Credit(s): 3.

SOCI 346 - Urban Sociology
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. Fee: $50. Grade Mode: A. Credit(s): 3.

SOCI 347 - Los Angeles in Social and Cultural Context
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. Note(s): Field-based course. Fee: $55. Grade Mode: A. Credit(s): 3.

SOCI 348 - Social Change in the Developing World
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. Grade Mode: A. Credit(s): 3.

SOCI 352 - Social Inequality: Race, Class and Gender
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. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

SOCI 354 - Religion in the City
Sociological analysis of distinctly urban forms of religious experience and practice that have developed in relation to the spaces, social conditions, and history and development of American cities. Note(s): Field-based course. Fee: $50. Grade Mode: A. Credit(s): 3.

SOCI 360 - 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. Grade Mode: A. Credit(s): 3.

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. Prerequisite(s): 336. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

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. Prerequisite(s): SOCI 300. Restriction(s): Special Approval Required. Grade Mode: A. Credit(s): 3.

SOCI 370 - American Culture and 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. Grade Mode: A. Credit(s): 3.

SOCI 372 - Art, Architecture, and 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. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

SOCI 376 - Baja California in Social and 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). When Offered: Interterm only. Fee: See Biology 333 for trip fee. Grade Mode: A. Credit(s): 3.

SOCI 402 - Religion and Society
Analysis of religious practices that affect society, and social factors that affect religious practices; Christian and non-Christian beliefs and institutions. Grade Mode: A. Credit(s): 3.

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 relationship 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. Prerequisite(s): 220. Grade Mode: A. Credit(s): 3.

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. Prerequisite(s): 220. Grade Mode: A. Credit(s): 3.

SOCI 453 - Sociology of Sexuality
Using the sociological lens, this course will focus on how human sexuality reflects the society in which we live. Although it is often assumed that sexual attitudes and behaviors are exclusively biologically based, they are strongly shapes by society. Through lecture, media, readings and discussion this course will: distinguish sex from gender, focus on sociological theories of sexuality, examine a history of sexuality and how they enter. Prerequisite(s): 220. Grade Mode: A. Credit(s): 3.

SOCI 454 - Film, Television, and the Arts: Racial and Gender Issues
Students will learn to analyze and critically evaluate ideas, arguments, and points of view and understand their own values and ethics. Specifically, students will analyze the relationship between cultural representations of race and gender to constructions of the self through an examination of the experiences of artists and celebrities in contemporary popular media such as film/television, music, and performance. Through weekly reading assignments, media presentations, and original research projects, students will develop theoretical, analytical, and research skills to better understand the complex and dynamic relationship between popular culture and the social self. Students are also welcome to share current media content relevant to the course subject. Grade Mode: A. Credit(s): 3.

SOCI 455 - Topics in Criminology
This course provides an opportunity to study special topics in crime, criminology and criminal justice. Prerequisite(s): SOCI 333. Grade Mode: A. Credit(s): 3.

SOCI 460 - Topics in Sociology
Variable offering depending on professor, to include a critical analysis of selected topics of current interest. Grade Mode: A. Credit(s): 3.

SOCI 465 - Integration Seminar
Issues in the contemporary world addressed from an interdisciplinary social science and biblical perspective. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.
Spanish

Faculty

Chair: Amy Obrist, Ph.D.

Assistant Professors: Bryant, Hernandez, Velasquez

Courses

**HUFS 101 - Elementary Spanish**
The fundamentals of pronunciation, grammar, conversation and reading. Taught with emphasis on communication, comprehension, reading and writing. When Offered: Either semester. Lecture/Lab Hours: Five hours each week. Prerequisite(s): 101 or equivalent. 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 (HUFS 101). Students who do not maintain continuous enrollment in the program must be retested and placed accordingly. Advancement from one course in the lower-division sequence to the next will require demonstration of proficiency. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 4.

**HUFS 102 - Elementary Spanish**
The fundamentals of pronunciation, grammar, conversation and reading. Taught with emphasis on communication, comprehension, reading and writing. When Offered: Either semester. Lecture/Lab Hours: Five hours each week. Prerequisite(s): 101 or equivalent. 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 (HUFS 101). Students who do not maintain continuous enrollment in the program must be retested and placed accordingly. Advancement from one course in the lower-division sequence to the next will require demonstration of proficiency. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 4.

**HUFS 201 - Intermediate Spanish**
Advanced grammar, composition, increased facility in reading and conversation. When Offered: Either semester. Lecture/Lab Hours: Five hours each week. Prerequisite(s): 102 or equivalent or a satisfactory score on a placement exam given by the department. 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 (HUFS 101). Students who do not maintain continuous enrollment in the program must be retested and placed accordingly. Advancement from one course in the lower-division sequence to the next will require demonstration of proficiency. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 4.

**HUFS 210 - Intermediate Spanish II**
Intermediate grammar, listening, speaking, writing, reading. Course develops communication in various contexts with increasing proficiency. Learners will acquire greater command over basic and intermediate level structures. They will be equipped to use the linguistics sociolinguistic and pragmatic competencies in broader domains. At this level, the learner can perform the activities of the language perception (e.g., can understand the main ideas of complex texts on various topics, including semi-specialized language), of production (e.g., can express oneself clearly and in detail on a wide range of topics), in interaction (e.g., can maintain a conversation and interact with a certain degree of fluency and spontaneity). Lecture/Lab Hours: Three hours each week. Prerequisite(s): 201. 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 (HUFS 101). Students who do not maintain continuous enrollment in the program must be retested and placed accordingly. Advancement from one course in the lower-division sequence to the next will require demonstration of proficiency. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 3.

**HUFS 220 - Spanish for Spanish Speakers**
Intense work on details of oral and written communication, with special attention to typical problems encountered by students who have not been educated in Spanish. Prerequisite(s): 201 or equivalent. Placement in Spanish classes will be based on a mandatory department assessment. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 3.

**HUFS 230 - Spanish Conversation and Composition**
The learner will acquire a more solid command of linguistic, sociolinguistic and pragmatic competencies; she/he will develop a stronger command of grammar structures, broader lexical repertoire, good command of idiomatic expressions and colloquialisms. The learner will be trained to activate the target language. As she/he needs in order to understand a wide range of complex and longer texts, express him/herself with fluency and spontaneity that makes conversation possible with a native speaker. Produces well structured text, makes good use of connectors and cohesive words. Prerequisite(s): HUFS 210. Grade Mode: A. Credit(s): 3.

**HUFS 290 - Introduction to Literature in Spanish**
Course covers a variety of authors and topics in literature in Spanish, including a variety of Hispanic texts from Spain and Latin America. Literary genres will include narratives, poetry and drama. This course is taught in Spanish. Grade Mode: A. Credit(s): 3.

**HUFS 299 - Faith, Life and Culture: Travel Practicum**
Provides a historical and sociological examination of the role or religion, in particular Christianity in its various forms, in the culture, history, and faith of people speaking the target language. Attention will be given to expressions of faith, religious practices, and the role of faith in the life of people and society. This course will be taught as a travel practicum. There is a substantial service learning component. When Offered: Interterm and Summer sessions. Prerequisite(s): 201. Fee: Additional fees may vary. Grade Mode: A. Credit(s): 3.

**HUFS 322 - Advanced Spanish for Heritage Speakers**
The focus of this course is to provide a better understanding of the differences of formal and informal uses of Spanish; it also redevelops areas of writing, reading, grammar, vocabulary, oral production, and auditory comprehension. The language development of this course will take place within the dynamic context of culture, history, and literature of Spanish speaking countries. Prerequisite(s): HUFS 220. Grade Mode: A. Credit(s): 3.

**HUFS 320 - Spanish Conversation and Composition**
Learners will develop a much stronger command of the linguistic, sociolinguistic and pragmatic competencies of the language. At this level, learners will be able to understand without difficulty almost everything heard or read. Learners can express themselves in a fluent, precise and spontaneous way, and differentiate various connotations and levels of meaning in complex texts. Learners will produce well structured written texts on a wide variety of topics. Lecture/Lab Hours: Three hours each week. Prerequisite(s): HUFS 230. Grade Mode: A. Credit(s): 3.

**HUFS 334 - Community Spanish**
This Spanish language immersion course is a community-based, experiential learning opportunity in Spanish which will consist of Spanish in a classroom setting focusing on the exploration of local varieties of Spanish and Latino culture. Students are required to live in a Christian host family and participate in mandatory excursions and service learning in the target language during afternoon, evening, and weekend hours. The course will normally be offered during interterm and summer sessions. Prerequisite(s): 201 or higher. Fee: $500. Grade Mode: A. Credit(s): 3.

**HUFS 365 - Drama: History and Application**
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. Prerequisite(s): HUFS 290. Placement in Spanish classes will be based on a mandatory department assessment. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 3.

**HUFS 390 - Directed Research**
Hispanic language or literature determined in consultation with the instructor. May be repeated for a maximum of three credits. Prerequisite(s): 210. Placement in Spanish classes will be based on a mandatory department assessment. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 1–3.
HUFS 385 - Translation
Consecutive translation for prose documents in various fields of specialization, and subtitling. This course will provide an opening into the field of translation and will introduce students to translation theory and some specialized texts. Lecture/Lab Hours: Three hours each. Prerequisites(s): 322 or 330. Grade Mode: A. Credit(s): 3.

HUFS 390 - Spanish in the Professions
Develops oral and written skills within the context of a professional discourse. Students will examine language contexts related to the chosen area and work to develop profession-specific language proficiency. When Offered: Alternate semesters. Prerequisites(s): 220 or 230. Note(s): Will be offered with various professions, including communications, medical/scientific, business, and religious professions. Field work will be required (service learning course). Grade Mode: A. Credit(s): 3.

HUFS 391 - Spanish for Health Care Professions
This course will focus on the aspects of the Spanish language that are specific to the health care professions, as well as the social and cultural issues that one might encounter when working within the Hispanic community. Through experiential learning, readings, discussions and fieldwork, students will develop socio-cultural understanding and communicative competence in the target language. Prerequisite(s): 230 or 290. Grade Mode: A. Credit(s): 3.

HUFS 392 - Spanish for Education and Helping Professions
This course will focus on the aspects of the Spanish language that are specific to the helping professions, such as psychology/counseling, sociology/social work, and education, as well as the social and cultural issues that one might encounter when working within the Hispanic community. Through experiential learning, readings, discussions and fieldwork, students will develop socio-cultural understanding and communicative competence in the target language. Prerequisite(s): 230 or 290. Grade Mode: A. Credit(s): 3.

HUFS 393 - Spanish for Pastoral and Nonprofit Professions
This course will focus on the aspects of the Spanish language that are specific to pastoral, religious, and Christian nonprofit organization professions, as well as the social and cultural issues that one might encounter when working within Hispanic communities, local and global. Through experiential learning, readings, discussions and fieldwork, students will develop socio-cultural understanding and communicative competence in the target language. Prerequisite(s): 230 or 290. Grade Mode: A. Credit(s): 3.

HUFS 394 - Spanish for Business Professions
This course will focus on the aspects of the Spanish language that are specific to business professions, as well as the social and cultural issues that one might encounter when working within Hispanic communities, local and global. Through experiential learning, readings, discussions and fieldwork, students will develop socio-cultural understanding and communicative competence in the target language. Prerequisite(s): 230 or 290. Grade Mode: A. Credit(s): 3.

HUFS 395 - Spanish for Communications Professions
This course will focus on the aspects of the Spanish language that are specific to the communications professions, as well as the social and cultural issues that one might encounter when working within Hispanic communities, local and global. Through experiential learning, readings, discussions and fieldwork, students will develop socio-cultural understanding and communicative competence in the target language. Prerequisite(s): 230 or 290. Grade Mode: A. Credit(s): 3.

HUFS 396 - Introduction to Hispanic Linguistics
This is an introductory course to the field of Hispanic linguistics which explores basic terminologies, methods and theories associated with the field. The course will establish a foundation for future field work and introduce students to the practical application of linguistic knowledge. This course will be a prerequisite to advanced linguistic courses within the department. Prerequisite(s): 220 or 230 or 290. Grade Mode: A. Credit(s): 3.

HUFS 400 - Survey of Hispanic Literature in Translation
Specialized studies of global literatures focusing on authors, regions, periods, and/or movements from literary traditions of the Spanish-speaking world. Cross-listed: ENGL 481 (Hispanic Literature topics only). Grade Mode: A. Credit(s): 3.

HUFS 410 - Spanish American Literature
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. Prerequisite(s): HUFS 290; HUFS 322 or 330. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 3.

HUFS 420 - Spanish Literature
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. Prerequisite(s): HUFS 290; HUFS 322 or 330. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 3.

HUFS 430 - Spanish American Literature Since 1950
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. Prerequisite(s): HUFS 290; HUFS 322 or 330. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 3.

HUFS 433 - Seminar in Hispanic Linguistics
This is an upper-level course in the field of Hispanic linguistics which will build on the foundations of linguistic knowledge students gained in the introductory course. Students will explore more deeply topics in the broader field of Hispanic linguistics. This course may include topics such as sociolinguistics, applied linguistics, and contrastive analysis, the interface of culture and language, and dialectology, and other important areas in Hispanic linguistics. This course will require field work or other practical application. Prerequisite(s): 396. Note(s): May be taken twice for credit with varying topics. Grade Mode: A. Credit(s): 3.

HUFS 445 - Teaching Spanish: CSET Preparation
This course will focus on the aspects of the Spanish language, literature, and pedagogy that are necessary to prepare students for further work in a teacher credentialing program, as well as preparing them to pass the CSET (CA Subject Examination for Teachers). Students will encounter, analyze, and process the linguistic, pedagogical, social and cultural issues that one might encounter when working as globally and locally within Hispanic communities. Through experiential learning, readings, discussions practice, students will develop socio-cultural understanding and advanced professional communicative competence in the target language. Students will be professionally prepared to take and pass the CSET exam. Grade Mode: A. Credit(s): 1.

HUFS 450 - Faith, Life and Culture in Latin America
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(s): 410, 420, or 430. Placement in Spanish classes will be based on a mandatory department assessment. Note(s): Service Learning Course. Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 3.

HUFS 460 - Studies in Spanish American Culture
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 will also be given to the fine arts as expressions of culture. Prerequisite(s): HUFS 290; HUFS 322 or 330. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 3.

HUFS 470 - Teaching Assistant Practicum
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. Prerequisite(s): Placement in Spanish classes will be based on a mandatory department assessment. Note(s): Two times required for the major; two more times may be applied to electives. Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 2.

HUFS 475 - Directed Research
Hispanic language or literature determined in consultation with the instructor. May be repeated for a maximum of three credits. Prerequisite(s): HUFS 322 or 330. Grade Mode: A. Credit(s): 1–3.

HUFS 485 - Internship
Internship in an approved Spanish-speaking institution or setting related to the intended service area of the student. Prerequisite(s): Placement in Spanish classes will be based on a mandatory department assessment. Note(s): May be taken twice in different settings. Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 3.
TESOL
A division of Cook School of Intercultural Studies

Faculty
Dean: F. Douglas Pennoyer, Ph.D.
Chair: John Liang, Ph.D.
Professor: Lessard-Clouston, Purgason
Associate Professors: Liang
Assistant Professor: Barber, Floyd

Courses
INTE 309 - Grammar for English Teachers
Study of major features of standard American English structure, with applications for ESL/EFL teachers. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

INTE 312 - Essentials of 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 and communicating values. Note(s): Does not count toward the TESOL minor program. Grade Mode: A. Credit(s): 3.

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. Prerequisite(s): 300 and 421, or the equivalent. Grade Mode: A. Credit(s): 3.

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: ENGL 353. Grade Mode: A. Credit(s): 3.

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. Note(s): Elective only. Grade Mode: A. Credit(s): 3.

INTE 427 - Materials Evaluation and Preparation
Principles of ESL/EFL materials design to enable teachers to (a) evaluate and adapt published materials and (b) prepare their own materials. Prerequisite(s): 421 or ENGL 353. Grade Mode: A. Credit(s): 3.

INTE 430 - TESOL and 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(s): 421 or ENGL 353. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

INTE 460 - Communicating Values Through TESOL
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(s): 421 or ENGL 353. Grade Mode: A. Credit(s): 1.
School of Arts and Sciences
Patricia L. Pike, Ph.D., Vice Provost

Graduate
Degree Programs, Faculty and Courses
CHRISTIAN APOLOGETICS

Faculty

Director: Craig J. Hazen, Ph.D.
Professors: Bloom, Hazen
Associate Professors: C. Jones, K. Lewis, S. Smith
Assistant Professors: S. McDowell

Mission

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.

Program Description

The program incorporates knowledge and perspective from many academic disciplines and provides stimulating graduate education for those who wish to engage unbelievers effectively in the world of ideas.

The curriculum is accessible to 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 distance learning format that combines short-term campus visits with distance learning. The distance learning 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. Restrictions related to the distance learning format may apply to the Post 9/11 GI Bill. Please contact the VA Benefits coordinator. Applicants who might be interested in the distance learning format should contact the Apologetics Program Office for more information at (562) 906-4570.

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.

Delivery Formats

This program offers distance-learning courses. Courses, seminars, conferences and related learning experiences are generally scheduled in the evening and on the weekends for the convenience of working adults.

Courses are usually four to eight weeks in length with classes meeting once per week in the evening. Alternative scheduling is often employed for enhanced instructional effectiveness.

Christian Apologetics, M.A.

Program Learning Outcomes

Upon completion of the Master of Arts in Christian Apologetics, students will be able to:

1. Build an intellectual framework to demonstrate students’ understanding of the faith and formulate responses to future challenges (ULO 1).
2. Display and practice Christ-like character, so as to present and defend the gospel in a winsome manner and gracious spirit (ULO 2).
3. Argue effectively to correct misconceptions about historic Christianity; answer the perennial problems that are offered to discredit Christianity intellectually; and make the case proactively that it is reasonable to put one’s faith in Christ (ULO 3).

Graduation Requirements

The M.A. in Christian Apologetics is a 36 credit program that includes the following:

A. Completing the Required Program of Study:

Core Courses in Apologetics (5 Credits):
- CSAP 510 Apologetics Research and Writing Credit(s): 1.
- CSAP 628 Why God Allows Evil Credit(s): 1–2.
  Should be taken for 2 credits.
- CSAP 691 Seminar: In Defense of the Resurrection Credit(s): 1–2.
  Should be taken for 2 credits.

Core Courses in Biblical Studies (11 Credits):
- CSAP 521 Survey of Genesis–Malachi Credit(s): 3.
- CSAP 522 Survey of Matthew–Revelation Credit(s): 3.
- CSAP 527 Hermeneutics and Bible Study Methods Credit(s): 3.
  Distance learning M.A. students must substitute an elective course for CSAP 527.
- CSAP 529 Scripture: Authority, Canon and Criticism Credit(s): 1–2.
  CSAP 529 should be taken for 2 credits.

Core Courses in Theology (7 Credits):
- CSAP 541 Essential Christian Doctrine I Credit(s): 1–2.
  CSAP 541 should be taken for 2 credits.
- CSAP 542 Essential Christian Doctrine II Credit(s): 1–2.
  CSAP 542 should be taken for 2 credits.
- CSAP 550 Historical Theology Credit(s): 3.

Electives (13 Credits):
- Apologetics Electives: 10 credits
- Apologetics or University Electives: 3 credits

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 credits in the degree program at Biola University.

All degree components must be completed as graded courses. Students taking courses in the distance-learning format are expected to participate in our on-campus Summer lectures for two weeks in June/July.

D. Completing the entire program in no more than seven years.

E. Meeting with Department Advisor and Graduate Graduation Counselor one year prior to graduation.

See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section.

Distance Learning Course Fees

Some courses taken via distance learning have special materials fees. CSAP 521M, 522M and 550M have materials fees of $130. CSAP 601M, 602M, and 603M have material fees of $125.

Independent Study Courses

Independent study courses offer lectures from audio recordings and additional study materials by outstanding theologians.
Christian Apologetics (CSAP)

Courses

Christian Apologetics (CSAP)

CSAP 510 - Apologetics Research and Writing
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. Note(s): Required of M.A.C.A. students. Must be taken within student’s first academic year. Grade Mode: A. Credit(s): 1.

CSAP 521 - Survey of Genesis–Malachi
A broad survey of the Old Testament books, including selected introductory and critical issues, relevant background, major themes and divisions and crucial problems. Note(s): Required of M.A.C.A. students. Fee: CSAP 521MD (distance learning) has a materials fee of $130. Grade Mode: A. Credit(s): 3.

CSAP 522 - Survey of Matthew–Revelation
A general overview of the New Testament books, including selected introductory and critical issues, relevant background, major themes and divisions and crucial problems. Note(s): Required of M.A.C.A. students. Fee: CSAP 522MD (distance learning) has a materials fee of $130. Grade Mode: A. Credit(s): 3.

CSAP 527 - Hermeneutics and Bible Study Methods
A study of sound interpretation and application of the Bible, including analysis of presuppositions, general rules and specialized principles for various biblical genres and phenomena. A presentation of various approaches to studying the Bible. Note(s): Required of M.A.C.A. students. Grade Mode: A. Credit(s): 3.

CSAP 529 - Scripture: Authority, Canon and Criticism
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. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Required of M.A.C.A. students. Grade Mode: A. Credit(s): 1–2.

CSAP 541 - Essential Christian Doctrine I
A presentation and biblical defense of the essential Christian doctrines with special reference to contemporary criticism of the value and truth of doctrinal assertions. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Required of M.A.C.A. students. Grade Mode: A. Credit(s): 1–2.

CSAP 542 - Essential Christian Doctrine II
A presentation and biblical defense of the essential Christian doctrines with special reference to contemporary criticism of the value and truth of doctrinal assertions. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Required of M.A.C.A. students. Grade Mode: A. Credit(s): 1–2.

CSAP 550 - Historical Theology
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. Note(s): Required of M.A.C.A. students. Fee: CSAP 550MD (distance learning) has a materials fee of $130. Grade Mode: A. Credit(s): 3.

CSAP 551 - Patristic and Medieval Theology
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. Grade Mode: A. Credit(s): 3.

CSAP 552 - Reformation and Modern Theology
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. Grade Mode: A. Credit(s): 3.

CSAP 601 - Defending the Faith I
Defending the Faith courses are 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. Note(s): 601, 602 and 603 do not need to be taken in sequence. Fee: CSAP 601M (distance learning) has a materials fee of $125. Grade Mode: A. Credit(s): 2.

CSAP 602 - Defending the Faith II
Defending the Faith courses are 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. Note(s): 601, 602 and 603 do not need to be taken in sequence. Fee: CSAP 602M (distance learning) has a materials fee of $125. Grade Mode: A. Credit(s): 2.

CSAP 603 - Defending the Faith III
Defending the Faith courses are 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. Note(s): 601, 602 and 603 do not need to be taken in sequence. Fee: CSAP 603M (distance learning) has a materials fee of $125. Grade Mode: A. Credit(s): 2.

CSAP 604 - Defending the Faith: Continuing Study
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 credits upon being admitted to the degree program. Grade Mode: A. Credit(s): 1–6.

CSAP 610 - Elementary Principles of Biblical Languages
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. Grade Mode: A. Credit(s): 3.

CSAP 611 - Beginning Greek I
An introductory study of the basic elements of New Testament Greek. Note(s): Designed for students who have not completed a full sequence of beginning Greek courses. Grade Mode: A. Credit(s): 2.

CSAP 612 - Beginning Greek II
An introductory study of the basic elements of New Testament Greek. Translation of portions of the New Testament. Note(s): Designed for students who have not completed a full sequence of beginning Greek courses. Grade Mode: A. Credit(s): 2.

CSAP 619 - Biblical Archaeology
An introduction to the science of archaeology in biblical lands. Special emphasis is given to the role that specific archaeological exploration has played in providing objective confirmation of the accuracy of the biblical narrative. Grade Mode: A. Credit(s): 2.

CSAP 621 - Logic and Critical Thinking
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. Grade Mode: A. Credit(s): 1–2.

CSAP 623 - Worldview Analysis
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. Grade Mode: A. Credit(s): 1–2.

CSAP 625 - Philosophy of Religion
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. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Grade Mode: A. Credit(s): 1–2.

CSAP 626 - Ethics
A philosophical and theological evaluation of various ethical systems and the application of those systems to high profile moral issues in society. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Grade Mode: A. Credit(s): 1–2.
CSAP 627 - Bioethics
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. Grade Mode: A. Credit(s): 1–2.

CSAP 628 - Why God Allows Evil
An integrated survey of the problem of evil, pain, and suffering from biblical, theological and philosophical perspectives with special reference to God’s ultimate goodness and love toward humankind. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Required of M.A.C.A. students. Grade Mode: A. Credit(s): 1–2.

CSAP 629 - Scientific Apologetics
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. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Grade Mode: A. Credit(s): 1–2.

CSAP 632 - A History of Christian Apologetics
A survey of apologists and apologetic activity from the time of the apostles and the early Church Fathers to the great apologists of our own century. Grade Mode: A. Credit(s): 2.

CSAP 636 - Modern Apologetics: Theory and Method
A study and evaluation of the various modern approaches to the apologetic task (e.g., evidentialism, presuppositionalism and combinationism) and religious epistemology, with constant reference to the theological underpinnings and the nature and value of Christian apologetics inside and outside the church. Grade Mode: A. Credit(s): 2.

CSAP 638 - Spiritual Formation and the Life of the Mind
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. Grade Mode: A. Credit(s): 2.

CSAP 641 - Contemporary Theology: Survey and Critique
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. Grade Mode: A. Credit(s): 2.

CSAP 643 - Cultural Apologetics
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. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Grade Mode: A. Credit(s): 1–2.

CSAP 645 - Christian Faith in the Public Square
An exploration of the proper model for Christian involvement in public discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis, discourse, policy and activity. Attention is given to the intelligent analysis,迾
SCIENCE AND RELIGION

Faculty

Director: Craig J. Hazen, Ph.D.
Professors: Bloom, Hazen
Associate Professors: C. Jones, K. Lewis, S. Smith
Assistant Professors: S. McDowell

Mission and Learning Outcomes

The Master of Arts degree in Science and 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 some background in the sciences; 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. Special 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 secular colleagues in the sciences.

This program is available in a format that combines distance learning and on-campus learning in an academically robust manner. This is a proven method of education that is designed to make the M.A. in Science and Religion available to students who cannot relocate to Southern California for the course work. Some short-term campus visits are required during the summer, offering the opportunity to interact with faculty, fellow students and preeminent guest scholars and lecturers.

Admission Requirements

Applicants must possess a Bachelor’s degree, normally in a natural science (physics, chemistry, biology or related field), engineering, mathematics, computer science; or in anthropology, psychology or related fields. Students with a baccalaureate in any field will be considered if their career or ministry path involves a strong scientific background in the sciences and articulate how it interfaces with religion (ULO 3).

Students will identify a discipline-specific topic from the natural sciences and articulate how it interfaces with religion (ULO 3).

Grading Requirements

A. Satisfactorily complete 36 semester credits as outlined in the curriculum.
B. Maintain a 2.5 average with no grade below a “C” in all courses to be credited toward graduation.
C. Complete a minimum of 24 credits at Biola University. All degree components must be completed as graded courses.
D. 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 or cumulative grade point average remains below 2.5. Probation students are granted one semester in which to bring their academic work up to the required level (2.5) for continuance in the program. A student cannot graduate while on probation.
E. Complete the entire program in no more than seven years.
F. Meet with department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Curriculum

The M.A. in Science and Religion program includes the following:

Religious Studies Core (16 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>C SS R 510</td>
<td>Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>C SS R 514</td>
<td>History of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>C SS R 516</td>
<td>Authority of Scriptural Traditions</td>
<td>1–2</td>
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<tr>
<td>C SS R 519</td>
<td>Old Testament/Hebrew Literature</td>
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<td>C SS R 520</td>
<td>New Testament Literature</td>
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<tr>
<td>C SS R 541</td>
<td>Christian Thought I</td>
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<tr>
<td>C SS R 542</td>
<td>Christian Thought II</td>
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Science and Religion Core (8 Credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>C SS R 529</td>
<td>Historical Perspectives in Science and Religion</td>
<td>1–2</td>
</tr>
<tr>
<td>C SS R 530</td>
<td>Darwin, Evolution, and Design</td>
<td>1–2</td>
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<tr>
<td>C SS R 631</td>
<td>Modern Physics, Cosmology, and Design</td>
<td>1–2</td>
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<tr>
<td>C SS R 651</td>
<td>Intelligent Design Seminar</td>
<td>1–2</td>
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Philosophy Overview (6 Credits)

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>C SS R 540</td>
<td>Metaphysics and Epistemology</td>
<td>1–3</td>
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<tr>
<td>C SS R 547</td>
<td>Philosophy and Theology of Science</td>
<td>1–3</td>
</tr>
</tbody>
</table>

Electives (6 Credits)

Science and Religion, Philosophy or Religious Studies

Courses

Science and Religion (CSSR)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>C SS R 530</td>
<td>Research Methodologies</td>
<td>1</td>
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</tbody>
</table>

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. Note(s): Required of M.A.S.R. students. Grade Mode: A. Credit(s): 1.
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 Patriarchal, Medieval, Reformation and Modern eras. Note(s): Required of M.A.S.R. students. Fee: CSSR 514M (distance learning) has a materials fee of $130. Grade Mode: A. Credit(s): 3.

CSSR 516 - Authority of Scriptural Traditions
A course addressing the historicity, canonization and authority of the Scriptural traditions in light of modern biblical criticism. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Two credits of either 516 or 517 is required of M.A.S.R. students and only one course may count toward graduation requirements. Grade Mode: A. Credit(s): 1–2.

CSSR 517 - Interpretive Issues and 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. Note(s): Either 516 or 517 is required of M.A.S.R. students and only one course may count toward graduation requirements. Grade Mode: A. Credit(s): 3.

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. Note(s): Required of M.A.S.R. students. Fee: CSSR 519M (distance learning) has a materials fee of $130. Grade Mode: A. Credit(s): 3.

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. Note(s): Required of M.A.S.R. students. Fee: CSSR 520M (distance learning) has a materials fee of $130. Grade Mode: A. Credit(s): 3.

CSSR 526 - Contemporary Christian Belief
An examination of current Christian worldviews in relation to the areas of history, science and philosophy. Grade Mode: A. Credit(s): 1–3.

CSSR 529 - Historical Perspectives in Science and Religion
A survey of the history of science and its interaction with Christianity from New Testament times through the twenty-first century. Emphasis is on key historical movements that continue to shape the modern dialog. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Two credits are required of M.A.S.R. students. Grade Mode: A. Credit(s): 1–2.

CSSR 530 - Darwin, Evolution, and Design
A survey of the issues and ideas involved in relating classical Darwinian and contemporary evolutionary models with a biblical worldview. Special emphasis is given to controversies that are used by skeptics to call Christian theism into question. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Two credits are required of M.A.S.R. students. Grade Mode: A. Credit(s): 1–2.

CSSR 540 - Metaphysics and 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 a Christian worldview. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Three credits required of M.A.S.R. students. Grade Mode: A. Credit(s): 1–3.

CSSR 541 - Christian Thought I
A survey of essential Christian beliefs with special reference to contemporary criticism of the value and truth of doctrinal assertions. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Two credits required of M.A.S.R. students. Grade Mode: A. Credit(s): 1–2.

CSSR 542 - Christian Thought II
A survey of essential Christian beliefs with special reference to contemporary criticism of the value and truth of doctrinal assertions. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Two credits required of M.A.S.R. students. Grade Mode: A. Credit(s): 1–2.

CSSR 547 - Philosophy and Theology of Science
A study of various issues that arise in the integration of science and 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 the philosophy of science relevant to a Christian worldview (e.g. the rationalist/antirealist debate; the nature, formation, use and confirmation of scientific laws and theories; scientism and the limits of science). Prerequisite(s): CSSR 540. Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Three credits required of M.A.S.R. students. Grade Mode: A. Credit(s): 1–3.

CSSR 604 - Science and Religion: Continuing Study
Science and religion background including the basic content of core courses in the program. Note(s): Designed for students who need to make up credits upon being admitted to the degree program. Grade Mode: C. Credit(s): 1–6.

CSSR 610 - Elementary Principles of Biblical Languages
Basic principles of language 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. Grade Mode: A. Credit(s): 3.

CSSR 611 - Beginning Greek I
An introductory study of the basic elements of New Testament Greek. Note(s): Designed for students who have not completed a full sequence of beginning Greek courses. Grade Mode: A. Credit(s): 2.

CSSR 612 - Beginning Greek II
An introductory study of the basic elements of New Testament Greek. Translations of portions of the New Testament. Note(s): Designed for students who have not completed a full sequence of beginning Greek courses. Grade Mode: A. Credit(s): 2.

CSSR 613 - Elements of Hebrew I
Basic grammar with translation and written exercises. Lecture/Lab Hours: Course includes a non-credit lab which is required for all students. Grade Mode: A. Credit(s): 3.

CSSR 614 - Elements of Hebrew II
Basic grammar with translation and written exercises. Emphasis on reading and translation of selected biblical texts. Lecture/Lab Hours: Course includes a non-credit lab which is required for all students. Grade Mode: A. Credit(s): 3.

CSSR 619 - Archaeology in the Ancient Near East
An introduction to the science of archaeology in the Ancient Near East. Special emphasis is given to the role of specific archaeological explorations that relate to the historicity of the biblical narrative. Grade Mode: A. Credit(s): 1–2.

CSSR 621 - Logical and Critical Thinking
A study of the methods and principles used to make distinctions between good and bad reasoning, with special emphasis on the analysis of arguments related to Christian thought. Grade Mode: A. Credit(s): 1–2.

CSSR 625 - Philosophy of Religion
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. Grade Mode: A. Credit(s): 1–2.

CSSR 626 - Ethics
A philosophical and theological evaluation of various ethical systems and the application of those systems to high-profile moral issues in society. Grade Mode: A. Credit(s): 1–2.

CSSR 627 - Bioethics
A survey of 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. Grade Mode: A. Credit(s): 1–2.
CSSR 628 - Environmental Ethics
A survey of environmental issues in light of a Christian worldview. Issues such as ecology, global warming, energy production, proper land utilization, pollution and other topics related to human impact on the environment are covered. Grade Mode: A. Credit(s): 1–2.

CSSR 631 - Modern Physics, Cosmology, and 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 Christian theism into question. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Two credits are required of M.A.S.R. students. Grade Mode: A. Credit(s): 1–2.

CSSR 640 - World Religions and 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. Grade Mode: A. Credit(s): 1–2.

CSSR 650 - 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: cosmological models, quantum reality, sociobiology, the anthropic principle and issues in biochemistry. Grade Mode: A. Credit(s): 1–2.

CSSR 651 - Intelligent Design Seminar
In-depth focus on intelligent design to enable students to appraise the current debate on this issue. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s). Note(s): Two credits are required of M.A.S.R. students. Grade Mode: A. Credit(s): 1–2.

CSSR 652 - Human Origins Seminar
An in-depth focus on the current archaeological, anthropological and biochemical evidence related to the debate on human origins. Grade Mode: A. Credit(s): 1–2.

CSSR 653 - Origin of Life Seminar
A detailed review of the current evidence, models and mechanisms relating to chemical evolution and the origin of life. Grade Mode: A. Credit(s): 1–2.

CSSR 660 - Special Projects/Topics in Science and Religion
Directed research or project related to Science and Religion issues. Grade Mode: A. Credit(s): 1–4.
Talbot School of Theology

Clinton E. Arnold, Ph.D., Dean
The purpose 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.

Theological

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 that is derived from a grammatico-historical interpretation of the Bible. The school 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 Explanatory Notes.

Spiritual

It is the purpose of Talbot to develop in the lives of its students a spiritual life that is in harmony with the great doctrines taught, so 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 commitment to serving Christ, missionary and evangelistic zeal and a solid knowledge of the Scriptures. To accomplish these objectives the seminary conducts a chapel program and gives attention to its students’ ministry/service opportunities.

Academically

It is the purpose of the seminary to provide its students with the best in theological education so 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 furnishes the elements whereby the servant of Christ may give a well-developed 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 this 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 that 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
- Master of Arts in Christian Education
- Master of Arts in Christian Ministry and Leadership
- Master of Arts in Spiritual Formation and 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.

Students receiving a concentration in Bible Exposition, Old Testament, New Testament, Theology, Philosophy, Spiritual Formation, or Biblical and Theological Studies/Diversified will have “Master of Arts” only printed on their diplomas.

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 credits of elective credit for graduate-level courses taken at Jerusalem University College, Jerusalem, Israel. Study tours for credit are also offered.

Talbot’s Spiritual Formation Focus

Mission

The mission of the Spiritual Formation Focus at Talbot School of Theology and the Institute for Spiritual Formation centers on students more deeply understanding and participating in life in Christ and cooperating with the transforming work of the Holy Spirit, whose purpose is to form persons into the image of Christ through union with the Triune God. A major objective is opening the heart in truth to the New Covenant work of Christ and the ministry of the Spirit in sanctification. The resulting change of character or fruit of the Spirit is accomplished through cooperation with the Indwelling Spirit and not by means of human efforts alone.

Purpose

The purpose of Talbot’s Spiritual Formation Focus is to provide
a substantial theoretical understanding of and experience in the process of spiritual transformation while attending Talbot. This focus equips students to continue the process of sanctification, beyond educational preparation, for a life that will increasingly reflect the love of Christ and the characteristics of a biblical leader as recorded in 1 Timothy 3.

Goals
As a result of Talbot’s Spiritual Formation Focus students will:

1. Have a deeper understanding of theological training in the Holy Spirit, thereby experiencing classroom learning and homework assignments as spiritually transformative.

2. Develop a thorough and biblical spiritual theology (i.e., an understanding of the nature of spiritual transformation in Christ, the developmental dynamics of growth in the Spirit and the practical directives for growth) and consider how this theology impacts ministries in the local church.

3. Meaningfully participate in putting off the old self and the former manner of life by dealing with personal sin and putting on the new self and the virtues of our Lord by the transformation of the Holy Spirit in light of the work of Christ on the cross (Eph. 4:22). This includes dealing with sin habits of the heart related to original sin, personal sin, being sinned against and worldliness.

4. Theoretically and personally explore in depth their relational capacity as being created in the image of God. This includes exploring the truth of their relational development within the fallen world, how they can develop healthy relationships in Christ and how these relationships impact the student’s overall relationship with God and others (includes addressing issues related to romance, gender, marriage, family, and parenting, for these are at the heart of how Christ is formed in us).

5. Have opportunities in concentrated courses and focused cohort groups to explore the theory and practice of spiritual disciplines (i.e., prayer, bible meditation, etc.) in relationship to the triune God and to one another.

6. Reflect deeply upon the concept of vocation or the “callings of God” in Scripture and in personal life by means of small group, class time, prayer and retreat.

Courses
Students are required to take the three main courses of the Spiritual Formation Focus from the Institute for Spiritual Formation at Talbot (TTSF 501, 503 and 504). These courses need to be completed sequentially for three semesters beginning with the first semester at Talbot. Two semesters of individual Spiritual Direction/mentoring (TTSF 505) are also required. The three main courses required in Talbot’s Spiritual Formation Focus (TTSF 501, 503 and 504) are taken in sequence to provide continuity in understanding the process of sanctification and for the development of community in cohort groups. Cohort groups of fifteen will be formed in TTSF 501 and will remain together throughout completion of the three courses in the Spiritual Formation Focus.

Spiritual Retreats
Students are required to take three retreats of varying length and kind for the purpose of spiritual growth. The first retreat is completed in the first semester in TTSF 501, which focuses upon opening the heart in truth in one’s relationship with Christ. The second retreat is completed in the second semester in TTSF 503 for the purpose of exploring our human relationships in Christ. The third retreat is taken in the third semester in TTSF 504, which focuses upon various spiritual disciplines and one’s relation to the various calls of God in one’s life, particularly one’s personal call to ministry.

Progress Review
All students within TTSF 504 will complete a progress review. This review will cover theological, spiritual, academic, emotional and practical concerns, providing an opportunity to celebrate progress, to discuss struggles, and if necessary, to focus on appropriate corrections. For some students, this review will include a referral to the Focused Needs Program for special mentoring, tutoring, ESL help, counseling or mandatory credit control before a possible need for dismissal is discussed. For a few students, this will result in a change of programs or possible dismissal. More information may be found in the Student Handbook.

Baccalaureate Celebration
Upon completion of a student’s Talbot degree program, there will be a celebration dinner, commissioning and thanksgiving service. This banquet, attended by spouses, family members, mentors, and faculty, will focus on accomplishment, spiritual growth, thanksgiving, hooding, commissioning into ministry and acknowledgment of the people who encouraged and supported the student throughout the Talbot journey.

Women at Talbot School of Theology
Talbot School of Theology affirms the equality of women and men and affirms the giftedness and roles of women within the guidelines of Scripture concerning order and complementarity. It is the desire of Talbot School of Theology to encourage and support women in preparation for ministry. We value the complement that each gender’s uniqueness brings to ministry. Talbot seeks to promote this complementarity by all members of the seminary community: administration, faculty, staff and students.

Talbot School of Theology is an educational institution, and as such does not have authority for ordination of anyone seeking Christian ministry, recognizing this as the appropriate function of church bodies. However, Talbot is committed to full inclusion of women in student recruitment, admissions, degree programs, chapels, convocations, faculty and administration, within the principles of the biblical roles of men and women.

Chapel
The purpose of chapel is to provide opportunities for worship, instruction and exposure to current issues, ministries, missions and gifted individuals. Chapel is an important part of a student’s educational experience, contributing significantly to individual spiritual formation and the unity of the seminary community.

Chapel services are conducted each Tuesday in the Calvary Chapel auditorium. Additional special chapels are held as announced. Joint University-wide chapel services are held several times a year. Students are required to attend Tuesday chapel services if they have classes either immediately before or after the chapel hour. This requirement also applies to the Thursday of the Lyman Stewart Lectures (Fall) and the Robert Saucy Lectures (Spring). Participation in the chapel services of the university community are also highly encouraged.

Lecture Series
Special lectures to supplement and enhance the seminary experience are held twice a 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 are:

• Lyman Stewart Lectures (Fall)
• Robert L. Saucy Lectures (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 credits completed. For specific course numbers see the Christian Ministry and Leadership section under course descriptions. After completing 48 credits of class work in the M.Div. program, students become eligible to register for field 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, Feinberg Hall, the Grove, and Talbot East. 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 more than 330,000 books and bound journal volumes and over 214,500 micro-form titles with their respective readers. Special features of the library include an excellent collection of databases, electronic journals, electronic books and 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. This can lead to family members who feel they are not part of the seminary experience. Talbot’s commitment to the family is deep-rooted, especially the families of its students. A wide-ranging array of programs, events, activities, opportunities and services has 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. No academic credit is provided.
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. See a full description toward the end of this section.
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, CD’s, 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.

The 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.
3. 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 and Leadership.
4. The Veterans Administration.
5. 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.

Talbot Placement Office

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 sequence of courses.

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

Talbot 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 unfurnished; 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 and commuter graduate students are welcome to purchase any meal plan, though not required to do so. There are several meal plan options for the busy non-resident to choose from, including the Block Plan which combines 40 meals during the semester with $575 flex dollars to spend in any of the on-campus dining facilities. Five flex, 10 meal plan, 10 flex, 12 flex, 15 flex and 20 flex meal plans are available. Flex dollars may be added at any dining facility with cash or credit card. Current students may also charge it to a student account at my.biola.edu.

Residents of graduate/married housing and commuter graduate students may also purchase Commuter Dollars that can be used in Café Biola, Eagle’s Nest (a food court), The Talon (a grab ‘n go), Common Grounds (a coffee house) and the coffee cart. Each purchase receives a 10% discount at any dining register.

For more information contact Auxiliary Services, (562) 944-0351, extension 5810.

Talbot Support Ministries
Director: Dr. Mick Boersma
Talbot Support Ministries (TSM) is a service-oriented ministry directed toward recent Talbot alumni and their spouses who are primarily focused on pastoral or missions careers. 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 $55 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 total of $65), 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. 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 9 credits 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 12 credits. A student is permitted to carry a maximum of 18 credits each semester, pending approval. To exceed this maximum load, the student must petition the Office of the Registrar. A maximum of 10 credits may be taken by a student in a combination of Arranged Courses, Independent Studies, and Theological Studies Digital Courses to be counted toward a student’s program. Doctoral students are considered full time for a maximum of two years in the dissertation phase of their program.

A 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 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 credits 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/100 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 paper 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 credits
Second Year: 29+ credits

M.Div.
First Year: 1–28 credits
Second Year: 29–57 credits
Third Year: 58–86 credits
Fourth Year: 87+ credits

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 credits indicated is the suggested minimum number of semester credits for each discipline.

General Understandings

Humanity

- Philosophy
- Psychology

Modern social institutions and problems

- Social Science

Cultural history

- History
- Fine Arts

Science and technology

- Math/Science

Modes of communication

- English Composition and Literature
- Speech

Theological Understandings

- Bible Content and Interpretation
- Theological Methodology and Interpretation

Linguistic Skills

A minimum of 12 credits in one of the following:
- French
- Greek
- Latin
- German
- Hebrew
- Spanish

Arranged Courses/Independent Studies/
Theological Studies Digital Courses

Arranged Courses/Independent Studies

Arranged Courses are required courses or electives listed in the Catalog, but in which a student is unable to enroll due to a scheduling conflict. Arrangements may be made with a faculty member who agrees to guide the student in studying course content and fulfilling requirements individually apart from the scheduled class meeting. An Arranged Course form is used for adding this type of course to a student’s schedule and is obtainable in the Office of the Registrar.

Independent Studies are an integral part of the Biola University experience. An Independent Study is a course which does not appear in the Catalog, is initiated by the student, and the student then works independently toward the goals and objectives outlined by the professor on an Arranged Course form. Students who are in good standing will be allowed for courses which do not appear in the Catalog, is initiated by the student, and the student then works independently toward the goals and objectives outlined by the professor on an Arranged Course form. Students who are in good standing and not on probation are eligible to enroll in an Independent Study.

A maximum of 6 credits may be taken by a student in independent study and/or arranged coursework during the student’s degree program.

Theological Studies Digital Courses

These digital courses offer lectures on MP3-CD’s by outstanding biblical scholars. They are available as electives or prerequisites for degree-seeking Talbot students. Students desiring to purchase these courses for non-credit, personal use may contact the office of the Dean of Faculty. 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 Theological Studies Digital Courses is limited as follows:

- Elective Credits or Irresolvable Scheduling Problem
  - Master of Divinity: 6 credits
  - Master of Arts: 4 credits
  - Master of Arts reduced (Any Master of Arts reduced program): 2 credits
  - Certificate Programs: 2 credits

Courses include a syllabus on CD 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 credits for which a student is already enrolled and include costs of CD’s and programmed syllabus. CD’s must be ordered through the Dean of Faculty Office. Students who desire graduate credit for Theological Studies Digital 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.

Note: A maximum of 10 credits may be taken by a student in a combination of independent study, arranged courses, and Theological Studies Digital Courses to be counted toward a student’s program.

Thesis

A student, who is writing a thesis, must register in a thesis class each semester until the thesis is completed and accepted for binding by the library.

Transfer of Credits

For a student who earned a master’s degree at a previous accredited school, up to 50% of the credits of coursework with similar content may be shared and transferred toward another Master of Arts or Master of Divinity Talbot degree. All transferred coursework must be appropriate for the degree. At least 50% of the master’s degree requirements must be taken at Talbot.

For a student who did not complete a master’s level degree at the previous school, all appropriate comparable course credits may be transferred; however a minimum of 24 credits of the Master of Arts or Master of Divinity degree requirement must be completed at Talbot.

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 1st 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 (a “C-” is not transferable) at accredited institutions or those validated with grades of “B” or above (a “B-” is not transferable) 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 Degrees
The programs in Talbot School of Theology are accredited by the Association of Theological Schools (ATS). ATS requires a minimum of 50% of coursework in the second Master of Arts or Master of Divinity degree program be taken in residency (i.e., 50% cannot be shared with any other completed master’s level program).

Advanced Standing and Reduction Submission
Reduction or Advanced Standing is available for Master’s level degree programs. Advanced standing or credit reduction must normally be processed and granted prior to the student beginning the first semester of enrollment to confirm the admissions offer, transfer credit and remaining degree requirements. Credit cannot be granted after completion of the first semester of enrolled coursework.

Advanced Standing for Professional Master’s Degrees
(Master of Divinity, Master of Arts in Christian Education, Master of Arts in Christian Ministry and Leadership, and Master of Arts in Spiritual Formation and Soul Care).

Accepted/admitted applicants who have taken undergraduate courses in biblical or theological studies (or psychology for the Master of Arts in Spiritual Formation and 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 at least a “B” grade in the coursework being evaluated.

The maximum number of credits that may be received is:

- Master of Divinity: 16 credits
- Master of Arts in Christian Education: 12 credits
- Christian Ministry and Leadership: 12 credits
- Spiritual Formation and Soul Care: 12 credits

Reduction of Credits for Academic Master’s Degrees
Eligible students coming from accredited Bible colleges or Christian liberal arts colleges may request exemption from certain required courses. Normally, reduction requires two undergraduate courses, in the same discipline, to reduce one graduate course (6 credits undergraduate work to reduce 3 credits of graduate work) for a limited amount of graduate credit. To qualify for reduction, the student must have earned a “B” grade in eligible coursework. Once the student has been accepted into the degree program, an evaluation, following guidelines established by the faculty, will be made by the Office of the Registrar.

Depending on undergraduate coursework as it relates to the program concentration, the maximum number of credits that may be reduced is 30 credits for these M.A. concentrations: Bible Exposition, Old Testament, New Testament, Theology, Philosophy, Spiritual Formation, and Biblical and Theological Studies/Diversified.

Course Prefixes
Course prefixes indicate:

- ISCL Missions and Intercultural Studies
- TTBE Bible Exposition
- TTEE Christian Education
- TTDE Doctor of Education
- TTHE Thesis
- TTHT Theology: Historical
- TTMM Doctor of Ministry
- TNTT New Testament Language and Literature
- TOTOT Old Testament and Semitics
- TTPH Philosophy
- TTPM Theology: Philosophical and Moral
- TPTT Christian Ministry and Leadership
- TTRL Research Languages
- TTFS Spiritual Formation
- TTSS Research and Writing: Special Studies
- TTTT Theology: Systematic
- TTTT Theological Studies Digital Courses

Graduation Information
Graduation Check
Graduate students must make an appointment with a Graduate Graduation Counselor in the Office of the Registrar to declare their intent to graduate. This should be done one year prior to graduation. Students declaring this intention late will be charged a late graduate graduation check fee of $100. This graduation check will be considered late after the last day of Add/Drop during the semester of a student’s intended graduation.

For students graduating in the Spring, after May 1st students will not be allowed to be added to the graduation list regardless of payment of the fee. For the Fall, the date is December 1st, after which no students will be added to the graduation lists.

Doctoral students must meet with their department advisor prior to contacting a Graduate Graduation Counselor.

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
Cru - Campus Crusade for Christ
Talbot’s partnership with Cru (the United States ministry of campus Crusade for Christ) affords convenient and discounted theological training options for Cru staff members. As one of five partner theological institutions with Cru’s Institute of Biblical Studies (IBS), Talbot offers graduate level credit for selected IBS courses at discounted tuition rates to qualified Cru staff members enrolled in Talbot courses.

IBS offers courses to the Cru community throughout the year, in various locations (Orlando, FL; Fort Collins, CO; Los Angeles, CA), and in a modular formats. Qualified participants can apply to receive graduate level credit at Talbot for these courses (up to 12 credits may be granted for approved IBS courses). Students must submit a Special/Visiting Student Application and meet the minimum criteria to qualify. In addition to Cru’s IBS tuition, students must pay $75 per unit for IBS course work that is taken for Talbot graduate level credit. Qualified Cru staff members wishing to pursue a Talbot degree may apply up to 12 IBS credits toward the degree. However, the IBS credits credited toward a Talbot degree may not exceed 25% of the total number of credits needed to complete the Talbot degree. The credits will be counted toward the student’s Talbot degree upon full acceptance into a Talbot degree program. Students wishing to enroll in a degree program at Talbot must submit a full application and meet the admissions criteria for that program (see degree specific admissions criteria).

Further, Talbot’s partnership with Cru affords qualified full time Cru staff members a tuition discount of 35% on qualified Talbot courses. Talbot courses are likewise offered in a number of formats (classroom, online, hybrid, modular), throughout the year, to help accommodate the schedules and educational needs of Cru members.

Talbot Bible Lands
The two Talbot Bible Lands programs are devoted to giving students the opportunity to visit and study Biblically significant sites for the purpose of better understanding the geographical and cultural context of Biblical events. Each program (Israel or Turkey/Greece/Rome) includes a Fall course and Interterm travel and the programs are offered on alternate years.

Talbot - Israel Study Program
Held during Interterm of even-numbered years, this is a for-credit study program in Israel with an additional excursion to biblically

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significant sites such as Mt. Sinai. Students have opportunities to see and experience the geographical (and to some extent, the cultural) context of the Old Testament and especially the Gospels. Offered during the fall semester and offered with the Talbot Turkey/Greece/Rome Program, the Talbot Israel Study Program is a block course consisting of a preparatory Fall semester class and Interterm travel abroad. The cost of the course includes 4 course credits, airfare, all breakfasts and dinners, housing and tips.

**Talbot - Turkey/Greece/Rome Study Program**

Held during Interterm of odd-numbered years, this is a for-credit study program in Turkey, Greece, and Rome. While Talbot Israel studies the Old Testament and Gospels, this program examines the archaeological, historical and geographical background to Acts, the Epistles and Revelation. Students visit Antioch and Tarsus as well as all mainland sites visited by Paul on his First, Second and Third Missionary Journeys. Students also visit the seven cities of the churches of Revelation and other sites. Offered during alternate years with the Talbot Israel Program, the Talbot Turkey/Greece/Rome Study Program is a block course consisting of a preparatory Fall semester class and Interterm travel abroad. The cost of the course includes 4 course credits, airfare, all breakfasts and most dinners, housing and tips.

**Talbot - Charles L. Feinberg Center for Messianic Jewish Studies**

**Director:** Dr. Victor Rhee

The Charles L. Feinberg Center for Messianic Jewish Studies offers a Master of Divinity in Messianic Jewish Studies in partnership between Chosen People Ministries and Talbot School of Theology. The program is designed to train men and women called to Jewish ministry as outreach workers, congregational leaders, or educators. Emphasis is on the study of biblical languages, Hebrew and Greek exegesis, and rabbinic texts. In addition, students gain a deeper understanding of Jewish religion, culture, sociology, and history, as well as spiritual formation, apologetics, and pastoral care and counseling. Coursework is completed during the fall, Interterm (January) and spring semesters in New York City (the center of Jewish culture in America). Summer courses are held at Talbot’s main campus in Southern California. A Certificate Program in Messianic Jewish Studies is also offered in New York.

For additional information, please review the M.Div. in Messianic Jewish Studies section in this catalog, or go to the Talbot School of Theology website at talbot.edu

**Talbot - Kyiv Extension**

**Director:** Dr. Mark Saucy

Talbot School of Theology in cooperation with Kyiv Theological Seminary (KTS), Kyiv, Ukraine, offers a Master of Arts in Biblical and 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, Talbot, and other institutions in Europe and America provide a high level of theological education in an extension program that is fully accredited by The Association of Theological Schools.

For additional information, contact Dr. Mark Saucy or go to the Talbot School of Theology website at talbot.edu

**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 hours each week for five 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**

Talbot Wives Fellowship provides an opportunity for wives of seminary students to deepen their relationship with God, establish meaningful friendships, and prepare to share ministry alongside their husbands. The weekly Tuesday evening meeting includes participation in prayer groups led by faculty wife mentors, instruction in practical ministry skills, and the exploration of spiritual truths through the insightful teaching of Talbot faculty and guest speakers. Husbands are occasionally included in meetings or social gatherings, and all events are designed to support our seminary families and enhance the Talbot community.

**Talbot Graduate Student Awards**

The awards that follow are presented annually to qualified students on the basis of the criteria indicated:

**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; award 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 Marge Niquette Award in Bible Exposition** - To the student in the seminar 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 seminar who does the best work for the year in the Department of Bible Exposition.

**The Society of Professors of Christian Education Award** - To a graduate student in Christian Education for outstanding academic achievement.

**The Society of Professors of Christian Education in Ph.D. or Ed.D.** - To a graduate student in the doctoral Educational Studies program for outstanding academic achievement.

**The Baker Book 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 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. and Mrs. David Doerkson Award in Missions** - To the student in the seminary who does the best work for the year in the Department of Missions and 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 and 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 Baker Book 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 - Given by the Korean Student Scholarship 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.
Award in Jewish Evangelism - To the student who has done outstanding work for the year in the Messianic Jewish Studies Program.
The Doctoral Research Excellence Award - Given to the student completing a doctoral dissertation, who, in the opinion of Talbot Faculty, has shown evidence of comprehensive, thorough, and accurate research methods resulting in a well-written, well-constructed, and well-supported dissertation.

Biblical and Theological Studies, Certificate

Mission
The mission of the Certificate in Biblical and Theological Studies is to deepen knowledge of God and His Word within those who have not yet determined to enter a full seminary degree program but, nevertheless, wish to grow in their ability to minister to others.

Program Description
The Certificate in Biblical and Theological Studies is ideal for church lay leaders, church elders, and formerly untrained ministers for whom a full degree is too costly in terms of time or money. The Certificate in Biblical and Theological Studies provides a foundational theological education while allowing the student to complete some elective coursework to help address specific ministry needs. This certificate consists of six courses most of which can be completed in an online/hybrid format (hybrid courses are a combination of online and in-person interaction). Those wanting to see if a full seminary degree is for them can use this certificate as a “trial run.”

Certificate coursework may later be applied toward a Master of Divinity or Master of Arts degree.

Outcomes
As a result of this program, the student will:
1. Be able to articulate and defend the correct, biblical view on the following central doctrines: theology proper (including God’s nature, attributes, trinity, works, and fatherhood) and bibliology as well as other central doctrines such as: Christology, pneumatology, soteriology, angelology/demonology, anthropology, hamartiology, the relationship between Israel and the Church, the nature of the church and its ministries, eschatology, and ecclesiology.
2. Be able to articulate the significance of the above-mentioned central doctrines for personal life and ministry.
3. 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. Students will develop a commitment to more effectively meditate on God’s word in their own spiritual lives.
4. Be able to demonstrate: the theme and major contributions of each Old Testament (OT) book; discover the importance of historical background to the interpretation of the OT; and develop greater confidence in the OT as a trustworthy guide to faith and life.
5. Be able to demonstrate a basic knowledge of the following: a historical outline of the New Testament (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 18 semester credits 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 9 credits 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 credits) must have a reasonable 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
E lectives: 3 credits selected from TTBE, TTNT, TTOT, TTTH, TTHT, TTPH.
TTBE 517 Hermeneutics and Bible Study Methods Credit(s): 3.
TTBE 519 Survey of Genesis–Malachi Credit(s): 3.
TTBE 520 Survey of Matthew–Revelation Credit(s): 3.
TTTH 511 Theology I - Introduction: Revelation and Nature of God Credit(s): 3.
Choose one of the following:
TTTH 512 Theology II - Works of God, Angels, Man and Sin Credit(s): 3.
TTTH 613 Theology III - Christ, Salvation and the Spirit Credit(s): 3.
TTTH 614 Theology IV - The Church and Last Things Credit(s): 3.
Messianic Jewish Studies, Certificate
Mission and Learning Outcomes
The Certificate in Messianic Jewish Studies is offered to meet the educational needs of students who desire seminary level training, but who are not necessarily pursuing the Master of Divinity degree. It is ideal for those who are already serving in the field of Jewish ministries as well as those who are exploring the possibility of such ministry as outreach workers, congregational leaders, or support personnel. Core courses include Bible Exposition, Systematic Theology, Old and New Testament Studies, Christian Ministry and Leadership, and Jewish Studies.

Certificate coursework may later be applied toward a Master of Divinity degree.

As a result of this program, the student will:
1. 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 skills for the exposition of biblical texts.
2. 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.
3. Depending on courses selected, the student will:
   • 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.
   • 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.
   • Develop competency in Greek exegesis.
   • Develop competency in Hebrew exegesis.
   • Incorporate an understanding of Rabbinic thought and Old Testament Law in course studies and discipleship.
   • 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.
   • Develop skills of ministry specifically appropriate for the Jewish community, including the proficiencies that follow:
     • Students will be skilled in using Jewish liturgy in Messianic worship and practice (holidays, funerals, marriages, rites of passage, and music).
     • Students will speak and write with understanding about Jewish backgrounds of the Christian faith.
     • Students will be able to prepare biblical messages appropriate for the Messianic Jewish community.
     • Students will provide biblical pastoral counsel for the unique needs of the Messianic Jewish community.
     • As a result of personal experience, students will be able to describe the significance of modern Israel in the Jewish community.

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.

Note: This program is conducted in New York.

Graduation Requirements
A. Satisfactorily complete all courses for a total of 30 semester credits 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 credits must be taken at this seminary. Transfer courses will be considered on a case by case basis.
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
Nine credits from the Departments of Bible Exposition, Old Testament, or New Testament
TTBE 517 Hermeneutics and Bible Study Methods Credit(s): 3.
Select 2 of the following courses:
TTBE 519 Survey of Genesis–Malachi Credit(s): 3.
TTBE 520 Survey of Matthew–Revelation Credit(s): 3.
TTNT 503 Introduction to Exegesis Credit(s): 3.
TTNT 604 Exegesis in the Gospels Credit(s): 3.
TTNT 605 Exegesis in the Epistles Credit(s): 3.

Six credits from the Department of Theology
Select 2 of the following courses:
TTTH 511 Theology I - Introduction: Revelation and Nature of God Credit(s): 3.
TTTH 512 Theology II - Works of God, Angels, Man and Sin Credit(s): 3.
TTTH 613 Theology III - Christ, Salvation and the Spirit Credit(s): 3.
TTTH 614 Theology IV - The Church and Last Things Credit(s): 3.

Six credits from the Department of Christian Ministry and Leadership and the Institute for Spiritual Formation
Select 2 of the following courses:
TTPT 609 Expository Preaching Credit(s): 3.
BE 517 and NT 503 required.
TTPT 610 Contemporary Biblical Preaching Credit(s): 3.
BE 517 and NT 503 required.
TTPT 760 Seminar Credit(s): 1–3.
TTPT 760 Seminar: Biblical Preaching must be taken for 3 credits. BE 517 required, but NT 503 is not required.
TTPT 510 Evangelism and Follow-Up Credit(s): 3.
TTPT 602 Pastoral Ministry Credit(s): 3.
TTPT 707 Foundations of Pastoral Care and Counseling Credit(s): 2.
TTPT 730 Biblical Leadership and Management Credit(s): 3.
TTSF 501 Introduction to Spiritual Theology and Formation Credit(s): 2–3.
TTSF 503 Personal Foundations for Spiritual Formation Credit(s): 2–3.

Nine credits from Messianic Jewish Studies Courses
Select 3 of the following courses:
TTTH 620 Rabbinic Theology Credit(s): 3.
TTTH 622 Theology of the Siddur Credit(s): 3.
TTHT 604 Jewish History Credit(s): 3.
TTPT 712 Ethics of the Fathers Credit(s): 2.
As a result of this program, the student will:

Learning Outcomes

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.

Admission 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 credits 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 credits 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 (26 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 521</td>
<td>should be taken for 3 credits.</td>
<td></td>
</tr>
<tr>
<td>TTSF 524</td>
<td>History and Theory of Christian Soul Care and Direction</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 524</td>
<td>should be taken for 3 credits.</td>
<td></td>
</tr>
<tr>
<td>TTSF 532</td>
<td>Developmental Spirituality and Contemplative Prayer</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 532</td>
<td>should be taken for 3 credits.</td>
<td></td>
</tr>
</tbody>
</table>
As a result of this program, the student will:

Outcomes
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, bibliography, 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 above mentioned 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. Students will develop a commitment to more effectively meditate on God’s world in their own spiritual lives.
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 credits 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 credits 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 credits) must have a reasonable 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
Electives: 6 credits selected from TTBE, TTNT, TTOT, TTTH, TTHT, TTPH

General Electives: 4 credits
TTBE 517 Hermeneutics and Bible Study Methods Credit(s): 3.
TTBE 519 Survey of Genesis–Malachi Credit(s): 3.
TTBE 520 Survey of Matthew–Revelation Credit(s): 3.
TTSS 510 Theological Research Methodologies Credit(s): 1.
TTTH 511 Theology I - Introduction: Revelation and Nature of God Credit(s): 3.
TTTH 512 Theology I - Introduction: Revelation and Nature of God Credit(s): 3.
TTTH 613 Theology III - Christ, Salvation and the Spirit Credit(s): 3.

Christian Education, M.A.

Mission
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.

Theology, Certificate

Mission
The mission of the Certificate in Theology 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.

Program Description
The Certificate in Theology 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.

Outcomes
As a result of this program, the student will:

1. Understand the connection between, and relationship with, the student’s stated vocational objectives and how the certificate relates to those objectives.

2. Complete the entire program in no more than five years.

3. Be able to articulate and defend the correct, biblical view on the following central doctrines: pneumatology, Christology, soteriology, prolegomena, bibliography, 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.

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. Students will develop a commitment to more effectively meditate on God’s world in their own spiritual lives.

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 credits 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 credits 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 credits) must have a reasonable 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
Electives: 6 credits selected from TTBE, TTNT, TTOT, TTTH, TTHT, TTPH

General Electives: 4 credits
TTBE 517 Hermeneutics and Bible Study Methods Credit(s): 3.
TTBE 519 Survey of Genesis–Malachi Credit(s): 3.
TTBE 520 Survey of Matthew–Revelation Credit(s): 3.
TTSS 510 Theological Research Methodologies Credit(s): 1.
TTTH 511 Theology I - Introduction: Revelation and Nature of God Credit(s): 3.
TTTH 512 Theology I - Works of God, Angels, Man and Sin Credit(s): 3.
TTTH 613 Theology III - Christ, Salvation and the Spirit Credit(s): 3.

Christian Education, M.A.

Mission
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.
Program Learning Outcomes
Upon completion of the Master of Arts in Christian Education, students will be able to:

1. Identify the basic contents of all books of the Old and New Testaments and the broad historical and cultural background information relevant to the study of the Old and New Testaments (ULO 1).
2. Exegete and apply a biblical text properly through application of historical-grammatical hermeneutics (ULO 3).
3. Explain the major doctrines of Christianity, including their biblical basis, historical development, and contemporary relevance, and assess non-evangelical doctrines from an evangelical perspective (ULO 1).
4. Describe and explain (a) a basic knowledge of Spiritual Theology (the integrative study of Scripture and the ministry of the Indwelling Holy Spirit regarding the nature, process and directives of spiritual transformation in Christ) (b) their experience and understanding of the Double Knowledge of God and oneself in truth and (c) how these impact personal vocation and ministries in the local church (ULO 2).
5. Critically assess the biblical, philosophical, and theological foundation of ministries within churches and parachurch organizations (ULO 1).
6. Identify and interpret the process of holistic spiritual development and learning for leadership, teaching, and interpersonal/intercultural relationships (ULO 1).
7. Integrate biblical perspectives and values toward God and self into a values complex in order to articulate specific practices for a vital personal life (ULO 2).
8. Demonstrate skills in leadership administration (ULO 3).
9. Demonstrate skills in ministry functions (including: evangelism, discipleship, teaching, counseling and pastoral skills) (ULO 3).
10. Demonstrate research skills in integrating biblical perspectives and the social sciences to address ministry-based problems (ULO 3).

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 concentration: Children’s Ministry, Youth Ministry, Adult and Family Ministry, Executive Leadership and Cross-Cultural Educational 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 8 credits 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.

Academic Probation
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.

Graduation Requirements
A. Satisfactorily complete 60 semester credits. See (D) below.
B. Take the courses prescribed in the Master of Arts in Christian Education curriculum.
C. 150 hours of supervised field ministry approved by a faculty advisor.
D. Complete the program in no more than five years.
E. Obtain a 3.0 average with no grade below a “C-” in all courses to be counted toward graduation.
F. At least 24 of the total credits required for the degree program must be completed in residency at Biola. Advanced Standing, Reduction and transfer credit are not considered residency credits.
G. Meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Vocations or positions for which the M.A.C.E. program prepares students are:
- Minister of Education/Executive Pastor
- Minister of Youth
- Parachurch Children and Youth Ministries Staff
- Pastor/Minister of Children
- Pastor of Adult/Family Ministries
- Pastor/Minister of Single/Young Adult
- Church Business Administrator
- Counseling and 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 (60 Credits)
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 60 credits of study. The student who is able to enroll in 15 credits each semester can complete the degree in two years. The student who enrolls for less than 15 credits 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 Ministry Research Project 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.

Christian Education Core Curriculum
First Year
Fall Semester (15 Credits)
TTCE Specialization course: 3 credits
TTEE 517 Hermeneutics and Bible Study Methods (Credit(s): 3)
TTCE 523 Teaching Ministry (Credit(s): 2–3)
TTSF 501 Introduction to Spiritual Theology and Formation (Credit(s): 2–3)
TPSF 501 must be taken for 3 credits.
The Accelerated Program (39 Credits)

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 39 semester credits.

Bible/Theology (9 Credits)
TTBE 517 Hermeneutics and Bible Study Methods Credit(s): 3.

The remaining 6 elective credits must be chosen in consultation with the advisor.

Christian Education Core (21 Credits)

Christian Education core courses include:
TTCE 519 Leadership Coaching and Teambuilding Credit(s): 2–3.
TTCE 556 Christian Formation and Discipleship Credit(s): 2–3.
TTCE 639 Applied Ministry Research Credit(s): 2–3.
TTCE 690 Practicum in Ministry Credit(s): 1.
TTPT 707 Foundations of Pastoral Care and Counseling Credit(s): 2.
TTSF 501 Introduction to Spiritual Theology and Formation Credit(s): 2–3.
TTSF 503 must be taken for 3 credits.
TTSF 504 Spiritual Formation, Vocation, and the Disciplines Credit(s): 0.
TTSF 505 Talbot Spiritual Direction Credit(s): 0.

Select one of the following courses:
ISCL 520 Interpersonal and Intercultural Adjustment Credit(s): 3.
Students selecting the Cross-Cultural specialization take ISCL 520 to complete this requirement.
ISCL 680 The Local Church and World Missions Credit(s): 3.
TTPT 703 The Church and Society Credit(s): 3.

Spiritual Formation Focus Course Sequence

Students wishing to complete the accelerated program within one calendar year must take TTSF 501, 503 and 505 during the first semester and TTSF 504 and 505 during the second semester.

CE Specialization (9 Credits)

The following specializations require two courses (6 credits) of required electives in a given area: Executive Leadership, Adult/Family Ministry, Youth Ministry, and Children’s Ministry. The remaining course (3 credits) may be taken in any Christian education area of choice.

Requirements for the Cross-Cultural Education Ministry Specialization are detailed below.

Executive Leadership
TTCE 519 Leadership Coaching and Teambuilding Credit(s): 2–3.
TTCE 655 Strategic Ministry Leadership Credit(s): 3.
One 3-credit Christian Education (TTCE) elective

Adult/Family Ministry
TTCE 677 Family Ministry in the Local Church Credit(s): 2–3.
TTCE 679 Adult Development and Discipleship Credit(s): 2–3.
One 3-credit Christian Education (TTCE) elective

Youth Ministry
TTCE 664 Youth Ministry Leadership and Programming Credit(s): 3.
TTCE 668 Youth Ministry in Contemporary Culture Credit(s): 3.
One 3-credit Christian Education (TTCE) elective

Note: Students in this specialization substitute:
TTCE 543 Counseling Adolescents and Their Parents Credit(s): 2.

Children’s Ministry
TTCE 625 Staffing and Leadership in Children’s Ministries Credit(s): 3.
Christian Ministry and Leadership, M.A.

Mission
The Master of Arts in Christian Ministry and Leadership with concentrations in Pastoral Care and Counseling and 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.

Program Learning Outcomes
Upon completion of the Master of Arts in Christian Ministry and Leadership, students will be able to:

1. Identify the basic contents of all books of the Old and New Testaments and the broad historical and cultural background information relevant to the study of the Old and New Testaments (ULO 1).
2. Exegete and apply a biblical text properly through application of historical-grammatical hermeneutics (ULO 3).
3. Explain the major doctrines of Christianity, including their biblical basis, historical development, and contemporary relevance, and assess non-evangelical doctrines from an evangelical perspective (ULO 1).
4. Describe and explain (a) a basic knowledge of Spiritual Theology (the integrative study of Scripture and the ministry of the Indwelling Holy Spirit regarding the nature, process and directives of spiritual transformation in Christ) (b) their experience and understanding of the Double Knowledge of God and oneself in truth and (c) how these impact personal vocation and ministries in the local church (ULO 2).
5. Employ empathetic listening skills in leadership and counseling contexts (ULO 1).
6. Develop strategies and programs for pastoral ministry in church or parachurch environments (ULO 1).
7. Employ ministry skills in leadership areas such as preaching, administration, teaching, counseling, and worship (ULO 3).
8. Develop redemptive church ministries to their communities in society and culture, being relevant to current sociopolitical issues and ethical problems (ULO 3).
9. Employ leadership capabilities to deal with the growing complexity and challenges that leaders face daily as they guide people toward shared goals (ULO 3).
10. Describe how their own personal growth issues may hinder their ability to minister (ULO 2).

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).

Academic Probation
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.

Graduation Requirements
A. Satisfactorily complete 64–66 semester credits 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 2 additional credits of electives. Students who write a thesis will have a total requirement of 64 credits and those who take 2 additional credits in lieu of a thesis will have a total requirement of 66 credits.
C. At least 24 of the total credits required for the degree program must be completed in residency at Biola. Advanced Standing, Reduction and transfer credit are not considered residency credits.
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.
F. Meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Concentration Requirements
Program Structure
The academic programs leading to the degree Master of Arts in Christian Ministry and Leadership with concentrations in Pastoral Care and Counseling or Women’s Ministries are comprised of 64–66 credits 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.

Pastoral Care and Counseling Core Curriculum
First Year
Fall Semester (16 Credits)

Concentration or electives*: 3 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and 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>TTSS 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>2–3</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
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Spring Semester (17 Credits)

Concentration or electives*: 3 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
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<tr>
<td>TTHT 514</td>
<td>Historical Theology Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 707</td>
<td>Foundations of Pastoral Care and Counseling</td>
<td>2</td>
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</tbody>
</table>
Women's Ministries Concentration

The Master of Arts Women's Ministries Concentration is designed to equip students for a specific ministry to women, whether in a local church, a parachurch organization, or a community agency. The program aims to develop strengths in biblical content, cultural analysis and practical skills.

First Year

Fall Semester (17 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TTPT 707</td>
<td>Foundations of Pastoral Care and Counseling</td>
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</tr>
<tr>
<td>TTPT 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>2–3</td>
</tr>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - Works of God, Angels, Man and Sin</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
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Spring Semester (16 Credits)

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<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
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<tr>
<td>TTTH 512</td>
<td>Theology II - Works of God, Angels, Man and Sin</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
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<tr>
<td>TTPT 699</td>
<td>Women's Ministries Internship</td>
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Second Year

Fall Semester (16 Credits)

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<th>Course</th>
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<tbody>
<tr>
<td>TTPT 699</td>
<td>Women's Ministries Internship</td>
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Spring Semester (17 Credits)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
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</tr>
<tr>
<td>TTPT 699</td>
<td>Women's Ministries Internship</td>
<td>1–2</td>
</tr>
<tr>
<td>TTSS 504</td>
<td>Spiritual Formation, Vocation, and the Disciplines</td>
<td>0</td>
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<tr>
<td>TTPT 505</td>
<td>Talbot Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
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Required Concentration Courses

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<tbody>
<tr>
<td>FSCP 503</td>
<td>Personal Foundations for Spiritual Formation</td>
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</tr>
<tr>
<td>TTPT 505</td>
<td>Talbot Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>TTTH 512</td>
<td>Theology II - Works of God, Angels, Man and Sin</td>
<td>3</td>
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Suggested Electives

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<tr>
<th>Course</th>
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<tr>
<td>TTCE 514</td>
<td>Women and Men in Christian Ministry</td>
<td>2</td>
</tr>
<tr>
<td>TTCE 523</td>
<td>Teaching Ministry</td>
<td>2–3</td>
</tr>
<tr>
<td>TTCE 543</td>
<td>Counseling Adolescents and Their Parents</td>
<td>2</td>
</tr>
<tr>
<td>TTCE 677</td>
<td>Family Ministry in the Local Church</td>
<td>2–3</td>
</tr>
<tr>
<td>TTPH 624</td>
<td>Ethical Issues I</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 626</td>
<td>Group Counseling Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 627</td>
<td>Premarital Preparation and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>TTPH 750</td>
<td>Directed Study</td>
<td>1–4</td>
</tr>
<tr>
<td>TTTH 717</td>
<td>Theology of Human Nature</td>
<td>2–3</td>
</tr>
</tbody>
</table>
Master of Arts, Talbot

Director: Alan Hultberg, Ph.D.

Mission
The mission of the Master of Arts is to produce biblically, theologically, and spiritually discerning Christian thinkers who can serve the body of Christ in lay, parachurch or academic ministries. The Master of Arts program provides both a general biblical, theological, and spiritual foundation for reflection and a specialized focus on a discipline crucial to fulfilling Talbot’s mission and from which students can serve or go on for advanced study. These disciplines include Bible Exposition, Biblical and Theological Studies/Diversified, New Testament, Old Testament, Philosophy, Spiritual Formation, and Theology.

Program Learning Outcomes
Upon completion of the Master of Arts, students will be able to:

1. Identify the basic contents of all books of the Old and New Testaments and the broad historical and cultural background information relevant to the study of the Old and New Testaments (ULO 1).
2. Exegete and apply a biblical text properly through application of historical-grammatical hermeneutics (ULO 3).
3. Explain the major doctrines of Christianity, including their biblical basis, historical development, and contemporary relevance, and assess non-evangelical doctrines from an evangelical perspective (ULO 1).
4. Describe and explain (a) a basic knowledge of Spiritual Theology (the integrative study of Scripture and the ministry of the indwelling Holy Spirit regarding the nature, process and directives of spiritual transformation in Christ) (b) their experience and understanding of the Double Knowledge of God and oneself in truth and (c) how these impact personal vocation and ministries in the local church (ULO 2).
5. Prepare and present sermons demonstrating biblical accuracy, oral clarity and contemporary relevance (ULO 3).
6. Demonstrate the ability to counsel using empathic listening skills and relational skills (ULO 3).
7. Perform and report research in their respective disciplines at a level sufficient to begin a doctoral program (ULO 3).

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).

For special admissions deadlines and requirements involved in the Spiritual Formation concentration, contact Graduate Admissions. Due to the limited enrollment in this concentration, all applicants will be personally interviewed.

Academic Probation
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.

Graduation Requirements
A. Satisfactorily complete 64–66 semester credits as outlined in the curriculum requirements below. The rate of progress for many students is 11–12 credits per semester, allowing the program to be completed in three years.

B. Submit an acceptable capstone project, as determined by the department of concentration. Students in Spiritual Formation concentration submit an acceptable Spiritual Formation Master’s Project-Thesis, which includes 3 credits for writing and one credit for personal growth exploration. The Project-Thesis must involve both a theoretical and practical-experiential dimension in consultation with thesis advisor. Students in other MA concentrations will receive specific directions about their capstone project from their respective departments.

C. At least 24 of the total credits required for the degree program must be completed in residency at Biola. Advanced Standing, Reduction and transfer credit are not considered residency credits.

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.

F. Meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Concentration Requirements
Program Structure
The academic programs leading to the degree Master of Arts with concentrations in Bible Exposition, Biblical and Theological Studies/Diversified, New Testament, Old Testament, Philosophy, Spiritual Formation, and Theology are comprised of 64–66 credits structured in common to include:

1. Biblical and theological foundations.
2. Spiritual Formation Focus (SSF).
3. Academic specialization in one of four disciplines requiring biblical language studies, or general studies in which biblical languages are not required.
4. 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.

Curriculum (64 Credits)
Core Requirements (31 Credits)
The following are the core requirements for all Talbot Master of Arts Concentrations except the Spiritual Formation Concentration and Biblical and Theological Studies/Diversified (Kyiv Extension) Concentration. The core requirements for this concentration are listed separately.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and 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>TTHT 514</td>
<td>Historical Theology Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>2–3</td>
</tr>
<tr>
<td>TTSF 502</td>
<td>Personal Foundations for Spiritual Formation</td>
<td>2–3</td>
</tr>
<tr>
<td>TTSF 503</td>
<td>Talbot Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>TTSF 504</td>
<td>Spiritual Formation, Vocation, and the Disciplines</td>
<td>0</td>
</tr>
<tr>
<td>TTSF 505</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTSF 506</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
<td>3</td>
</tr>
</tbody>
</table>
Learning Outcomes

As a result of this program, the student will:

1. Be able to articulate a clear theology/philosophy of educational ministry.
2. Have an understanding and appreciation for the teaching/learning process, utilizing a broad range of ministry methods and resources in educational ministry.
3. Be able to plan, administrate, and evaluate an effective educational ministry program at a basic level.

Concentration-Specific Requirements (15 Credits)

TTBE 530 Elementary Principles of the Biblical Languages Credit(s): 3.
TTCE 600 Educational Ministry in the Church Credit(s): 3.
TTPT 510 Evangelism and Follow-Up Credit(s): 3.
TTPT 703 The Church and Society Credit(s): 3.

Select one 3-credit course from the following:
ISCL 556 World Religions Credit(s): 3.
TTHT 726 Cults of America Credit(s): 3.
TTPH 602 Apologetics Credit(s): 3.

Elective Requirements (18 Credits)

Specialized Electives: 14 credits selected from TTBE, CE, HT, NT, OT, PH, PT, TH courses. A maximum of 6 credits in TTPT or TTCE.
General Electives: 4 credits.

Biblical and Theological Studies/Diversified (Kyiv Extension)

Learning Outcomes

As a result of this program, students will:

1. Be able to recall the key contents of the Old and New Testaments and identify important historical and cultural background information relevant to the study of the Old and New Testaments.
2. Be able to exegesis and apply a biblical text through the application of historical-grammatical hermeneutics.
3. Be able to articulate the major elements of orthodox Christian theology, including biblical foundations, and will be able to apply this theology to an issue in the Eurasian church context.
4. Be able to explain the theory of “the sanctification gap” and will reflect upon the calling(s) of God in their lives.
5. For the purposes of assessment, “sanctification gap” is defined as the perceived gap between the goal of sanctification and one’s present spiritual life.

Core Requirements (19 Credits)

TTCE 602 Personal Foundations for Spiritual Formation Credit(s): 3.
TTCE 603 Personal Foundations for Spiritual Formation Credit(s): 3.

TTSS 510 Theological Research Methodologies Credit(s): 1.
TTTH 511 Theology I - Introduction: Revelation and Nature of God Credit(s): 3.
TTTH 512 Theology II - Works of God, Angels, Man and Sin Credit(s): 3.
TTTH 613 Theology III - Christ, Salvation and the Spirit Credit(s): 3.
TTTH 614 Theology IV - The Church and Last Things Credit(s): 3.

Concentration Specific Requirements (47 Credits)

TTBE 530 Elementary Principles of the Biblical Languages Credit(s): 3.
TTBE 602 Genesis Credit(s): 2–3.
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, 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.

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 worldview.

Elective Requirements (12 Credits)

New Testament electives: 8 credits.
General electives: 4 credits.

Old Testament

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 worldview.

Concentration-Specific Requirements (21 Credits)

TTNT 501 Beginning Greek I Credit(s): 2.
TTNT 502 Beginning Greek II Credit(s): 2.
TTNT 503 Introduction to Exegesis Credit(s): 3.
TTNT 604 Exegesis in the Gospels Credit(s): 3.
TTNT 605 Exegesis in the Epistles Credit(s): 3.
TTNT 701 The World of the New Testament Credit(s): 2–3.
TTNT 701 should be taken for a minimum of 2 credits. If taken for 3 credits, the third credit may count toward the required number of New Testament electives (see below).
TTOT 603 Elements of Hebrew I Credit(s): 3.
TTOT 604 Elements of Hebrew II Credit(s): 3.

Elective Requirements (15 Credits)

General electives: 4 credits.
Old Testament electives: 11 credits. Four of these credits must be OT exegesis.

Concentration-Specific Requirements (18 Credits)

TTNT 501 Beginning Greek I Credit(s): 2.
TTNT 502 Beginning Greek II Credit(s): 2.
TTNT 503 Introduction to Exegesis Credit(s): 3.
TTOT 603 Elements of Hebrew I Credit(s): 3.
TTOT 604 Elements of Hebrew II Credit(s): 3.
TTOT 705 Exegesis in Genesis and Selected Passages Credit(s): 3.
TTOT 745 World of the Old Testament Credit(s): 2–3.
TTOT 745 should be taken for a minimum of 2 credits. If taken for 3 credits, the third credit may count toward the required number of Old Testament electives (see below).

Elective Requirements (15 Credits)

General electives: 4 credits.
Old Testament electives: 11 credits. Four of these credits must be OT exegesis.

New Testament

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.

3. 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.
Philosophy

Learning Outcomes

The main purpose of this concentration is to help the student develop the skills to do philosophy from a Christian worldview. The attitudes and character traits of a Christian philosopher will be fostered by departmental activities, professional modeling, and teaching techniques. Skills necessary for the craft of philosophy will be developed by equipping the student to think critically, conduct high-level philosophical research, and interact with the broader philosophical community. The program is aimed at developing the ability to do philosophy in various ministry programs, such as parachurch and local church apologetics as well as preparing the student for further graduate work in fields such as 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.
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 and Transfer Guidelines for Philosophy Concentration

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.

Concentration-Specific Requirements (24 Credits)

<table>
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<tr>
<th>Course</th>
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<td>Metaphysics I</td>
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<td>TTPH 544</td>
<td>Epistemology I</td>
<td>3</td>
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<tr>
<td>TTPH 547</td>
<td>Theology and Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 566</td>
<td>History and Normative Systems of Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 624</td>
<td>Ethical Issues I</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 667</td>
<td>Philosophical Anthropology and Philosophy of the Mind</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 684</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 685</td>
<td>Philosophical Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements (11 Credits)

Philosophy electives: 6 credits.
General electives: 5 credits.

Spiritual Formation

Learning Outcomes

This concentration 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. Concentration 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-currucular requirements to aid in understanding the spiritual life mentoring.

Note also that this more academic M.A. with a concentration in Spiritual Formation is to be distinguished from the more professional M.A. in Spiritual Formation and 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.
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.

Core Requirements (19 Credits)

Students in the Spiritual Formation concentration will not take TTTH 514.

TTBE 519 Survey of Genesis–Malachi Credit(s): 3.

TTBE 520 Survey of Matthew–Revelation Credit(s): 3.

TTSS 510 Theological Research Methodologies Credit(s): 1.

TTTH 511 Theology I - Introduction: Revelation and Nature of God Credit(s): 3.

TTTH 512 Theology II - Works of God, Angels, Man and Sin Credit(s): 3.

TTTH 613 Theology III - Christ, Salvation and the Spirit Credit(s): 3.

TTTH 614 Theology IV - The Church and Last Things Credit(s): 3.

Concentration-Specific Requirements (41 Credits)

TTSF 517 Hermeneutics and the Word in Spiritual Formation Credit(s): 3.

TTSF 521 Introduction to Christian Spirituality and Prayer Credit(s): 1–3.

TTSF 521 should be taken for 3 credits.

TTSF 524 History and Theory of Christian Soul Care and Direction Credit(s): 2–3.

TTSF 524 should be taken for 3 credits.

TTSF 531 History and Traditions of Christian Spirituality Credit(s): 3.

TTSF 532 Developmental Spirituality and Contemplative Prayer Credit(s): 2–3.

TTSF 532 should be taken for 3 credits.

TTSF 543 Personal Foundations of Spirituality and Retreat Credit(s): 1–3.

TTSF 543 should be taken for 3 credits.

TTSF 544 Personality Development and Psychopathology Credit(s): 3.

TTSF 585 Personal Spiritual Direction Credit(s): 0.

TTSF 585 should be taken for 3 credits.

TTSF 621 Spiritual Formation and Theology Seminar Credit(s): 1–3.

TTSF 621 should be taken for 3 credits.

TTSF 642 Spiritual Disciplines Seminar Credit(s): 1–3.

TTSF 642 should be taken for 3 credits.

TTSF 645 Christian Virtue and the Spiritual Disciplines Credit(s): 2–3.

TTSF 645 should be taken for 3 credits.

TTSF 672 Personal Retreat and Formation Credit(s): 1–4.

TTSF 672 should be taken for 2 credits twice for a total of 4 credits.

TTSF 701 Spiritual Formation Seminar Credit(s): 1–3.

TTSF 701 should be taken for 3 credits in Interterm.

TTSF 740 Spiritual Formation Project/Thesis Credit(s): 1–4.

TTSF 740 should be taken for a total of 4 credits.

Elective Requirements (6 Credits)

General electives: 6 credits.

Co-Curricular Requirements

Theology 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.

Concentration-Specific Requirements with Greek Option (15 Credits)

TTNT 501 Beginning Greek I Credit(s): 2.

TTNT 502 Beginning Greek II Credit(s): 2.

TTNT 503 Introduction to Exegesis Credit(s): 3.

TTTH 726 Cults of America Credit(s): 3.

TTPH 602 Apologetics Credit(s): 3.

TTTH 709 Contemporary Theology Credit(s): 2–3.

TTTH 709 should be taken for a minimum of 2 credits. If taken for 3 credits, the third credit may count toward the required number of Theology electives (see below).

Elective Requirements with Greek Option (18 Credits)

Theology electives: 6 credits selected from TTTH, PM and HT courses.

Theology and related electives: 6 credits from TTBE, NT, OT, PH, TH, PM, and HT courses.

General electives: 6 credits taken from any Talbot department.

Concentration-Specific Requirements with Non-Greek Option (11 Credits)

TTBE 530 Elementary Principles of the Biblical Languages Credit(s): 3.

TTNT 726 Cults of America Credit(s): 3.

TTPH 602 Apologetics Credit(s): 3.

TTTH 709 Contemporary Theology Credit(s): 2–3.

TTTH 709 should be taken for a minimum of 2 credits. If taken for 3 credits, the third credit may count toward the required number of Theology electives (see below).

Elective Requirements with Non-Greek Option (22 Credits)

Theology electives: 15 credits selected from TTTH, PM and HT courses.
Spiritual Formation and Soul Care, M.A.

Mission
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.

Program Learning Outcomes
Upon completion of the Master of Arts in Spiritual Formation and Soul Care, students will be able to:
1. Identify the basic contents of all books of the Old and New Testaments and the broad historical and cultural background information relevant to the study of the Old and New Testaments (ULO 1).
2. Exegete and apply a biblical text properly through application of historical-grammatical hermeneutics (ULO 3).
3. Explain the major doctrines of Christianity, including their biblical basis, historical development, and contemporary relevance, and assess non-evangelical doctrines from an evangelical perspective (ULO 1).
4. Describe and explain (a) a basic knowledge of Spiritual Theology (the integrative study of Scripture and the ministry of the Indwelling Holy Spirit regarding the nature, process and directives of spiritual transformation in Christ) (b) their experience and understanding of the Double Knowledge of God and oneself in truth and (c) how these impact personal vocation and ministries in the local church (ULO 1 and 2).
5. Identify what is truth and falsehood in light of various contemporary competing spiritualities (ULO 1).
6. Demonstrate and personally nurture character and behavior consistent with life in the Spirit and the Christian faith (ULO 2).
7. Provide Spiritual Direction for others, and will demonstrate increasing competence as spiritual directors in the course of their training (ULO 3).
8. Identify and assess the need for referring their directee to psychological care (ULO 1).

Program Description
The Master of Arts in Spiritual Formation and 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 and Soul Care is fashioned along the lines of an Apprentice Training Model.

The Master of Arts in Spiritual Formation and Soul Care is intended to help prepare students for professional and lay ministry as associate pastor and teacher of adult ministries, spiritual director, teacher, mentor, leader in discipleship as well as preparation for further education and training in Spiritual Formation to teach in Christian university and seminary contexts.

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.

Academic Probation
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.

Graduation Requirements
A. Satisfactorily complete 66 semester credits as outlined in the curriculum.
B. At least 24 of the total credits required for the degree program must be completed in residency at Biola. Advanced Standing, Reduction and transfer credit are not considered residency credits.
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.
E. Meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Spiritual Formation and Soul Care Core Curriculum
First Year
First Semester (15 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>TTSF 517</td>
<td>Hermeneutics and the Word in Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>1-3</td>
</tr>
<tr>
<td>TTSF 521</td>
<td>should be taken for 3 credits.</td>
<td></td>
</tr>
<tr>
<td>TTSF 524</td>
<td>History and Theory of Christian Soul Care and Direction</td>
<td>2-3</td>
</tr>
<tr>
<td>TTSF 524</td>
<td>should be taken for 3 credits.</td>
<td></td>
</tr>
<tr>
<td>TTSF 543</td>
<td>Personal Foundations of Spirituality and Retreat</td>
<td>1-3</td>
</tr>
<tr>
<td>TTSF 543</td>
<td>should be taken for 3 credits.</td>
<td></td>
</tr>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>TTTT 511</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
<td>3</td>
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Interterm (3 Credits)

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<tr>
<td>TTSF 577</td>
<td>Soul Care Pre-practicum I and Professional Ethics</td>
<td>2-3</td>
</tr>
<tr>
<td>TTSF 577</td>
<td>should be taken for 3 credits.</td>
<td></td>
</tr>
</tbody>
</table>
**Program Learning Outcomes**

Upon completion of the Master of Divinity, students will be able to:

1. Identify the basic contents of all books of the Old and New Testaments and the broad historical and cultural background information relevant to the study of the Old and New Testaments (ULO 1).

2. Exegete and apply a biblical text properly through application of historical-grammatical hermeneutics (ULO 3).

3. Explain the major doctrines of Christianity, including their biblical basis, historical development, and contemporary relevance, and assess non-evangelical doctrines from an evangelical perspective (ULO 1).

4. Describe and explain (a) a basic knowledge of Spiritual Theology (the integrative study of Scripture and the ministry of the Indwelling Holy Spirit regarding the nature, process and directives of spiritual transformation in Christ) (b) their experience and understanding of the Double Knowledge of God and oneself in truth and (c) how these impact personal vocation and ministries in the local church (ULO 2).

5. Prepare and present sermons demonstrating biblical accuracy, oral clarity and contemporary relevance (ULO 3).

6. Demonstrate the ability to counsel using empathic listening skills and relational skills (ULO 3).

7. Demonstrate their ability to write graduate-level research papers effectively (ULO 3).

**Program Description**

The Master of Divinity curriculum at Talbot School of Theology is designed to foster the purpose for which the seminary was established—education 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

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**Co-Curricular Requirements**

See the Institute for Spiritual Formation section of the catalog for a full description.

- Didactic Therapy
- Faculty-Student Retreats
- Personal Retreats
- Student Progress Assessment
- TTSF 585 - Personal Spiritual Direction
- TTSF 670 - Intensive Journey Inward and Retreat

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**Master of Divinity, Talbot**

**Mission**

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.
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.

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 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.

Concentration Requirements
Changes of concentration may be authorized under certain circumstances prior to the completion of 48 credits, 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 credits.

Electives in the Curriculum
Electives are open to the student’s choice (check prerequisites listed in course descriptions) regardless of concentration, but that choice may be governed by the following guidelines:

1. If writing a thesis, the student’s advisor may require up to 4 credits 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 credits for a program total of 98 credits.

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.

Academic Probation
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.

Graduation Requirements
A. Satisfactorily complete 96–98 semester credits. See (D) below.
B. Take the courses prescribed in the Master of Divinity curriculum.
C. Complete the requirements in one of the concentrations.
D. Submit an acceptable thesis (4 credits) chosen in consultation with the major advisor and in lieu of the thesis, complete 6 credits of electives. Students who write theses will have a total requirement of 96 credits, and those who take 6 credits of electives in lieu of a thesis will have a total requirement of 98 credits. Five unbound copies of the thesis are to be submitted to the librarian.
E. At least 50% of the total credits required for the degree program must be completed at this seminary, calculated prior to applying any advanced standing/reduction or transfer credit.
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. For those who need to extend the program, a five-year curriculum for the Master of Divinity in Pastoral and General Ministries was outlined by the registration committee.

Concentration is available on our website: biola.edu/registrar/services/index.cfm

G. Must have a 2.5 cumulative GPA with no grade below a D-.
H. Meet with Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Biblical Languages Requirement
Two biblical languages are required: Greek and Hebrew. The first three classes of Greek (NT 501, 502, 503) are recommended to be completed prior to Hebrew since they are prerequisites to TTPT 609 Expository Preaching.

Greek
The courses listed below are required beyond beginning Greek.
A qualifying examination is available to all interested students. Those who pass the examination may enroll directly in TTNT 503.

TTNT 503 Introduction to Exegesis
TTNT 604 Exegesis in the Gospels
TTNT 605 Exegesis in the Epistles

Beginning Greek Requirement
Students who do not take or do not pass the qualifying examination must take the courses listed below (for 2 credits each) as prerequisites to TTNT 503.

TTNT 501 Beginning Greek I
TTNT 502 Beginning Greek II

Hebrew
The courses listed below are required. A qualifying examination is available to interested students. Those who pass the examination may take TTOT 604 plus 3–4 credits of Hebrew electives instead of TTOT 603.

TTOT 603 Elements of Hebrew I
TTOT 604 Elements of Hebrew II
TTOT 705 Exegesis in Genesis and Selected Passages

Thesis Course Sequence
If a student elects to write a thesis, the course “Thesis First Draft” will be taken at the completion of 64 credits and “Thesis Final Draft” at the completion of 80 credits. Neither is applicable toward graduation 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.

Curriculum (96 or 98 Credits)

Core Requirements (64 Credits)
The following are the core requirements for all Talbot Master of Divinity Concentrations. Messianic Jewish Studies and the Spiritual Formation Concentrations both differ slightly in their requirements. These variations can be found under the specific concentration’s core requirements.

TBTB 517 Hermeneutics and Bible Study Methods
TBTB 519 Survey of Genesis–Malachi
TBTB 520 Survey of Matthew–Revelation
TBTB 726 Expositional Methodology
TTHT 505 Patristic and Medieval Theology
TTHT 506 Reformation and Modern Theology
TTNT 503 Introduction to Exegesis
TTNT 501 and 502 are prerequisites to this course.

TTNT 604 Exegesis in the Gospels
TTNT 605 Exegesis in the Epistles
TTOT 603 Elements of Hebrew I
TTOT 604 Elements of Hebrew II
TTOT 705 Exegesis in Genesis and Selected Passages Credit(s): 3.
TTPH 602 Apologetics Credit(s): 3.
TTPT 591 Introduction to Field Education Credit(s): 3.
TTPT 609 Expository Preaching Credit(s): 3.
TTPT 691 Field Education III Credit(s): 0.
TTPT 692 Field Education IV Credit(s): 0.
TTPT 707 Foundations of Pastoral Care and Counseling Credit(s): 3.
TTSF 501 Introduction to Spiritual Theology and Formation Credit(s): 2–3.
TTSF 503 Personal Foundations for Spiritual Formation Credit(s): 2–3.
TTSF 504 Spiritual Formation, Vocation, and the Disciplines Credit(s): 0.
TTSF 505 Talbot Spiritual Direction Credit(s): 0.
TTSS 510 Theological Research Methodologies Credit(s): 1.
TTTH 511 Theology I - Introduction: Revelation and Nature of God Credit(s): 3.
TTTH 512 Theology II - Works of God, Angels, Man and Sin Credit(s): 3.
TTTH 613 Theology III - Christ, Salvation and the Spirit Credit(s): 3.
TTTH 614 Theology IV - The Church and Last Things Credit(s): 3.

Core Requirement Alternatives

Christian Ministry and Leadership

For students anticipating a career teaching in higher education, any of the following courses:

- TTCE 790 Educational Practicum Credit(s): 1.
- TTCE 791 Educational Practicum I Credit(s): 1.

or

- TTCE 790 Educational Practicum Credit(s): 1.
- TTCE 792 Educational Practicum II Credit(s): 1.

may replace:

- TTPT 791 Field Internship Credit(s): 0–2.
- TTPT 792 Field Internship Credit(s): 0–2.

A written faculty advisor-approved petition must be filed with the Office of the Registrar.

Bible Exposition

For one of the four required Bible Exposition courses excluding those listed below, the student may substitute 3 credits of Greek or Hebrew exegesis electives.

- TTBE 517 Hermeneutics and Bible Study Methods Credit(s): 3.
- TTBE 726 Expositional Methodology in Daniel and Revelation Credit(s): 3.

Concentration-Specific Requirements (19 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>TTCE 523</td>
<td>Teaching Ministry</td>
<td>2–3</td>
</tr>
<tr>
<td>TTCE 508</td>
<td>Organizational Leadership</td>
<td>2–3</td>
</tr>
<tr>
<td>TTCE 790</td>
<td>Educational Practicum</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 510</td>
<td>Evangelism and Follow-Up</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 592</td>
<td>Field Education II</td>
<td>0</td>
</tr>
<tr>
<td>TTPT 602</td>
<td>Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 703</td>
<td>The Church and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements (13 or 15 Credits)

Thesis Track (13 Credits)

- TTCE 523 Teaching Ministry Credit(s): 2–3.
- TTCE 508 Organizational Leadership Credit(s): 2–3.
- TTCE 790 Educational Practicum Credit(s): 1.
- TTPT 510 Evangelism and Follow-Up Credit(s): 3.
- TTPT 592 Field Education II Credit(s): 0.
- TTPT 602 Pastoral Ministry Credit(s): 3.
- TTPT 703 The Church and Society Credit(s): 3.

Evangelism and Discipleship

Mission and Learning Outcomes

Provides preparation for a variety of professional ministries including pastor, associate pastor, youth pastor, teacher, evangelist, missionary and other leadership roles. In comparison to the Pastoral and 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.
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.
Concentration-Specific Requirements (28 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 600</td>
<td>Educational Ministry in the Church</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 510</td>
<td>Evangelism and Follow-Up</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 592</td>
<td>Field Education II</td>
<td>0–2</td>
</tr>
<tr>
<td>TTPT 602</td>
<td>Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 610</td>
<td>Contemporary Biblical Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 614</td>
<td>Church Growth and Church Planting in the USA</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 703</td>
<td>The Church and Society</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 722</td>
<td>Small Group Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 730</td>
<td>Biblical Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 791</td>
<td>Field Internship</td>
<td>0–2</td>
</tr>
<tr>
<td>TTPT 791</td>
<td>Field Internship</td>
<td>0–2</td>
</tr>
<tr>
<td>TTPT 792</td>
<td>Field Internship</td>
<td>0–2</td>
</tr>
<tr>
<td>TTPT 792</td>
<td>Field Internship</td>
<td>0–2</td>
</tr>
</tbody>
</table>

Elective Requirements (4 or 6 Credits)

<table>
<thead>
<tr>
<th>Thesis Track (4 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTHE 797</td>
</tr>
</tbody>
</table>

Non-Thesis Track (6 Credits)

Choose 6 credits of electives, 2 courses of which must be chosen from the list below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 727</td>
<td>Principles of Church Multiplication</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 558</td>
<td>Interpersonal Development</td>
<td>2–3</td>
</tr>
<tr>
<td>TTHT 705</td>
<td>History of Revivals</td>
<td>2–3</td>
</tr>
<tr>
<td>TTNT 701</td>
<td>The World of the New Testament</td>
<td>2–3</td>
</tr>
<tr>
<td>TTTH 717</td>
<td>Theology of Human Nature</td>
<td>2–3</td>
</tr>
<tr>
<td>TTTH 718</td>
<td>Theology of Christian Nurture</td>
<td>2–3</td>
</tr>
</tbody>
</table>

Messianic Jewish Studies

This concentration is only offered through the Charles Feinberg Center in New York.

International Student Admission Requirement

International applicants must demonstrate a TOEFL score of 100 on the iBT to gain admission into the Feinberg M.Div. program.

Mission and Learning Outcomes

Provides training and preparation for a variety of professional ministries that serve the Jewish community in roles such as Messianic congregational leader, outreach coordinator, missions worker, or educator. Includes opportunities for specialized study of the Bible and theological reflection with a focus on aspects of Jewish studies. Enrollment in concentration-specific courses is limited to students admitted to Messianic Jewish Studies concentration.

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.

Core Requirements (64 Credits)

Students enrolling in the Messianic Jewish Studies concentration will take the following core courses in place of the Core Requirements section listed above:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and 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>TTBE 726</td>
<td>Expositional Methodology in Daniel and Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 505</td>
<td>Patrician and Medieval Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 506</td>
<td>Reformation and Modern Theology</td>
<td>3</td>
</tr>
<tr>
<td>TNTT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TNTT 501</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TNTT 603</td>
<td>Elements of Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>TNTT 604</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 602</td>
<td>Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 591</td>
<td>Introduction to Field Education</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 592</td>
<td>Field Education II</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 602</td>
<td>Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 690</td>
<td>Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 691</td>
<td>Field Education III</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 692</td>
<td>Field Education IV</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 707</td>
<td>Foundations of Pastoral Care and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTTS 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTTS 501</td>
<td>Personal Foundations for Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTTS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTTH 711</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 712</td>
<td>Theology II - Works of God, Angels, Man and Sin</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 614</td>
<td>Theology IV - The Church and Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Specific Requirements (29 or 34 Credits)

If student is not writing a thesis, the following courses are required. If student is writing a thesis, TTTH 622 and TTPT 712 are not required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTTH 701</td>
<td>The World of the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 701</td>
<td>The World of the New Testament</td>
<td>2–3</td>
</tr>
<tr>
<td>TTHT 610</td>
<td>Hebrew Exegesis I – Torah</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 610</td>
<td>Hebrew Exegesis II – Neviim and Ketuvim</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 510</td>
<td>Evangelism and Follow-Up</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 610</td>
<td>Contemporary Biblical Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 712</td>
<td>Ethics of the Fathers</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 723</td>
<td>Integration in Jewish Studies</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 730</td>
<td>Biblical Leadership and Management</td>
<td>3</td>
</tr>
</tbody>
</table>
### Missions and Intercultural Studies

**Mission and 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, students will:
  1. Be able to exegete 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.

**Concentration Specific Requirements (11 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 507</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 751</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 791</td>
<td>Field Internship</td>
<td>1–2</td>
</tr>
<tr>
<td>ISCL 792</td>
<td>Field Internship</td>
<td>1–2</td>
</tr>
<tr>
<td>TTCE 600</td>
<td>Educational Ministry in the Church</td>
<td>3</td>
</tr>
<tr>
<td>TPT 592</td>
<td>Field Education II</td>
<td>0</td>
</tr>
</tbody>
</table>

**Elective Requirements (21 or 23 Credits)**

**Thesis Track (21 Credits)**

- **Thesis Track (4 Credits)**
  - Students electing to write a thesis will take TTHE 797 and TTHE 798 instead of TPT 712 and TTTH 622. Therefore, the overall program will be reduced from 98 to 97 credits.

**Non-Thesis Track (23 Credits)**

- **CHOOSE 12 credits of ISCL electives from one of the emphases below.**
- **CHOOSE 11 credits of general electives.**

**Emphases**

Students earning the Missions and Intercultural Studies Concentration choose any four courses from the categories below. These four courses may be from one or from multiple categories below. Other courses offered by the Cook School of Intercultural Studies may also be used to satisfy this requirement with the permission of the department chair.

**Anthropology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 528</td>
<td>Cultures of the World</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 555</td>
<td>Kinship and Family in Cross-cultural Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 561</td>
<td>Economic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 631</td>
<td>Topics in Cultural Anthropology</td>
<td>1–3</td>
</tr>
<tr>
<td>ISAN 671</td>
<td>Applied Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 751</td>
<td>Social Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 761</td>
<td>Culture and Transformation</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 520</td>
<td>Interpersonal and Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 556</td>
<td>World Religions</td>
<td>3</td>
</tr>
</tbody>
</table>

**Applied Linguistics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 520</td>
<td>Introduction to Language and Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 525</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 529</td>
<td>Introduction to Semantics and Pragmatics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 535</td>
<td>Introduction to Bible Translation</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 646</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 648</td>
<td>Discourse and Text Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 679</td>
<td>Planning, Evaluation, and Research in Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 683</td>
<td>Topics in Linguistics</td>
<td>1–3</td>
</tr>
</tbody>
</table>

**Church Planting**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 520</td>
<td>Interpersonal and Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 556</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 663</td>
<td>Cross-cultural Implications in Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 727</td>
<td>Principles of Church Multiplication</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 732</td>
<td>Church Planting Models and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 735</td>
<td>Principles of Church Growth</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 742</td>
<td>History of the World Christian Movement</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 743</td>
<td>Urban Church Planting Models</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 785</td>
<td>Cross-cultural Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Crosscultural Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 520</td>
<td>Interpersonal and Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 575</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 709</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**Linguistics and Biblical Languages**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 520</td>
<td>Introduction to Language and Linguistics</td>
<td>3</td>
</tr>
<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>
</tbody>
</table>
Mission and Learning Outcomes

As a result of this program, the student will:

1. Master of Divinity program.
2. Develop an understanding of the theological foundations in the exercise of ministry skills.
3. Be committed to the application of biblical knowledge and principles related to pastoral ministry.
4. Become aware of their personal issues and the ability and training 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 an 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.

Love for People. Develop a love for and commitment to serving God’s people.

Concentration-Specific Requirements (22 Credits)

ISCL 555 Introduction to World Missions Credit(s): 3.
TTCE 600 Educational Ministry in the Church Credit(s): 3.
TTPT 510 Evangelism and Follow-Up Credit(s): 3.
TTPT 592 Field Education II Credit(s): 0.
TTPT 602 Pastoral Ministry Credit(s): 3.
TTPT 610 Contemporary Biblical Preaching Credit(s): 3.
TTPT 703 The Church and Society Credit(s): 3.
TTPT 730 Biblical Leadership and Management Credit(s): 3.
TTPT 791 Field Internship Credit(s): 0–2.
TTPT 791 must be taken for 0 credits.
TTPT 792 Field Internship Credit(s): 0–2.
TTPT 792 must be taken for 1 credit.

Elective Requirements (10 or 12 Credits)

Thesis Track (10 Credits)
CHOOSE 6 credits of general electives.

Non-Thesis Track (12 Credits)
CHOOSE 12 credits of general elective courses.

Pastoral Care and Counseling

Mission and 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. 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 training to refer people for needed help.
3. Develop a commitment to and practice of sound ethical principles related to pastoral ministry.
4. Become aware of his or her 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.

Concentration Specific Requirements (29 Credits)

ISCL 555 Introduction to World Missions Credit(s): 3.
TTCE 600 Educational Ministry in the Church Credit(s): 3.
TTPT 604 Pastoral Care and Chaplaincy Credit(s): 3.
TTPT 628 Marital Counseling Credit(s): 3.
TTPT 693 Pastoral Care and Counseling Internship I Credit(s): 1.
TTPT 694 Pastoral Care and Counseling Internship II Credit(s): 1.
TTPT 695 Pastoral Care and Counseling Internship III Credit(s): 1–2.
TTPT 703 The Church and Society Credit(s): 3.
TTPT 708 Advanced Pastoral Counseling Credit(s): 3.
**Concentration Specific Requirements (38 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTP7 116</td>
<td>Addressing Common Pastoral Counseling Concerns</td>
<td>3</td>
</tr>
<tr>
<td>TTP7 225</td>
<td>Counseling Troubled Families</td>
<td>3</td>
</tr>
<tr>
<td>TTP7 470</td>
<td>Issues and Ethics in Ministry</td>
<td>2</td>
</tr>
</tbody>
</table>

**Core Requirements (54 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSF 519</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 726</td>
<td>Expositional Methodology in Daniel and Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTH 505</td>
<td>Patristic and Medieval Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTH 506</td>
<td>Reformation and Modern Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Non-Thesis Track (5 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSF 532</td>
<td>TTSF 532 should be taken for 2 credits.</td>
<td></td>
</tr>
<tr>
<td>TTSF 524</td>
<td>TTSF 524 should be taken for 2 credits.</td>
<td></td>
</tr>
<tr>
<td>TTSF 521</td>
<td>TTSF 521 should be taken for 2 credits.</td>
<td></td>
</tr>
</tbody>
</table>

**Thesis Track (4 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSF 543</td>
<td>Personal Foundations of Spirituality and Retreat</td>
<td>1–3</td>
</tr>
</tbody>
</table>

**Elective Requirements (4 or 5 Credits)**

Students electing to write a thesis reduce the overall program from 98 to 97 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTH 797</td>
<td>Thesis First Draft: M.Div.</td>
<td>2</td>
</tr>
<tr>
<td>TTH 798</td>
<td>Thesis Final Draft: M.Div.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Non-Thesis Track (5 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTT 501</td>
<td>and 502 are prerequisites to this course.</td>
<td></td>
</tr>
</tbody>
</table>

**Spiritual Formation**

**Core Requirements (54 Credits)**

Students enrolling in the Spiritual Formation concentration will take the following core courses in place of the Core Requirements section listed above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<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>TTBE 726</td>
<td>Expositional Methodology in Daniel and Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTH 505</td>
<td>Patristic and Medieval Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTH 506</td>
<td>Reformation and Modern Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 504</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 505</td>
<td>Exegesis in the Epistles</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 604</td>
<td>Elements of Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 605</td>
<td>Elements of Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 705</td>
<td>Exegesis in Genesis and Selected Passages</td>
<td>3</td>
</tr>
<tr>
<td>TTP1 602</td>
<td>Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTP1 609</td>
<td>Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 512</td>
<td>Theology II - Works of God, Angels, Man and Sin</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 614</td>
<td>Theology IV - The Church and Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements (6 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>TTP7 602</td>
<td>Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>TTP7 510</td>
<td>Evangelism and Follow-Up</td>
<td>3</td>
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**Concentration Specific Requirements (38 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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<tbody>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 600</td>
<td>Educational Ministry in the Church</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 703</td>
<td>The Church and Society</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 517</td>
<td>Hermeneutics and the Word in Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTEB 517</td>
<td>TTEB 517 may be taken in place of TTSF 517.</td>
<td></td>
</tr>
<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>1–3</td>
</tr>
</tbody>
</table>

**Master of Theology, Talbot**

**Director:** Rob Price, Ph.D.

**Mission**

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.

**Program Learning Outcomes**

Upon completion of the Master of Theology, students will be able to:

1. Demonstrate, at an appropriately advanced level, the knowledge and skills most pertinent to their major, such as: knowledge of the Bible and of relevant languages, cultures, and major interpreters; and skills of biblical interpretation, doctrinal formulation, and critical analysis (ULO 1).

2. Formulate a productive research question and conduct advanced research and writing on this topic (ULO 2).

3. Demonstrate an understanding of pedagogical strategies and effective teaching methods (ULO 3).

**Program Description**

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.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.

Admission Requirements
The student must present an accredited Bachelor of Arts 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 9 semester hours of Greek beyond beginning Greek and 9 semester hours of Hebrew. Applicants deficient in the biblical languages may take the prerequisite credits at Talbot while taking other Th.M. courses, but such deficiencies must be made up before more than 6 credits 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 100 IBT.

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 credits, 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 credits 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.

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
Degrees are awarded to qualified candidates at the University’s Fall 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 credits) 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 credits. 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 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 4 credits 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.

Meeting with Graduate Graduation Counselor
Students must meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

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 and Leadership.

Missions and Intercultural Studies
For students who want to emphasize the biblical theology of missions and take advanced coursework in Missions and Intercultural Studies. Students will, along with their Missions and Intercultural Studies chair, design a program based on their individual study needs.

New Testament
For students wanting to do advanced work in the history, language, theology and exegesis of the following is required:
• TTNT 812 - The World of the New Testament Credit(s): 3.

Old Testament and Semitics
For students wanting to do advanced work in the history, archaeology, language, theology and exegesis of the Old Testament.

Theology (Concentration in Historical Theology)
For students who want to take advanced coursework in Systematic Theology but with some emphasis on the historical development of doctrine. The following course is required:
• TTTH 709 - Contemporary Theology Credit(s): 2–3.
Theology (Concentration in Systematic Theology)

For students who want to take advanced coursework in Systematic Theology. The following course is required:

- TTTH 709 - Contemporary Theology
  Credit(s): 2–3.

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 credits of coursework and write a thesis for which they will be awarded 6 credits. Students opting for the non-thesis track will be required to complete 26 credits 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 credits) and TTCE 724 Advanced Methods of Educational Instruction (2 credits) 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 detailed below.

- TTCE 724 - Advanced Methods of Educational Instruction
  Credit(s): 2.

Depending on concentration, students will take one of the following:

- TTBE 891 - Research Seminar
  Credit(s): 3.

- TTNT 891 - Research Seminar
  Credit(s): 3.

- TTOT 891 - Research Seminar
  Credit(s): 3.

- TTTH 891 - Research Seminar
  Credit(s): 3.

Thesis Track

- 5 credits: prescribed
- 12 credits: major area
- 3 credits: elective
- 6 credits: thesis
- comprehensive examination

Non-Thesis Track

- 5 credits: prescribed
- 15 credits: major area
- 6 credits: elective
- comprehensive examination

Additional Requirements

Students are required to take a minimum of 14 credits 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 9 or more credits to be considered a part-time student. Those carrying less than 9 credits are considered part-time students. A maximum of 6 credits 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. The seminar requires each student to complete a major writing project: either, for thesis-track students, one full chapter of the thesis (ideally the “history of research” chapter); or, for non-thesis-track students, a high-quality research paper. ELSP students must successfully complete all required ELSP courses, TTSS 510 (Theological Research Methodologies), and TTSS 520 (Theological Writing) prior to enrolling in the Th.M. Research Seminar. A $50 mentor fee will be required of all students participating in the Th.M. research seminar. Students majoring in Missions & Intercultural Studies will be required to take one of the courses listed below:

- one of the 891 Biblical Research Seminars in consultation with their advisor;
- or ISCL 879 - Research Design
- or ISCL 897 - Research Seminar.

ELSP Requirements

ELSP students must successfully complete the following courses prior to enrolling in the Th.M. Research Seminar:

- all required ELSP courses
- TTSS 510 - Theological Research Methodologies
  Credit(s): 1.
- TTSS 520 Theological Writing
  Credit(s): 0.

Concurrent Enrollment Option

Senior Talbot M.Div. students who have completed 80 or more credits and are accepted in the Th.M. program are permitted to take up to 4 credits of Th.M. coursework in the last semester of the Master of Divinity program (additional Th.M. courses may be taken in Interterm 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 credits 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 the course listed below 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.

- TTHE 899 - Thesis: Th.M. Continuous Registration
  Credit(s): 0.

Ministry, D.Min.

Program Learning Outcomes

Upon completion of the Doctor of Ministry, students will be able to:

1. Integrate theological insight with biblical knowledge to assess the suitability of various solutions to a ministry problem (ULO 3).
2. Utilize library resources and appropriate sociological research to develop a research-based solution to a ministry problem (ULO 3).
3. Implement an effective solution to a ministry problem (ULO 3).
4. Integrate theological insight, biblical knowledge, and the spiritual disciplines to intentionally grow in spiritual maturity (ULO 2).
Program Description
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 maximize their impact in ministry. Our goal is to help leaders 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 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 doctoral 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 doctoral 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.
• **Cohort based.** Students participate in an academic pilgrimage with classmates who share their particular ministry passion (cohort).
• **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 guide the students’ doctoral projects. Learning occurs within the context of relationship.
• **Practitioner sensitive.** Assignments are integrated into the students’ life and ministry.
• **Spiritual Formation oriented.** With the assistance of Talbot’s Institute for Spiritual Formation, we help students in the areas of spiritual growth and soul care. We help students develop the mind and spiritual character necessary for effective ministry.

**D.Min. Program Timeline**

**Year One Residency**
- Course Preparation (complete reading and assignments prior to residency)
- Two-Week Residency Coursework
- Spiritual Formation Retreat
- Post Residency Project

**Year Two Residency**
- Course Preparation (complete reading and assignments prior to residency)
- Two-Week Residency Coursework
- 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 doctoral project proposal
- Write a doctoral project
- Present the doctoral project and be evaluated
- Submit final acceptable copy of approved doctoral project

**D.Min. Program Components**

**Residency Preparation (3 Times)**
- The semester before each residency, extensive reading and preparation are assigned by the faculty-mentor. Participants should plan to devote twelve hours per week in preparation for the residency.

**Residency (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.

**Post-Residency Projects (3 Times)**
- Following each of the residencies, each student will complete a project in his or her place of ministry that relates to the coursework covered in the residency. This is known as a “post-residency project” and each yearly course has a stand-alone Post-residency course in the D.Min. curriculum. During the residency, the faculty-mentor will inform the student about expectations for content, necessary components, matters of form and deadlines. Post-residency projects are completed during the four to six months following each residency.

**Doctoral Project and Presentation (1 Time)**
- The participant’s own doctoral 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 doctoral project committee and guide the participant through the process, approving each aspect of the doctoral project from the initial proposal through to the final draft. Doctoral 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 successful presentation of the completed doctoral project in an oral examination with the mentor and the reader, and the presentation of acceptable final manuscripts.

**Extension of Program**
- Students who have completed the doctoral project classes (TTMN 880–885) but have not completed an acceptable doctoral project, may apply for an extension. The student must complete the Doctor of Ministry Application for Extension. On the application, the student must demonstrate that steady progress has already been made and furnish a compelling reason why additional time is needed. Furthermore, the student must describe an action plan with a proposed timeline detailing how he/she will complete the project within the extra time requested. On the application, the D.Min. office must affirm that there is a reasonable expectation that the student will finish on time if an extension is granted. Applications are reviewed and extensions are granted at the discretion of the Dean of Academic Records. Extensions are granted one semester at a time but the student may request and apply for an extension of two semesters at once. Fee: $750 per semester. Credit(s): 0.
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.

Admission of Non-Native English-Speaking Students
It is essential that non-native English speaking students be able to understand directions and lectures in English and be able to express their thoughts clearly in spoken and written English. The D.Min. department will determine English proficiency on a case by case basis, but will consistently look for at least one of the following criteria to be met:
1. A TOEFL score of at least 600 PBT, 250 CBT or 100 IBT.
2. An appropriate master’s degree, from an accredited school, in an English-speaking program, with a cumulative GPA of at least 3.0 on a 4.0 scale.

The D.Min. program reserves the right to accept a student on a probationary basis if English language proficiency is in doubt—this is so, even if the applicant can demonstrate adequate satisfaction of either criteria mentioned above.

Graduation Requirements
1. Complete the six courses and three post-residency projects required for their chosen specialization.
2. Achieve a 3.0 cumulative grade point average.
3. Submit an acceptable doctoral project within six calendar years of their first residency.
4. Adhere to the academic standards of Talbot School of Theology.
5. Meet with department advisor and contact a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Degree Specialty Tracks
Specialty tracks for the Doctor of Ministry Degree include:
- Advancing the Church
- Asian-American Ministry
- Discipleship for the 21st Century
- Effective Congregational Care
- Engaging Mind and Culture
- Executive Pastor Leadership
- Growing and Multiplying Churches in North America
- Ministry Skills
- Multietnic Church Ministry
- Preaching the Literary Forms of the Bible

Curriculum (39 Credits)
Core Requirements (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TTMN 801</td>
<td>Year One Post-Residency Project</td>
<td>1.0</td>
</tr>
<tr>
<td>TTMN 802</td>
<td>Year Two Post-Residency Project</td>
<td>1.0</td>
</tr>
<tr>
<td>TTMN 803</td>
<td>Year Three Post-Residency Project</td>
<td>1.0</td>
</tr>
<tr>
<td>TTMN 892</td>
<td>Doctoral Project Proposal Submission</td>
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</tr>
<tr>
<td>TTMN 880–885</td>
<td>Doctoral Project</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Registration for TTMN 882–TTMN 885 are not necessary if the student submits the doctoral project at the end of year four. International students must complete the doctoral project by the end of the fourth year. If the doctoral 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.

Concentrations (36 Credits)
Advancing the Church Specialty Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 809</td>
<td>Understanding Leadership</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 810</td>
<td>Speaking as a Leader</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 811</td>
<td>The Nature of the Church</td>
<td>6.0</td>
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</table>

Growing and Multiplying Churches in North America Specialty Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>TTMN 812</td>
<td>The Cultural Sensitivity of the Church</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 813</td>
<td>Healing the Wounded Leader</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 814</td>
<td>Healing the Wounded Congregation</td>
<td>6.0</td>
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Asian-American Ministry Specialty Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TTMN 800</td>
<td>Christ, Culture, and the Church</td>
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</tr>
<tr>
<td>TTMN 804</td>
<td>The Personal Life of the Asian-American Leader</td>
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</tr>
<tr>
<td>TTMN 805</td>
<td>Christ, Culture, and the Church</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 806</td>
<td>The Challenges of Asian-American Leadership</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 807</td>
<td>Lessons on Longevity for the Asian-American Leader</td>
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</tr>
<tr>
<td>TTMN 808</td>
<td>The Asian-American Mentor</td>
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</table>

Discipleship for the 21st Century Specialty Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TTMN 821</td>
<td>The Biblical Context of Discipleship and the Person</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 822</td>
<td>The Biblical Context of Discipleship and the Person</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 823</td>
<td>Discipleship as the Ministry of the Church</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 824</td>
<td>Discipleship as the Ministry of the Church</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 825</td>
<td>Discipleship and Community Relationships</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 826</td>
<td>Discipleship and Community Relationships</td>
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</table>

Effective Congregational Care Specialty Track

<table>
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<tbody>
<tr>
<td>TTMN 833</td>
<td>Developing Life Groups and Transforming Communities</td>
<td>6.0</td>
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<tr>
<td>TTMN 834</td>
<td>Counseling Individuals, Couples and Families</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 835</td>
<td>Developing Redemptive Family Ministries</td>
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<tr>
<td>TTMN 836</td>
<td>Developing Redemptive Family Ministries</td>
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<tr>
<td>TTMN 837</td>
<td>Ministering to People in Addictive Bondage</td>
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<tr>
<td>TTMN 838</td>
<td>Ministering to People in the Wake of Crisis, Loss and Trauma</td>
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Engaging Mind and Culture Specialty Track

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<tr>
<td>TTMN 840</td>
<td>Understanding Worldviews and Culture</td>
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</tr>
<tr>
<td>TTMN 841</td>
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<tr>
<td>TTMN 842</td>
<td>Engaging Worldviews and Culture</td>
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<td>TTMN 843</td>
<td>Reclaiming Worldviews and Culture</td>
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<tr>
<td>TTMN 844</td>
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Executive Pastor Leadership Specialty Track

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<tr>
<td>TTMN 827</td>
<td>Foundations of Executive Management</td>
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<tr>
<td>TTMN 828</td>
<td>Personal Strengths Assessment</td>
<td>6.0</td>
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<tr>
<td>TTMN 829</td>
<td>Finances, Facilities and Fundraising</td>
<td>6.0</td>
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<td>TTMN 830</td>
<td>Legal and Ethical Issues in Executive Management</td>
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<td>TTMN 831</td>
<td>Personnel Development and Human Resource Management</td>
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<td>TTMN 832</td>
<td>The XP Tool Box</td>
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Growing and Multiplying Churches in North America Specialty Track

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<tr>
<td>TTMN 845</td>
<td>Foundations of Biblical Church Growth and Multiplication</td>
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Educational Studies, Ed.D.

Mission
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 programs 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 5–12 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 and administrators 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.

Program Learning Outcomes
Upon completion of the Doctor of Education in Educational Studies, students will be able to:
1. Demonstrate competence and ethical practices in designing and carrying out sound field research to address local or institutional needs (ULO 1, 2 and 3).
2. Locate, analyze, critically evaluate, synthesize, and apply knowledge from the literature of the broad field of educational studies to address the needs of educational and ministry settings (ULO 1 and 3).
3. Demonstrate proficiency in carrying out biblical and theological research, integrating theological and social science data to inform and guide educational and ministry practice (ULO 1 and 3).
4. Demonstrate teaching abilities and skills suitable for higher educational settings (ULO 3).
5. Demonstrate the needed writing skills to communicate with both academic audiences and educational and ministry practitioners (ULO 3).
6. Give evidence of ongoing personal openness and spiritual responsiveness to God and a desire to continue to grow in relationship with God (ULO 2).

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 credits 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, retreats, symposiums, and other social activities provide an opportunity for informal, 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 and 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 a 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 limited residential hybrid format, utilizing pre-class preparation and class sessions in early November and June.

Limited Residential Hybrid Format 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 a limited residential hybrid format makes it possible for students to continue ministering with their current organizations while completing their Ph.D. or Ed.D. in Educational Studies. This limited residential hybrid format is available for each degree.

Ph.D. - “Current Faculty Track” The hybrid Ph.D. program 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 doctoral 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. - Limited Residential Track The hybrid Ed.D. program is open to any person who meets the regular qualifications for admission to the residential Ed.D. program and is currently involved in ministry leadership or teaching in higher education. This allows them to pursue doctoral studies without having to relocate to do so.

Limited Residential Hybrid Design
Courses are offered in June (four weeks) and early November (one week) each year. Preliminary and follow-up assignments are a part of each course. Courses are taken on the La Mirada campus, allowing face-to-face instruction and interaction with faculty and fellow-students. The coursework phase and candidacy exam are designed to be completed in four years. Course requirements, candidacy examination, and dissertation requirements are the same as for the respective residential program. Note that international students may have to follow an accelerated schedule to meet immigration requirements.

Cohort Approach
New groups of students begin the program every year in the Spring semester, with class time 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 limited residential hybrid program.

Graduation Requirements
While the doctorate is not awarded simply for completion of stated coursework, the Ph.D. degree requires 48-semester credits including 21 credits of core courses and 24 credits of electives, plus the Candidacy Examination Capstone course (TTDE 877, 3 credits) and Dissertation, whereas the Ed.D. degree requires 45-semester credits including 18 credits of core classes and 24 credits of electives, plus the Candidacy Examination Capstone course (TTDE 877, 3 credits) 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 projected schedule of courses being offered. Up to 3 credits of pre-approved graduate coursework directly related to the specialization may be taken in other departments at Biola University or transferred in from other accredited graduate institutions.

All doctoral students must meet with their advisor and contact a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare their intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Doctoral Program Proposal
During the first term of study and in consultation with the program director, students identify the respective 24-credit electives program they will complete, along with the remaining core courses, to meet the 48-semester credit (Ph.D.) or 45-semester credit (Ed.D.) minimum requirement. 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.

Candidacy Examination
Upon completion of all course work, or during the final semester of coursework, the student completes TTDE 877 - Candidacy Examination Capstone course before requesting advancement to dissertation studies. The Ph.D. and Ed.D. programs use a portfolio process for the Candidacy Exam. The Candidacy Examination evaluates the student’s attainment of program learning objectives. Detailed information about the Candidacy 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. The following criteria must be met by each doctoral student at the completion of the coursework phase of doctoral studies to be awarded Candidacy Status by the Program Committee so that the doctoral student is eligible to begin dissertation studies. For students not meeting these criteria, the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

1. Successfully completed all Candidacy Exam Portfolio items in a timely manner.
2. Successfully completed the necessary courses and number of units for the particular degree program.
3. Has attained a GPA of 3.25 for all coursework completed for the doctoral degree.
4. Has established evidence of Christian life and character during his or her course of studies.

Dissertation
After passing the Candidacy Examination, the student will enroll in TTDE 891 Dissertation (3 credits) for up to three semesters (Ed.D.) or five semesters (Ph.D.). A student must be enrolled during the semester of graduation. Students who require more time must receive approval to enroll in TTDE 895 Dissertation Extension (3 credits). Dissertation students are considered full-time for a maximum of three semesters (Ed.D.) or five semesters (Ph.D.) of TTDE 891 only. Enrollment in TTDE 895 does not constitute full-time status. Doctoral students must submit a dissertation evidencing high attainment in scholarship. Detailed information may be found in the Dissertation Guidelines Handbook.

Final Dissertation Defense and Graduation
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.

All students must present: (1) an acceptable dissertation, (2) satisfactorily pass their candidacy examinations, and (3) complete all coursework with a minimum 3.25 GPA to qualify for graduation. Beyond completion of academic requirements, (4) 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. Finally, (5) all financial obligations must be settled. Attendance at commencement ceremonies is required when the degree is granted unless approval...
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 at least 36 semester credits of graduate study in areas related to the Christian education ministry, including 18 credits 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 or Leadership, 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 must make arrangements to satisfactorily complete them prior to beginning doctoral studies. See the Graduate Admissions Counselor for recommendations on options for completing the needed prerequisite courses.

3. Submit a completed Talbot School of Theology doctoral application form and $55 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 modified residential.

4. Submit scores on the Graduate Record Examination (GRE) (expected verbal score of 153 and analytic writing 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 (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 expected minimum scores for the four sections as follows: Writing (25), Reading (25), Speaking (25), Listening (25). The TOEFL iBT is available on-line through the Educational Testing Service. For more information, go to their website: 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 contributing members 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. and Ed.D.
The application deadline for the residential program is January 31. Students are generally admitted in the Fall semester only. Contact Graduate Admissions regarding exceptions to this policy.

Limited Residential/Hybrid Ph.D. and Ed.D.
The application deadline for the modified residential program is August 31, prior to the semester in which a new cohort begins (Spring semester). 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. Applications submitted after the deadline will usually be considered for the following year. Financial scholarship applications are available in the Doctoral Program office (application deadline: April 1). Private sources of scholarships may be located on the website: finaid.org.

Admission of International Students and Resident Aliens
See Admission, Registration and 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 course 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 at Talbot, or who have already earned a doctoral degree and wish to pursue further study for personal enrichment, and who generally meet the doctoral admission requirements, may be able to enroll in one 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 before beginning doctoral study. Full-time study is defined as 9 credits per semester.

Research Competence

Specific research skills appropriate for proposed dissertation study are to be demonstrated. The doctoral program committee 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.

Academic Probation and Dismissal
Cumulative Grade Point Average: 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.

Dismissal
Candidacy Examination Portfolio—Revision of Items: When students do not successfully complete a course-related Candidacy Exam portfolio item during the coursework phase of doctoral study, they must then revise and successfully pass the item within the following semester. The student will be placed on Academic Probation until that item has been satisfactorily revised and passed within that following semester. If a student does not successfully complete the item within that time period, then the program committee will review the matter and the student may be subject for dismissal from the doctoral program. Should any student receive a notice that a third course-related Candidacy Exam portfolio item was not successfully passed and must be revised, then at that time the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

Timely Progress
Timely Progress in the Coursework Phase: During the coursework phase, doctoral students must complete a minimum of 12 credits toward the doctoral degree per academic year, except for the final year of coursework study. Following a second year in which a student does not complete the required minimum of 12 credits per academic year, then the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

Timely Progress in the Dissertation Phase: Students in the dissertation phase of doctoral studies must make timely progress toward the completion of a dissertation. Timely progress is made by achieving the relevant semester-by-semester milestone requirements related to the particular degree program as specified in the Program Handbook. If the student misses the achievement of a dissertation milestone a second time, then the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

Time Limit for Degrees
All course and academic requirements must be completed within six years (Ed.D.) or seven years (Ph.D.) from the date of the student’s first registration for graduate study in the doctoral program. The dissertation must be completed within 1.5 years (Ed.D.) or 2.5 years (Ph.D.) of successfully completing the candidacy exam portfolio.

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 there is an 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 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 1-credit fee may be assessed).

Readmission
A person who has withdrawn or been dismissed from the doctoral program may request and file a reapplication to the program a minimum of six months 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 Doctoral Program Committee, stating the reasons for requesting re-admittance 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 3 semester credits of pre-approved 600 or 700 series master’s-level University courses may be included in the electives program.

Candidacy Examination
The Ph.D. and Ed.D. programs use a portfolio process for the Candidacy Exam. See the current Candidacy Exam Portfolio Instructions for a detailed explanation. The final part of the Candidacy Exam consists of successfully completing the following core course during the final semester of coursework studies: TTDE 877 - Candidacy Exam Capstone.

Dissertation
Dissertation advisors are available to supervise dissertations during the regular Fall and Spring terms only. See the current Dissertation Guidelines for a detailed explanation.

Full-time Status for Government Loans and International Students
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 credits per Fall and Spring semesters). The following course and dissertation registrations count as full-time student status without needing to reach the 9-credit level.

Students enrolled in TTDE 877 - Candidacy Exam Capstone are considered full-time students for that semester only.

During dissertation studies, Ed.D. students are given full-time status for up to three semesters of TTDE 891 - Dissertation.

Ed.D. in Educational Studies (45 Credits)
Core Studies (21 Credits)
All students complete 21 semester credits of required core courses. Students should pursue the completion of core courses early in their program and follow the research sequence of prerequisites carefully.

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<tr>
<td>TTDE 801</td>
<td>Philosophical Issues in Educational Studies</td>
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<tr>
<td>TTDE 806</td>
<td>Theological Research and Integration for Educational Studies</td>
<td>3</td>
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<tr>
<td>TTDE 807</td>
<td>Educational Research I: Descriptive Research and Statistics</td>
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Educational Studies, Ph.D.

Mission

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 programs already having completed a graduate degree and significant ministry experience in the field of educational ministry. In general, doctoral students are established educational ministry leaders, while also developing knowledge and skills of research. Those choosing Talbot’s Ph.D. in Educational Studies are generally focused on improving their educational leadership and teaching in their practice of ministry 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 5–12 students permit such a dialogical format making it possible for students to continue ministering with

Program Learning Outcomes

Upon completion of the Doctor of Philosophy in Educational Studies, students will be able to:

1. Demonstrate competence and ethical practices in designing and carrying out sound original empirical research to extend knowledge in the field of educational studies (ULO 1, 2 and 3).
2. Locate, analyze, critically evaluate, synthesize, and apply knowledge from the literature of the broad field of educational studies to address the needs of educational and ministry settings (ULO 1 and 3).
3. Demonstrate proficiency in carrying out biblical and theological research, integrating theological and social science data to inform and guide educational and ministry research, theory development, and practice (ULO 1 and 3).
4. Demonstrate teaching abilities and skills suitable for higher educational settings (ULO 3).
5. Demonstrate the needed writing skills to communicate with academic audiences (ULO 3).
6. Give evidence of ongoing personal openness and spiritual responsiveness to God and a desire to continue to grow in relationship with God (ULO 2).

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 credits 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.

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Degrees Offered

Doctor of Education and 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 a 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.

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Limited Residential Hybrid Format 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 a limited residential hybrid format makes it possible for students to continue ministering with
their current organizations while completing their Ph.D. or Ed.D. in Educational Studies. This limited residential hybrid format is available for each degree.

**Ph.D. - “Current Faculty Track”** The hybrid Ph.D. program 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 doctoral 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. - Limited Residential Track** The hybrid Ed.D. program is open to any person who meets the regular qualifications for admission to the residential Ed.D. program and is currently involved in ministry leadership or teaching in higher education. This allows them to pursue doctoral studies without having to relocate to do so.

**Limited Residential Hybrid Design**
Courses are offered in June (four weeks) and early November (one week) each year. Preliminary and follow-up assignments are a part of each course. Courses are taken on the La Mirada campus, allowing face-to-face instruction and interaction with faculty and fellow-students. The coursework phase and candidacy exam are designed to be completed in four years. Course requirements, candidacy examination, and dissertation requirements are the same as for the respective residential program. Note that international students may have to follow an accelerated schedule to meet immigration requirements.

**Cohort Approach**
New groups of students begin the program every year in the Spring semester, with class time 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 limited residential hybrid program.

**Graduation Requirements**
While the doctorate is not awarded simply for completion of stated coursework, the Ph.D. degree requires 48-semester credits including 21 credits of core courses and 24 credits of electives, plus the Candidacy Examination Capstone course (TTDE 877, 3 credits) and Dissertation, whereas the Ed.D. degree requires 45-semester credits including 18 credits of core classes and 24 credits of electives, plus the Candidacy Examination Capstone course (TTDE 877, 3 credits) 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 projected schedule of courses being offered. Up to 3 credits of pre-approved graduate coursework directly related to the specialization may be taken in other departments at Biola University or transferred in from other accredited graduate institutions.

All doctoral students must meet with their advisor and contact a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare their intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

**Doctoral Program Proposal**
During the first term of study and in consultation with the program director, students identify the respective 24-credit electives program they will complete, along with the remaining core courses, to meet the 48-semester credit (Ph.D.) or 45-semester credit (Ed.D.) minimum requirement. 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.

**Candidacy Examination**
Upon completion of all course work, or during the final semester of coursework, the student completes TTDE 877 - Candidacy Examination Capstone course before requesting advancement to dissertation studies. The Ph.D. and Ed.D. programs use a portfolio process for the Candidacy Exam. The Candidacy Examination evaluates the student’s attainment of program learning objectives. Detailed information about the Candidacy 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. The following criteria must be met by each doctoral student at the completion of the coursework phase of doctoral studies to be awarded Candidacy Status by the Program Committee so that the doctoral student is eligible to begin dissertation studies. For students not meeting these criteria, the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

1. Successfully completed all Candidacy Exam Portfolio items in a timely manner.
2. Successfully completed the necessary courses and number of units for the particular degree program.
3. Has attained a GPA of 3.25 for all coursework completed for the doctoral degree.
4. Has established evidence of Christian life and character during his or her course of studies.

**Dissertation**
After passing the Candidacy Examination, the student will enroll in TTDE 891 Dissertation (3 credits) for up to three semesters (Ed.D.) or five semesters (Ph.D.). A student must be enrolled during the semester of graduation. Students who require more time must receive approval to enroll in TTDE 895 Dissertation Extension (3 credits). Dissertation students are considered full-time for a maximum of three semesters (Ed.D.) or five semesters (Ph.D.) of TTDE 891 only. Enrollment in TTDE 895 does not constitute full-time status. Doctoral students must submit a dissertation evidencing high attainment in scholarship. Detailed information may be found in the Dissertation Guidelines Handbook.

**Final Dissertation Defense and Graduation**
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. All students must present: (1) an acceptable dissertation, (2) satisfactorily pass their candidacy examinations, and (3) complete all coursework with a minimum 3.25 GPA to qualify for graduation. Beyond completion of academic requirements, (4) 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. Finally, (5) 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 Religious Education (MACE or MRE) or its equivalent from an accredited educational institution. Equivalence is defined as an earned master’s degree of at least 36 semester credits of graduate study in areas related to the Christian education ministry, including 18 credits 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 or Leadership, 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 must make arrangements to satisfactorily complete them prior to beginning doctoral studies. See the Graduate Admissions Counselor for recommendations on options for completing the needed prerequisite courses.

3. Submit a completed Talbot School of Theology doctoral application form and $55 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 modified residential.

4. Submit scores on the Graduate Record Examination (GRE) (expected verbal score of 153 and analytic writing 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 (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 expected minimum scores for the four sections as follows: Writing (25), Reading (25), Speaking (25), Listening (25). The TOEFL iBT is available on-line through the Educational Testing Service. For more information, go to their website: 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 contributing members 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. and Ed.D.

The application deadline for the residential program is January 31. Students are generally admitted in the Fall semester only. Contact Graduate Admissions regarding exceptions to this policy.

Limited Residential/ Hybrid Ph.D. and Ed.D.

The application deadline for the modified residential program is August 31, prior to the semester in which a new cohort begins (Spring semester). 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. Applications submitted after the deadline will usually be considered for the following year. Financial scholarship applications are available in the Doctoral Program office (application deadline: April 1). Private sources of scholarships may be located on the website: finaid.org.

Admission of International Students and Resident Aliens

See Admission, Registration and 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 course 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 at Talbot, or who have already earned a doctoral degree and wish to pursue further study for personal enrichment, and who generally meet the doctoral admission requirements, may be able to enroll in one 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 before beginning doctoral study. Full-time study is defined as 9 credits per semester.

Research Competence

Specific research skills appropriate for proposed dissertation study are to be demonstrated. The doctoral program committee 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.

Academic Probation and Dismissal

Cumulative Grade Point Average: 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.
Dismissal

Candidacy Examination Portfolio—Revision of Items: When students do not successfully complete a course-related Candidacy Exam portfolio item during the coursework phase of doctoral study, they must then revise and successfully pass the item within the following semester. The student will be placed on Academic Probation until that item has been satisfactorily revised and passed within that following semester. If a student does not successfully complete the item within that time period, then the program committee will review the matter and the student may be subject for dismissal from the doctoral program. Should any student receive a notice that a third course-related Candidacy Exam portfolio item was not successfully passed and must be revised, then at that time the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

Timely Progress

Timely Progress in the Coursework Phase: During the coursework phase, doctoral students must complete a minimum of 12 credits toward the doctoral degree per academic year, except for the final year of coursework study. Following a second year in which a student does not complete the required minimum of 12 credits per academic year, then the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

Timely Progress in the Dissertation Phase: Students in the dissertation phase of doctoral studies must make timely progress toward the completion of a dissertation. Timely progress is made by achieving the relevant semester-by-semester milestone requirements related to the particular degree program as specified in the Program Handbook. If the student misses the achievement of a dissertation semester milestone a second time, then the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

Time Limit for Degrees

All course and academic requirements must be completed within six years (Ed.D.) or seven years (Ph.D.) from the date of the student’s first registration for graduate study in the doctoral program. The dissertation must be completed within 1.5 years (Ed.D.) or 2.5 years (Ph.D.) of successfully completing the candidacy exam portfolio.

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 there is an 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 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 1-credit fee may be assessed).

Readmission

A person who has withdrawn or been dismissed from the doctoral program may request and file a reapplication to the program a minimum of six months 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 Doctoral Program Committee, stating the reasons for requesting re-admittance 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 3 semester credits of pre-approved 600 or 700 series master’s-level University courses may be included in the electives program.

Candidacy Examination

The Ph.D. and Ed.D. programs use a portfolio process for the Candidacy Exam. See the current Candidacy Exam Portfolio Instructions for a detailed explanation. The final part of the Candidacy Exam consists of successfully completing the following core course during the final semester of coursework studies: TTDE 877 - Candidacy Exam Capstone.

Dissertation

Dissertation advisors are available to supervise dissertations during the regular Fall and Spring terms only. See the current Dissertation Guidelines for a detailed explanation.

Full-time Status for Government Loans and International Students

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 credits per Fall and Spring semesters). The following course and dissertation registrations count as full-time student status without needing to reach the 9-credit level.

Students enrolled in TTDE 877 - Candidacy Exam Capstone are considered full-time students for that semester only.

During dissertation studies, Ph.D. students are given full-time status for up to five semesters of TTDE 891 - Dissertation.

Ph.D. in Educational Studies (48 Credits)

Core Requirements (24 Credits)

All students complete 24 semester credits of required core courses. Students should pursue the completion of core courses early in their program and follow the research sequence of prerequisites carefully.

TTDE 801 Philosophical Issues in Educational Studies Credit(s): 3.
TTDE 806 Theological Research and Integration for Educational Studies Credit(s): 3.
TTDE 807 Educational Research I: Descriptive Research and Statistics Credit(s): 3.
TTDE 866 Educational Research II: Inferential Research and Statistics Credit(s): 3.
TTDE 867 Educational Research III: Qualitative Research Credit(s): 3.
TTDE 868 Educational Research IV: Interviewing and Focus Groups Credit(s): 3.
TTDE 877 Candidacy Exam Capstone Credit(s): 3.
TTDE 884 Doctoral Internship Credit(s): 1–3.

Elective Requirements (24 Credits)

In consultation with the program advisor, the student designs a program (24-semester-credit minimum) in light of educational background and vocational and research interests. Elective courses are available in a range of content areas, including, but
not limited to: Christian formation, teaching foundations and processes, curriculum development, Christian higher education, and leadership and administration.

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.

University Courses as Electives

Up to 3 credits of pre-approved 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. 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.

Bible Exposition

Faculty

Chair: John C. Hutchison, Ph.D.
Professors: Curtis, Hagg, Hutchison, W. Russell
Associate Professor: Hultberg, Shin, Way

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 517 - Hermeneutics and Bible Study Methods
A study of principles or 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. Note(s): Required of M.Div. and M.A. students. Grade Mode: A. Credit(s): 3.

TTBE 519 - Survey of Genesis–Malachi
A broad survey of the Old Testament books, including selected introductory and critical issues, relevant background, major themes and divisions, and crucial problems. Note(s): Required of M.Div. and M.A. students. Grade Mode: A. Credit(s): 3.

TTBE 520 - Survey of Matthew–Revelation
A general overview of the New Testament books, including selected introductory and critical issues, relevant background, major themes and divisions, and crucial problems. Note(s): Required of M.Div. and M.A. students. Grade Mode: A. Credit(s): 3.

TTBE 530 - Elementary Principles of the Biblical Languages
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. Note(s): Required of M.A. (Biblical and Theological Studies) students. Grade Mode: A. Credit(s): 3.

TTBE 602 - Genesis
An exposition, with an emphasis on important critical and contemporary issues, and biblical theology, especially the Abrahamic Covenant. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTBE 604 - Isaiah

TTBE 608 - Matthew
An exposition, emphasizing background issues, purpose, structure, and interpretation of narrative literature. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTBE 610 - Romans
An exposition, emphasizing background issues, purpose, structure, development of the argument, and theological contributions. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTBE 722 - Directed Research
Guided research in some biblical area relating to exposition, according to the student’s need and relevancy to ministry. Note(s): Elective. Grade Mode: A. Credit(s): 1–4.
Christian Education

Faculty

Chair: Frederick Cardoza, Ph.D.
Professors: Carr, Equi zabal, Issler, Lawson
Associate Professors: Cardoza, Esqueda, Keehn, J. Kim
Research Professors: Anthony, Wright

Objectives

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 to track the student’s specialization in order to accommodate the student’s vocation.

Courses

TTCE 508 - Organizational Leadership
An analysis of leadership and administrative principles and processes as they apply to the church and parachurch agencies. Special attention to the relation of administrative functions and ministry. When Offered: Spring semester. Note(s): Required of M.Div. (Christian Education), M.A.C.M.L. (Women’s Ministries), and M.A.C.E. students. Grade Mode: A. Credit(s): 2–3.

TTCE 510 - Foundations of Leadership
Investigation into leadership theory and practice leading to the development of a bibliocentric philosophy of leadership; practice in basic leadership skills; study of application of concepts in the church and parachurch agencies. Note(s): Elective. By arrangement. Grade Mode: A. Credit(s): 3.

TTCE 512 - Educational Leadership and Administration
An analysis of leadership and administrative principles and processes as they apply to the church and parachurch agencies. Special attention to the relation of administrative functions and ministry. When Offered: Spring semester. Note(s): Required of M.Div. (Christian Education), M.A.C.M.L. (Women’s Ministries), and M.A.C.E. students. Grade Mode: A. Credit(s): 3.

TTCE 514 - Women and Men in Christian Ministry
An investigation of the role of women and men in ministry and leadership in the light of Scripture. Also includes a discussion of issues men and women in the ministry face when working together. When Offered: Fall. Note(s): Elective. Required of M.A.C.M.L. (Women’s Ministries). Grade Mode: A. Credit(s): 2.

TTCE 518 - Staff Development
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. When Offered: Spring, odd years. Note(s): Required of Accelerated M.A.C.E. students. Grade Mode: A. Credit(s): 2.

TTCE 519 - Leadership Coaching and Teambuilding
A synthesis of strategic approaches to executive Christian leadership through the efficient development, supervision, and support of vocational and volunteer staff, both individually and as ministry teams. When Offered: Fall, generally on odd years. Note(s): Required of Accelerated M.A.C.E. students. May be taken multiple times for credit. Grade Mode: A. Credit(s): 2–3.

TTCE 521 - Foundations of the Teaching-Learning Process
Investigation into the major issues of educational psychology, including learning theory, motivation, learning styles, and instructional methodologies with direct application to classroom use. Integration of theology and psychology an emphasis. When Offered: Fall semester. Note(s): Required of M.A.C.E. students. Grade Mode: A. Credit(s): 3.

TTCE 523 - Teaching Ministry
Investigation into the major issues of educational psychology, including learning theory, motivation, learning styles and instructional methodologies with direct application to classroom use. Integration of theology and psychology an emphasis. When Offered: Fall semester. Note(s): Required of M.A.C.E. students. Grade Mode: A. Credit(s): 2–3.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>TTCE 543</td>
<td>Counseling Adolescents and Their Parents</td>
<td>An overview of the issues related to providing pastoral counseling to adolescents and their parents including addictive behavioral problems, abnormal development concerns, intervention and enrichment counseling and awareness of when and to whom to refer adolescents for professional therapy. When Offered: Spring, even years. Grade Mode: A. Credit(s): 2.</td>
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<tr>
<td>TTCE 554</td>
<td>Theological and Theoretical Foundations of Human Nature and Development</td>
<td>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. When Offered: Spring semester. Note(s): Required of M.A.C.E. students. Grade Mode: A. Credit(s): 3.</td>
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<tr>
<td>TTCE 555</td>
<td>Parachurch Youth Ministry</td>
<td>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. Note(s): Elective. By arrangement. Grade Mode: A. Credit(s): 2.</td>
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<tr>
<td>TTCE 556</td>
<td>Christian Formation and Discipleship</td>
<td>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. When Offered: Spring semester. Note(s): Required of M.A.C.E. students. Grade Mode: A. Credit(s): 2–3.</td>
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<tr>
<td>TTCE 558</td>
<td>Interpersonal Development</td>
<td>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. When Offered: Spring semester. Grade Mode: A. Credit(s): 2–3.</td>
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<tr>
<td>TTCE 562</td>
<td>Personal and Interpersonal Development</td>
<td>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. When Offered: Spring semester. Note(s): Required of two year M.A.C.E. students. Grade Mode: A. Credit(s): 3.</td>
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<tr>
<td>TTCE 566</td>
<td>Youth Group Development and Programming</td>
<td>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. When Offered: Spring, odd years. Note(s): Required of M.A.C.E. in Youth Ministry students. Grade Mode: A. Credit(s): 2.</td>
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<tr>
<td>TTCE 570</td>
<td>Special Studies in Christian Education</td>
<td>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. Note(s): By arrangement. Grade Mode: A. Credit(s): 2.</td>
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<tr>
<td>TTCE 600</td>
<td>Educational Ministry in the Church</td>
<td>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. When Offered: Fall/ Spring. Note(s): Required of M.A. (Biblical and Theological Studies) and M.Div. (except Christian Education and Messianic Jewish Studies) students. Grade Mode: A. Credit(s): 3.</td>
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<tr>
<td>TTCE 608</td>
<td>Philosophy of Ministry</td>
<td>Investigation into the theological, historical, and philosophical foundations that 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 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. When Offered: Spring semester. Grade Mode: A. Credit(s): 2–3.</td>
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<tr>
<td>TTCE 612</td>
<td>Missionary Education</td>
<td>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. Note(s): Elective. By arrangement. Grade Mode: A. Credit(s): 2.</td>
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<tr>
<td>TTCE 622</td>
<td>Theology, History and Philosophy of Ministry</td>
<td>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. When Offered: Spring. Note(s): Required of M.A.C.E. and M.Div. (Christian Education non-thesis) students. Grade Mode: A. Credit(s): 3.</td>
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<tr>
<td>TTCE 624</td>
<td>Child Development and Teaching I (Birth–Age 5)</td>
<td>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. When Offered: Spring, even years. Note(s): Required of M.A.C.E. in Children’s Ministry students. Grade Mode: A. Credit(s): 2.</td>
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<tr>
<td>TTCE 625</td>
<td>Staffing and Leadership in Children’s Ministries</td>
<td>Explores recruiting, screening, and equipping volunteer leaders within children’s ministries. Addresses policies and procedures, administrative processes, and current leadership issues within the context of a staff ministry position. Intentional focus on supervising volunteers and multiple staff, leading through conflict and criticism, navigating ministry transition, and sustaining leadership through season of ministry. When Offered: Spring, generally on even years. Grade Mode: A. Credit(s): 3.</td>
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<tr>
<td>TTCE 626</td>
<td>Child Development and Teaching II (Ages 6–12)</td>
<td>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. When Offered: Spring, odd years. Note(s): Required of M.A.C.E. in Children’s Ministry students. Grade Mode: A. Credit(s): 2.</td>
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<tr>
<td>TTCE 633</td>
<td>Christian Education Research: Study of Church in Culture</td>
<td>Introduction to basic methods of Christian education research including the use of observation, interview, and program assessment with an emphasis on the development of critical thinking skills and writing. Course helps students understand church and parachurch ministries in their sociocultural settings, and enables students to make ministries more relevant and effective. Theological research is included. Students develop the ministry research project requirement as a part of this course. When Offered: Fall semester. Note(s): Required of all M.A.C.E. students. Grade Mode: A. Credit(s): 2–3.</td>
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<tr>
<td>TTCE 635</td>
<td>Models of Children’s Ministry</td>
<td>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. When Offered: Fall, odd years. Note(s): Required of M.A.C.E. in Children’s Ministry students. Grade Mode: A. Credit(s): 2.</td>
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<tr>
<td>TTCE 636</td>
<td>Independent Study</td>
<td>In-depth investigation of a topic under the guidance of the Christian Education department using standard research procedures. Topic selection is by advisor’s approval. When Offered: Spring. Note(s): Elective. By arrangement. Grade Mode: A. Credit(s): 1–3.</td>
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<tr>
<td>TTCE 637</td>
<td>Independent Study</td>
<td>A study department using standard research procedures. Topic selection is by advisor’s approval. When Offered: Spring semester. Note(s): Elective. By arrangement. Grade Mode: A. Credit(s): 1–3.</td>
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<tr>
<td>TTCE 638</td>
<td>Current Trends in Christian Education</td>
<td>Identifying and understanding those issues that 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. Note(s): Elective. By arrangement. Grade Mode: A. Credit(s): 2.</td>
</tr>
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</table>
TTCE 639 - Applied Ministry Research
Introduction to basic methods of Christian education research including the use of observation, interview, and program assessment with an emphasis on the development of critical thinking skills and writing. Students gain an understanding of church and parachurch ministries in their sociocultural settings, and are enabled to make ministries more relevant and effective. Theological researching included. Students develop a ministry research project as a part of this course. When Offered: Fall semester. Note(s): Required of all M.A.C.E. students. Grade Mode: A. Credit(s): 2–3.

TTCE 644 - Music in the Church
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. Note(s): Elective. By arrangement. Grade Mode: A. Credit(s): 2.

TTCE 646 - Current Trends in Children's Ministry
Examines contemporary movements and trends in children's ministry. Addresses legal, social, and administrative issues surrounding the practice of children's ministry today. When Offered: Fall, even years. Grade Mode: A. Credit(s): 2.

TTCE 648 - Current Trends in Youth Ministry
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. When Offered: Spring, even years. Note(s): Elective. Grade Mode: A. Credit(s): 2.

TTCE 649 - Instructional Technology

TTCE 652 - Models and Trends in Children's Ministries
A broad overview of contemporary ministry to children and families. Students explore a survey of the history of religious education from biblical times to present day. Addresses the area of children's spiritual formation, the process of curriculum planning, and evaluating teaching/learning experiences. The field of children's ministries is analyzed in the context of cultural trends affecting children, families, and the church. Students develop a biblical philosophy for ministry to children and families as well as a systematic ministry development plan. When Offered: Spring, generally on odd years. Grade Mode: A. Credit(s): 3.

TTCE 655 - Strategic Ministry Leadership
Comprehensive overview of the leadership needs, expectations, roles, responsibilities, and competencies required for the effective executive leadership of Christian ministries, including church and their educational ministries. Special emphasis on the effective negotiation and the execution of organization mission, vision, authority, power, change, conflict, renewal, growth, and impact. When Offered: Fall, generally on odd years. Grade Mode: A. Credit(s): 3.

TTCE 661 - Adolescent Culture and Development
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. When Offered: Fall, even years. Note(s): Required of M.A.C.E. in Youth Ministry students. Grade Mode: A. Credit(s): 2.

TTCE 663 - Youth Education and Leadership
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. When Offered: Fall, odd years. Note(s): Required of M.A.C.E. in Youth Ministry students. Grade Mode: A. Credit(s): 2.

TTCE 664 - Youth Ministry Leadership and Programming
A step-by-step approach to the building of a ministry for adolescents and the process of developing an annual programming strategy for effective youth ministry. Special attention given to the development of the type of ministry model required to sustain emerging leaders and to provide dynamic programming. Emphasis may be on either junior high/middle school or high school age groups. Emphasis on the development of biblical community within the ministry. When Offered: Spring, generally on odd years. Grade Mode: A. Credit(s): 3.

TTCE 666 - Youth Ministry in Contemporary Culture
Evaluation of cultural trends and mores in relation to the Christian formation of adolescents and their families. Analysis of student life on the junior high and senior high school and the world at large, leading to the discovery of principles for effective ministry to students from diverse familial, cultural, and educational backgrounds. When Offered: Spring, generally on even years. Grade Mode: A. Credit(s): 3.

TTCE 675 - Family Life Education in the Local Church
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. When Offered: Fall, odd years. Grade Mode: A. Credit(s): 2.

TTCE 677 - Family Ministry in the Local Church
Examines organization and administration of a program of family ministry in the local church. Includes an analysis of current trends in family ministry education. When Offered: Fall, generally on odd years. Note(s): Specialization elective. Grade Mode: A. Credit(s): 2–3.

TTCE 678 - Adult Development and Education
A study of issues and developmental tasks of adults. Attention to the ministry of meeting the needs and utilizing the potential of adults. When Offered: Spring. Note(s): Elective. Grade Mode: A. Credit(s): 2.

TTCE 679 - Adult Development and Discipleship
A study of issues and developmental tasks of adults toward Christian education. Attention to the ministry of meeting the needs and utilizing the potential of adults. When Offered: Fall, generally on even years. Note(s): Specialization elective. Grade Mode: A. Credit(s): 2–3.

TTCE 680 - Topics in Christian Education
Selected topics in the field of Christian education. Note(s): May be taken multiple times with different content. Normally available to Christian education students only. Grade Mode: A. Credit(s): 1–3.

TTCE 683 - Camp Leadership
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. When Offered: Interterm/Summer. Note(s): Elective. Grade Mode: A. Credit(s): 2.

TTCE 690 - Practicum in Ministry
Structured field experience in a C.E. ministry field site with an approved supervisor focusing on leadership development. When Offered: Each semester. Note(s): Required of M.A.C.E. students. Grade Mode: A. Credit(s): 1.

TTCE 691 - Practicum in Ministry I
Structured field experience in a C.E. ministry field site with an approved supervisor focusing on the assessment and development of students' spiritual gifts and personal skills. Minimum 10 hours per week field involvement. When Offered: Fall semester. Note(s): Required of M.A.C.E. students. Grade Mode: A. Credit(s): 1.

TTCE 692 - Practicum in Ministry II
Structured experiences in a C.E. ministry field site with an approved supervisor focusing on leadership development. Minimum 10 hours per week field involvement. When Offered: Spring semester. Note(s): Required of M.A.C.E. students. Grade Mode: A. Credit(s): 1.

TTCE 716 - Ministry to Single Adults
Investigation of single adult ministries in the context of the local church. Emphasis in the development of an effective single adult ministry. When Offered: Each semester. Various proven and experimental models of single adult ministries will be examined. Note(s): Elective. By arrangement. Grade Mode: A. Credit(s): 2.

TTCE 723 - Friendship and Community: Contexts for Growth
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. When Offered: In conjunction with doctoral programs. Grade Mode: A. Credit(s): 2.

TTCE 724 - Advanced Methods of Educational Instruction
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. When Offered: Offered spring semester. Note(s): Required of Th.M. students. Grade Mode: A. Credit(s): 2.
TTCE 725 - Formation of Moral Character
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. When Offered: In conjunction with doctoral programs. Grade Mode: A. Credit(s): 2.

TTCE 727 - Faith Development
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. When Offered: By arrangement. Grade Mode: A. Credit(s): 2.

TTCE 780 - Directed Studies in Christian Education
Directed studies in the field of Christian education. When Offered: By arrangement. Note(s): May be taken multiple times with different content. Normally available to Christian education students only. Grade Mode: A. Credit(s): 1–3.

TTCE 790 - Educational Practicum
Directed experiences conducted through a local ministry context. Similar content to TTCE 690, with applications to pastoral ministry. Minimum of 10 hours field involvement per week. When Offered: Each semester. Prerequisite(s): TTPT 591, 592, 691, 692, 48 credits of class work. Required of, and limited to M.Div. students majoring in C.E. Grade Mode: A. Credit(s): 1.

TTCE 791 - Educational Practicum I
Directed experiences conducted through a local ministry context. Similar content to TTCE 691, with applications to pastoral ministry. A minimum of 10 hours field involvement per week. When Offered: Fall. Prerequisite(s): TTPT 591, 592, 691, 692, 48 credits of class work. Note(s): Required of, and limited to, M.Div. students majoring in C.E. Grade Mode: A. Credit(s): 1.

TTCE 792 - Educational Practicum II
Directed experiences conducted through a local ministry context. Similar content to TTCE 692, with applications to pastoral ministry. A minimum of 10 hours field involvement per week. When Offered: Spring. Prerequisite(s): TTPT 591, 592, 691, 692, 48 credits of class work. Note(s): Required of, and limited to, M.Div. students majoring in C.E. Grade Mode: A. Credit(s): 1.

Christian Ministry and Leadership

Faculty
Chair:
Don Sunukjian, Th.D., Ph.D.
Professors:
Boersma, Edwards, Hagg, R. Johnson, McIntosh, Sunukjian, J. Ten Elshof
Associate Professors:
Seymour, Song

Objectives
The purpose of the Christian Ministry and 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 510 - Evangelism and 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. Note(s): Required of M.Div. and M.A. (Biblical and Theological Studies) students. Grade Mode: A. Credit(s): 3.

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. Restriction(s): M.Div. students only. Grade Mode: A. Credit(s): 1.

TTPT 592 - Field Education II
Weekly involvement in ministry with satisfactory completion of student’s self-evaluation form and supervisor’s evaluation form. Prerequisite(s): TTPT 591. Restriction(s): M.Div. students only. Grade Mode: C. Credit(s): 0.

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. Note(s): Required of M.Div. (Pastoral and General Ministries, Christian Education, Evangelism and Discipleship, Spiritual Formation) students. Grade Mode: A. Credit(s): 3.

TTPT 604 - Pastoral Care and Chaplaincy
Study of pastoral care to the physically and emotionally sick and suffering, crisis ministry, and ministry to the dying and bereaved. The special nature and demands of chaplaincy, including workplace, military and especially healthcare chaplaincy, will also be studied. Students will be required to establish a volunteer relationship with a healthcare agency (hospital or nursing home) in the community in order to complete a 36-hour clinical assignment for the class. When Offered: Fall. Prerequisite(s): TTPT 707. Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students. Grade Mode: A. Credit(s): 3.

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. Prerequisite(s): M.Div. TTBE 517, TTNT 503; M.A. TTBE 517. Note(s): Required of M.Div. students and M.A.C.M.L. (Women’s Ministries) students. Grade Mode: A. Credit(s): 3.

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. Prerequisite(s): TTPT 609. Note(s): Required of M.Div. (Pastoral and General Ministries; Evangelism and Discipleship) students. Grade Mode: A. Credit(s): 3.

TTPT 611 - Practical Theology Seminar
Discussion of one or more facets of the ministry with an emphasis on serving in the local church. Note(s): Elective. Grade Mode: A. Credit(s): 1–2.

TTPT 614 - Church Growth and Church Planting in the USA
A study of the biblical principles and practices for church growth and church planting in the North American context. Special emphasis placed on defining current trends and contemporary models of ministry. When Offered: Fall. Note(s): Required of M.Div. (Evangelism and Discipleship) students. Grade Mode: A. Credit(s): 3.

TTPT 620 - Principles and 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. Note(s): Elective. Grade Mode: A. Credit(s): 2.

TTPT 623 - 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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTPT 627 - Premarital Preparation and Counseling
Counseling techniques applied to dating and courtship, engagement and premarital adjustments. Principles and structures of premartial counseling are stressed and demonstrated. Emphasis on the use of TJTA, Prepare and Family History analysis. When Offered: Fall. Prerequisite(s): TTPT 707. Note(s): Elective. Grade Mode: A. Credit(s): 2.

TTPT 628 - Marital Counseling
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. When Offered: Fall. Prerequisite(s): TTPT 707. Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students. Grade Mode: A. Credit(s): 3.
TTPT 634 - Foundations of Women's Ministries
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. Note(s): Required of M.A.C.M.L. (Women's Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 635 - Toward a Philosophy of Ministry to Women
A study of New Testament essentials leading to a model for ministry to women, with an emphasis on strategic planning and an evaluative review of major parachurch ministries to women. Note(s): Required of M.A.C.M.L. (Women's Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 636 - Evangelizing and Ministering to Women in the Present Culture
A survey of the transition from pre-modern to post-modern in American church culture, with tools to attract and encourage women as they deal with contemporary issues such as feminism, depression, sexual abuse, abortion, eating disorders, and electronic temptations. Note(s): Required of M.A.C.M.L. (Women's Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 637 - Family Issues in Women's Ministry
Developing ministry approaches to women facing common family issues such as divorce, single parenting, caring for aging parents, balancing work and home, breast cancer, infertility, singleness and widowhood. Note(s): Required of M.A.C.M.L. (Women's Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 638 - Survey of Biblical and Historical Women in Ministry
A study of biblical women who played key roles in Israel and the early church, and of women's contributions through the centuries to the spread of the gospel and the establishment of Christian thought and institutions. Note(s): Required of M.A.C.M.L. (Women's Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 639 - Developing Leadership Teams
The principles and practice of developing leadership teams, mentor relationships, and discipleship emphases in ministries to women. Note(s): Required of M.A.C.M.L. (Women's Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 681 - Talbot A.S. Officers Internship
Each elected Talbot Associated Student officer is responsible for duties as described in the Talbot Associated Student Constitution. This course evaluates their involvement in this ministry. Note(s): Talbot students only. Required of current Talbot A.S. officers. Grade Mode: C. Credit(s): 0.

TTPT 691 - Field Education III
Weekly involvement in ministry with satisfactory completion of student's self-evaluation form and supervisor's evaluation form. Prerequisite(s): TTPT 591, 592. Restriction(s): M.Div. students only, except M.Div. Pastoral Care and Counseling students who take 693, 694, and 695 instead. Grade Mode: C. Credit(s): 0.

TTPT 692 - Field Education IV
Weekly involvement in ministry with satisfactory completion of student’s self-evaluation form, supervisor’s evaluation form and sermon evaluation form. Prerequisite(s): TTPT 591, 592, 691. Restriction(s): M.Div. students only, except M.Div. Pastoral Care and Counseling students who take 693, 694, and 695 instead. Grade Mode: C. Credit(s): 0.

TTPT 693 - Pastoral Care and Counseling Internship I
A series of interviews of pastors and agency leaders to discover the breadth of ministry approaches, practices, perspectives and goals. Each interview is reported on Blackboard to the professor and to classmates. A proposal near the end of the semester for involvement in a specific ministry is submitted for approval to the pastor or agency leader, and then submitted to the professor for Talbot approval as well. Prerequisite(s): TTPT 707. Restriction(s): M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students only. Strongly suggested to take TTPT 740 concurrently. Grade Mode: A. Credit(s): 1.

TTPT 694 - Pastoral Care and Counseling Internship II
One-hundred hours of supervised ministry under the mentorship of an approved pastor or agency leader, reported on Blackboard to the professor and to classmates as well as online interaction with classmates and the professor on their reports. Prerequisite(s): TTPT 693 and TTPT 740. Restriction(s): M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students only. Grade Mode: A. Credit(s): 1.

TTPT 695 - Pastoral Care and Counseling Internship III
One-hundred hours per credit of supervised ministry under the mentorship of an approved pastor or agency leader, reported on Blackboard to the professor and to classmates as well as weekly in-class interaction with classmates and the professor on their reports. Prerequisite(s): TTPT 694. Restriction(s): M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students only. Note(s): May be taken for 1 or 2 credits; 100 hours are required for each credit. Grade Mode: A. Credit(s): 1–2.

TTPT 696 - Pastoral Care and Counseling Internship
Directed experience in preparation, enrichment, equipping and remedial ministries in selected churches and agencies. Prerequisite(s): TTPT 707. Restriction(s): M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students only who entered these programs prior to Fall of 2011. Note(s): Suggested 3 credit at a time. May be taken for a maximum of 4 credits. TTPT 696 should be taken in the student’s final three semesters. Grade Mode: A. Credit(s): 1–2.

TTPT 699 - Women's Ministries Internship
Directed experience in preparation, enrichment, equipping and remedial ministries in selected churches and agencies. Restriction(s): M.A.C.M.L. (Women’s Ministries) students only. Note(s): May be taken for a maximum of 4 credits. Should be taken in student’s final semesters. Grade Mode: A. Credit(s): 1–2.

TTPT 703 - The Church and Society
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. Note(s): Required of M.A.C.M.L. (Pastoral Care and Counseling), M.A. Diversified, and M.Div. (except Missions and Intercultural Studies) students. Grade Mode: A. Credit(s): 3.

TTPT 707 - Foundations of Pastoral Care and Counseling
Explores ministry to people who request counseling in church and para-church contexts. Starting with relationship building skills, students will discover their limits in help-giving, and learn appropriate referral process. Much of the course focus will then be an exploration of building small communities within a church ministry. Note(s): Required of M.Div. (except Spiritual Formation), M.A.C.M.L., and M.A.C.E. students. Grade Mode: A. Credit(s): 2.

TTPT 708 - Advanced Pastoral Counseling
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. Prerequisite(s): TTPT 707. Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students. Grade Mode: A. Credit(s): 3.

TTPT 711 - Advanced Sermon Preparation
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(s): TTPT 609. Note(s): Elective. Grade Mode: A. Credit(s): 2.

TTPT 712 - Ethics of the Fathers
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. Grade Mode: A. Credit(s): 2.

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. When Offered: Spring. Prerequisite(s): TTPT 707. Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students. Grade Mode: A. Credit(s): 3.
TTPT 717 - Research Seminar I
In-depth investigation of a topic under the guidance of the Christian Ministry and Leadership department using standard research procedures. Topic selection is by department approval. Note(s): Elective. Grade Mode: A. Credit(s): 1–2.

TTPT 718 - Research Seminar II
In-depth investigation of a topic under the guidance of the Christian Ministry and Leadership department using standard research procedures. Topic selection is by department approval. Note(s): Elective. Grade Mode: A. Credit(s): 1–2.

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. When Offered: Spring. Note(s): Required of M.Div. (Evangelism and Discipleship) students. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

TTPT 725 - Counselling 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. When Offered: Spring. Prerequisite(s): TTPT 628, 707 or their equivalents. Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students. Grade Mode: A. Credit(s): 3.

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(s): TTPT 609. Note(s): Elective. Grade Mode: A. Credit(s): 2.

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 a contexts and will study 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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTPT 730 - Biblical Leadership and 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. Note(s): Required of M.Div. (Pastoral and General Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 732 - Money and 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 and spirituality, honesty, giving, counsel, savings, debt, credit, work, eternity, and church financial education. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTPT 740 - Issues and 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. Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students. Grade Mode: A. Credit(s): 2.

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(s): TTPT 609. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTPT 742 - Preaching the Wisdom and 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(s): TTPT 609. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTPT 743 - Preaching to the Post-Modern Mind
This course will explore how the increasingly influential postmodern worldview impacts the preaching event. The class will give the modern preacher the homiletical tools necessary to function effectively in this intellectual environment. Prerequisite(s): TTPT 609. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTPT 745 - Issues in Spiritual Warfare
A multidisciplinary and critical examination of a variety of contemporary models of deliverance ministry, exorcism, and inner healing prayer therapies. This course develops a biblical/theological/historical perspective, explores the cultural and anthropological dimensions, and investigates the psychological dynamics related to this phenomenon. The goal is to develop a practical and eclectic model that is biblically grounded. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTPT 750 - Directed Study
Reading and research in selected areas of study. Grade Mode: A. Credit(s): 1–4.

TTPT 760 - Seminar
Selected topics in the field of ministry. May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

TTPT 774 - The Family of the Christian Leader
A consideration of the special and unique challenges faced by vocational Christian workers and their families. Includes all phases of occupational Christian ministry. Note(s): Elective. Grade Mode: A. Credit(s): 2.

TTPT 775 - Parent Education in Ministry
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. Note(s): Elective. Grade Mode: A. Credit(s): 2.

TTPT 791 - Field Internship
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. When Offered: Fall. Prerequisite(s): TTPT 591, 592, 691, 692; completion of 48 hours of the M.Div. program. Restriction(s): M.Div. (Pastoral and General Ministries, Evangelism and Discipleship) students only. Note(s): Christian Education students see TTCE 791–792; Missions and Intercultural Studies students see ISCL 791–792; Pastoral Care and Counseling see TTPT 693, 694, and 695. Grade Mode: A. Credit(s): 0–2.

TTPT 792 - Field Internship
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. When Offered: Spring. Prerequisite(s): TTPT 591, 592, 691, 692; completion of 48 hours of the M.Div. program. Restriction(s): M.Div. (Pastoral and General Ministries, Evangelism and Discipleship) students only. Note(s): Christian Education students see TTCE 791–792; Missions and Intercultural Studies students see ISCL 791–792; Pastoral Care and Counseling see TTPT 693, 694, and 695. Grade Mode: A. Credit(s): 0–2.

TTPT 802 - Spiritual Conflicts and Counseling
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. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 2.

TTPT 880 - Directed Research
In-depth investigation of a topic under the guidance of the Christian Ministry and Leadership department using standard research procedures. Topic selection is by department approval. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 1–3.
**Educational Studies, Ed.D. and Ph.D.**

**Faculty**

Director: Kevin Lawson, Ed.D.
Professors: Carr, Eguizabal, Issler, Lawson
Associate Professors: Cardoza, Cunningham, Esqueda, Kim

**Courses**

**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. Grade Mode: A. Credit(s): 3.

**TTDE 803 - Theories of Teaching and Learning**
This course provides an advanced study of the processes of Christian formation, learning, and teaching. Coursework takes a relational view of knowledge, faith, intellect, personality, morality, and culture as it relates to the process of Christian sanctification. Provides theoretical and theological knowledge about human nature and learning and implications for teaching efforts to promote Christian formation. Grade Mode: A. Credit(s): 3.

**TTDE 804 - Theories of Leadership and Administration in Christian Higher Education**
This course provides an orientation to key issues and theories of leadership and administration as they relate to higher education settings, and explores issues related to the person of the leader in Christian higher education. Grade Mode: A. Credit(s): 3.

**TTDE 805 - Transformative Teaching**
Examination of teaching processes as they relate to particular types of learning, growth, and change. Topics may include teaching for critical thinking, creative thinking, transformative learning, affective change, and sustained habits that flow from genuine change/growth of the person. Grade Mode: A. Credit(s): 3.

**TTDE 806 - Theological Research and 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 pursue integrative work relevant to their research interests to prepare for dissertation studies. Grade Mode: A. Credit(s): 3.

**TTDE 807 - Educational Research I: Descriptive Research and Statistics**
Introductory study of educational research methods, research design and evaluation, and quantitative descriptive research and statistical analysis. Students learn skills for developing a literature review as part of a research proposal and gain an introduction to SPSS for statistical data analysis. Grade Mode: A. Credit(s): 3.

**TTDE 811 - Introduction to Christian Spirituality**
This course explores the means to develop 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. Grade Mode: A. Credit(s): 3.

**TTDE 812 - Character Formation and 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. Grade Mode: A. Credit(s): 3.

**TTDE 813 - Community and 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. Grade Mode: A. Credit(s): 3.

**TTDE 818 - Contemporary Leadership Issues**
A critical examination of contemporary leadership issues, principles, and practices with particular emphasis upon their application in ministry and Christian higher education contexts. Grade Mode: A. Credit(s): 3.

**TTDE 819 - 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. Grade Mode: A. Credit(s): 3.

**TTDE 820 - Selected Topics in Educational Foundations**
Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A. Credit(s): 1–3.

**TTDE 822 - Jesus, the Master Teacher**
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 TTNT Greek is helpful). Grade Mode: A. Credit(s): 3.

**TTDE 823 - Habits of the Excellent Teacher**
Pursues the question, “What constitutes excellence in the teacher and in teaching?” The course involves analyzing case studies of outstanding teachers. Grade Mode: A. Credit(s): 3.

**TTDE 826 - Studies in the History of Education**
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. Note(s): May be taken multiple times for credit. Grade Mode: A. Credit(s): 3.

**TTDE 827 - Contemporary Christian Education Theory**
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. Grade Mode: A. Credit(s): 3.

**TTDE 831 - Administration of Christian Higher Education**
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. Grade Mode: A. Credit(s): 3.

**TTDE 836 - Current Trends in American Higher Education**
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. Grade Mode: A. Credit(s): 3.

**TTDE 841 - Team Development and Leadership**
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. Grade Mode: A. Credit(s): 3.

**TTDE 842 - Volunteerism: Issues in Development and Supervision**
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. Grade Mode: A. Credit(s): 3.

**TTDE 843 - Change, Power and Conflict Management**
An analysis of the change process, the role of power and authority in the development of conflict due to change. Approaches to conflict management are considered. Grade Mode: A. Credit(s): 3.

**TTDE 844 - Contemporary Issues in Non-profit Management**
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. Grade Mode: A. Credit(s): 3.
TTDE 845 - Selected Topics in Educational Leadership and Administration
Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A. Credit(s): 1–3.

TTDE 851 - Curricular Materials Design and Development
An advanced study of the rationale for, and guiding principles of, curricular design and development. Foundational course focusing on the theoretical underpinnings and issues related to curriculum design and development, equipping students to make informed decisions about curriculum selection, organization, and effective implementation in a church, parachurch, or academic setting. Grade Mode: A. Credit(s): 3.

TTDE 854 - Effective Teaching Research
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. Grade Mode: A. Credit(s): 3.

TTDE 855 - Selected Topics in Curriculum Theory and Teaching
Follow-up applied component to accompany the more theoretical foundation of TTDE 851. In a supervised writing lab format, students develop a comprehensive curriculum project of choice. Grade Mode: A. Credit(s): 1–3.

TTDE 857 - Foundations of Christian Higher Education
This course provides an introduction to the history, philosophy, and theology of Christian higher education, examining models and approaches for formal and informal educational models and explores implications for leadership of these institutions and efforts. Grade Mode: A. Credit(s): 3.

TTDE 859 - Student Spiritual Formation and Development in Christian Higher Education
Christian higher education promotes both academic learning and the spiritual growth and development of students. Course examines approaches to this effort, both through curricular and co-curricular models, providing an opportunity for students to examine how these models can work together to help Christian colleges and seminaries accomplish their mission. Grade Mode: A. Credit(s): 3.

TTDE 865 - Selected Topics in Human Development and Learning
Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A. Credit(s): 1–3.

TTDE 866 - Educational Research II: Inferential Research and Statistics
Addresses inferential research and data analysis. Students continue to develop skills in literature review work. Covers causal-comparative, correlational, and experimental research methods, and provides further training in SPSS for inferential statistical analysis. Grade Mode: A. Credit(s): 3.

TTDE 867 - Educational Research III: Qualitative Research
An introductory course on qualitative research design, data collection, and analysis methods, emphasizing rigorous quality control with a focus on educational settings, both formal and non-formal. Fee: $60. Grade Mode: A. Credit(s): 1–3.

TTDE 868 - Educational Research IV: Interviewing and Focus Groups
An advanced hands-on qualitative research course in qualitative data collection methods and descriptive data analysis techniques. The course provides an opportunity to gain experience and confidence in qualitative field research. Fee: $60. Grade Mode: A. Credit(s): 3.

TTDE 872 - Strategies of Personal Leadership Development
Designed to help students in positions of leadership in Christian higher education institutions, churches, and nonprofit organizations by exploring personal, spiritual and professional areas of needed growth for the purpose of becoming mature and effective leaders. Attention is also given to strategies for identifying those with leadership potential and for directing their development through mentoring and other leadership practices. Grade Mode: A. Credit(s): 1–3.

TTDE 873 - Faculty Development in Christian Higher Education
A study of faculty development efforts in higher education. Explores issues and approaches for helping faculty develop as teachers, scholars, and mentors in a Christian higher education context. Grade Mode: A. Credit(s): 3.

TTDE 875 - Selected Topics in Educational Research
Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A. Credit(s): 1–3.

TTDE 876 - Theological Foundations and Issues in Christian Education
A study of key theological issues foundational to our development of the conception and practice of educational ministry and an exploration of perspectives on those issues, both evangelical and non-evangelical in nature. Students develop their own positions on these issues and educational implications for formal and/or non-formal education settings. Grade Mode: A. Credit(s): 3.

TTDE 877 - Candidacy Exam Capstone
A seminar serving as a capstone to the coursework phase of the Ph.D. and Ed.D. programs in educational studies, and a structure for completion of the final items of the required Candidacy Exam Portfolio, including an action research project related to the student’s dissertation interests. Enrollment in this course constitutes full-time student status. Grade Mode: A. Credit(s): 3.

TTDE 880 - Directed Research
Students develop their own field research proposals or work with faculty on existing research projects to help them develop greater skill in research practice. Note(s): Requires a well-crafted learning contract approved by a faculty member and the program director. May be taken multiple times for credit. Grade Mode: A. Credit(s): 1–4.

TTDE 881 - Directed Readings
Students focus readings on topics related to the focus of the doctoral program. Note(s): Available by request contingent on faculty availability. Requires a well-crafted learning contract approved by a faculty member and the program director. May be taken multiple times for credit. Grade Mode: A. Credit(s): 1–4.

TTDE 883 - Selected Topics in Christian Spiritual Formation
Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A. Credit(s): 1–3.

TTDE 884 - Doctoral Internship
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. Note(s): A minimum of three credits is required for all students. May be taken for a total of 6 credits. Grade Mode: A. Credit(s): 1–3.

TTDE 891 - Dissertation
Students may enroll in TTDE 891 for fall and spring terms for up to three terms (Ed.D. students) or five 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, 895, or 896 the semester of graduation. Grade Mode: C. Credit(s): 3.

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. Grade Mode: C. Credit(s): 0.

TTDE 895 - Dissertation Extension
If a student has not successfully defended his/her dissertation within three terms (Ed.D.) or five terms (Ph.D.) of TTDE 891, upon approval of an extension from the Doctoral Program Committee, the student must enroll in TTDE 895 until the dissertation is successfully defended and the student graduates. However, if a student successfully defends his/her dissertation (pass, minor revision) but needs an additional semester to complete the final editing, he/she should enroll in TTDE 896 for that final semester. In both cases, the student is considered less than half-time. Grade Mode: C. Credit(s): 3.

TTDE 896 - Dissertation Final Editing
Following the successful final defense of the dissertation and final substantive revisions, a student may register for TTDE 896 instead of TTDE 891 or 895 to complete the final editing process. Approval from the dissertation committee chair is required for enrollment. Students enrolled in this course are not considered full-time. Available for one semester only. Grade Mode: C. Credit(s): 1.
Ministry, D.Min.

Faculty

Assistant Director: D. Bruce Seymour, D.Min.

Distinguished Professors: Moreland, Wilkins

Professors: Edwards, R. Johnson, McIntosh

Associate Professors: Porter, Shin, Song

Courses

TTMN 800 - Christ, Culture, and the Church I
This course will explore the issues and challenges that Asian-American leaders may face in any Asian-American ministry. This will include an examination of Asian culture and its influence on Christianity, different church models, social structures, and procedural and philosophical differences present in an Asian ministry context. This course will also include an overview of the latest trends and innovations that Asian-American churches are currently experiencing and implementing. Grade Mode: A. Credit(s): 6.

TTMN 801 - Year One Post-Residency Project
Post-residency Project related to the Year One coursework. The project should be done in the student’s place of ministry. Note(s): Required upon successful completion of Year One residency. This course is a prerequisite to Year Two. Grade Mode: A. Credit(s): 1.

TTMN 802 - Year Two Post-Residency Project
Post-residency Project related to the Year Two coursework. The project should be done in the student’s place of ministry. Prerequisite(s): TTMN 801. Note(s): Required upon successful completion of Year Two residency. This course is a prerequisite to Year Three. Grade Mode: A. Credit(s): 1.

TTMN 803 - Year Three Post-Residency Project
Post-residency Project related to the Year Three coursework. The project should be done in the student’s place of ministry. Prerequisite(s): TTMN 802. Note(s): Required upon successful completion of Year Three residency. This course is a prerequisite to TTMN 892 Doctoral Project Proposal Submission. Grade Mode: A. Credit(s): 1.

TTMN 804 - The Personal Life of the Asian-American Leader
This course will be a comprehensive study of the needed self-awareness and disciplines required for a leader in an Asian-American ministry context. This will include personal spiritual disciplines, the role of the family, resources for spiritual growth, and ministerial coaching for long-term success. Grade Mode: A. Credit(s): 6.

TTMN 805 - Christ, Culture, and the Church II
This course will examine more closely the influences of Confucianism, Buddhism, and Daoism as they conflict with Christian biblical principles and practices within the church. Contextualization and assimilation will also be examined in order to bring about an integration of Christian principles. Grade Mode: A. Credit(s): 6.

TTMN 806 - The Challenges of Asian-American Leadership
Asian-American leaders can expect particular challenges in ministry. These issues will be explored with the goal of preparing a proactive plan to overcome these challenges. This will include biblical training in conflict resolution, conducting a healthy staff, building a resource network for crisis situations, and developing a personal support system. Grade Mode: A. Credit(s): 6.

TTMN 807 - Lessons on Longevity for the Asian-American Leader
The focus for this course will be to help Asian-American leaders build healthy practices that will lead to a long and enduring ministry. Lessons will include spiritual self-care, team support-building, physical and emotional nurture, and careful, strategic planning for the long haul. Grade Mode: A. Credit(s): 6.

TTMN 808 - The Asian-American Mentor
This course will give a biblical overview of mentorship and will teach the leaders how to mentor others for leadership development. Different models of mentorship, discipleship, and coaching will be examined in light of the busy schedules of people today. This week of study will include an emphasis on the topic of leadership succession. Grade Mode: A. Credit(s): 6.

TTMN 809 - Understanding Leadership
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. Grade Mode: A. Credit(s): 6.

TTMN 810 - Speaking as a Leader
Students learn why Christian leaders need to speak God’s word and how to speak God’s word. Students learn how to identify a biblical idea and effectively convey that idea in their public communication. Students learn how to be persuasive and how to understand the people they are speaking to. Students speak in class without notes. Grade Mode: A. Credit(s): 6.

TTMN 811 - The Nature of the Church
This course is held off campus and involves travel to different cities. Students enhance their ability to evaluate a ministry theologically. Students are exposed to a variety of theologies of the church through lectures and “on location” exposure. Students interact with ministry leaders, fellow students and their faculty-mentor to discover and theologically evaluate a variety of evangelical ministries. As a result, students should be able to accurately assess and express the theology of their own ministry. Grade Mode: A. Credit(s): 6.

TTMN 812 - The Cultural Sensitivity of the Church
This course is held off campus and involves travel to different cities. The goal of this course is for students to enhance their ability to evaluate the cultural adaptation of a ministry. Students 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, students are better able to assess and express the cultural sensitivity of their own ministries. Grade Mode: A. Credit(s): 6.

TTMN 813 - Healing the Wounded Leader
During this class, students learn how and why ministry leaders are wounded in ministry. Through interaction with their faculty-mentor and guest faculty, students learn a variety of strategies to address the hurts experienced by leaders in the practice of ministry. Students apply these strategies to their own ministries and the ministries of others where appropriate. Grade Mode: A. Credit(s): 6.

TTMN 814 - Healing the Wounded Congregation
Students learn how to assess if, and how severely, a ministry has been wounded. Through interaction with their faculty-mentor and guest faculty, students also learn a variety of strategies that leaders can use to address the corporate wounds of a ministry and facilitate healing and wholeness. Students apply these strategies to their own ministries and the ministries of others where appropriate. Grade Mode: A. Credit(s): 6.

TTMN 821 - The Biblical Context of Discipleship and the Person I
During this class, students 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 leads 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. Grade Mode: A. Credit(s): 6.

TTMN 822 - The Biblical Context of Discipleship and the Person II
During this class, students examine and apply these biblical principles of discipleship in their personal life. Students are guided by resident and guest professors as they reflect upon their lifetime of study and application of discipleship and spiritual formation. Students 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. Grade Mode: A. Credit(s): 6.

TTMN 823 - Discipleship as the Ministry of the Church I
Students explore God’s plan for the church and how discipleship can be understood as a holistic ministry of the church. Students are assisted by resident and guest professors in understanding the nature of the church and its relation to discipleship. Grade Mode: A. Credit(s): 6.

TTMN 824 - Discipleship as the Ministry of the Church II
During this class, guest professors escort students through past and present ministries to examine specific practices of discipleship within the church. Students visit with guest professors and examine first-hand various aspects of discipleship, including mentoring, leadership development, and small groups. During the rest of the week, we discuss life-span Christian education, youth ministry, family ministry, counseling, evangelism and follow-up. Grade Mode: A. Credit(s): 6.
TTMN 825 - Discipleship and Community Relationships I

During this class, students explore the relationship of the biological community, the family, with the spiritual community, the church. Family development experts guide students to elaborate the working relationship between family and church ministry and how they can support and promote each other. Grade Mode: A. Credit(s): 6.

TTMN 826 - Discipleship and Community Relationships II

This class expands the study begun in TTMN 825 to include a strategy for developing discipleship relations between the local church and various external communities, including parachurch ministries. Veteran Christian leaders guide students through an examination of strategies to develop a local discipleship community that reaches into their neighborhood, school, workplace, and the world. Grade Mode: A. Credit(s): 6.

TTMN 827 - Foundations of Executive Management

Students gain a biblical and theological basis for management in the local church and learn to critically reflect on the advantages and disadvantages of various governance models in local church ministry. Students develop a strategic plan for their particular ministry. Grade Mode: A. Credit(s): 6.

TTMN 828 - Personal Strengths Assessment

Students learn how to gain a better understanding of their own strengths and spiritual gifts. Students are then guided into how best to apply their personal strengths to their present area of ministry leadership. Grade Mode: A. Credit(s): 6.

TTMN 829 - Finances, Facilities and Fundraising

Students develop a biblical understanding of stewardship from a broad perspective. Students learn proper account management, facilities planning, and ethical techniques of fundraising for both operational budgets and capital campaigns. Grade Mode: A. Credit(s): 6.

TTMN 830 - Legal and Ethical Issues in Executive Management

Students learn how the legal system affects the development and operation of churches as well as ethical dilemmas being faced in complex ministries today. Issues such as staff hiring, firing, liability concerns, and policy development are covered. Grade Mode: A. Credit(s): 6.

TTMN 831 - Personnel Development and Human Resource Management

Extensive overview of matters pertaining to recruiting, training and developing volunteer and paid staff ministry leaders. Students learn how to develop policies and procedures, conduct in-service training seminars, and how best to mentor leaders. Grade Mode: A. Credit(s): 6.

TTMN 832 - The XP Tool Box

This course covers a variety of topics, including PERT (Program Evaluation and Review Technique) charting for effective program management, overseeing information technology, working through teams, becoming a change agent, handling conflict resolution, and personal career development. Grade Mode: A. Credit(s): 6.

TTMN 833 - Developing Life Groups and Transforming Communities

Life Groups and Transforming Communities 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 ministries. Students develop a plan to develop Life Groups or Transforming Communities in their churches, and receive feedback. Grade Mode: A. Credit(s): 6.

TTMN 834 - Counseling Individuals, Couples and Families

This course focuses 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 Pastoral Counselors but to equip students to develop those in their churches who are gifted to develop transforming ministries including mentoring with individuals, couples and families. Students 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. Grade Mode: A. Credit(s): 6.

TTMN 835 - Developing Redemptive Family Ministries I

The focus of this class is 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 on-ramps to evangelism. Students design and develop a Redemptive Family Ministry appropriate to a student’s church’s needs, goals and resources. Grade Mode: A. Credit(s): 6.

TTMN 836 - 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. Grade Mode: A. Credit(s): 6.

TTMN 837 - 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. Grade Mode: A. Credit(s): 6.

TTMN 838 - Ministering to People in the Wake of Crisis, Loss and Trauma

This class equips 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 fires. Students develop contingency plans for their ministry. Grade Mode: A. Credit(s): 6.

TTMN 839 - Understanding Worldviews and Culture I

Designed to produce confidence in engaging worldviews in a manner that is culturally relevant and theologically and philosophically informed. Students examine the nature of a worldview, and probe the foundations of the two major worldviews that rival Christianity and shape our culture: naturalism and postmodernism. Students interact with the strengths and weaknesses of the emergent church movement and address open theism. Time will be given to Islam, a rising influence in our culture, and students will learn ways Christians can reach Muslims. Grade Mode: A. Credit(s): 6.

TTMN 840 - Understanding Worldviews and Culture II

Students learn how to think Christianly in the midst of worldview conflict and cultural chaos. Four areas of conceptual clarity examined: (1) crucial notions in metaphysics relevant to preaching, the nature of reality, the reality of truth, love, life after death, and God Himself; (2) crucial notions in epistemology at the center of cultural conflict; (3) the nature of consciousness and human persons; and (4) important issues in science and religion, reductionism, and the Intelligent Design debate. Grade Mode: A. Credit(s): 6.

TTMN 841 - Engaging Worldviews and Culture I

Leadership tools in the areas of ethics and politics. Addresses how to help people to think ethically by evaluating relativism, moral absolutism, utilitarianism, and virtue ethics, and to consider individual impact upon character development and discipleship. Students learn about issues such as abortion, euthanasia, embryonic stem cell research, cloning, capital punishment, just war theory and homosexuality. Since we live in a political world, the course includes a look at the different views of the Kingdom of God, the church/state relationship, Christian political engagement and social justice. Grade Mode: A. Credit(s): 6.

TTMN 842 - Engaging Worldviews and Culture II

Students examine specific cultural issues and voices. Students learn about and discuss culturally significant books, movies, events and leaders. Students also learn about the nature of the modern secular university: how it developed, why it is so hostile to Christianity, how it impacts the church and what can be done about it. Grade Mode: A. Credit(s): 6.

TTMN 843 - Reclaiming Worldviews and Culture

Students gain skills needed to defend Christianity and to equip the local church for boldness in evangelism and cultural engagement. Students form answers to issues such as the existence of God, pluralism and the exclusivity of Christianity, challenges to the historical Jesus, the problem of evil, and the fairness of hell. Grade Mode: A. Credit(s): 6.

TTMN 844 - Reclaiming Worldviews and Culture II

Students learn practical ministry implications of previous coursework. Students examine the nature of spiritual formation and discipleship, learn how to discern the voice of God and His guidance, learn how to foster a healthy, balanced experiential knowledge of God and His Spirit within the Christian religious tradition, and the criteria for discerning answers to prayer. Students also learn how to preach apologetically and how apologetics and worldview can be applied to youth ministry. Grade Mode: A. Credit(s): 6.
TTMN 845 - Foundations of Biblical Church Growth and 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. Grade Mode: A. Credit(s): 6.

TTMN 846 - 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 culture, learn how to reach people for Christ in our post-modern world, and investigate models and case studies of growing churches. Grade Mode: A. Credit(s): 6.

TTMN 847 - Turnaround Strategies
Examines the theology, skills, and strategies for bringing renewal and revival to existing churches. Students learn to 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. Grade Mode: A. Credit(s): 6.

TTMN 848 - Church Multiplication
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. Grade Mode: A. Credit(s): 6.

TTMN 849 - Growing Ministries in the “New World” I
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. Grade Mode: A. Credit(s): 6.

TTMN 850 - Growing Ministries in the “New World” II
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. Grade Mode: A. Credit(s): 6.

TTMN 851 - Discipleship I
This course will help students develop a biblical understanding of Jesus’ distinct form of discipleship and apply those principles to their personal lives. Students will develop a strategy for personal growth in their discipleship to Jesus. Grade Mode: A. Credit(s): 6.

TTMN 852 - Discipleship II
This course teaches how discipleship can be understood as a holistic ministry of the church that involves one’s biological community, the family of God, and various external communities such as neighborhood, school, workplace, and the world. Students will develop a discipleship strategy for their ministries. Grade Mode: A. Credit(s): 6.

TTMN 857 - Expository Preaching
Students learn the fundamentals of expository preaching. Students 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 preach in class without notes. Grade Mode: A. Credit(s): 6.

TTMN 858 - Narrative Preaching
Students learn the unique literary characteristics of biblical narratives and how to apply that knowledge to the hermeneutical and homiletical tasks of preaching. The class is both inductive and deductive in nature. Students preach in class without notes. Grade Mode: A. Credit(s): 6.

TTMN 859 - Leadership I
Students learn the character that is required of a Christian Leader. This study involves biblical exegesis, exposure to leadership literature, and interactive dialogue with current Christian leaders. Students engage in a self-assessment exercise to better understand their own character in light of what they have learned. Grade Mode: A. Credit(s): 6.

TTMN 860 - Leadership II
Students learn a variety of theories of leadership from the past as well as the present. Students are 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. Grade Mode: A. Credit(s): 6.

TTMN 863 - Foundations of Multiethnic Ministry
A comprehensive study of the Old and New Testament focusing primarily on the evangelistic mandate to disciple all the nations. Attention is given to a history of the apostolic response and missionary obedience of the church (Matthew 28:18–20), as well as an investigation of God’s desire to reach all people groups. Grade Mode: A. Credit(s): 6.

TTMN 864 - Principles and Procedures of Multiethnic Ministry
An overview of the essential principles and practices of multiethnic church ministry in the North American context. Focus is placed on understanding the historical development of immigration in the USA, as well as understanding cultures, social structures, procedures, methodologies, barriers, and general steps for effective growth of multiethnic churches. Grade Mode: A. Credit(s): 6.

TTMN 865 - Models and Strategies for Multiethnic Congregations
An exploration of historical and contemporary models of multiethnic and multicultural churches. Emphasis will be placed on case studies, visits to multiethnic churches in Southern California, and discussion with pastors from multiethnic churches. Grade Mode: A. Credit(s): 6.

TTMN 866 - Understanding the Peoples of Ethnic America
An overview of the numerous ethnic peoples in the United States. The course will include a historical analysis of immigration patterns, and descriptive discussion of the cultures of the major ethnic groups present in the USA. Grade Mode: A. Credit(s): 6.

TTMN 867 - Multiethnic Dimensions of Missional Leadership
Systematic study of the history and development of leadership theory throughout the last century, with special emphasis on application to missional leadership of multiethnic churches in the United States. Grade Mode: A. Credit(s): 6.

TTMN 868 - Leading and Managing Multiethnic Congregations
This course explores the principles and best practices for managing change and conflict in a local church, and will make extensive use of case studies of effective conflict management in secular and Christian organizations. The doctoral project idea will be presented in this course, with an emphasis in assisting the student to prepare a proposal, as well as teaching how to write and present the final doctoral project. Grade Mode: A. Credit(s): 6.

TTMN 869 - Preaching the Bible
In this course, students wrestle with what it means to create a “biblical sermon.” Students work through a number of passages in order to understand the main idea of the text. Emphasis is placed on the importance of recognizing and respecting the genre of a biblical text throughout the preaching process. Students preach without notes at the end of the week and be evaluated by the professor as well as others in the class. Grade Mode: A. Credit(s): 6.

TTMN 870 - Preaching to Listeners
Since preachers always speak to particular people, this course focuses upon understanding the audience. Utilizing guest professors, the class learns how to analyze an audience and wrestle with how sermons can respond to communication challenges such as gender, age and culture. Students preach without notes at the end of the week and are evaluated by the professor as well as others in the class. Grade Mode: A. Credit(s): 6.

TTMN 871 - Preaching Narratives
During this course, students learn the unique literary characteristics of biblical narratives and how to apply that knowledge to the hermeneutical and homiletical tasks of preaching. The class is both inductive and deductive in nature. Students preach in class without notes. Grade Mode: A. Credit(s): 6.

TTMN 872 - Preaching Epistles
During this course, students engage in a fresh re-examination of the epistles. Students 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 is both inductive and deductive in nature. Students preach in class without notes. Grade Mode: A. Credit(s): 6.

TTMN 873 - Preaching Apocalyptic Literature
During this course, students 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 is both inductive and deductive in nature. Students preach in class without notes. Grade Mode: A. Credit(s): 6.
TTMN 874 - Preaching Poetic, Prophetic, Law and Proverb
During this course, students learn the unique literary characteristics of the 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 is both inductive and deductive in nature. Students preen in class without notes. Grade Mode: A. Credit(s): 6.

TTMN 875 - Preaching the Gospels
During this course, students engage in a fresh examination of the gospels. Students learn the unique literary characteristics of gospel literature in the Bible and how to apply that knowledge to the hermeneutical and homiletical tasks of preaching. The class is both inductive and deductive in nature. Student preening in class without notes. Grade Mode: A. Credit(s): 6.

TTMN 880–885 - Doctoral Project
Research and writing toward the completion of the doctoral project. Note(s): Students are permitted up to six semesters to complete an acceptable doctoral project and will be registered in one of these courses sequentially until they either complete the project or withdraw. The fee for each of the courses in the TTMN 880–885 sequence is $500. During the first two semesters of the doctoral project phase the students are considered full-time students (registered in TTMN 880 and TTMN 881 respectively). Students needing more time beyond the first two semesters of the doctoral project phase (i.e. any part of the remaining four semesters) are considered part-time students (less than half-time). Fee: $500 per semester. Grade Mode: D. Credit(s): 0.

TTMN 887 - Leave of Absence
Leave of absence due to emergency. Fee: $100. Grade Mode: C. Credit(s): 0.

TTMN 888 - Seminar: Selected Topics
Seminars offered by special lecturers or visiting scholars addressing areas of specific interest. Note(s): May be taken multiple times for credit. Grade Mode: A. Credit(s): 1–6.

TTMN 889 - Independent Study
A directed individual study whereby the student may do advanced reading or research into an area of special interest. A proposal must be approved by the D.Min. director. Grade Mode: A. Credit(s): 1–6.

TTMN 892 - Doctoral Project Proposal Submission
First time submission of final doctoral project proposal. Fee: $1,000. Grade Mode: V. Credit(s): 0.

TTMN 895 - Program Extension
Students who have completed the doctoral project courses (TTMN 880–885) but have not completed an acceptable doctoral project, may apply for an extension. If granted, they must be registered in this course, TTMN 895 Program Extension. Extensions are granted on a case-by-case basis, require a special application and approval by the D.Min. office and the Dean of Academic Records. Extensions are granted one semester at a time but the student may request an extension of two semesters on the application. Prerequisite(s): Demonstrated legitimate need for more time, steady progress toward project completion and statement of feasible plan to complete the project with intermediate deadlines. Fee: $750 per semester. Grade Mode: D. Credit(s): 0.

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 exegete the scriptures and exegete the social context in which they work. By linking the Missions and Intercultural Studies program with the Cook School of Intercultural Studies, Talbot provides the M.Div. student an opportunity to study with theological and missiology 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 Cook School of Intercultural Studies.

Applied Linguistics
ISAL 520 Introduction to Language and Linguistics Credit(s): 3.
ISAL 535 Introduction to Bible Translation Credit(s): 3.

Anthropology
ISAN 551 Anthropology of Gender Credit(s): 3.
ISAN 555 Kinship and Family in Cross-cultural Perspective Credit(s): 3.
ISAN 561 Economic Anthropology Credit(s): 3.
ISAN 671 Applied Anthropology Credit(s): 3.
ISAN 761 Culture and Transformation Credit(s): 3.

Intercultural Studies
ISCL 520 Interpersonal and Intercultural Adjustment Credit(s): 3.
ISCL 531 Peoples of Ethnic America Credit(s): 3.
ISCL 555 Introduction to World Missions Credit(s): 3.
ISCL 560 Urban Research and Study Credit(s): 3.
ISCL 565 Personal Leadership Formation Credit(s): 3.
ISCL 655 Contemporary Theology of Mission Credit(s): 3.
ISCL 662 Mission in Political Context Credit(s): 3.
ISCL 711 Dynamics of the Religious Experience Credit(s): 3.
ISCL 722 Spiritual Conflicts in Crosscultural Context Credit(s): 3.
ISCL 724 Issues in Spiritual Warfare Credit(s): 3.
ISCL 727 Principles of Church Multiplication Credit(s): 3.
ISCL 730 Directed Study Credit(s): 1–4.
ISCL 732 Church Planting Models and Strategies Credit(s): 3.
ISCL 735 Principles of Church Growth Credit(s): 3.
ISCL 742 History of the World Christian Movement Credit(s): 3.
ISCL 747 Christianity and Culture Credit(s): 3.
ISCL 751 Theology of Mission Credit(s): 3.
ISCL 765 Cross-cultural Leadership Credit(s): 3.
ISCL 791 Field Internship Credit(s): 1–2.
ISCL 792 Field Internship Credit(s): 1–2.
ISCL 861 Alternative Delivery Systems in Education Credit(s): 3.

For a description of the courses above as well as additional course offerings see the Cook School of Intercultural Studies section of the Catalog.

Missions and Intercultural Studies for Talbot
A division of the Cook School of Intercultural Studies

Faculty
Chair: Thomas J. Sappington, Th.D.
Professors: Hayward, Lessard-Clouston, Purgason, Starcher
Associate Professors: Campbell, Decker, Greene, Liang, McEwen, McMahan, Pennoyer, Pittle, S. Russell, Sappington, Yeh
Assistant Professors: S. Barber, Bongoyok, Floyd, Langenwalter
New Testament Language and Literature

Faculty
Chair: Moyer Hubbard, D.Phil.
Distinguished Professor: Wilkins
Professors: Arnold, Hellerman, Hubbard
Associate Professors: Geringer, Hultberg, Manning, Rhee

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 Session 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 all 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 will have 4 credits fewer elective options.

Competency Requirement
Students must pass TTNT 501 and TTNT 502 with a “C-” or better to progress to NT 503. 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 501 - Beginning Greek I**
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. Note(s): Not for credit in the M.Div. program unless the student takes in place of elective credits. Grade Mode: A. Credit(s): 2.

**TTNT 502 - Beginning Greek II**
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. Note(s): Not for credit in the M.Div. program unless the student takes in place of elective credits. Grade Mode: A. Credit(s): 2.

**TTNT 503 - Introduction to Exegesis**
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. Lecture/Lab Hours: Includes a required one hour non-credit lab. Prerequisite(s): TTNT 501, 502. Note(s): Required of M.Div. and M.A. (Bible Exposition, New Testament, Old Testament, Theology) students. Grade Mode: A. Credit(s): 3.

**TTNT 604 - Exegesis in the Gospels**

**TTNT 605 - Exegesis in the Epistles**

**TTNT 608 - Summer Readings in New Testament Greek**
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. Prerequisite(s): TTNT 501, 502. Grade Mode: A. Credit(s): 1–2.

**TTNT 610 - Readings in New Testament Greek**
Selected readings from the Greek New Testament. The course is designed to give students experience in reading the text. Prerequisite(s): TTNT 503. Note(s): May be taken multiple times for credit with different content. Grade Mode: A. Credit(s): 1–3.

**TTNT 616 - Readings in Hellenistic Greek**
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. When Offered: By rotation and on request. Prerequisite(s): TTNT 503. Note(s): Elective. Grade Mode: A. Credit(s): 1–3.

**TTNT 621 - Life of Christ**
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. When Offered: By rotation and on request. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

**TTNT 623 - Exegesis of the Gospel of Matthew**
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. When Offered: By rotation and on request. Prerequisite(s): TTNT 503. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

**TTNT 641 - Exegesis of Romans**
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. When Offered: By rotation and on request. Prerequisite(s): TTNT 503. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

**TTNT 644 - Exegesis of Ephesians**
Translation and exegesis of the epistle with special attention given to determining the life-setting and to interpreting the primary themes. When Offered: By rotation and on request. Prerequisite(s): TTNT 503. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

**TTNT 646 - Exegesis of Hebrews**
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. When Offered: By rotation and on request. Prerequisite(s): TTNT 503. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

**TTNT 701 - The World of the New Testament**

**TTNT 703 - The Cultural Setting of the Gospels**
An examination of such things as Jewish religious beliefs and customs, the political situation, urban life, folk belief, ethnic issues, language, Greco-Roman religious beliefs and customs, and other cultural phenomena that form the relevant background to the Gospels. When Offered: By rotation and on request. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

**TTNT 704 - The Cultural Setting of Acts**
An examination of such things as Jewish religious beliefs and customs, the political situation, urban life, folk belief, ethnic issues, language, Greco-Roman religious beliefs and customs, and other cultural phenomena that form the relevant background to the book of Acts. When Offered: By rotation and on request. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.
TTNT 707 - The Cultural Setting of Second Corinthians
An examination of such things as Jewish religious beliefs and customs, the political situation, urban life, folk belief, ethnic issues, language, Greco-Roman religious beliefs and customs, and other cultural phenomena that form the relevant background to Paul’s letters to Corinth. When Offered: By rotation and on request. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTNT 721 - Exegesis of the Synoptic Discourses of Christ
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(s): TTNT 501. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

Extensive translation in the gospel. Exegesis of selected portions. Consideration of the contribution of this book to one’s knowledge of the life of Christ. Examination of style and vocabulary of Luke. Prerequisite(s): TTNT 503. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 723 - Exegesis of Acts
Extensive translation in the book. Exegesis of selected portions. Consideration of the contribution of this book to knowledge of the expansion and life of the early Church. Introduction to historical issues in the book, with emphasis upon its importance and its historicity. Comparison of style with that of Luke’s gospel. Prerequisite(s): TTNT 503. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 741 - Exegesis of Second Corinthians
A detailed study of the Greek text of the epistle with special attention given to problems of grammar and interpretation. Prerequisite(s): TTNT 503. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 742 - Exegesis of Galatians
A detailed exegesis of the original text together with a consideration of the historical situations. Prerequisite(s): TTNT 503. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 743 - Exegesis of Philippians
A detailed study of the Greek text of the epistle with special attention given to the problems of grammar and interpretation. Prerequisite(s): TTNT 503. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 744 - Exegesis of Colossians
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(s): TTNT 503. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 747 - Exegesis of the Pastoral Epistles
An examination of I Timothy, II Timothy and Titus in the Greek text with a special focus on church structure and leadership. Prerequisite(s): TTNT 503. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 751 - Exegesis of the Apocalypse
A study based on the original text, with a focus on the seven churches and the literary genre of the book. Prerequisite(s): TTNT 503. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 755 - Theology of the Gospels
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. Note(s): Elective. Electives are offered by rotation and on request. [Cross-listed with TTTH 729]. Grade Mode: A. Credit(s): 2–3.

TTNT 757 - Johannine Theology
The theology of the Johannine writings, with emphasis upon the concepts that the writer himself expresses. Prerequisite(s): TTNT 501, 502. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 759 - Pauline Theology
The main themes of Paul’s doctrine from the biblical theological perspective. Cross-listed: TTTH 730. Prerequisite(s): TTNT 501, 502. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 770 - Spiritual Formation in the Letters of Paul
An exploration of the theme of Christian growth in the letters and life of the Apostle Paul. Note(s): Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 791 - New Testament Seminar
Supervised research of designated areas of concentration in New Testament literature, history, interpretation or theology. Note(s): May be taken multiple times for credit with different content. Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 1–4.

TTNT 801 - Textual Criticism of the New Testament
The origin and history of textual criticism. Study of the relative value of manuscripts and the examination of textual theories. Prerequisite(s): TTNT 703. Note(s): Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 803 - Advanced Greek Grammar
An intensive study of standard works on advanced Greek grammar. Prerequisite(s): TTNT 503, 604, 605, 4 credits TTNT exegesis electives. Note(s): Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 804 - Advanced Greek Grammar
An intensive study of standard works on advanced Greek grammar. Prerequisite(s): TTNT 503, 604, 605, 4 credits TTNT exegesis electives. Note(s): Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 812 - The World of the New Testament

TTNT 814 - Seminar on the Cultural Setting of the New Testament
An examination of such things as Jewish religious beliefs and customs, the political situation, urban life, folk belief, ethnic issues, language, Greco-Roman religious beliefs and customs, and other cultural phenomena that form the relevant background to various TTNT books. Note(s): May be taken multiple times for credit with different content. Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 3.

TTNT 816 - Hellenistic Greek Seminar
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(s): TTNT 503. Note(s): May be taken multiple times for credit with different content. Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 1–3.

TTNT 822 - Seminar in the Gospels
Advanced study of one or more of the gospels. Special attention given to critical and exegetical issues associated with a particular gospel(s). Prerequisite(s): TTNT 503, 604, 605. Note(s): May be repeated for credit with the study of a different content. Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 1–3.

TTNT 824 - The Acts of the Apostles
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. Note(s): Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTNT 825 - Seminar in New Testament Theology
Advanced study in biblical theology focusing on describing the thought of one of the biblical writers or a grouping of TTNT books. Prerequisite(s): TTNT 501, 502. Note(s): May be taken multiple times for credit with different content. Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 1–3.

TTNT 832 - Seminar in the Epistles
Advanced study of one or more of the epistles. Special attention given to critical and exegetical issues associated with a particular epistle(s). Prerequisite(s): TTNT 503, 605. Note(s): May be taken multiple times for credit with different content. Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 1–3.
Old Testament and Semitics
Faculty
Chair: Thomas J. Finley, Ph.D.
Professors: Curtis, Finley, Z. Glaser, Hagg

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 603 - Elements of Hebrew I

TTOT 604 - Elements of Hebrew II
Additional grammar and syntax with emphasis on reading and translation in selected biblical texts. Lecture/Lab Hours: A non-credit lab will be required for all students. Prerequisite(s): TTOT 603. Note(s): Required of M.Div. and M.A. (Bible Exposition, New Testament, Old Testament) students. Grade Mode: A. Credit(s): 3.

TTOT 607 - Hebrew Exegesis I – Torah
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. Note(s): Offered only at the New York extension site. Grade Mode: A. Credit(s): 3.

TTOT 608 - Hebrew Exegesis II – Nevi'im and Ketuvim
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. Note(s): Offered only at the New York extension site. Grade Mode: A. Credit(s): 3.

TTOT 613 - Rabbinic Literature—Readings in Mishnah and Talmud
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. Note(s): Offered only at the New York extension site. Grade Mode: A. Credit(s): 3.

TTOT 704 - Old Testament Prophecy
The character, extent and personalities of Old Testament prophecy, with a treatment of principles of prophetic interpretation. Note(s): Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTOT 705 - Exegesis in Genesis and Selected Passages
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(s): TTOT 604. Note(s): Required of M.Div. and M.A. (Old Testament) students. Grade Mode: A. Credit(s): 3.

TTOT 706 - Advanced Hebrew Grammar
A study of the details of Hebrew grammar and syntax along with readings in the Hebrew text. Prerequisite(s): TTOT 705. Note(s): Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTOT 707 - Old Testament Poetry
The nature, scope and principles of Hebrew poetry in the Old Testament. Comparisons with the poetry of the ancient Near East. Note(s): Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTOT 709 - Reading of Selected Psalms from the Hebrew Text
Particular emphasis upon the devotional and practical values. Prerequisite(s): TTOT 604. Note(s): May be taken multiple times with different content. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTOT 715 - Studies in the History and Culture of Israel
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. Prerequisite(s): TTBE 519. Note(s): May be taken multiple times with different content. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTOT 718 - Archaeology of Palestine
The history of excavation, the history and geography of the land and the bearing upon the Old Testament. Note(s): Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2.

TTOT 720 - Studies in Old Testament Introduction
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. Note(s): Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTOT 722 - Advanced Hebrew Reading
Selected passages of Hebrew text with emphasis on reading and translation. Prerequisite(s): TTOT 705. Note(s): May be taken multiple times with different content. Elective. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 3.

TTTO 725 - Apocrypha and Pseudepigrapha
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. Note(s): Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTTO 730 - The Dead Sea Scrolls
A survey of the discoveries, the origin of the Qumran Community, its belief and practices and the relationship of the finds to Old and New Testament studies. Note(s): Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.
TTOT 731 - Biblical Aramaic
A study of the grammar with emphasis on comparisons with Hebrew; translating the Aramaic of Daniel and Ezra. Prerequisite(s): TTOT 705. Note(s): Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 3.

TTOT 732 - Seminar in Hebrew Exegesis
A consideration of selected Old Testament passages with emphasis on historical background and detailed exegesis from the Hebrew text. Prerequisite(s): TTOT 705. Note(s): May be taken multiple times with different content. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–4.

TTOT 733 - Seminar in Semitic Languages
Introductory grammatical studies in Ugaritic, Arabic, Akkadian, Syriac or Modern Hebrew; readings in ancient Hebrew and Aramaic inscriptions; or other advanced Semitic studies. Prerequisite(s): TTOT 705. Note(s): May be taken multiple times for credit with different content. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–3.

TTOT 734 - Readings in the Septuagint
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. Prerequisite(s): TTOT 705, TTNT 502. Grade Mode: A. Credit(s): 2–3.

TTOT 745 - World of the Old Testament
Old Testament backgrounds, including a study of the religion, literature, geography, archaeology, and culture of Israel in its ancient Near Eastern environment. Note(s): Required of M.A. (Old Testament) students. Grade Mode: A. Credit(s): 2–3.

TTOT 791 - Old Testament Seminar
Supervised research of designated areas of concentration in Old Testament literature, history, interpretation or theology. Note(s): May be taken multiple times for credit with different content. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 1–4.

TTOT 807 - Old Testament Textual Criticism
A study of the Masoretic notes, the parallel passages and the versions with explanation of the variations. Prerequisite(s): TTOT 705. Note(s): Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–4.

TTOT 809 - Advanced Exegetical Studies
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. Prerequisite(s): TTOT 705. Note(s): May be taken multiple times with different content. Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–4.

TTOT 811 - Seminar in Semitic Languages
Introductory grammatical studies in Ugaritic, Arabic, Akkadian, Syriac or Modern Hebrew; readings in ancient Hebrew and Aramaic inscriptions; or other advanced Semitic studies. Prerequisite(s): TTOT 705. Note(s): May be taken multiple times with different content. Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 3.

TTOT 814 - Readings in the Septuagint
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. Prerequisite(s): TTOT 705, TTNT 502. Grade Mode: A. Credit(s): 3.

TTOT 880 - Old Testament Seminar
Detailed research in some phase of the Old Testament field, such as specific topics in history and introduction or archaeology of selected geographical areas. Prerequisite(s): TTOT 705. Note(s): May be taken multiple times with different content. Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 2–4.

TTOT 891 - Research Seminar
Discussion and application of the central areas of Old 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: $50. Grade Mode: A. Credit(s): 3.

TTOT 892 - Research Seminar
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. Note(s): Electives are offered by rotation and on request. Second semester to continue research in an area of interest. Grade Mode: A. Credit(s): 2.

Philosophy

Faculty

Chair: Scott B. Rae, Ph.D.
Distinguished Professor: Moreland
Professors: Geivett, Horner, Pickavance, Rae
Research Professor: Craig

Objectives

Part of the task of Christian leadership involves skilled thinking and the ability to clearly articulate to a modern culture the reasons for belief in the Christian faith. It is critical to grasp the underlying philosophical ideas that continue to shape contemporary culture. For this reason, a specialty in philosophy is crucial for defending the claims of Christianity in advancing a Christian Worldview.

Courses

TTPH 523 - Metaphysics I
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. Grade Mode: A. Credit(s): 3.

TTPH 524 - Metaphysics II
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. Note(s): Elective. May be taken multiple times with different content. Grade Mode: A. Credit(s): 3.

TTPH 544 - Epistemology I
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. Grade Mode: A. Credit(s): 3.

TTPH 545 - Epistemology II
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. Note(s): Elective. May be taken multiple times with different content. Grade Mode: A. Credit(s): 3.

TTPH 547 - The Theology and Philosophy of Science
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). Grade Mode: A. Credit(s): 3.

TTPH 566 - History and Normative Systems of Ethics
A survey and evaluation of various ethicalists 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 metaphysics and normative ethics, as well as an investigation of ethical decision-making and case studies. Grade Mode: A. Credit(s): 3.

TTPH 602 - Apologetics
TTPH 624 - 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. Grade Mode: A. Credit(s): 3.

TTPH 625 - Ethical Issues II
An in-depth study of one specific issue currently being debated in business, medical and/or social ethics. Note(s): Elective. May be taken multiple times with different content. Grade Mode: A. Credit(s): 3.

TTPH 629 - Historical Perspectives in Science and Religion
A survey of the history of science and its interaction with Christianity from New Testament times through the twenty-first century. Emphasis is on key historical movements that continue to shape the modern dialogue. Grade Mode: A. Credit(s): 1–3.

TTPH 630 - Darwin, Evolution, and Design
A survey of the issues and ideas involved in relating classical Darwinian and contemporary evolutionary models with a biblical worldview. Special emphasis is given to controversies that are used by skeptics to call Christian theology into question. Grade Mode: A. Credit(s): 1–3.

TTPH 631 - Modern Physics, Cosmology, and 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. Grade Mode: A. Credit(s): 1–3.

TTPH 640 - World Religions and 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. Grade Mode: A. Credit(s): 1–3.

TTPH 651 - Intelligent Design Seminar
In-depth focus on intelligent design to enable students to appraise the current debate on this issue. Grade Mode: A. Credit(s): 1–3.

TTPH 667 - Philosophical Anthropology and 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 or ethics. Grade Mode: A. Credit(s): 3.

TTPH 684 - 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. Grade Mode: A. Credit(s): 3.

TTPH 685 - 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. Note(s): May be taken multiple times with different content. Grade Mode: A. Credit(s): 3.

TTPH 730 - Directed Study
Reading and research in selected areas of philosophy and ethics. Note(s): Elective. May be taken multiple times with different content. Grade Mode: A. Credit(s): 1–4.

TTPH 735 - Seminar
Selected topics in the fields of philosophy, apologetics and ethics. Note(s): May be taken multiple times with different content. Elective for Th.M. students. Grade Mode: A. Credit(s): 1–3.

TTPH 835 - Advanced Seminar
Supervised research of selected topics within the fields of philosophy, apologetics, and ethics. Note(s): May be taken multiple times with different content. Elective for Th.M. students. Grade Mode: A. Credit(s): 1–3.

TTPH 880 - Directed Research
Supervised research in selected areas of philosophy and religion. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 1–3.

Research Languages

Courses

TTRL 711 - Elements of Ecclesiastical Latin
Basic grammar, syntax and vocabulary of the Latin language with a view toward reading ecclesiastical texts. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTRL 712 - Selected Readings in Ecclesiastical Latin
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(s): TTRL 711. Grade Mode: A. Credit(s): 2–3.

TTRL 731 - Theological German
Basic grammar, syntax, and vocabulary with a view toward reading academic German texts. Grade Mode: A. Credit(s): 2.

Research and Writing: Special Studies

Objectives
Research and writing special studies courses assist students in becoming proficient in writing skills essential for an effective seminary education. Specific enrollment requirements are indicated in each course description.

Courses

TTSS 510 - Theological Research Methodologies
Research skills for use of library and theological reference works. Methods of theological writing with emphasis on critical thinking, persuasion and evaluation. Prerequisite(s): Passing score on Talbot Writing Proficiency Exam (TWPE), if required. Note(s): Must be taken within the first 15 credits of study (non-ELSP students). ELSP students must take TTSS 510 as co-requisite with ENGL 171. Required of all M.Div. and M.A. students, except MACE (see program director). Grade Mode: A. Credit(s): 1.

TTSS 520 - Theological Writing
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. Prerequisite(s): TTSS 510. Note(s): A semester-hour, non-credit course required by students who have completed ENGL 171. Students who do not earn a passing grade in this course must repeat the course. Fee: A fee equivalent to 2 semester hours of tuition is required. Grade Mode: C. Credit(s): 0.

Spiritual Formation (Institute)

Faculty
Chair: John Coe, Ph.D.
Associate Chair: Betsy Barber, Psy.D.
Distinguished Professors: Moreland, R. Saucy, Wilkins
Professors: Coe, Issler, Russell, J. Ten Elshof
Associate Professors: Barber, 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, both through the Institute for Spiritual Formation academic programs and through the Spiritual Formation Focus at Talbot, 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 master’s 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 and Soul Care, 12 hours for M.A. with concentration 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 concentration 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 and 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. concentration 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 and 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 credits 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
Spiritual Formation Focus courses TTSF 501, 503, 504 and 505 are open to all Talbot students except ISF students. Institute for Spiritual Formation courses TTSF 517 through TTSF 750 are open only to ISF students. TTSF 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 501 - Introduction to Spiritual Theology and Formation
Introductory study of the nature of spiritual theology and formation, which attempts to understand the nature of new life in Christ, the process of formation in the Spirit and the directives for cooperating with His work. Attention is given to the implications of Spiritual Theology for seminary training and classroom experience. Particular attention is given to understanding the implications of life in Christ regarding guilt, shame and legalism as well as the New Covenant ministry of the Spirit in transforming the heart in light of the dynamics of original sin, early relational development and the habits of sin developed over time. Attention is also given to developmental spirituality, how the Spirit transforms the heart over time and how this affects ministries of teaching, preaching and discipleship in the church. Restriction(s): Spiritual Formation Focus course; not open to ISF students. Note(s): Required of all Talbot students not in a Spiritual Formation academic program. A retreat will be introduced and required. This course will include a cohort group of no more than 15 students who explore the course content as well as the student’s own life and growth within community. Required in the students’ first semester at Talbot. Fee: $280 for assessment, overnight retreat, and cohort group. Grade Mode: A. Credit(s): 2–3.

TTSF 503 - Personal Foundations for Spiritual Formation
A theological and experiential exploration into human relationships and issues related to gender, romance, marriage, family and parenting as they relate to spiritual growth. Course 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. Spiritual community and intercessory prayer will be experienced as students enter relationship within the spiritual direction group to explore deeply their relational capacity at the heart of how Christ is formed in them, thereby developing deeper levels of trust and vulnerability. Prerequisite(s): TTSF 501. Restriction(s): Spiritual Formation Focus course; not open to ISF students. Note(s): Required of all Talbot students not in a Spiritual Formation academic program. Cohort groups will continue to meet and a one-day group spiritual retreat at a retreat center will be required. Fee: $230 for assessment, day retreat and cohort group. Grade Mode: A. Credit(s): 2–3.

TTSF 504 - Spiritual Formation, Vocation, and the Disciplines
A theological and experiential exploration of the believer’s vocation and the various “callings” in the Bible as it relates to the general call of loving God and neighbor, a training in righteousness and conformity to Christ’s image. Explores the panoply of spiritual disciplines sanctioned by the Bible and developed throughout Church history in order to enter deeply into one’s calling. This learning takes place in a spiritual direction group context of individual students and includes various modalities of learning. A retreat component is included with this course. The retreat focuses on various spiritual disciplines and one’s relation to the various calls of God in one’s life, particularly one’s personal call to ministry. Students complete the personal progress review in this course [see Talbot’s Spiritual Formation Focus section in Talbot School of Theology]. Prerequisite(s): TTSF 503. Restriction(s): Spiritual Formation Focus course; not open to ISF students. Note(s): Required of all Talbot students not in a Spiritual Formation academic program. Fee: $230 for cohort group. Grade Mode: C. Credit(s): 0.

TTSF 505 - Talbot Spiritual Direction
A personal experience is required in Spiritual Direction at the Center for Spiritual Renewal at ISF. Course provides students the opportunity to explore their life of prayer and growth with a trained mentor or spiritual director from the Institute for Spiritual Formation. Prerequisite(s): 501 (concurrent registration permitted). Restriction(s): Spiritual Formation Focus course; not open to ISF students. Note(s): Two semesters of spiritual direction must be completed between the second and the end of the fourth semester. Students are required to meet with an approved spiritual director a minimum of four times per semester. Required of all Talbot students not enrolled in a Spiritual Formation academic program. Fee: $120 per semester. Grade Mode: C. Credit(s): 0.
**TTSF 517 - Hermeneutics and the Word in Spiritual Formation**
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 genres, and the place of the Word of God in Christian spiritual growth from a biblical, experiential and historical perspective. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF students. Grade Mode: A. Credit(s): 3.

**TTSF 521 - Introduction to Christian Spirituality and Prayer**
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. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF students. Grade Mode: A. Credit(s): 1–3.

**TTSF 524 - History and Theory of Christian Soul Care and Direction**
An introduction to the history and theory of spiritual 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. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF students. Grade Mode: A. Credit(s): 2–3.

**TTSF 531 - History and Traditions of Christian Spirituality**
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. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF students. Grade Mode: A. Credit(s): 3.

**TTSF 532 - Developmental Spirituality and Contemplative Prayer**
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. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF students. Grade Mode: A. Credit(s): 2–3.

**TTSF 543 - Personal Foundations of Spirituality and Retreat**
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. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF students. Fee: $40. Grade Mode: C. Credit(s): 1–3.

**TTSF 544 - Personality Development and Psychopathology**
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. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF students. Grade Mode: A. Credit(s): 3.

**TTSF 577 - Soul Care Pre-practicum I and Professional Ethics**
The first of a two-course sequence which facilitates development of empathetic 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. Prerequisite(s): Student must have completed at least 9 credits in order to enroll in Pre-practicum I, included in which are TTTSF 521 and TTTSF 543. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF students. Grade Mode: A. Credit(s): 2–3.

**TTSF 578 - Soul Care Pre-practicum II and Professional Referral**
The second of a two-course sequence which facilitates development of empathetic 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. Prerequisite(s): TTTSF 577. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): 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 Prepracticum course(s), transfer to the M.A. Concentration program (for M.Div. Students) or have the option to transfer to the M.A. Concentration program (for M.A. Soul Care students). Course should be taken concurrently with or subsequent to TTTSF 524. Grade Mode: A. Credit(s): 3.

**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, guiding nothing regarding one’s relationship with God and, within reason, attending to the direction of the guide. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF students each semester enrolled. Grade Mode: C. Credit(s): 0.

**TTSF 602 - Prayer and Formation in Expository Preaching**
Theoretical and experiential integration of prayer and spiritual formation into the process of 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. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): A directed study offered by ISF faculty and taken concurrent with TTTP 609 Expository Preaching. Required for M.Div. students only. Grade Mode: A. Credit(s): 1.

**TTSF 621 - Spiritual Formation and Theology Seminar**
Yearly seminars are offered under this course designation which explores spiritual formation as well as the theological nature, scope and means of spiritual formation. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF students. Grade Mode: A. Credit(s): 1–3.

**TTSF 623 - Contemplative Spirituality and Prayer**
This course encourages personal awareness and sensitivity to the indwelling ministry of the Holy Spirit. Particular emphasis is upon growing in faith as understood in the Bible and the contemplative tradition by attending, listening and openness to the truth of oneness and God as revealed by the Spirit inwardly. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 3.

**TTSF 625 - Theology of Human Nature**
A theological, philosophical, psychological and experiential investigation into human nature as it relates to understanding spiritual formation in the life of the believer and the Church. The goal is to lay certain biblical and true groundwork for understanding the nature of the person in the Spirit as it relates to sin, salvation, spiritual formation and discipleship. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 3.

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**Talbot School of Theology**
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TTSF 627 - Theology of the Holy Spirit
A theological, philosophical and experiential investigation into the indwelling ministry of the Holy Spirit in the life of the believer and the Church. The emphasis is to lay certain biblical and true groundwork for understanding the nature of the person in the Spirit as it relates to salvation, spiritual formation and discipleship. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 3.

TTSF 629 - Discipleship and the Life of Christ
An investigation into the nature of Christian discipleship and the life of Christ as portrayed in the Gospels and interpreted in Christian spiritual literature. Spiritual exploration is explored in terms of discipleship and imitation of Christ. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 3.

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. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF M.A. students. Grade Mode: A. Credit(s): 1–3.

TTSF 645 - Christian Virtue and 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. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of all SF M.A. and M.Div. students. Grade Mode: A. Credit(s): 2–3.

TTSF 670 - Intensive Journey Inward and 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 credits for M.A. Soul Care students, 1 credit for M.Div.), will cover theory and preparation for the retreat. The second half of the course (2 credits for M.A. Soul Care students, 1 credit for M.Div.), taken late in the program, and after completing the retreat, will serve to debrief and further understand the retreat process. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 1–4.

TTSF 672 - Personal Retreat and Formation
Each M.A. concentration and Certificate student is required to go on one weekend retreat (Friday to 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 credits for both M.A. concentration and Certificate students), will cover theory and preparation for retreat. The second half (2 credits for M.A. concentration only), taken late in the program, and after completing the retreat, will serve to debrief and further understand the retreat process. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 1–4.

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 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(s): TTSF 578. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of M.A. Soul Care students, optional for M.Div. students. Grade Mode: A. Credit(s): 2.

TTSF 679 - Soul Care Practicum II
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(s): TTSF 677. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): Required of M.A. Soul Care students, optional for M.Div. students. Grade Mode: A. Credit(s): 2.

TTSF 671 - Topics in Christian Spiritual Soul Care and Direction
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. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 3.
Courses

Theological Studies Digital Courses

For information about Theological Studies Digital Courses, visit the Talbot School of Theology Dean of Faculty Office.

Courses

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. Grade Mode: A. Credit(s): 3.

TTTS 521 - New Testament Survey: Gospels/Life of Christ
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. Grade Mode: A. Credit(s): 3.

TTTS 545 - The Role of Women in Ministry
Lucy Malbery-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 ministry. Students learn how to minister to specific women's groups, such as singles, homemakers, those in the workplace and those who are hurting. Grade Mode: A. Credit(s): 3.

TTTS 548 - Evangelism in the Local Church
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. Grade Mode: A. Credit(s): 3.

TTTS 549 - Christian Life: An Evangelical Spiritual Theology
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. Grade Mode: A. Credit(s): 3.

TTTS 550 - Church Leadership and Administration
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 others. Though the principles are universal, the focus of the course is the Christian organization, particularly the local church. Grade Mode: A. Credit(s): 3.

TTTS 551 - Discipleship in Community: Spiritual Formation and the Church
John R. Lillis, Ph.D. An investigation into the meaning of biblical Christianity and its relationship to faith and practice. Grade Mode: A. Credit(s): 3.

TTTS 552 - Advanced Leadership and Administration
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. Grade Mode: A. Credit(s): 2.

TTTS 554 - Adult Ministries in the Church
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. Grade Mode: A. Credit(s): 2.

TTTS 555 - Interpersonal Communication and Conflict Management

- Missionary Encounter with World Religions
- Church History to the Reformation
- Church Ministry to the Renaissance

TTTS 569 - Foundations of Systematic Theology
John Frame, Ph.D. Covers the essentials of all major areas of systematic theology with the goal of orienting listeners to the basic material necessary to understand and study God’s Word. Focus on the overarching theme of God’s Lordship, and how the three “Lordship Attributes” (control, authority and presence) can be used to organize the doctrines and to help students remember and apply these attributes to life. Grade Mode: A. Credit(s): 3.

TTTS 570 - Survey of Church History
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. Grade Mode: A. Credit(s): 3.

TTTS 572 - Church History to the Reformation
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. Grade Mode: A. Credit(s): 3.

TTTS 574 - The History of the Church Since the Reformation
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. Grade Mode: A. Credit(s): 3.

TTTS 581 - Introduction to World Christian Missions
William D. Taylor, Ph.D. God has one unified, global purpose for all He does. Introduction to the exciting, biblical, historical, cultural, and strategic dimensions of His plan. Key issues addressed include the basis of and necessity for world missions, and the status of and plan for world missions. Introduction to the basics needed to pursue missionary training or to help lead the local church in its global mission. Grade Mode: A. Credit(s): 2.

TTTS 583 - Urban Mission and Ministry
Roger S. Greenway, Th.D. A course that focuses on Christian missions and ministry in the world’s growing cities. The biblical basis for urban ministry is presented and case studies of effective urban strategies worldwide are examined. Attention is given to urban issues such as ministry to the poor and homeless, pastoral care, and planting urban churches. Grade Mode: A. Credit(s): 2.

TTTS 584 - Missionary Encounter with World Religions
Harvie M. Conn, Th.M., Lit.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. Grade Mode: A. Credit(s): 3.
TTTS 589 - Encountering Islam: Understanding and Sharing with Muslims
Patrick O. Cate, Ph.D. Examination of Islam from Christian and Muslim perspectives. Consideration of the history and validity of the Koran, Muslim theology, the role of women, and the places of Christ, the Bible, and the Trinity within Islam. Students gain perspective into the Muslim mindset and learn how to share Christ from within that mindset. Grade Mode: A. Credit(s): 3.

TTTS 591 - 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 evangelicism during the last half of the 20th century. Each approach uses different starting points and forms of argument: empirical/inductive, rational/deductive, self-authenticating mystical experiences and hypotheses/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.” Grade Mode: A. Credit(s): 3.

TTTS 592 - 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. Grade Mode: A. Credit(s): 3.

TTTS 593 - Christian Worldview
James M. Grier, Th.D. An examination of the nature and function of belief structures and the value of developing and living a distinctly Christian life. Students develop a Christian worldview from a redemptive history model of Biblical theology, which is then clarified using the philosophical categories of metaphysics, epistemology, and axiology. Students gain an understanding of modern and postmodern thought, how to critique them biblically and are encouraged to develop and apply a Christian worldview to life and ministry. Grade Mode: A. Credit(s): 3.

TTTS 608 - Old Testament Theology I: Pentateuch and Former Prophets
Richard E. Averbeck, Ph.D. Introduces the content and theology of the books, identifying the foundational themes that emerge and tracing them through the rest of the Bible. Students demonstrate how the theology of the Old Testament is basic and essential for understanding Jesus Christ, the Church and Christian life. Grade Mode: A. Credit(s): 3.

TTTS 624 - The Epistle to the Romans
Harold W. Hoebeh, 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. Grade Mode: A. Credit(s): 3.

TTTS 628 - The Epistle to the Hebrews
Dennis E. Johnson, Ph.D. A course designed to discover the background, context and content of the Epistle to the Hebrews. Focus on the key interpretive issues and theological contributions found in this rich, christocentric book. Strengthens students’ confidence in the superiority of Jesus and the New Covenant and equips him/her to “encourage one another daily.” Grade Mode: A. Credit(s): 3.

TTTS 701 - 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. Grade Mode: A. Credit(s): 2.

TTTS 705 - 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. Grade Mode: A. Credit(s): 2.
TTTS 764 - History of the Charismatic Movement
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.” Grade Mode: A. Credit(s): 3.

TTTS 766 - The Doctrine of Man and Sin
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 creationist and evolutionist. 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. Grade Mode: A. Credit(s): 3.

TTTS 767 - The Doctrine of Salvation
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. Grade Mode: A. Credit(s): 3.

TTTS 768 - The Doctrine of the Trinity
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, Molinari, Pannenberg and “the feminist” Catherine Mowry Luegna) is provided. Grade Mode: A. Credit(s): 3.

TTTS 771 - The Ancient Church
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. Grade Mode: A. Credit(s): 3.

TTTS 773 - Reformation Church History
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. Grade Mode: A. Credit(s): 3.

TTTS 775 - The History of Christianity in America
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. Grade Mode: A. Credit(s): 3.

TTTS 776 - The Theology of Jonathan Edwards
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 Edwards’ unique theological contributions. Grade Mode: A. Credit(s): 3.

TTTS 777 - The Theology of Martin Luther
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. Grade Mode: A. Credit(s): 3.

TTTS 779 - Contemporary Theology
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. Finally, Kierkegaard represents not only a reaction to Hegel, but is also the first of the existentialist-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. Grade Mode: A. Credit(s): 3.

TTTS 788 - African Theology and Religions
Tite Tienou, Ph.D. Study and analysis of African religions. Examines Christian theological formation in Africa against the background of African cultures and religions and in light of its contemporary context. Explores how to study and understand Africa and the factors that led to the debate on Christian theologizing in Africa. Grade Mode: A. Credit(s): 2.

Theology: Historical
Faculty
Chair: Henry W. Holloman, Th.D.
Professor: Gomes
Associate Professor: Naidu, Price

Objectives
The aims of this concentration 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 505 - Patristic and Medieval Theology
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. Note(s): Required of M.Div. students. May not be substituted for TTHT 514. Grade Mode: A. Credit(s): 3.

TTHT 506 - Reformation and Modern Theology
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. Note(s): Required of M.Div. students. May not be substituted for TTHT 514. Grade Mode: A. Credit(s): 3.

TTHT 514 - Historical Theology Survey

TTHT 558 - Puritanism
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. Note(s): Elective. Grade Mode: A. Credit(s): 2.

THT 604 - Jewish History
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 Haskalah 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. Grade Mode: A. Credit(s): 3.
TTHT 702 - The Church Fathers

TTHT 704 - Medieval Theology Seminar
A study in the development of scholastic theology from Anselm to Biel with emphasis upon the development of dogmatic theology in the West. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTHT 705 - History of Revivals
The background, development and results of the great revivals in America. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTHT 706 - Protestant Theology Seminar
An examination of significant developments in Reformation/post-Reformation Protestant thought. Note(s): May be taken multiple times with different content. Elective. Grade Mode: A. Credit(s): 2–3.

TTHT 707 - The Radical Reformation
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. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTHT 709 - Arminius and Arminianism
A study of the writings of James Arminius and his followers, including Limborch, Episcopius and Curcellaes. Comparison of classical Arminianism with Reformed and Lutheran orthodoxy. Special attention is given to Arminian views of predestination, sin, grace, and atonement theory. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTHT 710 - Denominational Distinctives
The history, distinctive and polity of the student’s denomination or church. Note(s): Required for M.Div. students not taking TTHT 506 in this seminary. Grade Mode: A. Credit(s): 2–3.

TTHT 713 - Readings in Christian Spirituality
Selected readings in the classic devotional literature of Christian Spiritual writers. Emphasis will be placed upon gleaning insights on knowing and experiencing God from saints throughout church history. Grade Mode: A. Credit(s): 2–3.

TTHT 711 - The Theology of John Calvin
Treatment of the main issues in Calvin’s theology, as detailed in his Institutes of the Christian Religion and other major writings. Calvin’s theology is compared with other significant thinkers in the Reformed tradition. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTHT 725 - Church History and Trends of Asian Immigrants
Examination of the Asian church in the United States in light of historical antecedents. Emphasis on Japanese, Korean, and Chinese Christianity in America. Explores modifications that have occurred historically when indigenous Asian Christianity has been imported into an American context. Considers also future trends. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTHT 726 - Cults of America

TTHT 761 - Directed Study
Supervised reading and research in selected areas of historical theology. Note(s): Elective. Grade Mode: A. Credit(s): 1–4.

TTHT 771 - Historical Theology Seminar
The study of selected areas of historical theology. Note(s): May be taken multiple times for credit with different content. Grade Mode: A. Credit(s): 1–4.

TTHT 806 - Historical Theology Seminar

TTHT 880 - Directed Research
Supervised research in selected areas of theology. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 1–3.

Theology: Philosophical and Moral

Objectives
Philosophical and Moral Theology courses are offered for students wanting to do advanced coursework at the interface of philosophy and theology. The courses will help 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 713 - The Nature of God
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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTPM 715 - Divine Revelation
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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTPM 716 - Philosophy of Language and Hermeneutics
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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTPM 753 - Aquinas and the Metaphysics of Theism
A study of selected portions of Summa Theologicae and Summa Contra Gentiles with emphasis upon the metaphysical implications of Christian theism as developed by the greatest thinker of the Medieval period. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTPM 875 - Seminar in Philosophical Theology
A study of selected topics in philosophical theology. Note(s): May be taken multiple times for credit with different content. Elective for Th.M. students. Grade Mode: A. Credit(s): 3.

TTPM 880 - Directed Research
Supervised research in selected areas of philosophical and moral theology. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 1–3.

Theology: Systematic

Faculty

Chair: Henry W. Holloman, Th.D.

Distinguished Professor: R. Saucy

Professors: Coe, Gomes, Holloman, Issler, M. Saucy

Associate Professor: Naidu, Price

Objectives
It is the purpose of the concentration 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 511 - Theology I - Introduction: Revelation and 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. Note(s): Required of M.Div. and M.A. students. Grade Mode: A. Credit(s): 3.
TTTH 712 - Theology II - Works of God, Angels, Man and 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. Note(s): Required of M.Div. and M.A. students. Grade Mode: A. Credit(s): 3.

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. Note(s): Required of M.Div. and M.A. students who are not required to take TTTH 512 and TTTH 613. Grade Mode: A. Credit(s): 3.

TTTH 613 - Theology III - Christ, Salvation and the Spirit

TTTH 614 - Theology IV - The Church and 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 resurrection, 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. Note(s): Required of M.Div. and M.A. students. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

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 rabbinic 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. Grade Mode: A. Credit(s): 3.

TTTH 700 - The Doctrine of God
Advanced study of the reality, attributes and trinitarian nature of God. Includes discussion of the human knowledge and the nature of encounter with God. Prerequisite(s): TTTH 511. Note(s): Elective. Grade Mode: A. Credit(s): 3.

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. Grade Mode: A. Credit(s): 3.

TTTH 702 - Advanced Bibliology
Intensive study of revelation, inspiration, inerrancy and authority in the light of contemporary issues. Prerequisite(s): TTTH 511. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTTH 703 - Millennial Views
A careful and intensive study of the three main eschatological views relative to the millennium; the historical and biblical strength of the premillennial system; consideration of the leading amillennial writings. A detailed analysis of the five 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(s): TTTH 614. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 3.

TTTH 707 - Roman Catholic Theology
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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTTH 709 - Contemporary Theology
The study of contemporary theological positions, including a survey of the philosophical and theological thought leading up to the present scene. Note(s): Required of M.A. (Theology) and Th.M. (Systematic Theology and Historical Theology) students. Grade Mode: A. Credit(s): 3.

TTTH 710 - Pneumatology
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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTTH 712 - Current Theological Issues
An intensive study of the thought of particular contemporary theologians, prominent theological or theologically significant ethical issues in the light of biblical revelation. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTTH 713 - Johannine Theology
Theology of the Johannine writings, with emphasis upon the concepts that the writer himself employs. Cross-listed: TTNT 757. Prerequisite(s): TTNT 501, 502. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 3.

TTTH 717 - Theology of Human Nature
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(s): TTTH 512, or equivalent. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTTH 718 - Theology of Christian Nurture
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. Prerequisite(s): TTTH 512, 613 or equivalent. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTTH 720 - Theology and Practice of Prayer
A study of the biblical theology of prayer including its meaning, purpose and practice. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTTH 723 - Demonology and The Occult
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. Grade Mode: A. Credit(s): 3.

TTTH 724 - Eschatological Problems
Typical exegetical and doctrinal problems in the area of Bible prophecy. Lectures, assigned problems with written and classroom reports, discussion and library research. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTTH 725 - The Dispensational System
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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTTH 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. Note(s): Required of M.A.(Th.) students. Elective. Grade Mode: A. Credit(s): 3.

TTTH 728 - Theological Systems
Several major theological systems of thought emphasizing those within the Protestant perspective, but also including significant Roman Catholic and Jewish systems. Note(s): Elective. Grade Mode: A. Credit(s): 3.

TTTH 729 - Theology of the Gospels
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. Cross-listed: TTNT 755. Note(s): Elective. Grade Mode: A. Credit(s): 3.
TTTH 730 - Pauline Theology
The main themes of Paul’s doctrine from the biblical theological perspective. Cross-listed: TTNT 759. Prerequisite(s): TTNT 501, 502. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTTH 740 - The Doctrine of the Atonement
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. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTTH 751 - Theology of Mission
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. Grade Mode: A. Credit(s): 3.

TTTH 761 - Directed Study
Supervised reading and research in selected areas of systematic or biblical theology. Note(s): Elective. Grade Mode: A. Credit(s): 1–4.

TTTH 771 - Theology Seminar
The study of selected areas of systematic or biblical theology. Note(s): May be taken multiple times for credit with different content. Elective. Grade Mode: A. Credit(s): 1–4.

TTTH 781 - Legal Evidence and Apologetics
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 apologistics. Grade Mode: A. Credit(s): 3.

TTTH 782 - Theology of Church and State
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. Grade Mode: A. Credit(s): 3.

TTTH 806 - Theology Seminar
Selected problems in the fields of systematic or biblical theology. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 1–4.

TTTH 817 - Advanced Ecclesiology
An intensive study of significant aspects of the church related to its nature, purpose and organization. Particular attention directed to current problem areas. Prerequisite(s): TTTH 614 or the equivalent in ecclesiology. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 3.

TTTH 829 - The Doctrine of the Kingdom
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. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 3.

TTTH 880 - Directed Research
Supervised research in selected areas of theology. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 1–3.

TTTH 891 - Research Seminar
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. Grade Mode: A. Credit(s): 3.

TTTH 892 - Research Seminar
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. Note(s): Second semester taken to continue research in an area of interest. Grade Mode: A. Credit(s): 2.

**Thesis**

**Objectives**
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.

The progression of the thesis sequence is Thesis First Draft and Thesis Final Draft. Should a student need more time to develop the first draft, Thesis Continuous Registration may be taken. Once the student is enrolled in Thesis Final Draft, the thesis must be completed within that term.

**Courses**

**TTHE 793 - Thesis First Draft: M.A**
Required for M.A. (Bible Exposition, New Testament, Old Testament, Theology, Biblical and Theological Studies) students electing to write a thesis. Note(s): This course to be taken only by students enrolled in the M.A. program prior to Fall 2014. Fee: $100. Grade Mode: C. Credit(s): 0.

**TTHE 794 - Thesis Final Draft: M.A**
Required for M.A. (Bible Exposition, New Testament, Old Testament, Theology, Biblical and Theological Studies) students electing to write a thesis. Note(s): This course to be taken only by students enrolled in the M.A. program prior to Fall 2014. Fee: $100. Grade Mode: V. Credit(s): 0.

**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 credits. Neither this course nor TTHE 798 is applicable toward graduation unless both have been completed. Grade Mode: C. Credit(s): 2.

**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 credits. Neither this course nor TTHE 797 is applicable toward graduation unless both have been completed. Grade Mode: V. Credit(s): 2.

**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. Grade Mode: C. Credit(s): 0.

**TTHE 891 - Thesis First Draft: Th.M.**
Required for all Th.M. students electing to write a thesis. Grade Mode: D. Credit(s): 3.

**TTHE 892 - Thesis Final Draft: Th.M.**
Required for all Th.M. students electing to write a thesis. Grade Mode: V. Credit(s): 3.

**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. Grade Mode: V. Credit(s): 0.
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 concentration, Master of Arts in Spiritual Formation & Soul Care, M.A. Spiritual Formation concentration, and Certificate in Spiritual Formation at Talbot School of Theology (see the Talbot section of the 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 and Soul Care M.A. concentration 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 CSICS, Arts and 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 and 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 and the Bible” course to receive an introduction to spiritual mentoring at a more personal level with ISF M.A. Pre-practicum students.

Faculty and Campus Resource and 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 and Soul Care
• As a center for spiritual formation and soul care research including the creation of The Evangelical Journal of Spirituality and Soul Care.

Church and Beyond: Biola Resource and Community Development
• As a center for resource development to the church and community outside Biola including lay training in spiritual formation and direction-mentoring.

Ministering to and 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 and 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.
ROSEMEAD SCHOOL OF PSYCHOLOGY

Faculty

Dean: Clark D. Campbell, Ph.D.

Professors: Anderson, Coe, Edwards, Grace, E. Hall, T. Hall, Hill, Pike

Associate Professors: Canada, Cimbora, Eltiti, McMartin, Pak, Porter, Steinmeier, Van Lant, Williams

Assistant Professors: Abouezzeddine, Brun, Bustamante-Millán, Crawford, Lee-Kim, Wang

Special Appointment Faculty: Taylor, Willingham, Woody

Mission

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 Commission on Accreditation of the American Psychological Association, 750 First Street NE, Washington DC 20002-4242, (202) 336-5979.

Consistent with the mission of Biola University, both Ph.D. and Psy.D. programs seek to fulfill the following mission:

*The mission of Rosemead School of Psychology is to produce graduates who can integrate the science and practice of psychology with Christian theology, and who are prepared to meet the psychological needs of the world in general and the Christian community specifically through professional service and scholarship.*

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-practitioner 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 practitioner-scholar or scholar-practitioner 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.

While both programs are designed to produce well-trained and competent practitioners, there is a different emphasis placed on research vs. practice in the two programs.

Ph.D. Training Model: Scholar-Practitioner

Research Emphasis. The Ph.D. program requires a masters level thesis, additional courses in research, and a dissertation (including a proposal, data colloquium, and oral defense). This enhances the research preparation of Ph.D. students.

Psy.D. Training Model: Practitioner-Scholar

Practitioner Emphasis. The Psy.D. program requires additional psychotherapy lab courses, an additional assessment course, and additional semester hours of practicum. This enhances the clinical preparation of Psy.D. students.

GOAL 1

OBJECTIVE 1.A

Develop requisite knowledge, skills, and attitudes in forming and maintaining professional relationships.

OBJECTIVE 1.B

Develop requisite knowledge, skills, and attitudes in psychological assessment.

OBJECTIVE 1.C

Develop requisite knowledge, skills, and attitudes in human diversity.

OBJECTIVE 1.D

Develop requisite knowledge, skills, and attitudes in psychological consultation and supervision.

Ph.D. PROGRAM

The goal of the Ph.D. program is to produce clinical psychologists who possess the requisite clinical skills (including knowledge and professional attitudes) to meet the psychological needs of society.

OBJECTIVE 1.E

Develop requisite knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.F

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.G

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.H

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.I

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.J

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.K

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.L

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.M

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.N

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.O

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.P

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.Q

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.R

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.S

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.T

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.U

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.V

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.W

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.X

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.Y

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

OBJECTIVE 1.Z

Develop enhanced knowledge, skills, and attitudes for understanding, critiquing, and applying research.

Ph.D. PROGRAM

The goal of the Psy.D. program is to produce clinical psychologists who possess enhanced clinical skills (including knowledge and professional attitudes) to implement a broad spectrum of psychological interventions to meet the needs of society.

Specific competencies flow from the program goals and objectives, and these are available for review and are provided to students in the Rosemead Student Handbooks.

*Italics denotes different training emphases between the two doctoral programs.*
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 and 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 are admitted to 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 full-time 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 (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 biola.edu/grad/financial%5Faid.

Most students complete their program in five (37%) or six (30%) years (Mean = 5.9, Mdn = 5.7). About 35% of the doctoral students in each program elect to spread coursework across five years rather than completing it in four. A few students (about 15%) finish in less than five years; a few (10%) finish in seven years; and a very few (7%) take longer than seven years to complete all degree requirements. Across the past seven 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 seven 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-accredited 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 (1%) obtained internships arranged on a two-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 and 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 School of Business and Library’s Instructional Labs often serve 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 and 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 dissertations but they do participate in other academic or consultation 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

- **Malcolm B. Dick**, Ph.D.  
  University of South Carolina: Cognitive Psychology  
  University of California Irvine Alzheimer Disease Center

- **William L. Edkins**, Psy.D.  
  Rosemead Graduate School of Professional Psychology: 
  Private Practice

- **Marie Hoffman**, Ph.D.  
  Brookhaven Institute for Psychoanalysis and Christian Theology: 
  Private Practice

- **David J. Martin**, Ph.D., ABPP  
  Office on AIDS, Senior Director  
  Public Interest Directorate  
  American Psychological Association

- **Avedis Panajian**, Ph.D.  
  United States International University ABPP:  
  Early Object Relationships, Individual Psychoanalytic Psychotherapy

- **Jody A. Ward**, Ph.D.  
  Rosemead School of Psychology:  
  Drug and Alcohol Abuse; Private Practice
and psychotherapy lab courses in the second year. Students are relationships. In addition, students begin their formal practicum training therapy. As participants, students personally experience During the second year, students usually participate in interpersonal skills, and the initial opportunity for the student to work with a volunteer college client in a helping role.

interpersonal skills, and the initial opportunity for the student to work with a volunteer college client in a helping role. 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.

Practicum and 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
- Belleville 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 Brain Aging and Research, Irvine, CA
- Center for Individual and Family Therapy, Orange, CA
- Central Texas Veterans Health Care System, Temple, TX
- Centralla School District, Buena Park, CA
- Chicago Area Christian Training Consortium, Chicago, IL

**Family/Child**

Students desiring to focus their professional practice on children, couples or families may take the following elective courses in addition to the regular doctoral requirements:

- Family Psychology and Psychopathology
- Marriage and Family Therapy I and II
- Introduction to Child and Adolescent Therapy
- Advanced Child and Adolescent Therapy
- Attachment-Based Psychoanalytic Therapy
- Couples and Advanced Couples Therapy

It is suggested that students concentrating 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 and 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 Emotion Focused Therapy, Psychotherapy with Children and Adolescents, Marriage and Family Therapy, Group Therapy, Cognitive/Behavior Therapy, Gestalt Therapy, Attachment Theory and Neurofeedback.

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.

**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.

**Practicum and Internship Agencies**

Rosemead School of Psychology Faculty Emeritus

**Grief and Trauma; Private Practice**

**Distinctives**

Rosemead’s major educational distinctive 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 lengths 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 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.

**Rosemead School of Psychology Faculty Emeritus**

**J. William Worden, Ph.D., ABPP**

**Boston University**

• Family Psychology and Psychopathology
• Marriage and Family Therapy I and II
• Introduction to Child and Adolescent Therapy
• Advanced Child and Adolescent Therapy
• Attachment-Based Psychoanalytic Therapy
• Couples and Advanced Couples Therapy

It is suggested that students concentrating 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.

**Biola University 2014–15 Catalog**

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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 or may access the application online at rosemead.edu. 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 (introducory) psychology; statistical methods; experimental psychology; abnormal psychology; theories of personality; and cognition and learning. Also strongly recommended are courses in development; measurement theory; history of psychology; and physiological psychology. 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 and Writing Test. Information regarding testing dates and location may be obtained by writing to the Educational Testing Service, Box 6000, Princeton, New Jersey 08541-6000, or go to 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 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).

5. Appear for an in-person 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 an in-person interview. For finalists, interviews are held on campus at La Mirada. International students (out of the country) who are unavailable for an in-person interview will be required to send a DVD of themselves responding to a set of written interview questions provided by the Rosemead Admissions committee. Interviews are conducted generally between January 15 and February 28. 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 contact the University Admissions Office for verification.

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. Early application will be considered if complete and received by November 30. 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 Associate 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 credits or less completed
Second year: 31–65 graduate credits completed
Third year: 66–99 graduate credits completed
Fourth year: 100–133 graduate credits 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. Grading is on the following basis:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Achievement</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Strong Achievement</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average Achievement</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Average Achievement</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Low Average Achievement</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Minimum Passing Performance</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Minimum Passing Performance</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Minimum Passing Performance</td>
<td>1.67</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A “W” indicates an official withdrawal from a course and does not affect the student’s grade average.

UW Unofficial Withdrawal 0.00
A “UW” indicates an unofficial withdrawal. Students who register for a class but do not attend it are automatically given the grade of “UW” which will influence the grade average the same as an “F.”

RD Report Delayed
A temporary mark of “RD” (Report Delayed) will be used in special cases of extreme hardship where an extension is warranted and approved by the Dean. A student must appeal for an “RD” grade before the end of the semester. Normally, a grade incurred in one semester must be made up by the end of the first six weeks of the next semester or the grade will automatically become a “W.” A “W” can be made up only by repetition of the course.

No grade other than an “RD” may be altered once it has been reported to the registrar’s office unless an error was made in grading or recording. These changes can only be made upon written approval of the instructor, the Dean and the Registrar.

The following grades are also used in Rosemead records with special significance for the professional aspects of the programs:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>US</td>
<td>Unsatisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>0.00</td>
</tr>
<tr>
<td>NCR</td>
<td>No Credit</td>
<td>0.00</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
<td>0.00</td>
</tr>
<tr>
<td>R</td>
<td>Dissertation Research in Progress</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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 Associate Dean is required for students to take more than 6 credits of independent study and/or arranged coursework during their program.

Professional Standards and 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 dismissal from the program.

Credit by Examination and 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 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. If the program is not completed within the eight-year limit, the student must register again as a full-time (9–16 credits) 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 Associate Dean’s approval, a student may not carry over 16 credits 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 credits is permitted only with permission of the Dean or Associate 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 and Dissertation Students
Pre-internship, internship and dissertation (ABD) status students must continue to register online and pay the required fees each semester appropriate to their status. Students who have completed course requirements but have not completed degree requirements must register for either internship or a minimum of 3 additional credits 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). Graduate courses with grades of “B” or above at accredited institutions are considered as acceptable on a transfer basis; a grade of “B-” is not transferable. 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 may 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.
Psychology.

and theoretical foundation for advanced graduate study in clinical

Courses under this designation provide the essential scientific

very similar.

and theology, the first two years of the Psy.D. and Ph.D. programs are

basic courses in scientific psychology as well as in clinical psychology

The major M.A., Psy.D. and Ph.D. degree requirements are

summarized under each program. Since all students take a set of

basic courses in scientific psychology as well as in clinical psychology

and theology, the first two years of the Psy.D. and Ph.D. programs are

very similar.

Course Descriptions

Graduate Psychology (RSPY)

Courses under this designation provide the essential scientific

and theoretical foundation for advanced graduate study in clinical

psychotherapy (1.A.a)

professional relationships (1.A.b)

ethics (1.A.d)

assessment (1.B.a,b)

intervention (1.C.a)

multicultural issues (1.D.a)

consultation and supervision (1.E.a)

research methodology (2.A.a)

Bible, theology, and integration (3.A.a,b)

2. Graduates will exhibit professional attitudes, empathy, and self-

reflection, including (ULO 2):

therapeutic relationships (1.A.a)

professional relationships (1.A.b)

awareness of self and impact on others (1.A.c)

ethics (1.A.d)

multicultural issues (1.D.a)

3. Graduates will demonstrate entry level professional skills

in (ULO 3):

psychotherapy (1.A.a; 1.C.a)

assessment (1.B.a,b)

application of research to practice (2.A.a)
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. A minimum of 45 semester credits in psychology (including practicum and psychotherapy lab courses).
B. A minimum of 9 semester credits in theology, 3 credits in statistics, and 3 credits in ethics.
C. A minimum of one year of resident graduate work (the final semester must be in residence).
D. A transfer maximum of 9 credits in psychology may be counted toward the M.A. in Clinical Psychology.

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 credit requirements for the degree (133 semester credits). 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 77 semester credits of psychology. These 77 credits must include 47 required psychology credits, 18 credits of practicum and 12 credits of elective psychology courses. Students may apply up to 6 credits of graduate coursework from the Cook School of Intercultural Studies toward the total psychology elective hours requirement.

Psychotherapy Laboratory: Students in the Psy.D. program must complete 21 credits 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 18 semester credits.

Integration Seminars: All students participate in a series of seminars (12 credits) 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 credits), 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 comprehensive 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 assessment and intervention, (2) integration of psychology and 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 credits) 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 three-semester, 5-credit Doctoral Research Seminar and clinical 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. Also, all students need to meet with a Graduate Counseling Counselor in the Office of the Registrar to have their internship eligibility confirmed one year prior to their internship. 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 36 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 three-semester, 5-credit 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 clinical comprehensive proficiency examination evaluating the student’s ability to critically evaluate current clinical research. This comprehensive proficiency exam is taken in conjunction with the first semester of the doctoral research seminar. Psy.D. students must either register for 5 credits 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.
First Year

Fall Semester (16 Credits)
- RSPY 502 Advanced Statistics
- RSPY 515 Introduction to Psychopathology
- RSPY 607 Biological Aspects of Behavior
- RSPY 620 Seminar in Multicultural Issues
- RSPY 641 Measurement and Assessment I: Cognitive Assessment
- RSTH 515 Theological and Psychological Anthropology I
- RSTH 540 Theology I: Theoretical Foundations of Integration

Interterm (3 Credits)
- RSPY 501 Introduction to Psychotherapy
- RSPY 681 Pre-practicum I

Spring Semester (16 Credits)
- RSPY 601 Research Design
- RSPY 603 Cognitive-Affective Aspects of Behavior
- RSPY 620 Seminar in Multicultural Issues
- RSPY 682 Pre-practicum II
- RSTP 500 Psychotherapy and Religion
- RSTH 516 Theological and Psychological Anthropology II
- RSTH 550 Theology II: Spiritual Theology and the Dynamics of Change
- RSPY 561 History of Psychoanalytic Thought

Second Year

Fall Semester (16 Credits)
- Psychotherapy Lab Elective: 3 credits
- RSPY 615 Advanced Developmental Psychology
- RSPY 642 Measurement and Assessment II: Personality
- RSPY 691 Practicum I
- RSPY 711 Seminar in Ethical and Professional Issues
- RSDS 711 Doctoral Research Seminar I

Interterm (3 Credits)
- RSPY 608 Social Psychology

Spring Semester (16 Credits)
- Psychotherapy Lab Elective: 3 credits
- Integration Electives: 2 credits
- RSPY 530 History and Systems of Psychology
- RSPY 643 Measurement and Assessment III: Performance-Based Measure (Rorschach)
- RSPY 692 Practicum II
- RSTH 613 Theology III: Spiritual Theology and the Dynamics of Change II

Third Year

Fall Semester (16 Credits)
- Psychotherapy Lab Elective: 3 credits
- Integration Elective: 2 credits
- RSPY 693 Practicum III
- RSPY 713 Principles and Practices in Clinical Supervision
- RSTH 614 Theology IV: Biblical Interpretation and New Testament Psychology
- RSDS 712 Doctoral Research Seminar II

Interterm (3 Credits)
- Psychology Elective: 3 credits

Spring Semester (16 Credits)
- Psychotherapy Lab Elective: 1 credit
- Integration Elective: 2 credits
- RSPY 625 Multicultural Issues in Clinical Psychology
- RSPY 694 Practicum IV
- RSTH 615 Theology V: The Kingdom of God and Human Flourishing

Fall Semester (16 Credits)
- Integration Elective: 2 credits
- Psychotherapy Lab Electives: 6 credits
- Psychology Elective: 4 credits
- RSPY 695 Practicum V

Spring Semester (13 Credits)
- Integration Elective: 3 credits
- Psychology Elective: 4 credits
- Psychotherapy Lab Elective: 3 credits
- RSPY 696 Practicum VI
- Credit(s): 3.

Fourth Year

Fall Semester (15 Credits)
- Integration Elective: 2 credits
- Psychotherapy Lab Electives: 6 credits
- Psychology Elective: 4 credits
- RSPY 695 Practicum V

Spring Semester (13 Credits)
- Integration Elective: 3 credits
- Psychology Elective: 4 credits
- Psychotherapy Lab Elective: 3 credits
- RSPY 696 Practicum VI
- Credit(s): 3.

Fifth Year

Fall Semester (0 Credits)
- RSTN 731 Full-Time Internship in Clinical Psychology
- Credit(s): 0.

Spring Semester (0 Credits)
- RSTN 731 Full-Time Internship in Clinical Psychology
- Credit(s): 0.

Summer Semester (0 Credits)
- RSTN 733 Internship in Clinical Psychology-Continuation
- Credit(s): 0.

Continuation of Full-Time Internship
- Certain graduate courses are only offered during Interterm or Summer sessions. Students are encouraged to take Summer courses when the content is valuable for the design of their program.
- Credit(s): 3.

Clinical Psychology, Ph.D.

Mission
The mission of the Doctor of Philosophy in Clinical Psychology is to produce graduates who can integrate the science and practice of psychology with Christian theology, and who are prepared to meet the psychological needs of the world in general and the Christian community specifically through professional service and scholarship.

Program Learning Outcomes
Upon completion of the Doctor of Philosophy in Clinical Psychology, students will be able to:

1. Demonstrate a working knowledge of clinical psychology, including (ULO 1):
   - therapeutic relationships (1.A.a)
   - professional relationships (1.A.b)
   - ethics (1.A.d)
   - assessment (1.B.a,b)
   - intervention (1.C.a)
   - multicultural issues (1.D.a)
   - consultation and supervision (1.E.a)
1. Demonstrate entry level professional skills in (ULO 3):
   • psychotherapy (1.A.a; 1.C.a)
   • assessment (1.B.a)
   • application of research to practice (2.A.a)

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. A minimum of 45 semester credits in psychology (including practicum).
B. A minimum of 9 semester credits in theology, 3 credits in statistics, and 3 credits in ethics.
C. A minimum of one year of resident graduate work (the final semester must be in residence).
D. A transfer maximum of 9 credits in psychology may be counted toward the M.A. in Clinical Psychology.

Ph.D. in Clinical Psychology

1. Residence and 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 credit requirements for the degree (133 semester credits). 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 79 semester credits of psychology in addition to a doctoral dissertation. These 79 credits include 50 credits in required courses, 12 credits of practicum that must be taken in residence, 4 credits of Master’s-level research apprenticeship, and 13 credits of psychology electives. Students may apply up to 6 credits of graduate coursework from the Cook School of Intercultural Studies toward the total psychology elective credit requirement.

   Psychotherapy Laboratory: Students in the Ph.D. program must complete at least 12 credits 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 18 semester credits.

   Integration Seminars: All students participate in a series of seminars (12 credits) devoted to the integration of a variety of theological and psychological concepts in research, theory and practice.

   Dissertation Research: 12 credits 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 assessment and 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 credits) 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 Research Examination
   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. Also, all students need to meet with a Graduate Graduation Counselor in the Office of the Registrar to have their internship eligibility confirmed one year prior to their internship. 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 36 hours of interpersonal therapy plus 50 hours of individual therapy is required. See Training Therapy Guidelines in the student handbook for further details.

8. Completion of Comprehensive Research Examination

   All Ph.D. students must pass a Comprehensive Research Exam given at the completion of their Advanced Research Design course.

9. Dissertation

   A dissertation evidencing high attainment in original scholarship must be submitted by all Ph.D. candidates. All dissertation credits 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.

10. Final Oral Examination
The final examination is an oral defense of the dissertation before the doctoral committee and other invited professionals.

First Year

Fall Semester (16 Credits)
- RSPY 502 Advanced Statistics
- RSPY 515 Introduction to Psychopathology
- RSPY 607 Biological Aspects of Behavior
- RSPY 620 Seminar in Multicultural Issues
- RSPY 641 Measurement and Assessment I: Cognitive Assessment
- RSTH 515 Theological and Psychological Anthropology I
- RSTH 540 Theology I: Theoretical Foundations of Integration

Spring Semester (16 Credits)
- RSPY 561 History of Psychoanalytic Thought
- RSPY 601 Research Design
- RSPY 603 Cognitive-Affective Aspects of Behavior
- RSPY 620 Seminar in Multicultural Issues
- RSPY 681 Pre-practicum I
- RSTH 516 Theological and Psychological Anthropology II
- RSTH 550 Theology II: Spiritual Theology and the Dynamics of Change

Second Year

Fall Semester (16 Credits)
- Practicum Elective: 2 credits
- RSPY 611 Research Apprenticeship I
- RSPY 615 Advanced Developmental Psychology
- RSPY 642 Measurement and Assessment II: Personality
- RSPY 704 Advanced Research Design
- RSPY 711 Seminar in Ethical and Professional Issues

Spring Semester (16 Credits)
- Practicum Elective: 1 credit
- Psychology Elective: 2 credits
- Integration Elective: 2 credits
- RSPY 530 History and Systems of Psychology
- RSTH 613 Theology III: Spiritual Theology and the Dynamics of Change II
- RSPY 612 Research Apprenticeship II
- RSPY 708 Structural Equation Modeling

Third Year

Fall Semester (16 Credits)
- Psychotherapy Lab Elective: 3 credits
- Integration Elective: 3 credits
- RSPY 691 Practicum I
- RSTH 614 Theology IV: Biblical Interpretation and New Testament Psychology
- RSPY 713 Principles and Practices in Clinical Supervision
- RSDS 721 Dissertation Research

Interterm (2 Credits)
- Psychology Elective: 2 credits

Spring Semester (16 Credits)
- Psychotherapy Lab Elective: 3 credits
- Integration Elective: 2 credits
- RSTH 615 Theology V: The Kingdom of God and Human Flourishing
- RSPY 625 Multicultural Issues in Clinical Psychology
- RSPY 692 Practicum II
- RSDS 721 Dissertation Research

Fourth Year

Fall Semester (16 Credits)
- Psychology Elective: 3 credits
- Psychotherapy Lab Elective: 3 credits
- Integration Elective: 2 credits
- RSPY 693 Practicum III
- RSDS 721 Dissertation Research

Interterm (2 Credits)
- Psychology Elective: 2 credits

Spring Semester (16 Credits)
- Psychotherapy Lab Elective: 3 credits
- Integration Elective: 2 credits
- RSPY 694 Practicum IV
- RSDS 721 Dissertation Research

Fifth Year

Fall Semester (0 Credits)
- RSTN 731 Full-Time Internship in Clinical Psychology

Spring Semester (0 Credits)
- RSTN 731 Full-Time Internship in Clinical Psychology

Summer Semester (0 Credits)
- RSTN 733 Internship in Clinical Psychology-Continuation

Continuation of Full-Time Internship
Certain graduate courses are only offered during Interterm or Summer sessions. Students are encouraged to take Summer courses when the content is valuable for the design of their program.
Courses

Psychology: Research and Dissertation (RSDS)

RSDS 711 - Doctoral Research Seminar I
This is the first of a three 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. Students begin to develop a plan for writing an in-depth critical review of the research literature on a selected topic in clinical psychology. Note(s): Required for Psy.D. Grade Mode: A. Credit(s): 1.

RSDS 712 - Doctoral Research Seminar II
This is the second of a three course sequence which Psy.D. students take as a partial fulfillment of their doctoral research competency. Building on RSDS 711, this course includes a continued review of research methods in clinical psychology. This course will also include a segment on program evaluation. Students write the bulk of an in-depth critical review of the research literature on a selected topic in clinical psychology. Prerequisite(s): RSDS 711. Note(s): Required for Psy.D. Grade Mode: A. Credit(s): 3.

RSDS 713 - Doctoral Research Seminar III
This is the third of a three course sequence which Psy.D. students take as a partial fulfillment of their doctoral research competency. Building on RSDS 712, this course includes the completion of an in-depth critical review of the research literature on a selected topic in clinical psychology. Prerequisite(s): RSDS 711 and 712. Note(s): Required for Psy.D. Grade Mode: A. Credit(s): 1.

RSDS 719 - Doctoral Research Seminar II
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(s): RSDS 718. Note(s): Required for Psy.D. Grade Mode: A. Credit(s): 2.

RSDS 721 - Dissertation Research
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. Note(s): Required of Ph.D. Grade Mode: D. Credit(s): 1–10.

RSDS 722 - Dissertation Continuation
Continued registration to complete dissertation or doctoral project. Less than half-time status. Note(s): Required for doctoral students who have not completed this requirement while registered for RSDS 721. Grade Mode: D. Credit(s): 1–3.

RSDS 723 - ABD Dissertation Completion
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. Note(s): The student will be considered full-time for a maximum of four semesters. Grade Mode: D. Credit(s): 1–3.

Psychology: Psychotherapy Laboratory (RSLB)

RSLB 612 - Introduction to Child and 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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

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(s): RSPY 515 and participation in individual training therapy. Corequisite(s): RSLB 631. Note(s): Elective. Grade Mode: A. Credit(s): 1.

RSLB 632 - Psychodynamic Therapy II
Continuation of RSLB 631. Prerequisite(s): RSLB 631. Corequisite(s): RSLB 634. Note(s): Elective. Grade Mode: A. Credit(s): 1.

RSLB 633 - Psychodynamic Therapy Lab I
A lab group is included for both 631 and 632. Prerequisite(s): RSLB 631 and 632. Corequisite(s): RSLB 632. Note(s): Elective. Grade Mode: A. Credit(s): 1.

RSLB 634 - Psychodynamic Therapy Lab II
A lab group is included for both RSLB 631 and 632. Prerequisite(s): RSLB 631 and RSLB 633. Corequisite(s): RSLB 632. Note(s): Elective. Grade Mode: A. Credit(s): 2.

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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSLB 642 - Advanced Child and 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(s): RSLB 613. Note(s): Elective. Grade Mode: A. Credit(s): 3.

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. Prerequisite(s): RSPY 603. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSLB 654 - Clinical Neuropsychotherapy
This course is dedicated to promoting neuropsychological-assessment competency. It is designed to introduce students to neuropsychological assessment tools in the following areas: Attention, Executive Functioning, Language, Memory, Visuospatial Skills, and Motor Ability. As well as integrate assessments of Intelligence, Achievement, Emotions and Personality. It is designed to help students develop multicultural competencies in the area of clinical neuropsychological assessment, emphasizing the diversity domains of age, gender, ethnic and racial identity, and developmental disabilities and disabilities acquired later in life. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSLB 664 - Attachment-Based Psychotherapy
The course applies recent research and theory in contemporary attachment theory, emotional information processing, neuroscience, and relational psychoanalysis to therapy. It also addresses dealing with spiritual issues in psychotherapy within an attachment-based theoretical framework. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSLB 671 - Marriage and 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 supervised in the school clinic. Prerequisite(s): RSPY 650. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSLB 672 - Marriage and 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. Prerequisite(s): RSLB 671. Note(s): Elective. Grade Mode: A. Credit(s): 3.

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 to pre-marital couples, for couple enrichment and as part of psychotherapy with distressed couples. Students will see a couple throughout the semester. Note(s): Elective. Grade Mode: A. Credit(s): 3.

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. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

RSLB 682 - Special Issues in Psychodynamic Therapy II
Continuation of RSLB 681. Prerequisite(s): RSLB 681. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.
RSLB 705 - Brief Psychotherapies
Models and approaches in brief interventions with special attention to crisis intervention. Theorists include Mann, Sifneos, Malan and Davanloo. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSLB 707 - Cognitive Behavior Therapy
This course will prepare students to conduct individual psychotherapy with adults from a cognitive behavioral orientation. Development of the modality as evidence-based practice will be reviewed. Emphases will be on current cognitive models and strategies in case conceptualization as well as a variety of intervention techniques employed by practitioners in the cognitive behavioral tradition, particularly in the treatment of depression, anxiety, and the personality disorders. Prerequisite(s): RSPY 603. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSLB 715 - Current Psychotherapies
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. Note(s): May be taken for credit. Elective. Grade Mode: A. Credit(s): 3.

RSLB 717 - Gestalt Psychotherapy
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 and Polster, focuses on personal growth and self-actualization. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSLB 718 - Advanced Gestalt
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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

Psychology: General (RSPY)

RSPY 501 - Introduction to Psychotherapy
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. Note(s): Required of Psy.D., Ph.D. Grade Mode: A. Credit(s): 2.

RSPY 502 - 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, multiple regression, tests of significance and analysis of variance. Instruction assumes undergraduate background in statistics. Note(s): Required of Psy.D., Ph.D. This graduate level course may be taken by senior psychology majors with consent of the departmental chair obtained through a permission request form from the Psychology Department (see PSYC 420). Grade Mode: A. Credit(s): 3.

RSPY 515 - Introduction to Psychopathology
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. Note(s): Required for Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSPY 530 - History and 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. Note(s): Required of Psy.D., Ph.D. This graduate level course may be taken by senior psychology majors with consent of the departmental chair obtained through a permission request form from the Psychology Department (see PSYC 440). Grade Mode: A. Credit(s): 2.

RSPY 561 - History of Psychoanalytic Thought
This course will provide an overview of psychoanalytic theory in order to provide students a foundation for understanding contemporary relational psychodynamic therapies. The course will review Freud's drive/structure model and its developments in Ego Psychology as the historical backdrop for understanding the relational/structure model that emerged in the 1930s and 40s. The course will focus on two theoretical lines that developed out of classical psychoanalysis within the relational/structure model: interpersonal and object relations theories, and attachment theory. The course will trace the development of both of these lines of thought with special attention being given to contemporary relational psychoanalysis and attachment-based psychoanalytic therapy. Clinical applications of the various theories will be discussed throughout the course. Note(s): Required of Ph.D., Psy.D. Grade Mode: A. Credit(s): 2.
RSPY 625 - Multicultural Issues in Clinical Psychology
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. Prerequisite(s): RSPY 620. Note(s): Required of Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSPY 631 - Principles of Health Psychology
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. Prerequisite(s): RSPY 607 and/or RSLB 706 or 707 are recommended. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

RSPY 633 - Advanced Seminar in Psychopathology
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. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSPY 641 - Measurement and Assessment I: Cognitive Assessment
This course is the first in a sequence of courses that are dedicated to promoting psychological-assessment competency. This first course is designed to introduce students to the primary tools included in cognitive assessment batteries that are administered across the human lifespan (e.g., school-based interventions under IDEA 2004, eligibility for test accommodations, and dementia assessment). This course is also designed to help students continue developing foundational competencies in the following key areas: describing examinee mental status and behaviors, conducting clinical interviews, understanding basic psychometric theory, selecting appropriate assessment methods, integrating assessment data, articulating case conceptualizations, developing data-driven recommendations, and writing psychological reports. Furthermore, it is designed to help students develop multicultural competencies in the area of psychological assessment, emphasizing the diversity domains of age and generational influences, gender, ethnic and racial identity, religion and spiritual orientation, sexual orientation, and developmental disabilities and disabilities acquired later in life. Note(s): Required of Psy.D., Ph.D. Fee: Cost of materials required is approximately $150. Grade Mode: A. Credit(s): 3.

RSPY 642 - Measurement and Assessment II: Personality
This course is the second in a sequence of courses that are dedicated to promoting psychological-assessment competency. This second course is designed to introduce students to the following instruments: the Minnesota Multiphasic Personality Inventory-2 (MMPI-2), the Personality Assessment Inventory (PAI), the Millon Clinical Multiaxial Inventory-III (MCMI-III), and the Mini-Mental State Examination, 2nd Edition (MMSE-2). Opportunities to administer and interpret the Thematic Apperception Test (TAT), figure drawing methods, and sentence completion methods are also provided. The overall purpose of this course is for students to develop basic competencies in the administration, scoring, and interpretation of the instruments included in two psychological assessment batteries, with a particular emphasis on self-report inventories. This course is also designed to help students continue developing foundational competencies in the following key areas: describing examinee mental status and behaviors, conducting clinical interviews, understanding basic psychometric theory, selecting appropriate assessment instruments, integrating assessment data, articulating case conceptualizations, developing data-driven recommendations, and writing psychological reports. Special interest is given to multicultural competencies in the area of psychological assessment, emphasizing various diversity domains such as age, gender, ethnic and racial identity, sexual orientation, religion and spiritual orientation, and developmental disabilities and disabilities acquired later in life. Prerequisite(s): RSPY 641. Note(s): Required of Psy.D., Ph.D. Fee: Cost of materials required for this course is approximately $150. Grade Mode: A. Credit(s): 3.

RSPY 643 - Measurement and Assessment III: Performance-Based Measure (Rorschach)
This course is the third in a sequence of courses that are dedicated to promoting psychological-assessment competency. This third course is designed to introduce students to the Rorschach Inkblot Method (RIM) and incorporate this test into a full psychological assessment. Students will also build on their growing competencies in the administration, scoring, and interpretation of the instruments included in two psychological assessment batteries, with a particular emphasis on the Rorschach Inkblot Method. This course is also designed to help students continue developing foundational competencies in diagnosis, treatment, recommendations, and report writing. Furthermore, it is designed to help students further multicultural competencies in the area of psychological assessment. Prerequisite(s): RSPY 642. Note(s): Required of Psy.D. Grade Mode: A. Credit(s): 3.

RSPY 644 - Measurement and Assessment IV: Advanced Projectives (Special Issues)
Advanced interpretation of the Rorschach and other resources including special issues as forensic evaluations, child and adolescent personality assessment, assessment of thought disorder. Prerequisite(s): RSPY 643. Note(s): Elective. Grade Mode: A. Credit(s): 2.

RSPY 647 - Advanced Assessment of Individuals With Disabilities
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. Prerequisite(s): RSPY 641. Grade Mode: A. Credit(s): 3.

RSPY 650 - Family Psychology and Psychopathology
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, relationship integration, family pathology/dysfunction, family assessment, ethnicity and religious influences. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSPY 651 - Seminar in Psychodynamic Theory 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. 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. Grade Mode: A. Credit(s): 2.

RSPY 652 - Seminar in Psychodynamic Theory II
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. Grade Mode: A. Credit(s): 1.

RSPY 663 - Human Sexuality
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. Note(s): Elective. Grade Mode: A. Credit(s): 2.

RSPY 680 - Pre-practicum
A condensed version of Pre-practicum I and 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. When Offered: Fall. Note(s): Required of advanced first year students to be taken concurrently with RSTP 500 Psychotherapy and Religion. Fee: $55. Grade Mode: C. Credit(s): 3.

RSPY 681 - Pre-practicum I
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. When Offered: Interterm. Fee: $55. Grade Mode: C. Credit(s): 1.
RSPY 682 - Pre-practicum II
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. Prerequisite(s): RSPY 681. Corequisite(s): RSTP 500. Grade Mode: C. Credit(s): 2.

RSPY 688 - Practicum Consultation
This course is designed to provide peer and faculty consultation to students in their first practicum placements - school settings at which students provide educational/psychological assessments. Consultation groups consist of 6-8 students meeting weekly with a faculty member. Feedback is given about students’ assessment of knowledge and skills in ethics awareness, understanding of and synthesis of data, professional presentations in written and oral formats, awareness of cultural and diversity issues relevant to cases, adherence to evidence based assessment practices, and the students’ openness to feedback. Small group consultation coordinated by Director of Clinical Training. Corequisite(s): RSPY 689 or RSPY 691 or RSPY 692 or RSPY 693 or RSPY 694 or RSPY 695 or RSPY 696 or RSPY 697 or RSPY 698 or RSPY 699. Note(s): This course must be taken concurrently with all practica (RSPY 689, 691-699). Required for Ph.D., Psy.D. Grade Mode: C. Credit(s): 0.

RSPY 699 - Practicum Elective
For students desiring supervised clinical experiences beyond the practicum requirements for their degree. These are used as elective practica. Corequisite(s): RSPY 688. Note(s): Elective. Grade Mode: C. Credit(s): 1–3.

RSPY 700 - Clinical Case Conference
Small group supervision of ongoing psychological cases. Note(s): Elective. Grade Mode: A. Credit(s): 1.

RSPY 701 - College Teaching of Psychology
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. Note(s): Elective. Grade Mode: A. Credit(s): 2.

RSPY 704 - Advanced Research Design
A continuation of RSPY 601 for Ph.D. students. In this course major emphasis will be given to multiple regression analysis, including validity of assumptions, diagnostics, outliers, transformation of variables. We will also cover the multivariate techniques of canonical correlation, multivariate analysis of variance and covariance, discriminant analysis, logistic regression, principal components analysis, exploratory and confirmatory factor analyses. Introduction will be given to structural equation models. Computer implementation and applications will be emphasized. Prerequisite(s): RSPY 601. Note(s): Required for Ph.D. only. Grade Mode: A. Credit(s): 3.

RSPY 708 - Structural Equation Modeling
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(s): RSPY 704. Note(s): Required for Ph.D. Grade Mode: A. Credit(s): 3.

RSPY 709 - Current Issues in Psychology
Intensive focus is given to a selected topic of contemporary interest. Note(s): May be retaken for credit. Elective. Grade Mode: A. Credit(s): 1–3.

RSPY 710 - Special Techniques in Clinical Practice
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. Note(s): May be retaken for credit. Elective. Grade Mode: A. Credit(s): 1–3.

RSPY 711 - Seminar in Ethical and Professional Issues
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 Rosemead Comprehensive Exams, the Professional Qualifying Exam and the 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. Note(s): Required of Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSPY 712 - Independent Study
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. Note(s): Required courses may not be taken through independent study. Elective. Grade Mode: A. Credit(s): 1–3.

RSPY 713 - Principles and Practices in Clinical Supervision
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 is required of Ph.D. and Psy.D. Prerequisite(s): RSPY 691 - 692. Grade Mode: A. Credit(s): 2.
Psychology: Theology/Biblical Studies (RSTH)

RSTH 516 - Theological and Psychological Anthropology II
This two semester, team-taught course has as its overall aim the development of a relational understanding of the human person. Contributions from theology include a discussion of the creation of humanity in the image of God, the subsequent distortion of that image due to the fall, an understanding of sin (both original sin, being sinned against, and habitualized personal sins), and a relational understanding of Christian salvation as the deepest solution to the sin problem. This relational theology will be brought into conversation with a relational understanding of human nature from the vantage point of psychology and related disciplines in order to bring about a robust relational anthropology. This discussion will include integrating contributions from attachment theory, emotion research, neuroscience, infant research, and relational psychoanalysis. Special attention is given to helping the student come to their own depth understanding of the essential role human and divine relationships play in psychopathology and health, including the students' own experience of and resistance to such an understanding. Note(s): Required of Ph.D., Psy.D. Grade Mode: A. Credit(s): 2.

RSTH 540 - Theology I: Theoretical Foundations of Integration
This course serves as an introduction to the content, methods, task, and goals of systematic theology, particularly for those students who have had little to no formal training in theology. It will provide an overview of the basic concepts in each of the topics in Christian doctrine and will discuss their inter-relationship to each other. The relevance of theological theories and concepts to psychological theories and concepts will be noted throughout the course. Special focus will be applied to the doctrine of the Trinity as the organizing principle for Christian theology. Grade Mode: A. Credit(s): 2.

RSTH 550 - Theology II: Spiritual Theology and the Dynamics of Change
This course treats the nature of new life in Christ, the role and meaning of the cross in the Christian life, and the process of formation in the Spirit. Particular attention is given to understanding the implications of life in Christ regarding guilt, shame, legalism, and loneliness as well as the New Covenant ministry of the Spirit in transforming the heart in light of the dynamics of original sin, early relational development, and the habits of sin developed over time. Attention is also given to the developmental stages of spiritual growth. Note(s): Required of Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSTH 603 - Theology III: Christ, Salvation and the Spirit
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. Note(s): Required of Psy.D., Ph.D. Grade Mode: A. Credit(s): 4.

RSTH 604 - Theology IV: The Church and Eschatology
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. Note(s): Required of Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSTH 613 - Theology III: Spiritual Theology and the Dynamics of Change II
This course continues the discussion of spiritual formation/sanctification with a focus on the means of grace. The course focuses on the Spirit’s use of the Word of God, the people of God, trials, and spiritual disciplines in Christian transformation. The interrelationship of natural formation and spiritual formation is also explored. Note(s): Required Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSTH 614 - Theology IV: Biblical Interpretation and New Testament Psychology
This course is meant to assist the student in the investigation of what Scripture has to offer for the development of psychological theory and practice. The course covers the nature and authority of Scripture, the illumination of the Spirit, and biblical hermeneutics. The course will include a study of various biblical texts that are particularly relevant for psychological theory and practice as well as a hermeneutical project that requires each student to interpret, contextualize, and apply a biblical passage relevant to psychological theory and/or practice. Note(s): Required of Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

Psychology: Theology/Biblical Studies (RSTH)

RSTH 515 - Theological and Psychological Anthropology I
This two semester, team-taught course has as its overall aim the development of a relational understanding of the human person. Contributions from theology include a discussion of the creation of humanity in the image of God, the subsequent distortion of that image due to the fall, an understanding of sin (both original sin, being sinned against, and habitualized personal sins), and a relational understanding of Christian salvation as the deepest solution to the sin problem. This relational theology will be brought into conversation with a relational understanding of human nature from the vantage point of psychology and related disciplines in order to bring about a robust relational anthropology. This discussion will include integrating contributions from attachment theory, emotion research, neuroscience, infant research, and relational psychoanalysis. Special attention is given to helping the student come to their own depth understanding of the essential role human and divine relationships play in psychopathology and health, including the students' own experience of and resistance to such an understanding. Note(s): Required of Ph.D., Psy.D. Grade Mode: A. Credit(s): 2.
RSTH 615 - Theology V: The Kingdom of God and Human Flourishing
This course develops a theology of the kingdom of God as providing a comprehensive vision of the Christian life in the present age and the age to come. Attention is given to how the work of the Christian psychologist fits within God's kingdom plan as well as the notion of a vocational calling to psychology as "kingdom work." Life within the kingdom of God requires an understanding of Christian ethics understood as the theory and practice of living a good life and being a good person. Special attention is given to the place of moral values in psychological theory and practice, the history of ethical theory, virtue ethics, and developing an informed position on contemporary ethical issues (e.g., abortion, divorce, social justice, etc.). Since the ultimate fulfillment of ethics is the perfect shalom of God's fully realized kingdom, this course also addresses the issues in eschatology, including a theology of death, the intermediate state, heaven and hell. Note(s): Required of Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSTH 625 - Theology V: Christian Ethics
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. Note(s): Required of Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSTH 730 - Independent Study
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. Note(s): Required courses may not be taken through independent study. Elective. Grade Mode: A. Credit(s): 1–3.

Psychology: Internship (RSTN)

RSTN 731 - Full-Time Internship in Clinical Psychology
Professional experience of a one-year (12 months) internship in a facility approved by the Clinical Training Committee. Prerequisite(s): Successful completion of comprehensive examinations, course requirements, professional qualifying examination, and approval of a dissertation proposal. Note(s): RSTN 731 or RSTN 732 is required. Fee: Internship Fee: $1,200 per semester. Grade Mode: C. Credit(s): 0.

RSTN 732 - Half-Time Internship
Professional experience of a two-year internship in a facility approved by the Professional Training Committee. Prerequisite(s): Successful completion of comprehensive examinations, course requirements, professional qualifying examination, and approval of a dissertation proposal. Note(s): RSTN 731 or RSTN 732 is required. Fee: Internship Fee: $600 per semester. Grade Mode: C. Credit(s): 0.

RSTN 733 - Internship in Clinical Psychology-Continuation
Internship is a continuation of the full-time, year long, internship in Clinical Psychology, which continues through the summer term. Grade Mode: C. Credit(s): 0.

RSTN 734 - Internship in Clinical Psychology - Fall Continuation
Internship is a continuation of the full-time, year long, internship in Clinical Psychology, which begins in mid-fall term and continues beyond the summer term into the fall term. Prerequisite(s): RSTN 731. Note(s): By permission only. Grade Mode: C. Credit(s): 0.

Psychology: Integration of Psychology and Theology (RSTP)

RSTP 500 - Psychotherapy and Religion
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. Corequisite(s): RSPY 680 or RSPY 682. Note(s): Required of all first year students to be taken concurrently with Pre-practicum. Grade Mode: C. Credit(s): 1.

RSTP 705 - Psychology of Religion
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(s): RSTP 500. Note(s): Elective. Grade Mode: A. Credit(s): 2.

RSTP 715 - Contemporary Psychoanalysis and Religion
The history of the concept of transference is traced, particularly as it 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(s): RSTH 540 or RSTP 721. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSTP 721 - The Nature and Scope of Integration
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(s): RSTN 540. Grade Mode: A. Credit(s): 2.

RSTP 725 - Psychotherapy and Spirituality
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 experiential awareness of that growth process. Prerequisite(s): RSTN 540 or RSTP 721. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

RSTP 732 - Mental Health and Christian Mission
This seminar style and experiential learning course explores ways clinical psychologists contribute to Christian outreach through care to missionaries, the global church, and to underserved populations. Prerequisite(s): RSTN 540 or RSTP 721. Note(s): Elective. Grade Mode: A. Credit(s): 2.

RSTP 735 - Perspectives on the Self
This covers an overview of philosophical, theological, psychological, cross-cultural and spiritual perspectives on the self. It also considers the historical transition from focusing on the soul to the contemporary focusing on the self. Prerequisite(s): RSTH 540 or RSTP 721. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSTP 744 - Integration and Therapy
The focus of this seminar is on "explicit integration" in psychotherapy. The distinctive of the Christian therapist and therapy conceptualizations and intervention are examined. Prerequisite(s): RSTH 540 or RSTP 721. Note(s): Elective. Course may be repeated with different emphasis. Grade Mode: A. Credit(s): 2.

RSTP 745 - Maturity: Psychological and Theological Perspectives
This course investigates theoretically and experientially some of the major religious and secular approaches to the role of pain and suffering in human maturation. In particular, this course examines the role of pain/suffering from the perspectives of Zen Buddhism, psychoanalytic theory, existential psychology, studies in post-traumatic growth, and Christian theology. Prerequisite(s): RSTN 540 or RSTP 721. Note(s): Elective. Grade Mode: A. Credit(s): 2.

RSTP 746 - Selected Topics and Issues in Integration
Occasional seminars are offered under this course designation with focus on some contemporary integration issue, controversy or special research interest. Prerequisite(s): RSTH 540 or RSTP 721. Note(s): May be retaken for credit. Elective. Grade Mode: A. Credit(s): 2–3.

RSTP 750 - Perspectives on Human Nature
A critical examination of various theological and psychological anthropologies. Each student is expected to conduct an in-depth review of one theoretical perspective. Prerequisite(s): RSTN 540 or RSTP 721. Note(s): Elective. Grade Mode: A. Credit(s): 2.

RSTP 760 - Independent Study
Individual study, directed reading or special problems in integration. 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 and a bibliography on an arranged course form available from the registrar's office. Note(s): Required courses may not be taken through independent study. Elective. Grade Mode: C. Credit(s): 1–3.

RSTP 770 - Special Topics in Integration
Occasional seminars are offered under this course description that specifically identify current issues relevant to the integration of theology. Occasional seminars are offered under this course designation with focus on some contemporary integration issue, controversy or special research interest. Prerequisite(s): RSTP 500 or RSTN 731. Note(s): Elective. Grade Mode: C. Credit(s): 1–3.
Cook School of Intercultural Studies
F. Douglas Pennoyer, Ph.D., Dean
Cook School of Intercultural Studies

Faculty

Dean: F. Douglas Pennoyer, Ph.D.
Professors: Hayward, Lessard-Clouston, Purgason, Steffen
Associate Professors: Campbell, Decker, Greene, Liang, McMahan, Pennoyer, Pittie, S. Russell, Sappington, Starcher, Yeh
Assistant Professors: S. Barber, Floyd, McEwen, Langenwalter

Mission
The Cook School of Intercultural Studies exists to equip students to communicate, live, and work effectively in culturally diverse contexts to make disciples of all peoples and impact the world for the Lord Jesus Christ.

Overview
The Cook School of Intercultural Studies consists of four departments: the Department of Intercultural Studies - Undergraduate programs; the Department of Anthropology, the Department of Intercultural Studies - Graduate programs; and the Department of Applied Linguistics and Teaching English to Speakers of Other Languages (ALT). The Department of Intercultural Studies - Graduate programs offers graduate programs leading to two master's degrees and three doctoral degrees. The Department of Anthropology offers a graduate program of study leading to a master's degree in Anthropology. 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 (ALT) offers the three master's degree programs: Applied Linguistics, Linguistics and Biblical Languages, and TESOL. The graduate program in Applied Linguistics deals with issues involved in second-language learning, analysis, teaching and research. The graduate program in Linguistics and Biblical Languages educates students to be skilled in exegesis and translation for Bible translation around the world. The graduate program in TESOL provides professional preparation for English language teaching among speakers of other languages.

Graduate Information
Admission Requirements
All M.A., 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, Bible/theology, or anthropology 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. and D.Miss programs: Fall is August 1, Spring is January 1; Ph.D.: Fall is January 31, Spring is September 15. Applications may be submitted after deadlines (late fees apply) but will only be considered if space and time allow. Late applications may be postponed to later terms. 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
Completion of at least three years of continuous ministry experience in a cross-cultural, multi-cultural or cross-sub-cultural setting. An appropriate accredited master's degree of which at least 9 credits will be in biblical and theological studies. A 3.0 GPA in their previous graduate 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 preferred for students pursuing the PhD in Intercultural Studies. Three years of teaching experience in a cross-cultural or multicultural setting or its equivalent is expected of students pursuing the Ph.D. in Intercultural Education.

Admission of International Students
Admittance to the Ph.D. programs requires the following scores on the TOEFL: 100 iBT/600 PBT/250 CBT. The admissions committee may require an oral interview. CSICS reserves the right to waive a retake of the TOEFL test for Ph.D. international student applicants who enter CSICS with Talbot School of Theology degrees who have met Talbot's requirements for International students and CSICS. Requests to waive this requirement must be made to the CSICS doctoral committee.

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/translation. This 21-credit program combines five linguistics courses (ISAL 520 or 646, 521, 523 or 622, 525 or 624, 654) and two anthropology courses (ISAN 507, ISCL 520). (For full details on these courses see the course descriptions in the Intercultural Studies and Applied Linguistics and TESOL sections of this catalog.)

English Language Institute China (ELIC) at Biola
In cooperation with ELIC, the University offers, through the Cook School of Intercultural Studies (CSICS), a portion of the Ph.D. program in Chiang Mai, Thailand. Studies include summer courses at the La Mirada campus and January sessions in Chiang Mai. All residency requirements can be completed through on-campus modular courses. Interested students should contact the Admissions Office of Biola University.

Numbering of CSICS Courses
In CSICS, 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 level 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 and European extension centers have full accreditation through WASC and both degrees can be completed there without any time in residency on our La Mirada Campus. Students wishing to pursue either of our Ph.D. degrees through our extension centers must complete at least one half of their coursework on campus (24 credits). 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.
Ministry in Oral Cultures Concentration
CSICS offers a special ministry in oral cultures concentration consisting of 24 credits of coursework leading to a Certificate in Orality. These can also be combined with 18 credits of core courses leading to an M.A. in ICS degree.

Field and Online Courses
A limited number of prepared courses are available for students to complete at their own pace providing all assignments are submitted within a year. Upon enrollment in the course, students are given electronic access to course lectures, the syllabus, and a list of required readings and course texts. Students turn in their assignments directly to the field course administrator utilizing the online interface. Course enrollment is available year-round. Students may request a specific course by contacting the CSICS Distance Learning Administrator.

Currently, Cook offers six field courses, M.A. students are eligible to take any of the six courses, doctoral students may only take the four courses at the 700-level. The six courses are: ISAN 507 - Cultural Anthropology; ISCL 560 - Urban Research and Study; ISCL 702 - Social Organization; ISCL 711 - Dynamics of Religious Experience; ISCL 727 - Principles of Church Multiplication; ISCL 765 - Cross-cultural Leadership.

Every semester online courses are offered through CSICS or through Talbot School of Theology that may be applicable to the programs of studies for CSICS students. Students should check with their academic adviser about registering for these courses.

Linguistics, Certificate

Foundational Credits
(May be taken concurrently with program courses.)
- Bible/Theology: 3 credits
- Introduction to Linguistics: 3 credits

Program Credits (18 Credits)
The Linguistics Certificate requires 18 credits, presuming foundational courses have been fulfilled.

CHOOSE 6 credits of ISAL electives
ISAL 521 General Articulatory Phonetics Credit(s): 3.
ISAL 523 Introduction to Phonology Credit(s): 3.
ISAL 525 Introduction to Syntax Credit(s): 3.
And:
ISAL 652 Field Methods in Second Language and Culture Learning Credit(s): 3.
OR
ISAL 654 Field Methods in Linguistics Credit(s): 3.

Orality, Certificate
The Certificate in Orality requires 24 credits of coursework.

Courses (24 Credits)
These courses may also be combined with 18 credits of core courses leading to an M.A. in Intercultural Studies degree.

ISAN 513 Comparative Folklore and Mythology Credit(s): 3.
ISAN 531 Sign, Symbol and Structure Credit(s): 3.
ISCL 744 Narrative in Scripture and Teaching Credit(s): 3.

TESOL, Graduate Certificate

Graduate TESOL Certificate Requirements (16 Credits)

Foundational Credits (9 Credits)
(May be taken concurrently with program courses.)
- Bible/theology: 3 credits
- Introduction to Language and Linguistics: 3 credits
- Intercultural Communication: 3 credits

Program Credits (16 Credits)
ISTE 509 Structure of English Credit(s): 3.
ISTE 525 Introduction to TESOL—Adult Credit(s): 3.
ISTE 527 Materials Evaluation and Preparation Credit(s): 3.
ISTE 560 Communicating Values Through TESOL Credit(s): 1.
ISTE 614 Second Language Acquisition Credit(s): 3.
ISTE 692 Practicum in TESOL II Credit(s): 3.

Anthropology, M.A.

Mission
The mission of the Master of Arts in Anthropology is to provide students with a holistic understanding of the diversity of human behavior across time, geography and culture from a distinctly Christian perspective and to equip them to actively bridge cultural differences so that they can 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.

Program Learning Outcomes
Upon completion of the Master of Arts in Anthropology, students will be able to:

1. Identify major paradigms, major figures, and major theories in anthropology and explain (ULO 1).
2. Demonstrate they are able to form research questions, apply appropriate research methodologies, and interpret, analyze, and report ethnographic and/or archaeological data (ULO 2).
3. Recognize and respond appropriately to key challenges to and opportunities for their faith raised (ethics, integrity, and intellectual honesty) in engaging their sub-discipline in anthropology (ULO 3).

The Master of Arts is designed to build upon the competencies in research, fieldwork, and integration achieved through an undergraduate degree in anthropology or allied fields. In the Masters program student achieves competencies in the methodologies necessary for research and work as a professional anthropologist and/or preparation for continuation to a doctoral program in the social sciences or related fields.

Program Description
The Master of Arts in Anthropology degree is designed for students who desire advanced training in the study of people in culture preparatory to careers in the teaching of anthropology, serving as anthropological consultants to crosscultural agencies, or research into and the application of anthropological methods of inquiry to contemporary issues associated with globalization, development, public health or other social conditions. The Master of Arts in Anthropology is designed as a generalized degree that requires students to be familiar with all five fields of anthropological inquiry: cultural anthropology, linguistic anthropology, physical anthropology, archeology, and applied anthropology. A distinctive of the Master of Arts in Anthropology degree is the manner in which a Christian perspective is integrated into every aspect of the courses offered.

Program and Entrance Requirements
The M.A. in Anthropology is a 42-credit program. Curriculum includes 15 credits of core courses, 18 credits of electives, and 9 credits of Bible and theology courses. Students entering the program are expected to have a strong background in anthropological studies including introductory courses in each of the five fields of study. Students wishing to enter the program without these prerequisites will be required to take them as graduate students during the first year of study, thereby adding up to 15 credits of study to the program. Qualified applicants with a B.A. in anthropology consisting of 40 or more credits in anthropology may have their coursework reduced to a minimum of 32 credits.

Graduation Requirements
1. Satisfactory completion of all coursework.
2. At least 24 credits must be taken at this institution.
3. Maintain a 3.0 grade point average on a 4.0 scale.
4. Demonstrate their ability to create research projects to address issues in their areas of applied linguistics specialty (ULO 3).
5. Collect and organize applied linguistics resources to evaluate their effectiveness and usefulness for research (ULO 3).

Program Description

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 translation, literacy, language survey, Scripture in Use, or TESOL.

Those who want to specialize in Bible translation also have the option of the Master of Arts in Linguistics and 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 and 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. Depending on the expected field of service and specialty, some students, however, may need to take additional courses at Biola or other SIL summer programs to meet all their SIL training requirements.

Objectives

Although language teaching is a prominent area within the field of applied linguistics, there are many other areas of importance that address language-related human problems both in the United States and abroad. Among these are bilingual and multilingual education, language planning, lexicography, literacy, second language acquisition, translation, and the development or modification of writing systems.

The M.A. in Applied Linguistics goes beyond the certificate courses by providing Christian professionals with advanced training in various areas of language analysis and by developing a multidisciplinary approach within which to seek appropriate solutions to real-world problems. Students may pursue either a generalist track or a specialized one by concentrating their electives in language surveys, linguistics, literacy, TESOL or translation. Students satisfactorily completing the TESOL concentration will receive the graduate Certificate in TESOL.

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 PBT/250 CBT/100 iBT 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
Students are required to have 12 foundational credits as noted below. Students entering the program without the stated foundational credits 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 Master of Arts in Applied Linguistics requires 12 credits of foundational work including Bible, introduction to linguistics, phonetics, and syntax or phonology. Beyond those credits, the Master of Arts in Applied Linguistics consists of 33 credits. The culmination of the Master of Arts in Applied Linguistics consists 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 credits required is at least 32, 24 of which must be taken through Biola University.

Normally, the M.A. in Applied Linguistics degree can be completed in two years for people who come into the program with the foundational credits. However, students who wish to pursue a concentration may need a third year to complete the program depending on their background and the advanced elective courses offered during the three-year course cycle.

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 Master of Arts.

The program is usually completed within two years by full-time students. Part-time students may have up to seven years for the M.A. degrees.

All students must meet with their department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Curriculum
Foundational Credits (12 Credits)
(May be taken concurrently with program courses.)
- Bible/Theology: 3
- Introduction to Linguistics: 3
- Phonetics: 3
- Syntax or Phonology: 3

Program Credits (33 Credits)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>ISAL 511</td>
<td>Applied Linguistics</td>
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<td>ISAL 668</td>
<td>Seminar in Applied Linguistics</td>
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<td>ISAL 679</td>
<td>Planning, Evaluation, and Research in Applied Linguistics</td>
<td>3</td>
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<td>Comprehensive Examination</td>
<td>3</td>
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<tr>
<td>ISAL 652</td>
<td>Field Methods in Second Language and Culture Learning</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 654</td>
<td>Field Methods in Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one 3-credit course from:

- ISAL 622 Phonological Theory Credit(s): 3
- ISAL 537 Introduction to Phonology Credit(s): 3
- ISAL 543 Literacy in Social Context Credit(s): 3
- ISAL 544 Literacy Methods and Materials Credit(s): 3
- ISAL 546 Reading and Literacy Theory Credit(s): 3
- ISAL 562 Field Methods in Second Language and Culture Learning Credit(s): 3
- ISAL 601 Language Surveys Credit(s): 3
- ISAL 604 Sociolinguistics Credit(s): 3
- ISAL 654 Field Methods in Linguistics Credit(s): 3
- ISAL 652 Field Methods in Second Language and Culture Learning Credit(s): 3

Electives:
- 18 credits of ISAL or ISTE Electives
- 3 credits of Bible or World Perspectives Elective

Applied Linguistics Concentrations
Concentrations of 18 credits each are possible in the areas of language surveys, scripture in use, TESOL, and translation.

Concentration in Language Surveys (18 Credits)
Elective: 6 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 641</td>
<td>Language Surveys</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 646</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 654</td>
<td>Field Methods in Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 683</td>
<td>Topics in Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 684</td>
<td>Topics in Linguistics</td>
<td>3</td>
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</tbody>
</table>

Concentration in Literacy (18 Credits)
Elective: 3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 537</td>
<td>Introduction to Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 652</td>
<td>Field Methods in Second Language and Culture Learning</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 537</td>
<td>Introduction to Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration in Scripture in Use (18 Credits)
Elective: 3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 543</td>
<td>Literacy in Social Context</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 544</td>
<td>Literacy Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 546</td>
<td>Reading and Literacy Theory</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 562</td>
<td>Field Methods in Second Language and Culture Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration in TESOL (19 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</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 and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 541</td>
<td>Intercultural Communication for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 560</td>
<td>Communicating Values Through TESOL</td>
<td>3</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>
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Concentration in Translation (18 Credits)
Elective: 3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 529</td>
<td>Introduction to Semantics and Pragmatics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 535</td>
<td>Introduction to Bible Translation</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 626</td>
<td>Approaches to Translation</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 648</td>
<td>Discourse and Text Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 684</td>
<td>Topics in Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Intercultural Studies, M.A.

Program Learning Outcomes
Upon completion of the Master of Arts in Intercultural Studies, students will be able to:

1. Articulate principles for successful living and working in diverse environments and cultures (ULO 1 and 2).
2. Express an understanding of an international perspective on their experience in mono-cultural training (e.g. teaching, medicine, business) (ULO 1).
3. Demonstrate proficiency in research skills and writing that includes assessment and adaptation to specific cultural contexts (ULO 1).
4. Describe the dynamic nature of the Gospel, the growing church, and how it is contextualized and communicated across cultures (ULO 1 and 3).

Program Description
The M.A. in Intercultural Studies is designed to equip students both for careers in crosscultural or multicultural environments and for ministries associated with spreading the gospel of Jesus Christ in cultures other than one's own. At the end of the program, graduates should be able to do the following:

1. Demonstrate their capacity to live and work in environments or cultures different than their own;
2. Articulate a crosscultural or international perspective with respect to their professional training (e.g., in teaching, medicine, business, or development);
3. Produce written studies and reports manifesting their familiarity with the analytical and research tools available (particularly in the social sciences) and demonstrate their abilities to assess and adapt their objectives and activities to the cultural realities of their working environments;
4. Communicate a clear understanding of the dynamic nature of the gospel, the spiritual and cultural traits of a growing church, the deeply intertwined relationship between the gospel and culture in which God's self-revelation was given in culture, how it is now communicated across cultures, and how it is being faithfully lived out in appropriate contextualized acts of allegiance to the God of creation; and
5. Manifest godliness of character, personal standards of integrity and morality, concern for human rights and justice, and a passion for the reconciliation of humanity with their Creator.

Program Requirements
The M.A. in Intercultural Studies is a 42-credit program. For the qualified applicant with extensive undergraduate work in intercultural studies/missions, it may be reduced to a minimum of 32 credits.

Graduation Requirements
1. Complete the required courses listed below.
2. Successfully pass a comprehensive examination over coursework.
3. Maintain a 3.0 grade point average on a 4.0 scale.
4. Meet with department advisor and a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in the Admission, Enrollment and Graduation Requirements section of the Catalog).

Core Curriculum (18 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 742</td>
<td>History of the World Christian Movement</td>
<td>3.0</td>
</tr>
<tr>
<td>ISCL 751</td>
<td>Theology of Mission</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 761</td>
<td>Culture and Transformation</td>
<td>3.0</td>
</tr>
<tr>
<td>ISCL 711</td>
<td>Dynamics of the Religious Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 561</td>
<td>Economic Anthropology</td>
<td>3.0</td>
</tr>
<tr>
<td>ISAN 751</td>
<td>Social Anthropology</td>
<td>3.0</td>
</tr>
<tr>
<td>ISCL 560</td>
<td>Urban Research and Study</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 520</td>
<td>Intercultural Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>ISCL 709</td>
<td>Intercultural Communication</td>
<td>3.0</td>
</tr>
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</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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</thead>
<tbody>
<tr>
<td>ISCL 602</td>
<td>Introduction to International Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ISCL 727</td>
<td>Principles of Church Multiplication</td>
<td>3.0</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
<td>3.0</td>
</tr>
<tr>
<td>ISCL 765</td>
<td>Cross-cultural Leadership</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Bible/Theology (6 Credits)

Electives (18 Credits)

CHOOSE 18 credits 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 and theology, Bible translation, linguistics, TESOL, church planting, crosscultural health care, urban ministries, etc. Students desiring a graduate certificate in TESOL in conjunction with their intercultural studies degree must also apply to the Department of ALT.

Students who are not proficient in a second language will also be required to take one of the courses listed below as a required elective. (Proficiency standards for a second language will be determined by the M.A. advisor in consultation with intercultural studies faculty. See student handbook for standards.)

- ISAL 520 - Introduction to Language and Linguistics Credit(s): 3.
- ISAL 655 - Practicum in Language and Culture Learning Credit(s): 3.

Students who have not previously taken a course in cultural anthropology will be required to take the course below as a required elective.

- ISAN 507 - Cultural Anthropology Credit(s): 3.

Linguistics and Biblical Languages, M.A.

Program Learning Outcomes
Upon completion of the Master of Arts in Linguistics and Biblical Languages, students will be able to:

1. Students will apply knowledge and skills as working applied linguists in Bible translation (ULO 1).
2. Students will collect, organize, and interpret language data in order to provide written documentation of their findings (ULO 1).
3. Students will assess their values, compare them with those of other languages and cultures, and demonstrate sensitivity to them (ULO 2).
4. Students will exhibit a professional commitment to ethical and biblically informed practice in applied linguistics (ULO 2).
5. Students will demonstrate their ability to interact appropriately with translation partners and constituency according to standards of best practices in the field (ULO 3).

Program Description
Students who want to specialize in Bible translation have the option of the Master of Arts in Linguistics and 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 and 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. Depending on the expected field of service and specialty, some students, however, may need to take additional courses at Biola or other SIL summer programs to meet all their SIL training requirements.
Objectives
The purpose of the M.A. in Linguistics and Biblical Languages (MA LBL) is to provide advanced training in biblical languages and exegetical knowledge to Christians desiring to meet the needs of agencies involved in Bible translation, such as SIL International. While the M.A. in Applied Linguistics provides broad perspectives on issues such as translation, literacy, orthography, and language planning, the M.A. in Linguistics and Biblical Languages has a more specific focus on linguistics, exegesis and biblical languages. Students who complete the M.A. in Linguistics and Biblical Languages program will be able to accurately analyze either Hebrew or Greek, understand the relevant historical and cultural background, exegete the Scriptures, and apply sound linguistic and biblical principles in the translation of the Scriptures.

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 100 iBT 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
Students are required to have 15 foundational credits as noted below. Students entering the program without the stated foundational credits 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 Master of Arts in Linguistics and Biblical Languages requires 15 credits of foundational courses (Old Testament survey, New Testament survey, hermeneutics, introduction to linguistics, and phonetics) and 41 additional credits for the Hebrew concentration or 40 additional credits for the Greek concentration. The culmination of the Master of Arts in Linguistics and 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 credits required is at least 32, 24 of which must be taken through Biola University.

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 M.A. degree in Linguistics and Biblical Languages is usually completed within two years by full-time students; but may require an additional semester or two for students without the foundational credits. Part-time students may have up to seven years for the M.A. degree.

All students must meet with their department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Requirements section).

Program Electives
Students will choose a 17-credit concentration in Hebrew or a 16-credit concentration in Greek.

Hebrew Concentration (17 Credits)
Electives in Hebrew exegesis or linguistics: 3 credits
TTNT 501 Beginning Greek I Credit(s): 2.
TTOT 603 Elements of Hebrew I Credit(s): 3.
TTOT 604 Elements of Hebrew II Credit(s): 3.
TTOT 705 Exegesis in Genesis and Selected Passages Credit(s): 3.
TTOT 745 World of the Old Testament Credit(s): 2–3.
TTOT 745 must be taken for 3 credits.

Greek Concentration (16 Credits)
Electives in Greek exegesis or linguistics: 3 credits
TTNT 501 Beginning Greek I Credit(s): 2.
TTNT 502 Beginning Greek II Credit(s): 2.
TTNT 503 Introduction to Exegesis Credit(s): 3.
TTNT 701 The World of the New Testament Credit(s): 2–3.
TTNT 701 must be taken for 3 credits.
TTOT 603 Elements of Hebrew I Credit(s): 3.

Missions, M.A.
Program Description
The Master of Arts in Missions is designed for individuals who have been in Christian missions ministry for at least three years and have not had the opportunity to earn an accredited baccalaureate degree, but who now wish advanced training related to their ministries. The program provides graduate level training in three areas: Core Curriculum of Missiology and 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.

Curriculum
Foundational Credits (15 Credits)
(May be taken concurrently with program courses.)
Bible (Survey of O.T., Survey of N.T., Hermeneutics): 9 credits
ISAL 520 Introduction to Language and Linguistics Credit(s): 3.
ISAL 521 General Articulatory Phonetics Credit(s): 3.

Program Credits (24 Credits)
Theology: 3 credits
ISAL 523 Introduction to Phonology Credit(s): 3.
ISAL 525 Introduction to Syntax Credit(s): 3.
ISAL 529 Introduction to Semantics and Pragmatics Credit(s): 3.
ISAL 535 Introduction to Bible Translation Credit(s): 3.
ISAL 648 Discourse and Text Analysis Credit(s): 3.
ISAL 650 Seminar in Linguistics and Biblical Exegesis Credit(s): 3.
ISAL 654 Field Methods in Linguistics Credit(s): 3.
ISAL 697 Comprehensive Examination Credit(s): 0.
Admission Requirements

Personal Qualifications
1. Completion of five years in intercultural ministry and presently in a ministry.
2. Participation in the Master of Arts program in Missions presuming 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 it return to a baccalaureate program detrimental to their ongoing missions ministry.
3. Applicants usually will not have an accredited B.A. or equivalent degree. CSICS 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 M.A. in Missions program director, the CSICS 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 credits) with a grade point of at least 3.3 or higher to advance further in the program.

Graduation Requirements

A. Satisfactorily complete 58 semester credits as outlined in the curriculum.
B. At least 24 credits 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.
H. Meet with department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Curriculum

The Master of Arts in Missions curriculum includes courses in: 1) core curriculum, 18 credits; 2) Bible/Theology, 21 credits; 3) electives, 19 credits. The total requirement is 58 credits.

Core Curriculum (18 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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</thead>
<tbody>
<tr>
<td>ISAN 507</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 520</td>
<td>Interpersonal and Intercultural</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Adjustment</td>
<td></td>
</tr>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 709</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 727</td>
<td>Principles of Church Multiplication</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 750</td>
<td>Issues in Contextualization/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crosscultural Theology</td>
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</table>

Bible and Theology (21 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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</thead>
<tbody>
<tr>
<td>ISCL 724</td>
<td>Issues in Spiritual Warfare</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 751</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 752</td>
<td>Acts: Biblical and Missiological</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives in Intercultural Studies/Missiology (19 Credits)

Each student will select intercultural studies/missiology courses as electives under the supervision of the program director. These may be designed to form a concentration or specialization.

TESOL, M.A.

Program Learning Outcomes

Upon completion of the Master of Arts in TESOL, students will be able to:

1. Identify concepts pertaining to the English language system and related theory and practice in language learning and teaching (ULO 1).
2. Analyze, evaluate, and apply research in English language teaching (ULO 1).
3. Examine and resolve real-life learning and teaching situations in light of best practices in TESOL (ULO 1).
4. Recognize the effects of various personal, linguistic, and sociocultural factors on learning processes and formulate pedagogical responses in accordance with biblical and ethical standards (ULO 2).
5. Devise a plan to be a life-long, global-minded Christian professional language educator (ULO 2).
6. Search for, select, and/or create lessons, materials, and tasks for effective learning (ULO 3).
7. Demonstrate the ability to adapt instruction to learner needs and cultural contexts (ULO 3).

Program Description

English has become the most widely used language in the world today, particularly in the areas of science, commerce and education. Tens of thousands of students in developing countries are taught English in school. Thousands more study English in order to pursue careers or educational programs demanding English language skills. Refugees and immigrants to the United States desire English to survive and to establish themselves in their new homeland. There is thus a considerable demand for qualified teachers of English both here and abroad.

To help meet the need for trained Christian teachers of English as a Second Language (ESL) or English as a Foreign Language (EFL), the Department of TESOL and Applied Linguistics offers two regular programs in TESOL: a Graduate Certificate in TESOL and an M.A. in TESOL. The programs are academically rigorous; yet focus on the practical aspects of teaching in a variety of settings. The department also seeks to serve teachers desiring to continue their professional advancement or upgrade their qualifications, and non-degree students interested in gaining basic teaching or tutoring skills, by offering a variety of separate courses, from introductory to advanced.

The M.A. in TESOL encompasses the goal of the certificate program plus the additional goal of broader academic training. Teachers are equipped for work in and beyond the classroom in administration, training, course design, etc.

The focus of the TESOL programs is post-secondary and adult education. Those interested in K-12 ESL in U.S. schools should consult with the School of Education.

The M.A. in TESOL is offered both on-campus and online.
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 100 IBT 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
Students are required to have 12 foundational credits as noted below. Students entering the program without the stated foundational credits 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 9 credits of foundational work in language, culture, and Bible. Beyond the foundational credits, the Graduate Certificate in TESOL requires 16 credits of prescribed course work, and the Master of Arts in TESOL requires 32 credits. A portfolio is required as a culmination for the Master of Arts in TESOL.

The Master of Arts program requirements may be reduced for students with appropriate background course work, but the minimum number of graduate credits required is at least 32, 24 of which must be taken through Biola University.

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 Master of Arts.

The program is usually completed within two years by full-time students. Part-time students may have up to seven years for the M.A. degrees.

All students must meet with their department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Degree Requirements (32 Credits)
All the Graduate Certificate in TESOL courses must be completed.

Beyond these, the following must be completed:

ISTE or ISAL Electives: 6 credits
Bible or World Perspective Elective: 3 credits

ISTE 621 Classroom Research in TESOL 3
ISTE 632 Language Testing and Assessment 3
ISTE 693 Portfolio 1

*Presumes foundational courses have been fulfilled.

Missiology, D.Miss.
Program Learning Outcomes
Upon completion of the Doctor of Missiology, students will be able to:

1. Articulate relevant theories and identify key theorists in current and seminal works of missiology (ULO 1).
2. Demonstrate a mastery of important theoretical constructs in missiology with application to student’s ministry context (ULO 1).
3. Discuss and analyze the integration of one’s faith commitments, theological understandings, and pertinent theoretical constructs (ULO 1 and 2).
4. Evaluate the research of other students and scholars in the field of missiology (ULO 1).
5. Synthesize theoretical understandings and apply them to a ministry context (ULO 1).
6. Construct new applied understandings and analyze how they can improve ministry outcomes (ULO 1).
7. Employ cross-cultural communication skills through presentations to facilitate learning in diverse contexts (ULO 3).
8. Exemplify in scholarly writing “servant scholarship” (i.e., rigorous scholarship accompanied by Christ-like humility) (ULO 2).

Objectives
The Doctor of Missiology is a practitioner’s degree designed to enhance people, partnerships and publications that advance the missions enterprise in scholarship, spirituality, service, and sacrifice through the critical strategizing of three cross-disciplines: church history, theology, and the social sciences. The program’s goal is to promote the development of teachers, missions administrators and consultants, Bible translators, church multipliers, curriculum developers, community developers, member care professionals, and business persons who will be able to conduct cross-cultural ministries with greater conviction, clarity, competence, and compassion, without compromising the sacred Scriptures.

Learning Outcomes
The Learning Outcomes for the D.Miss. program include the following:

1. Cognitive: Students will identify appropriate research methods.
2. Affective: Students will apply new insights to present ministry contexts.
3. Behavior: Students will evaluate the transformational changes of their ministries. They will demonstrate their ability to integrate mission history, theology, the social sciences, and mission strategy.

Program Requirements
The D.Miss. program requires 40 credits past the master’s degree of which 4 credits normally are devoted to the capstone project, including ISCL 888 - Capstone Project Proposal.

The 36-credit component of the program contains 12 credits of theological and missiological foundations, 18 credits of missiology/intercultural studies courses, and 6 credits of research methods. Students are encouraged to integrate each modular into their capstone project.

A faculty advisor will guide each student in planning a program of courses to serve his or her ministry needs. Each student is expected to choose courses most appropriate to their research interest and will select a mentor from the graduate faculty to guide his or her capstone project. Admission into the graduate program of the School of Intercultural Studies does not guarantee completion of the doctoral degree.

Delivery System
Full-time students can complete all required coursework in four semesters with an additional year devoted to the capstone project. Part-time students generally complete course work in three years.
Time Limit for Degree Completion

All course and academic requirements for the D.Miss. degree must be completed within 7 years, beginning on the date of the student’s first registration. Petitions for extension beyond 7 years will be considered on a case-by-case basis for students who may need extensive time on the field.

Withdrawal and Re-Admission Procedures

A student who must drop out of school or is planning to return to full-time status after a period of withdrawal must complete the formal withdrawal process. To return to active status, the student should contact the program director and file a re-admission 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 re-admission 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

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 is scheduled after at least one substantial piece of written work demonstrating the student’s skill in research writing. The result of the interview will determine the student’s status within the program.

Vocational Experience and Language Requirement

All students must complete a minimum of three years of practical ministry experience in a cross-cultural (or multi-cultural) setting. It is assumed that the student will acquire fluency in a second language before or during this vocational service and that the 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 capstone project under the direction of a faculty advisor. In order to be admitted to candidacy the student must have:

A. Completed the field ministry requirement
B. Received approval of the dissertation proposal by the Doctoral Committee

Upon reaching candidacy a student usually registers for a total of 4 Capstone Project credits (including Project Proposal) prior to graduation.

Capstone

The 40 credit hour D.Miss. program normally includes 36 hours of coursework followed by four credit hours of research, of which two are Capstone Project Proposal and two are the Capstone Project. Students who have completed 40 credit hours or more of coursework before reaching the Capstone Project phase of their program must still write a research proposal and complete a Capstone Project. Both ISCL 888 and ISCL 889 constitute full-time enrollment; however, students in the research phase may be considered full-time for a maximum of four semesters.

The capstone project generally is based upon research conducted in the field of ministry and must demonstrate high attainment in applied scholarship related to professional missiology. The project proposal must be approved by the candidate’s advisory committee (usually two members of the Cook faculty) prior to the beginning of the student’s field research.

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 defend a capstone project and complete all required coursework with a minimum 3.0 GPA to qualify for graduation. Also, students must meet with their department advisor and contact a Graduate Graduation Counselor one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Core Requirements

Foundational Missiology and Intercultural Studies (6 Credits)
Choose two of the following:
- ISAN 761 Culture and Transformation Credit(s): 3.
- ISL 709 Intercultural Communication Credit(s): 3.
- ISCL 742 History of the World Christian Movement Credit(s): 3.
- ISCL 765 Cross-cultural Leadership Credit(s): 3.

Biblical/Theological Studies (6 Credits)
Choose two of the following:
- ISAN 722 Spiritual Conflicts in Crosscultural Context Credit(s): 3.
- OR
- ISCL 724 Issues in Spiritual Warfare Credit(s): 3.
- ISCL 744 Narrative in Scripture and Teaching Credit(s): 3.
- ISCL 751 Theology of Mission Credit(s): 3.
- ISCL 752 Acts: Biblical and Missiological Credit(s): 3.

Missiological Specialization (18 Credits)
Choose six of the following (without duplicating above):
- Tutorial or Elective Credit(s): 3.
- ISAN 721 Anthropological Theory in Practice Credit(s): 3.
- ISAN 731 Culture, Cognition and World View Credit(s): 3.
- ISAN 761 Culture and Transformation Credit(s): 3.
- ISCL 702 Social Organization Credit(s): 3.
- OR
- ISCL 751 Social Anthropology Credit(s): 3.
- ISCL 703 Curriculum Design for Intercultural Contexts Credit(s): 3.
- ISCL 727 Principles of Church Multiplication Credit(s): 3.
- ISCL 732 Church Planting Models and Strategies Credit(s): 3.
- ISCL 735 Principles of Church Growth Credit(s): 3.
- ISCL 742 History of the World Christian Movement Credit(s): 3.
- ISCL 744 Narrative in Scripture and Teaching Credit(s): 3.
- ISCL 765 Cross-cultural Leadership Credit(s): 3.
- ISCL 801 Method and Theory in Cross-cultural Studies Credit(s): 3.

Research (6 Credits)
- ISCL 872 Foundations of Doctoral Research Credit(s): 3.
- ISCL 883 Action-Reflection Research Design Credit(s): 3.

Capstone (4 Credits)
- ISCL 888 D.Miss. Capstone Project Proposal Credit(s): 2.
- ISCL 889 D.Miss. Capstone Project Credit(s): 2.
Intercultural Education, Ph.D.

Program Learning Outcomes

Upon completion of the Doctor of Philosophy in Intercultural Education, students will be able to:

1. Articulate relevant educational theories and identify key educationists’ current and seminal works relevant to intercultural education, including pertinent Christian scholarship (ULO 1).
2. Demonstrate a mastery of important constructs in intercultural education and related disciplines associated with their research area (ULO 1).
3. Discuss and analyze the integration of one’s faith commitments, theological understandings, and pertinent educational convictions (ULO 1 and 2).
4. Evaluate the research of other students and scholars in the field of intercultural education (ULO 1).
5. Synthesize theoretical understandings in intercultural education and apply them to a new educational context (ULO 1).
6. Generate new understandings and explanations (e.g., theoretical constructs) and apply them to the improvement of educational outcomes (ULO 1).
7. Employ cross-cultural communication skills through presentations to achieve culturally appropriate learning outcomes in diverse contexts (ULO 3).
8. Engage in and publish independent educational research (ULO 3).
9. Exemplify in scholarly writing “servant scholarship” (i.e., rigorous scholarship accompanied by Christ-like humility) (ULO 2).

Program Description

The purpose of the Doctor of Philosophy degree in the Cook School of Intercultural Studies (CSICS) is to equip scholars to be competent in research, writing, and reflective action from a holistically integrated Christian worldview in order to contribute to new understandings of cross-cultural and multicultural issues. The program prepares graduates for roles in higher education, cross-cultural leadership, and intercultural praxis.

Program Requirements

The Cook School of Intercultural Studies offers two Ph.D. degrees, the Ph.D. in Intercultural Education, and the Ph.D. in Intercultural Studies. Each program requires a minimum of 60 credits past the appropriate master’s degree, including a minimum of 48 semester hours of coursework and a minimum of 12 semester hours of dissertation research.

The Ph.D. programs include four foundational courses (12 credits), four specialized courses (12 credits), three electives or tutorials (9 credits), three Bible/theology courses (9 credits), and two research methods courses (6 credits). The dissertation portion of the program includes two taught courses (6 credits) and allows students to devote up to 6 additional dissertation credits to independent research and writing. There is wide latitude for students to pursue their individual interests in elective courses (or tutorials) and ultimately in research for their doctoral dissertations.

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 credits, as determined by the program director. If a student enters the Ph.D. program having completed a master’s degree with courses equal in rigor and content to any of the four common foundational courses, their program may be reduced up to 9 credits. Students with advanced work in Bible and theology may be eligible for up to 9 credits of Bible/theology reductions for work completed as part of a D.Min. or D.Miss. degree, and up to 6 credits of reduction for students with a Th.M. degree. Requests for course reductions from other students with extensive coursework in Bible and theology will be considered on a case by case basis and will not normally exceed 6 credits of course reductions. At the recommendation of the Ph.D. academic advisor and with the approval of the doctoral studies committee, students with a previous doctoral degree may be granted course reductions of up to 24 credits but must complete at least 36 additional credits at Biola University, of which 24 credits must be new coursework and up to 12 credits may be devoted to dissertation research and writing. A faculty advisor will guide students in planning a program of study that serves their vocational aspirations. The degree offers a concentration in either intercultural or multicultural education. Students are expected to choose the concentration most appropriate to their research interest.

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. At times students may need to interrupt their programs for a semester or more for a variety of personal or work-related reasons. This may be done with the consent of their respective Ph.D. Program Director. Students must be continuously enrolled unless on an official Leave of Absence. Students who fail to register in any given semester without a Leave of Absence will be dropped from their respective doctoral program. Also, students on Leave of Absence beyond two consecutive semesters must reapply to their respective doctoral program.

Withdrawal and Re-Admission Procedures

A student who must drop out of school 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.

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. Inactive students are those who have requested and been granted Leave of Absence from 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 Program Advisor and the Dean of CSICS. Students on leave are required to register for ISCL 893 Leave of Absence each term.

Portfolios

CSICS has chosen to utilize a Portfolio Assessment System for its Ph.D. programs. This system is designed as a means to help monitor student progress toward one’s development as a scholar. A variety of course materials will be collected periodically throughout the duration of the doctoral program. For further information, please consult the current Doctoral Programs Handbook.

Qualifying Examinations

Doctoral students are required to demonstrate a comprehensive knowledge of their field of study by examination. The content of the written qualifying exam includes material from the core areas of the curriculum and the student’s particular specialization. These exams are normally taken at the conclusion of all the coursework.

Admission to Candidacy

Official Ph.D. candidacy indicates that students have completed all of the preliminary requirements and are now qualified to undertake original research contributing to scholarship in their respective fields through their doctoral dissertations.
To achieve candidacy, students must successfully complete the following:

1. Required coursework and the Graduation Procedures Check (or grad check);
2. Portfolio, approved by the doctoral committee;
3. Qualifying examinations; and

It is the responsibility of students to contact their advisors in order to ensure all candidacy requirements have been met. Upon completion of the requirements, students will be notified of their acceptance to candidacy. Candidates will select a chairperson from the graduate faculty to guide their dissertation research. Upon achieving candidacy, students may implement their proposed research plans under the supervision of the approved doctoral chairperson.

Students enrolled in ISCL 890 Dissertation Field Research or ISCL 891 Dissertation Proposal are considered full-time students if they enroll for at least 2 credits per semester. During the dissertation phase, doctoral students are considered full time for a maximum of two years. If doctoral candidates have not defended their dissertations by the time all required dissertation credits are completed, they must enroll continuously in ISCL 892 Ph.D. Continuous Research each semester until the successful defense of the dissertation. This enrollment carries no academic credit but maintains the students’ continuous registration.

Students who fail to achieve candidacy may be offered a terminal M.A. degree and dropped from the Ph.D. program.

Dissertation

The dissertation process officially begins with the successful defense 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 theory appropriate to the candidate’s concentration and conducted in some aspect of intercultural studies.

Dissertation Defense

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 qualifying exam and completed all required course work with a minimum 3.3 GPA to qualify for graduation. Students must meet with their department advisor and contact a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admissions, Registration and Graduation Requirements section).

Residency Requirement

CSICS Ph.D. students taking coursework at Biola’s CSICS extension centers must take at least 50% (24 credits) of the coursework at Biola’s main campus.

Program Specific Objectives

The Doctor of Philosophy degree in Intercultural Education equips Christians 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 crosscultural 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.

Ph.D. in Intercultural Education Curriculum

Prerequisites: M.A. degree with a strong education background. Minimally, 3 years of crosscultural or multicultural educational experience.

Requirements: The program consists of at a total of 60 credits, of which 12 may be devoted to dissertation research, including ISCL 872 - Foundations of Doctoral Research and ISCL 891 - Dissertation Proposal.

Foundational Courses (12 Credits)

- ISAN 761 Culture and Transformation (Credit(s): 3)
- ISCL 709 Intercultural Communication (Credit(s): 3)

Choose two from the following three courses:

- ISCL 742 History of the World Christian Movement (Credit(s): 3)
- ISCL 765 Cross-cultural Leadership (Credit(s): 3)
- ISCL 703 Curriculum Design for Intercultural Contexts (Credit(s): 3)

Educational Core Courses (12 Credits)

- ISCL 816 Education Theory (Credit(s): 3)
- ISCL 823 Crosscultural Teaching and Learning Strategies (Credit(s): 3)
- ISCL 825 Comparative Human Development (Credit(s): 3)

And:

- ISCL 815 Educational Philosophies of Global Religious Traditions (Credit(s): 3)
- OR
- ISCL 885 Multicultural Education (Credit(s): 3)

Specialization Courses (9 Credits)

A total of 9 credits must be taken in:

Education/ICS electives: 3 credits.
Education/ICS electives or Tutorial: 3 credits.

- ISCL 873 Tutorial (Credit(s): 1–3)

Research Courses (6 Credits)

- ISCL 803 Qualitative Research (Credit(s): 3)
- ISCL 879 Research Design (Credit(s): 3)

Bible/Theology Courses (9 Credits)

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 Cook 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.

Dissertation Writing (12 Credits)

- ISCL 872 Foundations of Doctoral Research (Credit(s): 3)
- ISCL 890 Ph.D. Dissertation Field Research (Credit(s): 0–6)
- ISCL 891 Ph.D. Dissertation Proposal (Credit(s): 3)

Intercultural Studies, Ph.D.

Program Learning Outcomes

Upon completion of the Doctor of Philosophy in Intercultural Studies, students will be able to:

1. Articulate relevant anthropological, historical, and theological understandings and identify relevant scholars’ current and seminal works relevant to intercultural studies (ULO 1).
2. Demonstrate a mastery of important theoretical constructs in intercultural studies associated with their research area (ULO 1).
3. Discuss and analyze the integration of one’s faith commitments, theological understandings within the discipline of intercultural studies (ULO 1 and 2).
4. Evaluate the research of other students and scholars in the field of intercultural studies (ULO 1).
5. Synthesize theoretical understandings in intercultural studies and apply them to a new cross-cultural and/or multicultural context (ULO 1).
6. Generate new understandings and explanations (e.g., theoretical constructs) and apply them to the improvement of vocational involvement in cross-cultural and/or multicultural contexts (ULO 1).
7. Employ cross-cultural communication skills through presentations to facilitate learning in diverse contexts (ULO 3).
8. Engage in and publish independent research in intercultural studies (ULO 3).
9. Exemplify in scholarly writing “servant scholarship” (i.e., rigorous scholarship accompanied by Christ-like humility) (ULO 2).

Program Description
The purpose of the Doctor of Philosophy degree in the Cook School of Intercultural Studies (CSICS) is to equip scholars to be competent in research, writing, and reflective action from a holistically integrated Christian worldview in order to contribute to new understandings of cross-cultural and multicultural issues. The program prepares graduates for roles in higher education, cross-cultural leadership, and intercultural praxis.

Program Requirements
The Cook School of Intercultural Studies offers two Ph.D. degrees. The Ph.D. in Intercultural Education, and the Ph.D. in Intercultural Studies. Each program requires a minimum of 60 credits past the appropriate master’s degree, including a minimum of 48 semester hours of coursework and a maximum of 12 semester hours of dissertation research.

The Ph.D. programs include four foundational courses (12 credits), four specialized courses (12 credits), three electives or tutorials (9 credits), three Bible/theology courses (9 credits), and two research methods courses (6 credits). The dissertation portion of the program includes two taught courses (6 credits) and allows students to devote up to 6 additional dissertation credits to independent research and writing. There is wide latitude for students to pursue their individual interests in elective courses (or tutorials) and ultimately in research for their doctoral dissertations.

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 credits, as determined by the program director. If a student enters the Ph.D. program having completed a master’s degree with courses equal in rigor and content to any of the four common foundational courses, their program may be reduced to 9 credits. Students with advanced work in Bible and theology may be eligible for up to 9 credits of Bible/theology reductions for work completed as part of a D.Min. or D.Miss. degree, and up to 6 credits of reduction for students with a Th.M. degree. Requests for course reductions from other students with extensive coursework in Bible and theology will be considered on a case by case basis and will not normally exceed 6 credits of course reductions. At the recommendation of the Ph.D. academic advisor and with the approval of the doctoral studies committee, students with a previous doctoral degree may be granted course reductions of up to 24 credits but must complete at least 36 additional credits at Biola University, of which 24 credits must be new coursework and up to 12 credits may be devoted to dissertation research and writing. A faculty advisor will guide students in planning a program of study that serves their vocational aspirations. The degree offers a concentration in either intercultural or multicultural education. Students are expected to choose the concentration most appropriate to their research interest.

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. At times students may need to interrupt their programs for a semester or more for a variety of personal or work-related reasons. This may be done with the consent of their respective Ph.D. Program Director. Students must be continuously enrolled unless on an official Leave of Absence. Students who fail to register in any given semester without a Leave of Absence will be dropped from their respective doctoral program. Also, students on Leave of Absence beyond two consecutive semesters must reapply to their respective doctoral program.

Withdrawal and Re-Admission Procedures
A student who must drop out of school 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.

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. Inactive students are those who have requested and been granted Leave of Absence from 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 Program Advisor and the Dean of CSICS. Students on leave are required to register for ISCL 893 Leave of Absence each term.

Portfolios
CSICS has chosen to utilize a Portfolio Assessment System for its Ph.D. programs. This system is designed as a means to help monitor student progress toward one’s development as a scholar. A variety of course materials will be collected periodically throughout the duration of the doctoral program. For further information, please consult the current Doctoral Programs Handbook.

Qualifying Examinations
Doctoral students are required to demonstrate a comprehensive knowledge of their field of study by examination. The content of the written qualifying exam includes material from the core areas of the curriculum and the student’s particular specialization. These exams are normally taken at the conclusion of all the coursework.

Admission to Candidacy
Official Ph.D. candidacy indicates that students have completed all of the preliminary requirements and are now qualified to undertake original research contributing to scholarship in their respective fields through their doctoral dissertations. To achieve candidacy, students must successfully complete the following:
1. Required coursework and the Graduation Procedures Check (or grad check);
2. Portfolio, approved by the doctoral committee;
3. Qualifying examinations; and

It is the responsibility of students to contact their advisors in order to ensure all candidacy requirements have been met. Upon completion of the requirements, students will be notified of their acceptance to candidacy. Candidates will select a chairperson from the graduate faculty to guide their dissertation research. Upon achieving candidacy,
students may implement their proposed research plans under the supervision of the approved doctoral chairperson.

Students enrolled in ISCL 890 Dissertation Field Research or ISCL 891 Dissertation Proposal are considered full-time students if they enroll for at least 2 credits per semester. During the dissertation phase, doctoral students are considered full time for a maximum of two years. If doctoral candidates have not defended their dissertations by the time all required dissertation credits are completed, they must enroll continuously in ISCL 892 Ph.D. Continuous Research each semester until the successful defense of the dissertation. This enrollment carries no academic credit but maintains the students’ continuous registration.

Students who fail to achieve candidacy may be offered a terminal M.A. degree and dropped from the Ph.D. program.

Dissertation
The dissertation process officially begins with the successful defense 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 theory appropriate to the candidate’s concentration and conducted in some aspect of intercultural studies.

Dissertation Defense
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 qualifying exam and completed all required course work with a minimum 3.3 GPA to qualify for graduation. Students must meet with their department advisor and contact a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admissions, Registration & Graduation Requirements section).

Residency Requirement
CSICS Ph.D. students taking coursework at Biola’s CSICS extension centers must take at least 50% (24 credits) of the coursework at Biola’s main campus.

Program Specific Objectives
The Ph.D. in Intercultural Studies allows the student to engage in the study of issues and processes associated with cultural change, culture contact and transformation. This track equips graduates to critically analyze the practice and theory of intercultural and crosscultural programs and processes that have contributed to contemporary globalization trends.

Ph.D. in Intercultural Studies Curriculum

**Prerequisites:** M.A. degree with a strong emphasis in intercultural studies, the social sciences or a related field. Minimally 3 years of crosscultural experience.

**Requirements:** The program consists of at least 60 credits, of which 24 may be devoted to dissertation research, including ISCL 872 - Foundations of Doctoral Research and ISCL 891 - Dissertation Proposal.

**Foundational Courses (12 Credits)**

- ISAN 761 Culture and Transformation
- ISCL 709 Intercultural Communication
- ISCL 742 History of the World Christian Movement
- ISCL 765 Cross-cultural Leadership
- ISCL 703 Curriculum Design for Intercultural Contexts
- ISCL 872 Foundations of Doctoral Research
- ISCL 879 Research Design
- ISCL 873 Tutorial
- ISCL 870 Method and Theory in Cross-cultural Anthropology and Worldview Studies
- ISCL 853 Theoretical Issues in Cross-Cultural Engagement
- ISCL 801 Method and Theory in Cross-cultural Studies
- ISCL 803 Qualitative Research
- ISCL 890 Ph.D. Dissertation Field Research
- ISCL 891 Ph.D. Dissertation Proposal
- ISCL 852 Contemporary Issues in Cognitive Anthropology and Worldview Studies
- ISCL 858 Social Justice and Human Rights
- ISCL 853 Theoretical Issues in Cross-Cultural Engagement
- ISAN 501 Essentials of Archaeology
- ISAN 502 Essentials of Physical Anthropology
- ISAN 503 Introduction to Physical Anthropology
- ISAN 504 Social Justice and Human Rights
- ISAN 505 History of Anthropological Theory

Intercultural Research Core Courses (12 Credits)

- ISAN 751 Social Anthropology
- ISCL 801 Method and Theory in Cross-cultural Studies
- ISCL 852 Contemporary Issues in Cognitive Anthropology and Worldview Studies
- ISCL 853 Theoretical Issues in Cross-Cultural Engagement

Specialization Courses (9 Credits)

A total of 9 credits must be taken in:
- Education/ICS electives: 3 credits.
- Education/ICS electives or Tutorial: 3 credits.

Research Courses (6 Credits)

- ISCL 803 Qualitative Research
- ISCL 879 Research Design
- ISCL 873 Tutorial
- ISLC 872 Foundations of Doctoral Research
- ISCL 890 Ph.D. Dissertation Field Research
- ISCL 891 Ph.D. Dissertation Proposal

Bible/Theology Courses (9 Credits)

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 Cook 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.

Dissertation Writing (12 Credits)

- ISCL 872 Foundations of Doctoral Research
- ISCL 890 Ph.D. Dissertation Field Research
- ISCL 891 Ph.D. Dissertation Proposal

Courses

**Anthropology (ISAN)**

**ISAN 501 - Essentials of Archaeology**

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 adaptation and change. Designed for graduate students who have not had sufficient background in archaeological prerequisites. Grade Mode: A. Credit(s): 3.

**ISAN 502 - Essentials of Physical Anthropology**

A survey of the physical nature of humans from an anthropological perspective. Explores ideas and concepts in scientific method, genetics, human variation, primate behavior, fossil humans and archeology. The laboratory (3 hours per week) will consist of a hands-on study of specimen and an examination of the relationship between human biology and the influence of culture. Designed for graduate students who have not had sufficient background in physical anthropology. Grade Mode: A. Credit(s): 3.

**ISAN 503 - Linguistic Anthropology**

An examination of 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. Grade Mode: A. Credit(s): 3.

**ISAN 504 - Social Justice and Human Rights**

An introduction to major themes and issues in the study of social justice and human rights advocacy. Common human rights violations will be considered from an anthropological perspective and in the light of Scripture. Various tools for engaging in social activism and advocacy, rescuing the oppressed and undertaking social justice and human rights interventions will be considered. Grade Mode: A. Credit(s): 3.

**ISAN 505 - History of Anthropological Theory**

Examination of the theories and principle figures contributing to the development of modern anthropological inquiry, research strategies and field methods. Grade Mode: A. Credit(s): 3.
ISAN 507 - Cultural Anthropology
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. Designed for graduate students who do not have a sufficient background in cultural anthropology. Grade Mode: A. Credit(s): 3.

ISAN 511 - Anthropology of Religion
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. Grade Mode: A. Credit(s): 3.

ISAN 512 - Anthropology of Christianity
This class examines new research in the area of anthropology of Christianity. It will trace its origins, the research approach, as well as application of these studies to the Biblical text as well as to cross-cultural contexts. Grade Mode: A. Credit(s): 3.

ISAN 513 - Comparative Folklore and 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. Grade Mode: A. Credit(s): 3.

ISAN 515 - New Religious Movements
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. Grade Mode: A. Credit(s): 3.

ISAN 521 - Contemporary Anthropological Theory
Examination of recent developments since the 1950s in anthropological theory including such topics as post-colonialism, post-modernism, semiotics, psychological anthropology and feminist theoretical approaches. Grade Mode: A. Credit(s): 3.

ISAN 523 - Ethnographic Research Methods
Techniques of field methods including genealogies, participant observation, life history, mapping, and structured interviews. Includes strategies for collecting and organizing data for later analysis. Grade Mode: A. Credit(s): 3.

ISAN 527 - Village and Tribal Studies
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. Grade Mode: A. Credit(s): 3.

ISAN 528 - Cultures of the World
A study of specific cultural areas with an emphasis on customs and social structures, religions, arts and history. Note(s): May be repeated with different course content. Grade Mode: A. Credit(s): 3.

ISAN 529 - Human Conflict: Theory and Resolution
This course will explore the roots and results of aggressions, violence and conflict from an anthropological perspective. It will examine biological, ecological and other materialistic explanations of these phenomena, as well as patterns in learning, symbol using and structuring in small-scale societies, ethnic conflict, cross-cultural case studies, and techniques for conflict mediation and intervention. Grade Mode: A. Credit(s): 3.

ISAN 531 - Sign, Symbol and Structure
Exploration of approaches, methods, and theory in the interrelated fields of semiotics, symbolic anthropology and structural anthropology. Focuses on ways in which anthropologists examine social and psychological structures, mental entities and lived experience, and symbolic contrasts and correspondences. Grade Mode: A. Credit(s): 3.

ISAN 541 - Urban Anthropology
Examination of the growth of cities, patterns of migration, social effects of urbanization, the growth of urban ethnic enclaves, and relationships to surrounding communities with an emphasis on research strategies appropriate to an urban context. Grade Mode: A. Credit(s): 3.

ISAN 543 - Urbanization in Developing Countries
Examination of the rural-migration patterns and growth of megalopolis in developing countries, including a study of the impact of industrialization, globalization and the continuing problem of economic inequalities. Grade Mode: A. Credit(s): 3.

ISAN 546 - Justice, Advocacy and the Kingdom of God
An integration of anthropological and biblical perspectives on Justice and Advocacy to address specific global issues. Students will do an in-depth investigation addressing a particular area of their interest. Grade Mode: A. Credit(s): 3.

ISAN 551 - Anthropology of Gender
The dynamics of male and female roles in western, non-western and biblical cultures. Focuses on responsibilities, obligations, expectations, leadership on how sex and gender roles as they relate to the society as a whole. Grade Mode: A. Credit(s): 3.

ISAN 555 - Kinship and Family in Cross-cultural Perspective
Cross-cultural study of the basic human groups of family, kin and community, examining marriage patterns and gender roles within families. Grade Mode: A. Credit(s): 3.

ISAN 557 - Acts in Cross-cultural Perspective
An examination of the cultural backgrounds of the various audiences of Acts and how these affect the interpretation of the Biblical text. Students will use these concepts to develop their own course in a cross-cultural setting. Grade Mode: A. Credit(s): 3.

ISAN 561 - Economic Anthropology
The study of economic and social relations as they impact human values, with emphasis on analytic tools for comparative research and cross-cultural comparisons. Grade Mode: A. Credit(s): 3.

ISAN 563 - Poverty and the City
Examines contemporary concerns of inhabitants in the city for justice, employment, housing and education. Special emphasis is given to programs aimed at addressing poverty issues in an urban context. Grade Mode: A. Credit(s): 3.

ISAN 571 - Introduction to International Development
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 transformation/holistic development. Provides a broad survey of development concepts, trends and challenges. Grade Mode: A. Credit(s): 3.

ISAN 573 - Micro Issues in Relief and Development
Examines 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, refugee response and the role of NGO's and faith-based organizations/ agencies in working with complex humanitarian emergencies. Prerequisite(s): ISAN 571. Grade Mode: A. Credit(s): 3.

ISAN 575 - Community Development Models and Strategies
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(s): ISAN 571. Grade Mode: A. Credit(s): 3.

ISAN 577 - Project Evaluation and Assessment
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 nongovernmental relationships, and participatory evaluation methods. Prerequisite(s): ISAN 571. Grade Mode: A. Credit(s): 3.

ISAN 581 - Archaeology Methods and Theories
Survey of approaches, methods and theory used in current and past archaeological research. The class addresses the use of assumptions, models, strategies, and research designs. Prerequisite(s): ISAN 501. Grade Mode: A. Credit(s): 3.

ISAN 582 - Field Methods in Archaeology
Examines the principles of archaeological site survey, excavation and laboratory operation. Focused on 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. Grade Mode: A. Credit(s): 3.

ISAN 583 - Internship in Archaeology
Students may spend four weeks or more in a field learning situation, during which time a student under supervision engages in the application of archaeological methods in a current archaeological excavation. Prerequisite(s): ISAN 581, 582. Grade Mode: A. Credit(s): 1–3.

ISAN 584 - 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 adaptation, social organization, technology and culture change. Grade Mode: A. Credit(s): 3.
ISAN 586 - Biblical Archaeology: Ancient Near East
The history of archeology and literature of the ancient near east and the bearing of archaeological findings on the interpretation of the Old Testament. Prerequisite(s): ISAN 501 or TTBE 519. Grade Mode: A. Credit(s): 3.

ISAN 587 - Biblical Archaeology: Palestine
The history of excavation, the history and geography of Palestine and how archaeological findings have bearing upon Biblical interpretation. Prerequisite(s): ISAN 501, TTBE 519. Grade Mode: A. Credit(s): 3.

ISAN 588 - 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. Prerequisite(s): ISAN 509. Grade Mode: A. Credit(s): 3.

ISAN 589 - Bioarchaeology
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. Grade Mode: A. Credit(s): 3.

ISAN 591 - Human Paleontology
Survey of the human fossil record focusing on the functional and behavioral significance of important morphological changes within the fossil record. Prerequisite(s): ISAN 502. Grade Mode: A. Credit(s): 3.

ISAN 593 - Human Variation
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(s): ISAN 502. Grade Mode: A. Credit(s): 3.

ISAN 595 - Human Osteology
Techniques in the basic identification of human skeletal remains, including aging, sex, race and stature reconstruction. Prerequisite(s): ISAN 502. Grade Mode: A. Credit(s): 3.

ISAN 601 - Proseminar
Integrative seminar focusing on the most contemporary developments in each of the five fields of anthropological inquiry. Prerequisite(s): Must have already completed introductory courses in archaeology, physical anthropology, cultural anthropology, and linguistic anthropology. Grade Mode: A. Credit(s): 3.

ISAN 603 - Master's Thesis
Under the direction of a mentor, the student selects a topic of inquiry and engages in a major research thereby demonstrating familiarity with research techniques, bibliographical resources, and writing capabilities. Grade Mode: A. Credit(s): 3.

ISAN 609 - Language and Power
A critical exploration of how language relates to power. The course will focus on (a) minority language rights and linguistic imperialism, language shifts and maintenance, and linguistic ecology, as well as (b) political, media, gender, ethnic, age, and class language. Students will engage in critical analysis of various kinds of discourse in terms of linguistic articulation, maintenance and subversion of power relations. Grade Mode: A. Credit(s): 3.

ISAN 613 - Topics in Social Justice and Human Rights
Exploration of the contributions of anthropology and/or other academic disciplines to human rights and/or social justice considerations. Anthropological topics may include critical ethnography, cross-cultural approaches to developing international human rights standards, various forms of trafficking, genocide and ethnicocide, anthropological ethics, representation and subjectivity in human rights and social justice contexts, universalism and relativism, anthropology of post-liberalism, cultural legitimacy, narrative approaches to transformational change, etc. Note(s): May be repeated with different topics. Grade Mode: A. Credit(s): 3.

ISAN 615 - Anthropology of Consciousness
A survey of theoretical, methodological and ethnographic topics geared toward developing a deeper anthropological understanding of cross-cultural experiences related to both normal and “altered” states of consciousness. We will explore topics including the neurophysiology of spiritual experience; trance; possession, shamanistic and medumistic states; glossolalia; mystical traditions and a number of other “extraordinary” experiences, as well as develop a thoroughply Christian, cross-culturally valid approach to various ethnophilosophies of mind, soul and spirit. Grade Mode: A. Credit(s): 3.

ISAN 621 - Practicum in Anthropology
Field based work study program under supervision. Grade Mode: A. Credit(s): 1–4.

ISAN 623 - Independent Study
Independent study in archaeological topic or area. Grade Mode: A. Credit(s): 1–4.

ISAN 624 - Independent Study
In-depth investigation of a topic under the guidance of the faculty, using standard research procedures. Topic selection by advisor’s approval. Grade Mode: A. Credit(s): 1–4.

ISAN 631 - Topics in Cultural Anthropology
Consideration of topics not regularly scheduled by faculty. May be repeated with different content. When Offered: Course offered upon faculty availability and sufficient student interest. Grade Mode: A. Credit(s): 1–3.

ISAN 633 - Topics in Culture Change
In-depth examination of both the theory and experience of culture change in various historical and cultural contexts. May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

ISAN 635 - Tutorial
Specialized study under supervision on a topic of special interest pertinent to the student’s area of inquiry. Requires interaction with both a faculty advisor and the student’s peers. May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

ISAN 641 - Topics in Political Anthropology
Examination of regional styles of leadership, of political conflicts, of competition for positions of leadership, and the nature in which power is allocated and used in various cultural contexts. May be repeated with different topics. Grade Mode: A. Credit(s): 3.

ISAN 671 - Applied Anthropology
Study of man, culture and environment with special emphasis on the manner in which their relationship with one another is affected by change agents. Grade Mode: A. Credit(s): 3.

ISAN 673 - Topics in Development
Studies in selected issues related to relief and development. May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

ISAN 681 - Topics in Archaeology
Studies in selected issues in archaeology. May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

ISAN 691 - Seminar in Advanced Archaeology
In-depth analysis of specific archaeological concerns for advanced students. May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

ISAN 693 - Seminar in Advanced Physical Anthropology
In-depth study of an issue or topic in physical anthropology. May be repeated with different content. Grade Mode: A. Credit(s): 1–3.

ISAN 701 - Topics in Biblical Theology from an Anthropological Perspective
An examination of themes, strategies, and topic within Biblical theology from an anthropological perspective. Note(s): May be repeated with different content. Grade Mode: A. Credit(s): 3.

ISAN 711 - Research Design
Methods for analyzing data, developing a research proposal, and organizing research results into an academic format. Grade Mode: A. Credit(s): 3.

ISAN 712 - Cultural Context of 1st Century Palestine
An examination of current social science research on the cultural context of 1st century Palestine and the application to the interpretation of the primary texts. Grade Mode: A. Credit(s): 3.

ISAN 721 - Anthropological Theory in Practice
An examination of the theories and principle figures who have contributed to the development of modern anthropological inquiry and the manner in which such theories have affected contemporary usage in missiological inquiry and cross-cultural research. Grade Mode: A. Credit(s): 3.

ISAN 731 - Culture, Cognition and World View
An examination of the role of ideas in the formation, maintenance and/or stimulation for change in cultures. Includes a study of the development of anthropological theories and methods for understanding cultural knowledge and issues relating to cognition, culture and meaning. Grade Mode: A. Credit(s): 3.
**ISAN 741 - Anthropology of Leadership**
Cross-cultural study of leadership including diverse patterns of authority, legitimacy, public support, leadership recruitment, and training. Grade Mode: A. Credit(s): 3.

**ISAN 751 - Social Anthropology**
Examination of the manner in which people in culture organize human relationships, allocate power, distribute labor, and work to sustain the well-being of the society. Grade Mode: A. Credit(s): 3.

**ISAN 761 - Culture and Transformation**
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. Grade Mode: A. Credit(s): 3.

**Applied Linguistics (ISAL)**

**ISAL 511 - Applied Linguistics**
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. Prerequisite(s): 520 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

**ISAL 520 - Introduction to Language and Linguistics**
Introduction to basic concepts in the scientific study of language, major areas of linguistic analysis, and several subareas of the field, including language in society. Material from English and a variety of other languages is used to provide a broad perspective. Note(s): Prerequisite for graduate courses in Applied Linguistics for program majors. May be taken concurrently with other ISAL courses. Grade Mode: A. Credit(s): 3.

**ISAL 521 - General Articulatory Phonetics**
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. Prerequisite(s): 520 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

**ISAL 522 - Phonetics and Phonology of English**
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. Prerequisite(s): 520 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

**ISAL 523 - Introduction to Phonology**
Introduction to the systematic arrangements and rules by which languages organize and alter their speech sounds. Prerequisite(s): 520 or 521. Grade Mode: A. Credit(s): 3.

**ISAL 525 - Introduction to Syntax**
Introduction to the patterns, regularities, and rule-governed alterations in grammar whereby words are organized into phrases, clauses, and sentences. Prerequisite(s): 520 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

**ISAL 529 - Introduction to Semantics and Pragmatics**
Study of meaning systems in language and how meaning is conveyed in linguistic and social contexts. Prerequisite(s): 520. Grade Mode: A. Credit(s): 3.

**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. Prerequisite(s): 520. Grade Mode: A. Credit(s): 3.

**ISAL 537 - Introduction to Literacy**
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. Prerequisite(s): 520 (concurrent registration permitted). Note(s): Does not count toward the concentration in literacy. Grade Mode: A. Credit(s): 3.

**ISAL 543 - Literacy in Social Context**
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. Prerequisite(s): 520 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

**ISAL 544 - Literacy Methods and Materials**
Examination of different theories and methods used to teach literacy and to prepare primers and other reading materials in minority languages. Prerequisite(s): 520 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

**ISAL 546 - Reading and Literacy Theory**
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. Prerequisite(s): 520 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

**ISAL 622 - Phonological Theory**
Special problems in phonological analysis from various languages. Includes abstract phonology. Prerequisite(s): 523. Grade Mode: A. Credit(s): 3.

**ISAL 624 - Syntactic Theory**
Study of several current models of syntax with application to the analysis and description of various languages. Prerequisite(s): 525. Grade Mode: A. Credit(s): 3.

**ISAL 626 - Approaches to Translation**
Study of the theory and practice of translation, including secular and sacred texts, prose and poetry. Prerequisite(s): 535. Grade Mode: A. Credit(s): 3.

**ISAL 641 - Language Surveys**
Introduction to the principles and methods of collecting, quantifying, and interpreting data on linguistic similarity, intelligibility, language attitudes, bilingualism, and language change. Prerequisite(s): 521, 646. Note(s): A tape recorder will be needed. Grade Mode: A. Credit(s): 3.

**ISAL 643 - Lexicography**
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(s): 529. Grade Mode: A. Credit(s): 3.

**ISAL 646 - Sociolinguistics**
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. Prerequisite(s): 520. Grade Mode: A. Credit(s): 3.

**ISAL 648 - Discourse and Text Analysis**
Examination of language beyond the sentence level. Covers the analysis of oral and written secular and sacred texts within their social or literary contexts. Prerequisite(s): 520. Grade Mode: A. Credit(s): 3.

**ISAL 650 - Seminar in Linguistics and Biblical Exegesis**
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 and Biblical Languages, and will assimilate the content of the various courses in the degree. Prerequisite(s): ISAL 529, 648; TTOT 705 or TTNT 503. Grade Mode: A. Credit(s): 3.

**ISAL 652 - Field Methods in Second Language and Culture Learning**
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. Prerequisite(s): 520. Grade Mode: A. Credit(s): 3.

**ISAL 654 - Field Methods in Linguistics**
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. Prerequisite(s): 523, 525; Fee: $100. Grade Mode: A. Credit(s): 3.

**ISAL 655 - Practicum in Language and 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. Prerequisite(s): 520. Fee: $100. Grade Mode: A. Credit(s): 3.

**ISAL 656 - Practicum in Literacy**
Field experience within the broad area of literacy. Credit for course may be earned, in some field-based situations, by portfolio assessment. Prerequisite(s): 520. Grade Mode: A. Credit(s): 3.
ISAL 657 - Practicum in Applied Linguistics
Field experience in various areas of applied linguistics, such as lexicography, orthography design and translation. Prerequisite(s): 520. Note(s): May be repeated for credit with a different topic. Grade Mode: A. Credit(s): 3.

ISAL 658 - Practicum in Linguistics
Fieldwork in the analysis and description of language systems or language use, such as phonology, syntax, and sociolinguistics. Prerequisite(s): 520. Note(s): May be repeated for credit with a different focus. Grade Mode: A. Credit(s): 3.

ISAL 668 - Seminar in Applied Linguistics
In-depth examination of some main areas of applied linguistics. Topics vary, depending on class interests. Prerequisite(s): 511. Grade Mode: A. Credit(s): 3.

ISAL 679 - Planning, Evaluation, and Research in Applied Linguistics
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(s): 511. Grade Mode: A. Credit(s): 3.

ISAL 683 - Topics in Linguistics
Topics are listed in the class schedule each semester. Courses may be repeated once for credit with a different topic. Titles offered include: Translation Advising and Corpus Linguistics. Prerequisite(s): 520. Grade Mode: A. Credit(s): 1–3.

ISAL 684 - Topics in Linguistics
Topics are listed in the class schedule each semester. Courses may be repeated once for credit with a different topic. Titles offered include: Translation Advising and Corpus Linguistics. Prerequisite(s): 520. Grade Mode: A. Credit(s): 1–3.

ISAL 685 - Topics in Applied Linguistics
Topics are listed in the class schedule each semester. Courses may be repeated once for credit with a different topic. Titles offered include: Literacy and Economics Monolingual and Bilingual Dictionaries English as a World Language Computers and Language Acquisition. Prerequisite(s): 520. Grade Mode: A. Credit(s): 1–3.

ISAL 686 - Topics in Applied Linguistics
Topics are listed in the class schedule each semester. Courses may be repeated once for credit with a different topic. Titles offered include: Literacy and Economics Monolingual and Bilingual Dictionaries English as a World Language Computers and Language Acquisition. Prerequisite(s): 520. Grade Mode: A. Credit(s): 1–3.

ISAL 690 - Independent Study
Guidance in the development of a thesis or research paper. Students produce a preliminary thesis statement, proposal, outline, and working bibliography. Prerequisite(s): 520. Grade Mode: A. Credit(s): 1–3.

ISAL 695 - Research Seminar
Guidance in the development of a thesis or research paper. Students produce a preliminary thesis statement, proposal, outline, and working bibliography. Prerequisite(s): 520. Grade Mode: A. Credit(s): 1.

ISAL 696 - Research Paper
A paper based on classroom research, literature review, or the design of a syllabus or appropriate teaching materials. Prerequisite(s): 695. Grade Mode: A. Credit(s): 1.

ISAL 697 - Comprehensive Examination
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. Prerequisite(s): 520. Grade Mode: C. Credit(s): 0.

ISAL 699 - M.A. Thesis
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(s): 695, and consent of M.A. committee. Grade Mode: C. Credit(s): 3.

ISAL 722 - Phonological Theory
Special problems in phonological analysis from various languages. Includes abstract phonology. Prerequisite(s): 523. Grade Mode: A. Credit(s): 3.

ISAL 724 - Syntactic Theory
Study of several current models of syntax with application to the analysis and description of various languages. Prerequisite(s): 525. Grade Mode: A. Credit(s): 3.

ISAL 726 - Approaches to Translation
Study of the theory and practice of translation, including secular and sacred texts, prose and poetry. Prerequisite(s): 535. Grade Mode: A. Credit(s): 3.

ISAL 741 - Language Surveys
Introduction to the principles and methods of collecting, quantifying, and interpreting data on linguistic similarity, intelligibility, language attitudes, bilingualism, and language change. Prerequisite(s): 521, 646. Note(s): A tape recorder will be needed. Grade Mode: A. Credit(s): 3.

ISAL 746 - Sociolinguistics
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. Prerequisite(s): 520. Grade Mode: A. Credit(s): 3.

ISAL 748 - Discourse and Text Analysis
Examination of language beyond the sentence level. Covers the analysis of oral and written secular and sacred texts within their social or literary contexts. Prerequisite(s): 520. Grade Mode: A. Credit(s): 3.

ISAL 752 - Field Methods in Second Language and Culture Learning
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. Prerequisite(s): 520. Grade Mode: A. Credit(s): 3.

ISAL 799 - Research Continuous Registration
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. Prerequisite(s): 520. Fee: $100. Grade Mode: C. Credit(s): 0.

ISAL 868 - Seminar in Applied Linguistics
In-depth examination of some main areas of applied linguistics. Topics vary, depending on class interests. Prerequisite(s): 511. Grade Mode: A. Credit(s): 3.

ISAL 879 - Planning, Evaluation, and Research in Applied Linguistics
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(s): 511. Grade Mode: A. Credit(s): 3.

ISAL 885 - Topics in Applied Linguistics
Topics are listed in the class schedule each semester. Courses may be repeated once for credit with a different topic. Titles offered include: Literacy and Economics Monolingual and Bilingual Dictionaries English as a World Language Computers and Language Acquisition. Prerequisite(s): 520. Grade Mode: A. Credit(s): 1–3.

ISAL 886 - Topics in Applied Linguistics
Topics are listed in the class schedule each semester. Courses may be repeated once for credit with a different topic. Titles offered include: Literacy and Economics Monolingual and Bilingual Dictionaries English as a World Language Computers and Language Acquisition. Prerequisite(s): 520. Grade Mode: A. Credit(s): 1–3.

ISAL 890 - Independent Study
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. Prerequisite(s): 520. Grade Mode: A. Credit(s): 1–3.

Intercultural Studies (ISCL)

ISCL 520 - Interpersonal and Intercultural Adjustment
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. Grade Mode: A. Credit(s): 3.
ISCL 530 - Topics in Intercultural Health Care
Topics include:
Global Health Perspectives: Theories and skills related to health teaching, physical assessment, preparation and utilization of indigenous health care.
Global Health: The Continuum of self-care in the context of culture: Preparation for living overseas: healthy lifestyle, prevention of disease, mental and spiritual burnout, initial treatment where there is no doctor.
Global Health Priorities: Preparation for serving organizations involved in planning and implementing health care systems at the district and village level.
Global Health—Communication: The anthropological study of problems of illness and health with emphasis on the cultural context of health care programs.
Inter-cultural Clinical Practicum: Supervised cross-cultural clinical health care experience. Prerequisite(s): ISCL 520. RN licensure.
Note(s): May be taken multiple times with different content. Grade Mode: A. Credit(s): 3.

ISCL 531 - Peoples of Ethnic America
A study of non-Caucasian ethnic groups in the light of their historical and socio-cultural background. Practical field experience in an ethnic community. Grade Mode: A. Credit(s): 3.

ISCL 543 - Women in Missions
The dynamics of understanding the role of missionary women: historical, physical, social, psychological, spiritual. Focus on the issues and opportunities in contemporary world. Grade Mode: A. Credit(s): 3.

ISCL 555 - Introduction to World Missions
The nature of Christian outreach; a study of principles, history, and methodology of worldwide missions. Note(s): Required of M.Div. students. Grade Mode: A. Credit(s): 3.

ISCL 556 - World Religions
The distinctive features of the historical ethnic religions, with special emphasis on their comparison and encounter with Christianity and their bearings upon missionary strategies. Grade Mode: A. Credit(s): 3.

ISCL 559 - Topics in Urban Studies
May be repeated with different focus. Topics include: Juvenile Delinquency, Deviant Behavior, Social Problems, Alcohol and Substance Abuse. Grade Mode: A. Credit(s): 3.

ISCL 560 - Urban Research and Study
The use of social science techniques to learn about the people, needs and opportunities for evangelism in the city. Grade Mode: A. Credit(s): 3.

ISCL 565 - Personal Leadership Formation
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. Grade Mode: A. Credit(s): 3.

ISCL 568 - Theology of the City
Explores the unfolding meaning of global civilization from historical, biblical, cultural and strategic perspectives taking into account spiritual dynamics and worldview issues. Grade Mode: A. Credit(s): 3.

ISCL 572 - Topics in Contemporary Missions Issues
Topic selection and course enrollment by advisor’s approval. Note(s): May be repeated with different focus. Grade Mode: A. Credit(s): 1–3.

ISCL 573 - The Church and the City
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. Grade Mode: A. Credit(s): 3.

ISCL 575 - Multicultural Education
Experiential approach to cross-cultural differences in the classroom as they affect teaching and learning. Focus of attention is primarily the United States. Grade Mode: A. Credit(s): 3.

ISCL 581 - Urbanization in Developing Countries
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. Grade Mode: A. Credit(s): 3.

ISCL 582 - Urban Leadership Development
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. Grade Mode: A. Credit(s): 3.

ISCL 583 - Poverty and the City
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. Grade Mode: A. Credit(s): 3.

ISCL 602 - Introduction to International Development
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. Grade Mode: A. Credit(s): 3.

ISCL 603 - Micro Issues in Relief and Development
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(s): ISCL 602. Grade Mode: A. Credit(s): 3.

ISCL 605 - Community Development Models and Strategies
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(s): ISCL 602. Grade Mode: A. Credit(s): 3.

ISCL 609 - Islam and Islamic Theology
An overview of the Islamic world, its faith, practices, historical tradition, and diverse cultures. Introduction to major themes in Islamic theology, theological, political, historical, social and cultural barriers and bridges between Muslims and Christians; contemporary topics like contextualization, the role of women, power encounter, church planting, and critical issues related to cross-cultural communication and service in Islamic contexts. Grade Mode: A. Credit(s): 3.

ISCL 610 - Popular and Folk Islam
This course examines the varieties of “folk” or popular religious beliefs, practices, and experiences associated with less orthodox, local, mystical and syncretic or animistic expressions of Islam in diverse contexts in the Islamic world. Drawing on anthropological, theological, and missiological perspectives, the course equips students to critically assess and contextually communicate to the felt needs of ordinary Muslims. Prerequisite(s): ISCL 609. Grade Mode: A. Credit(s): 3.

ISCL 611 - Approaches to Islam
An analysis of the history and dynamics of the Muslim-Christian encounter, with special attention to the communication of Christian faith, including an evaluation of historical and innovative contemporary approaches to Islam; the missiology of leading scholar-practitioners; and the dynamics of conversion, discipleship, church planting and insider movements in Muslim contexts. Prerequisite(s): ISCL 609. Grade Mode: A. Credit(s): 3.

ISCL 612 - Frontier Missiology
An analysis of the “frontier missions” movement, its historical background, and associated theology, anthropology, and missiology, with special attention to leading proponents, critical concepts, and strategic implications; contextual church planting and insider movements; and the dynamics of missiological breakthrough among “unreached peoples” in Muslim, Hindu, Buddhist, and tribal contexts. Note(s): This course may function as an elective for the Islamic specialization. Grade Mode: A. Credit(s): 3.

ISCL 650 - Topics in Islamic Studies
Topics include: Sufism; Islamic Theology; The Qur’an and Muslim Tradition; Islam in North America; Muslim-Christian Relations; Islam in the 21st Century; Religion and State in the Modern Middle East; The Anthropology of Islam; Women in Islam. Prerequisite(s): ISCL 602. Note(s): May be repeated with different focus. Grade Mode: A. Credit(s): 1–3.
ISCL 655 - Contemporary Theology of Mission
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. Grade Mode: A. Credit(s): 3.

ISCL 659 - Project Evaluation and Assessment
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. Note(s): ISCL 602. Grade Mode: A. Credit(s): 3.

ISCL 660 - Cross-cultural Development Practicum
A six-week field learning situation. Students, under supervision, participate in a community development project in one or more of its stages including planning, implementing or evaluating. Grade Mode: A. Credit(s): 3.

ISCL 662 - Mission in Political Context
Consideration of modern political ideologies and movements as they affect the Church and its mission in selected national contexts. Grade Mode: A. Credit(s): 3.

ISCL 663 - Cross-cultural Implications in Evangelism
Explores cross-cultural issues in evangelism and church planting through the use of case studies, simulation exercises, readings and lectures. The class considers evangelistic strategies that build on a firm foundation for the gospel and assimilate new believers effectively. Grade Mode: A. Credit(s): 3.

ISCL 665 - Topics in Intercultural Studies
Topics may include: Food and Culture; Ethnicity and Identity; Folklore and Folklife; The Study of American Folklore; and specialized studies of particular regions, religious traditions, theoretical perspectives, or emerging trends. Note(s): May be repeated with different focus. Grade Mode: A. Credit(s): 1–3.

ISCL 667 - Topics in Community Development
Topics may include the church and community development, AIDS, disaster relief, or other relevant topics. Note(s): May be repeated with different focus. Grade Mode: A. Credit(s): 1–3.

ISCL 680 - The Local Church and World Missions
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. Grade Mode: A. Credit(s): 3.

ISCL 690 - Practicum
May be done in Church Planting Urban Studies, Women’s Ministries or other approved church/mission programs. Note(s): Designed for M.A. students. Grade Mode: A. Credit(s): 1–6.

ISCL 691 - Tutorial
May be repeated with different topics such as intercultural studies, Bible translation, missiology, crosscultural theology, crosscultural education and crosscultural health care. Note(s): Designed for M.A. students. Grade Mode: A. Credit(s): 1–3.

ISCL 694 - Seminars
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. Note(s): Designed for M.A. students. Grade Mode: A. Credit(s): 1–3.

ISCL 695 - Master of Arts Comprehensive Examination
An examination covering the major areas of study for the Master of Arts Intercultural Studies degree. When Offered: Normally taken in the final semester. Grade Mode: A. Credit(s): 0.

ISCL 701 - Theology of Culture
An examination of the relationship between God and culture, the manner in which God works through culture, and the cultural implications of the Gospel. Grade Mode: A. Credit(s): 3.

ISCL 702 - Social Organization
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. Grade Mode: A. Credit(s): 3.

ISCL 703 - Curriculum Design for Intercultural Contexts
Equips students to design appropriate curricula for any and all educational settings. Students learn in particular to apply principles of instructional design to teaching and learning in intercultural contexts. Grade Mode: A. Credit(s): 3.

ISCL 709 - Intercultural Communication
This course examines theories and issues related to intercultural communication, including principles and processes of communicating from one culture to another, and it identifies strategies for effective interaction among members of different cultures. Grade Mode: A. Credit(s): 3.

ISCL 710 - Educational Foundations
Educational Foundations provides an orientation to influential principles underlying teaching and learning. It is designed for doctoral students seeking to improve their basic understanding of contemporary educational practice with application to intercultural contexts. It also serves Ph.D. Intercultural Education students who require a prerequisite course in education. Grade Mode: A. Credit(s): 3.

ISCL 711 - Dynamics of the Religious Experience
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. Grade Mode: A. Credit(s): 3.

ISCL 712 - Topics in Oral Ministries
Learning God’s Story: The student will be introduced to the key Bible stories, what they mean and how they cohere as one, bigger story of God. Students will learn how to identify the key stories in the biblical storyline, explain what these stories mean, and connect these stories together into a cohesive narrative. Telling God’s Story: Many students understand the validity and underlying philosophy of oral communication, but are still uncertain as to the practical application of these principles to live telling of the story. This course will give a basic approach and methodology to oral Bible story telling that is both biblically accurate and engaging to the listener. Narrative and Song: Investigates oral communication technologies, including storytelling, songs, and proverbs, with four goals in mind: to seek to understand our audience and how they perceive their world; to discover effective ways to communicate to oral cultures; to create/develop oral resources for communicating the Gospel; to design strategies for doing oral communication in Christian witness. Scripture in Use: An exploration of the factors that encourage or hinder interaction with translated (local language) Scriptures, in both oral and literate cultures. The student will consider the effect of brain development, local history and culture, available education, and sociolinguistic and religious factors on Scripture use. Oral Literature: The student will consider a variety of oral forms, including stories, proverbs, poetry and songs, in both oral and literate cultures, including the use of modern media and technologies, and examine their missiological potential in particular cultures. Note(s): May be taken multiple times with different content. Grade Mode: A. Credit(s): 3.

ISCL 722 - Spiritual Conflicts in Crosscultural Context
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 settings. Grade Mode: A. Credit(s): 3.

ISCL 724 - Issues in Spiritual Warfare
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. Grade Mode: A. Credit(s): 3.

ISCL 727 - Principles of Church Multiplication
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. Grade Mode: A. Credit(s): 3.

ISCL 730 - Directed Study
Reading and research in selected areas/issues in world missions. Note(s): Elective. Grade Mode: A. Credit(s): 1–4.
ISCL 732 - Church Planting Models and Strategies
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. Grade Mode: A. Credit(s): 3.

ISCL 735 - Principles of Church Growth
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. Grade Mode: A. Credit(s): 3.

ISCL 742 - History of the World Christian Movement
A review of 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. Grade Mode: A. Credit(s): 3.

ISCL 743 - Urban Church Planting Models
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: S50. Grade Mode: A. Credit(s): 3.

ISCL 744 - Narrative in Scripture and Teaching
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. Grade Mode: A. Credit(s): 3.

ISCL 747 - Christianity and Culture
Anthropological approach to Christian theologizing; interrelationships between supercultural Christianity and human cultures. Focus on conversion, revelation, communication, transformation, indigence and other related topics. Grade Mode: A. Credit(s): 3.

ISCL 750 - Issues in Contextualization/Crosscultural Theology
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. Grade Mode: A. Credit(s): 3.

ISCL 751 - Theology of Mission
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. Grade Mode: A. Credit(s): 3.

ISCL 752 - Acts: Biblical and Missiological
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. Grade Mode: A. Credit(s): 3.

ISCL 755 - Biblical Morality and Cultural Relativity
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. Grade Mode: A. Credit(s): 3.

ISCL 760 - Urban Practicum Internship
A program of crosscultural internships in the urban metropolitan area of L.A. Note(s): By permission of faculty only. Grade Mode: A. Credit(s): 3.

ISCL 765 - Cross-cultural Leadership
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. Grade Mode: A. Credit(s): 3.

ISCL 767 - Cross-cultural Issues in Spiritual Formation
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. Grade Mode: A. Credit(s): 3.

ISCL 770 - Topics in Missiological Themes in the New Testament
An examination of various themes in the New Testament that bear a special relevance to the missionary enterprise. Note(s): May be repeated with different course content. Grade Mode: A. Credit(s): 1–3.

ISCL 772 - Experiential Learning
Explores the theory and practice of experiential learning, with particular focus upon curricular creation, pedagogy, and assessment of the experiential teaching and learning process. Grade Mode: A. Credit(s): 3.

ISCL 775 - Topics in Context and Crosscultural Theology
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. Grade Mode: A. Credit(s): 1–3.

ISCL 780 - Topics in Biblical Theology from a Missiological Perspective
An examination of the manner in which themes, strategies and topics within Biblical theology might be constructed, impacted, or examined for use in missionary contexts. Grade Mode: A. Credit(s): 3.

ISCL 791 - Field Internship
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. Prerequisite(s): Completion of 64 hours of the M.Div. (Missions) program, TTPT 691, 692. Note(s): Required of M.Div. (Missions and Intercultural Studies) students. Grade Mode: A. Credit(s): 1–2.

ISCL 792 - Field Internship
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. Prerequisite(s): Completion of 64 hours of the M.Div. (Missions) program, TTPT 691, 692. Note(s): Required of M.Div. (Missions and Intercultural Studies) students. Grade Mode: A. Credit(s): 1–2.

ISCL 793 - Independent Study
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. Grade Mode: A. Credit(s): 1–4.

ISCL 794 - Independent Study
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. Grade Mode: A. Credit(s): 1–4.

ISCL 801 - Method and Theory in Cross-cultural Studies
Examines the strategies and underlying theories behind the multiplicity of organized efforts to introduce change to the world by NGO’s and faith-based organizations. Grade Mode: A. Credit(s): 3.

ISCL 803 - Qualitative Research
An introduction to qualitative inquiry with emphasis on data collection, analysis and validation methods for educational and missiological research. Grade Mode: A. Credit(s): 3.

ISCL 815 - Educational Philosophies of Global Religious Traditions
This course examines educational philosophies of global religious traditions with application to contemporary intercultural educational contexts. Consideration is given to the role of religion and knowledge in society. Grade Mode: A. Credit(s): 3.

ISCL 816 - Education Theory
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. Grade Mode: A. Credit(s): 3.
ISCL 821 - Education in Social Context
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. Grade Mode: A. Credit(s): 3.

ISCL 823 - Crosscultural Teaching and Learning Strategies
This course examines theories of learning and analyzes strategies for effective teaching in intercultural contexts. It is designed for those who already have a background in education. Grade Mode: A. Credit(s): 3.

ISCL 825 - Comparative Human Development
This course examines how culture shapes human growth and learning by comparing various human development theories across cultures. Particular focus is given to adult learning theory. Grade Mode: A. Credit(s): 3.

ISCL 852 - Contemporary Issues in Cognitive Anthropology and Worldview Studies
An in-depth analysis of contemporary developments in the study of the role of cognition in cultural processes, values formation, and cultural change including an analysis of theoretical approaches to the study of cognitive anthropology. Grade Mode: A. Credit(s): 3.

ISCL 853 - Theoretical Issues in Cross-Cultural Engagement
An examination of the manner in which social science and anthropological theories have impacted popular culture, political policy, missionary activities, and cross-cultural engagements. Grade Mode: A. Credit(s): 3.

ISCL 860 - Practicum
May be done in Church Planting Urban Studies, Women’s Ministries or other approved church/mission programs. Note(s): Designed for doctoral students. Grade Mode: A. Credit(s): 1–6.

ISCL 861 - Alternative Delivery Systems in Education
Contemporary technologies and travel ease offer new possibilities for training national leaders. This course will examine such systems as theological education by extension, in-service short courses and distance education to evaluate their suitability and effectiveness. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 3.

ISCL 865 - Qualifying Examination
Following the completion of coursework, the student must register for the qualifying examination. The student is considered full-time while enrolled for ISCL 865. Fee: $100. Grade Mode: C. Credit(s): 0.

ISCL 866 - Qualifying Examination Extension
If all components of the qualifying examination have not been successfully completed within the semester, 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 qualifying examination must be successfully completed within the second semester. Fee: $100. Grade Mode: C. Credit(s): 0.

ISCL 867 - Comparative Educational Systems
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. Grade Mode: A. Credit(s): 3.

ISCL 872 - Foundations of Doctoral Research
Prepares students to undertake doctoral studies with the final dissertation already in view. Introduction to the dissertation process, including the selection and delimitation of a researchable dissertation topic, strategies in library research, mapping a literature review, rudimentary research design and issues of form and style with particular attention to proper attribution of sources. Grade Mode: A. Credit(s): 3.

ISCL 873 - Tutorial
May be repeated with different topics such as intercultural studies, Bible translation, missionology, crosscultural theology, crosscultural education, and crosscultural health care. Note(s): Designed for doctoral students only. Grade Mode: A. Credit(s): 1–3.

ISCL 874 - Seminars
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. Note(s): Designed for doctoral students only. Grade Mode: A. Credit(s): 1–3.

ISCL 879 - Research Design
This course explores qualitative, quantitative, and mixed methods research design in the social sciences. It equips doctoral students to select and describe appropriate research methods and procedures for their doctoral dissertation. Grade Mode: A. Credit(s): 3.

ISCL 880 - D.Miss. Dissertation/Capstone Project
Normally a student must take a minimum of two credits for up to a maximum of 4 semesters to be considered full time. Note(s): The student will be considered full-time for a maximum of four semesters. Grade Mode: D. Credit(s): 0–4.

ISCL 881 - D.Miss. Dissertation/Capstone Project Proposal
After completing the coursework, 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. Note(s): The student will be considered full-time for a maximum of one semester. Grade Mode: A. Credit(s): 2.

ISCL 883 - Action-Reflection Research Design
This course exposes students to the principles and practices of Action-Reflection Research with a view of equipping them to design research projects involving conceptually sound planning, collaborative implementation, and critical reflection as the capstone piece of their doctoral program. Grade Mode: A. Credit(s): 3.

ISCL 885 - Multicultural Education
This course explores educational theory and practice relative to teaching and learning among people from multiple cultures in a single setting, both in North America and other international contexts. Grade Mode: A. Credit(s): 3.

ISCL 888 - D.Miss. Capstone Project Proposal
After completing required coursework, 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. Note(s): The student will be considered full-time for a maximum of one semester. Grade Mode: A. Credit(s): 2.

ISCL 889 - D.Miss. Capstone Project
Field and project work. Note(s): The student will be considered full-time for a maximum of four semesters. Grade Mode: D. Credit(s): 2.

ISCL 890 - Ph.D. Dissertation Field Research
Enrolling in ISCL 890 for 0 to 6 credits constitutes full-time status. However, dissertation work constitutes full-time status only for a total of four semesters. Grade Mode: D. Credit(s): 0–6.

ISCL 891 - Ph.D. Dissertation Proposal
This course facilitates the 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. Grade Mode: A. Credit(s): 3.

ISCL 893 - Leave of Absence
For students who have been granted an official leave of absence from the program. Fee: $15. Grade Mode: N. Credit(s): 0.

ISCL 895 - D.Miss. Research Seminar
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. Note(s): Elective. Grade Mode: A. Credit(s): 1–3.

ISCL 896 - Ph.D. Research Seminar
Specialized research topics are examined critically in consider able detail with attention to the supporting literature on each topic. Note(s): May be repeated under a different topic. Grade Mode: A. Credit(s): 1–3.

ISCL 897 - Research Seminar
Discussion and application of the central areas of Christian Ministry and 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. Note(s): Required for the first semester of the Th.M. missions program. A second semester (ISCL 898) may be taken to continue research in the area of interest. Fee: $50. Grade Mode: A. Credit(s): 3.
ISCL 898 - Research Seminar
Discussion and application of the central areas of Christian Ministry and 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. Grade Mode: A. Credit(s): 2.

Special Studies (ISSS)

ISSS 500 - Academic Writing
Practical instruction in grammar and composition skills 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. Note(s): Must be taken within the first 9 credits of graduate study. Special Studies courses may not be used to meet program graduation requirements. Grade Mode: C. Credit(s): 1–2.

ISSS 501 - Advanced Writing for Internationals
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. Note(s): Must be taken within the first 9 credits of graduate study. Special Studies courses may not be used to meet program graduation requirements. Grade Mode: C. Credit(s): 1–3.

TESOL (ISTE)

ISTE 505 - Foundations of TESOL
An introductory course orienting new online graduate students to requirements and expectations of the MA TESOL program, including key concepts and resources in TESOL, and helping students build community and plan their program. Grade Mode: A. Credit(s): 1.

ISTE 509 - Structure of English
Study of the syntax of English in preparation for teaching non-native speakers. Theoretical insights taken from several approaches to grammar. Note(s): May also be completed as a Field Studies course. Fee: Exam $100. Grade Mode: A. Credit(s): 3.

ISTE 511 - Structure of English — Challenge
Students who have taken a course similar to ISTE 509 may petition the faculty to earn credit by means of a challenge exam and some additional coursework. Fee: Exam $100. Grade Mode: C. Credit(s): 3.

ISTE 512 - Essentials of 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 and communicating values. Note(s): Does not count toward the department's graduate certificate or M.A. in TESOL. Grade Mode: A. Credit(s): 3.

ISTE 525 - Introduction to TESOL—Adult
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. Note(s): May be taken concurrently with other TESOL courses. Grade Mode: A. Credit(s): 3.

ISTE 526 - Introduction to TESOL — K–12
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. Grade Mode: A. Credit(s): 3.

ISTE 527 - Materials Evaluation and Preparation
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(s): ISTE 525. Grade Mode: A. Credit(s): 3.

ISTE 528 - Introduction to TESOL — Challenge
Students who have taken a course similar to ISTE 525 may petition the faculty to earn credit by means of a challenge exam. Note(s): May be taken concurrently with other TESOL courses. Fee: Exam $100. Grade Mode: C. Credit(s): 3.

ISTE 541 - 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. Grade Mode: A. Credit(s): 3.

ISTE 560 - Communicating Values Through TESOL
Exploration of ways in which TESOL may be used to promote crosscultural understanding through the communication of different worldviews and values. Includes ethical considerations. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1.

ISTE 580 - English: Past, Present and Future
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. Grade Mode: A. Credit(s): 2–3.

ISTE 581 - Topics in TESOL
Topics are listed in the class schedule each semester. Courses may be repeated for credit with a different topic. Titles offered include: Readings in Language Learning Strategies; Teaching Pronunciation; TESOL and the Teaching of Literature; Readings in Cultural and Language Learning; Teaching EFL to Children. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.

ISTE 582 - Topics in TESOL
Topics are listed in the class schedule each semester. Courses may be repeated for credit with a different topic. Titles offered include: Readings in Language Learning Strategies; Teaching Pronunciation; TESOL and the Teaching of Literature; Readings in Cultural and Language Learning; Teaching EFL to Children. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.

ISTE 614 - Second Language Acquisition
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(s): ISTE 525. Grade Mode: A. Credit(s): 3.

ISTE 621 - Classroom Research in TESOL
Introduction to classroom-based research, in-depth examination of various methods and techniques of TESOL, and introduction to teacher training and program administration. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 3.

ISTE 627 - Vocabulary Learning and Teaching
Study of English vocabulary, how it is learned, and best taught to non-native speakers. Research and theory inform learning issues and teaching practices. Examination of relevant materials and resources further supports vocabulary learning and teaching. When Offered: Fall. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.

ISTE 632 - Language Testing and Assessment
Examination of theory and practice of standardized language tests along with teacher-developed assessment instruments for different language skill areas. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 3.

ISTE 635 - Technology for Language Learning and Teaching
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(s): ISTE 525. Grade Mode: A. Credit(s): 2–3.

ISTE 642 - Teaching Second Language Writing
Investigation of the nature of second language writing and characteristics of second language writers. Exploration of effective pedagogy for teaching academic writing at various levels in the ESL and EFL context. When Offered: Spring. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.

ISTE 644 - Discourse and Language Teaching
Conversation analysis, the analysis of written texts, and discourse across cultures. Focus will be on discourse in the classroom and pedagogical applications. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 3.

ISTE 646 - Teaching Second Language Reading
Study of theory and practice in second language reading. Exploration of effective pedagogy for teaching academic reading at various levels in the ESL and EFL context. When Offered: Spring. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.

ISTE 664 - English for Specific Purposes
Exploration of issues involved in teaching English to specific groups of students, especially those in scientific, technical, and vocational fields. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 3.

ISTE 665 - Course Design in TESOL
How to develop a language program and design a language course, including needs assessment, methodology choices, goals specifications and implementation issues. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 2–3.
ISTE 690 - Independent Study
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. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.

ISTE 691 - Field Practicum in TESOL
Intensive ESL/EFL classroom teaching in a field setting, typically as part of a supervised team working with a voluntary agency. Prerequisite(s): ISTE 525. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

ISTE 692 - Practicum in TESOL II
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. Prerequisite(s): ISTE 525. Fee: Lab $100. Grade Mode: A. Credit(s): 3.

ISTE 693 - Portfolio
Documentation of accomplishments in the area of teaching, research, and professional development. Details can be found in the ALT Handbook. Prerequisite(s): ISTE 525. Grade Mode: C. Credit(s): 1.

ISTE 694 - Practicum in TESOL — Challenge
Credit for course may be earned on the basis of some field-based situations by portfolio assessment (as detailed in the ALT Handbook). Prerequisite(s): ISTE 525. Grade Mode: C. Credit(s): 3.

ISTE 695 - Research Seminar
Guidance in the development of a thesis or research paper. Students produce a preliminary thesis statement, proposal, outline, and working bibliography. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1.

ISTE 696 - Research Paper
A paper based on classroom research, literature review, or the design of a syllabus or appropriate teaching materials. Prerequisite(s): ISTE 695. Grade Mode: A. Credit(s): 1.

ISTE 699 - M.A. Thesis
Research for and writing of an M.A. thesis. Students permitted to write a thesis will not be required to do a portfolio. Prerequisite(s): ISTE 695 or equivalent and consent of M.A. committee. Grade Mode: C. Credit(s): 3.

ISTE 714 - Second Language Acquisition
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(s): ISTE 525. Grade Mode: A. Credit(s): 3.

ISTE 721 - Advanced Methods and Techniques in TESOL
Introduction to classroom-based research, in-depth examination of various methods and techniques of TESOL, and introduction to teacher training and program administration. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 3.

ISTE 727 - Vocabulary Learning and Teaching
Study of English vocabulary, how it is learned and best taught to non-native speakers. Research and theory inform learning issues and teaching practices. Examination of relevant materials and resources further supports vocabulary learning and teaching. When Offered: Fall. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.

ISTE 732 - Language Testing and Assessment
Examination of theory and practice of standardized language tests along with teacher-developed assessment instruments for different language skill areas. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 3.

ISTE 742 - Teaching Second Language Writing
Investigation of the nature of second language writing and characteristics of second language writers. Exploration of effective pedagogy for teaching academic writing at various levels in the ESL and EFL context. When Offered: Spring. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.

ISTE 744 - Discourse and Language Teaching
Conversation analysis, the analysis of written texts, and discourse across cultures. Focus will be on discourse in the classroom and pedagogical applications. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 3.

ISTE 746 - Teaching Second Language Reading
Study of theory and practice in second language reading. Exploration of effective pedagogy for teaching academic reading at various levels in the ESL and EFL context. When Offered: Spring. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.

ISTE 765 - Course Design in TESOL
How to develop a language program and design a language course, including needs assessment, methodology choices, goals specifications and implementation issues. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 3.

ISTE 799 - Research Continuous Registration
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. Prerequisite(s): ISTE 525. Fee: $100. Grade Mode: C. Credit(s): 0.

ISTE 881 - Topics in TESOL
Topics are listed in the class schedule each semester. Courses may be repeated once for credit with a different topic. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.

ISTE 882 - Topics in TESOL
Topics are listed in the class schedule each semester. Courses may be repeated once for credit with a different topic. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.

ISTE 890 - Independent Study
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. Prerequisite(s): ISTE 525. Grade Mode: A. Credit(s): 1–3.
School of Education
June Hetzel, Ph.D., Dean
School of Education

Faculty

Dean: June Hetzel, Ph.D.
Assistant Dean: Tim Stranske, Ph.D.
Chair: Christie Curtis, Ph.D.
Professor: Hetzel, O’Quinn, Sibold
Associate Professors: Bishop, Eastman, Johnson, LaBarbera, Stranske, Taylor, Vidaurre
Assistant Professors: Curtis, Hong, Stein
Special Faculty at Large: Thomas

Mission

The mission of the School of Education is “to equip Christian educators to impact public, private, mission, and homeschooled through biblically centered education, scholarship, and service.” The vision of the School of Education is “to equip a generation of professional educators, who are 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 graduate teacher preparation and Master of Arts programs. 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 concentration options. For example, education students can enrich their knowledge in Bible, theology and intercultural studies at Talbot School of Theology and the Cook School of Intercultural Studies through required coursework or electives in personalized programs.

Curriculum and Instruction, Certificate

The School of Education at Biola University offers an online institution-sponsored 12-credit certificate in Curriculum and Instruction. This certificate prepares classroom teachers who serve special needs students, teachers who plan to later earn their Special Education Credential, and administrators and curriculum specialists who desire to strengthen their special education expertise. The 12-credit Special Education Certificate can be taken as a stand-alone program or can be embedded as part of a 15-credit concentration in Biola’s M.A.T. or M.A.Ed. programs. The institution-sponsored certificate requires that all coursework be passed with a grade of “B” or higher.

Admission Requirements

• Hold a baccalaureate degree from an accredited institution.
• Have a minimum 2.75 cumulative GPA on a 4.0 scale.
• Present evidence of passing the CBEST or equivalent.
• Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing.
• Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
• Complete Biola University’s Graduate Education Application.
• Interview with a member of the School of Education.

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

Program Requirements

Students who pass any four of the six courses listed below with a grade of “B” or higher will qualify for the Curriculum and Instruction Certificate:

- SEED 571 Grant Writing, Book Proposal, and Textbook
- SEED 572 Learning, Motivation, and Student Engagement
- SEED 573 Curriculum Practicum
- SEED 574 Current Issues in Education and Education Policy
- SEED 576 Preparing Textbooks for Publication
- SEED 577 School Leadership and Professional Learning Communities

Special Education, Certificate

The School of Education at Biola University offers an online institution-sponsored 12-credit certificate in Special Education. This certificate assists regular classroom teachers who serve special needs students, teachers who plan to later earn their Special Education Credential, and administrators and curriculum specialists who desire to strengthen their special education expertise. The 12-credit Special Education Certificate can be taken as a stand-alone program or can be embedded as part of a 15-credit concentration in Biola’s M.A.T. or M.A.Ed. programs. The institution-sponsored certificate requires that all coursework be passed with a grade of “B-” or higher.

Admission Requirements

• Hold a baccalaureate degree from an accredited institution.
• Have a minimum 2.75 cumulative GPA on a 4.0 scale.
• Present evidence of passing the CBEST or equivalent.
• Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing.
• Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
• Complete Biola University’s Graduate Education Application.
• Interview with a member of the School of Education.

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

Program Requirements

The four courses required in the Special Education certificate include:

- SEED 561 Issues in Special Education
- SEED 562 Assessment and Evaluation of Exceptional Learners
- SEED 563 Teaching Students with Mild Disabilities in Inclusive Settings
- SEED 564 Behavior and Classroom Management for Students with Special Needs

Teaching, ACSI Certificate

The credential program at Biola University meets the requirements for the Association of Christian Schools International (ACSI) Certificate. Requirements are identical to the California Preliminary Credential Program; however BBST 465 Christian Philosophy of Education, YMDT 490 Philosophy of Education, or SEED 501 Philosophy and Values in School and Society, must also be completed. Application information may be obtained from the ACSI liaison in the School of Education Office.
Child Development, Permits

The School of Education offers Early Childhood coursework, and upon completion of the required coursework, candidates will be eligible to apply for the California Child Development Assistant Permit, Associate Teacher Permit, Teacher Permit, Master Teacher Permit and/or Site Supervisor Permit with the option to add the School-Age Emphasis Authorization to all permits. The Early Childhood coursework can be applied to the Master of Arts in Teaching (M.A.T.) or the Master of Arts in Education (M.A.Ed.) as part of a 15-credit concentration or taken only for Child Development certification purposes. All Child Development Permits require that all coursework be passed with a grade of “B-” or higher. The Early Childhood concentrations within the M.A.T. and the M.A.Ed. may be taken by non-California residents (please see an advisor for courses).

Admission Requirements

- Must be a California Resident in order to fulfill fieldwork requirements for permits.
- Hold a baccalaureate degree from an accredited institution.
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
- Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing.
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

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

Program Requirements

The School-Age Emphasis Authorization can be added to all child development permits by completion of additional approved coursework. Please see a credential analyst in the School of Education for details.

1. Assistant Permit Coursework
   - SEED 556 Early Childhood Curriculum Credit(s): 3.
   - SEED 597 Independent Studies Credit(s): 1–3.

2. Associate Teacher Permit Coursework
   - SEED 556 Early Childhood Curriculum Credit(s): 3.
   - SEED 557 School/Family/Community Partnerships in Early Childhood Urban Settings Credit(s): 3.
   - SEED 559 Observation and Assessment of Young Children Credit(s): 3.
   - SEED 597 Independent Studies Credit(s): 1–3.

Experience Requirement

The experience requirement includes at least 175 days of experience in an instructional capacity in a child care and development program, working at least 3 hours per day within the last 4 years. This experience must be verified by submitting an original letter from the employer on official letterhead. Fieldwork in early childhood coursework may be folded into the 175 days of required early childhood experience (minimum of 3 hours per day). Candidates who successfully complete 16 weeks of full-time student teaching pre-K through grade 3 may use these hours to fulfill the 175-day requirement.

General Education Requirement: Must complete 16 semester credits in general education. One course in each of the following areas: humanities and/or fine arts, social sciences, math and/or science, and English and/or language arts.

4. Master Teacher Permit Coursework
   - SEED 556 Early Childhood Curriculum Credit(s): 3.
   - SEED 557 School/Family/Community Partnerships in Early Childhood Urban Settings Credit(s): 3.
   - SEED 558 Classroom Management in Early Childhood Settings Credit(s): 3.
   - SEED 559 Observation and Assessment of Young Children Credit(s): 3.
   - SEED 579 Early Childhood Practicum Credit(s): 3.

Experience Requirement

The experience requirement includes at least 175 days of experience in an instructional capacity in a child care and development program, working at least 3 hours per day within the last 2 years. This experience must be verified by submitting an original letter from the employer on official letterhead. Fieldwork in early childhood coursework may be folded into the 50 days of required early childhood experience (minimum of 3 hours per day).

3. Teacher Permit Coursework
   - SEED 556 Early Childhood Curriculum Credit(s): 3.

5. Site Supervisor Permit Coursework
   - SEED 556 Early Childhood Curriculum Credit(s): 3.
   - SEED 557 School/Family/Community Partnerships in Early Childhood Urban Settings Credit(s): 3.
   - SEED 558 Classroom Management in Early Childhood Settings Credit(s): 3.
   - SEED 559 Observation and Assessment of Young Children Credit(s): 3.
   - SEED 579 Early Childhood Practicum Credit(s): 3.

Experience Requirement

The experience requirement includes at least 175 days of experience in an instructional capacity in a child care and development program, working at least 3 hours per day within the last 4 years. This experience must be verified by submitting an original letter from the employer on official letterhead. Fieldwork in early childhood coursework may be folded into the 50 days of required early childhood experience (minimum of 3 hours per day).

Clear Credential

In order to earn an SB 2042 Clear Credential, the candidate must first hold an SB 2042 Preliminary Multiple or Single Subject Credential. To clear the preliminary credential, California requires completion of a CTC-approved induction program at the candidate’s employing district. Many surrounding school districts offer CTC-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 Master’s programs. As students take CTC-approved induction programs, they may earn credit in the M.A. in Education or M.A. in Teaching (up to a total of 12 induction
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credits) for a reduced rate of one-third the normal tuition for those 12 credits. Candidates completing a state-approved induction program may apply up to 12 credits of Biola student teaching graduate credit to their M.A. in Education or M.A. in Teaching in lieu of induction credit.

However, if the candidate presents verification (CL-855 form) from the employing agency (public school or WASC-accredited private school) indicating that an induction program is not available, he or she may apply for the CTC-approved online Clear Credential Program at Biola University which includes the courses listed under the Clear Credential Course Requirements. The Clear Credential courses can be taken as a stand-alone program or can be embedded as part of a 15-credit concentration in Biola’s M.A.T. Personalized or M.A.Ed. Personalized Programs.

Admission Requirements
- Hold a California SB 2042 Preliminary Multiple or Single Subject Credential.
- Hold a baccalaureate degree from an accredited institution.
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
- Verify that a commission-approved induction program is not available through your employer (public school or WASC-accredited private school) by submitting the CL-855 CTC form.
- Submit the Coach and Placement Information form.
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

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

Program Requirements
Course must be passed with a grade of “B-” or higher.

SEED 593 Clear Credential Candidate Professional Development Credit(s): 3
Students admitted to the Multiple or Single Subject Clear Credential program at Biola University will enroll in SEED 593 for each of four semesters (a maximum of 12 credits may be applied toward M.A. credit). After four semesters, the course may still be taken but without credit. In some cases, candidates may be able to complete the Clear Credential requirements in less than four semesters.

Education Specialist Instruction Credential (Mild/Moderate)
The Education Specialist Instruction Credential authorizes the holder to conduct Educational Assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, and provide instruction, and Special Education Support to individuals in the area of specialization listed on the credential (Mild/Moderate Disabilities). Mild/Moderate Disabilities (M/M) includes specific learning disabilities, mild to moderate mental retardation, other health impairment, serious emotional disturbance, and authorizes service in grades K–12 and in classes organized primarily for adults through age 22.

Admission Requirements
For graduate students who are earning a credential, but not seeking a degree, the following admission requirements apply:
- Must be a California Resident in order to fulfill fieldwork requirements.
- Hold a baccalaureate degree from an accredited institution.
- Verify subject matter competency. Candidates seeking to teach at the elementary level must pass one subtest of the CSET: Multiple Subjects exam. Candidates seeking to teach at the secondary level must present a letter verifying completion of a state-approved subject matter waiver program or evidence of passing one subtest of the CSET in their subject area.
- Present evidence of passing the CBEST or equivalent.
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
- Verify possession of Certificate of Clearance from the California Commission on Teacher Credentialing.
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

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

Program Requirements
After successfully completing the requirements below, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Preliminary Education Specialist Instruction Credential from the State of California’s Commission on Teacher Credentialing.

1. Basic Skills Requirement
All candidates must pass the California Basic Educational Skills Test (CBEST) or equivalent.

2. Education Specialist Courses
All candidates for the Preliminary Educational Specialist Instruction Credential (Mild/Moderate) must complete the following courses and required fieldwork:

Prerequisite Coursework taken in sequence
(11 Credits On-Campus)∗
SEED 519 Foundations of Education Credit(s): 2
SEED 526 Psychological Foundations of Education Credit(s): 3
SEED 541 Methods of Teaching Linguistically Diverse Students Credit(s): 3

And:
SEED 520 OR Elementary Reading/Language Arts Credit(s): 3
SEED 525 Secondary Content Area Reading Credit(s): 3

Core Coursework (15 Credits Online)
SEED 532 Diagnosis and Remediation in Reading Credit(s): 3
SEED 561 Issues in Special Education Credit(s): 3
SEED 562 Assessment and Evaluation of Exceptional Learners Credit(s): 3
SEED 563 Teaching Students with Mild Disabilities in Inclusive Settings Credit(s): 3
SEED 564 Behavior and Classroom Management for Students with Special Needs Credit(s): 3
SEED 580 Introduction to Autism Spectrum Disorders Credit(s): 3
SEED 582 Consultation, Collaboration, and Communication for the Education Specialist Credit(s): 3
SEED 583 Curriculum Design for Students with Mild/Moderate Disabilities Credit(s): 3
SEED 583 is recommended to be taken the semester immediately prior to SEED 584/585.

Student Teaching in Special Education (12 Credits)
SEED 584 Student Teaching in Special Education I Credit(s): 6
SEED 585 Student Teaching in Special Education II Credit(s): 6

*Preliminary Education Specialist Instruction (Mild/Moderate) candidates who come to Biola University with a SB2042 Multiple Subject or Single Subject Credential will have the pre-requisite coursework waived. Additionally, candidates who have taken
undergraduate or graduate equivalents of the pre-requisite coursework will have their transcripts evaluated for equivalency.

3. Minimum GPA Requirements
   All Education Specialist coursework must be completed with a grade of "B-" or higher. Overall, a 3.0 GPA must be maintained in the Education Specialist course sequence in order to student teach and to be recommended for a Preliminary Education Specialist Instruction Credential.

4. RICA Exam
   Candidates must pass the Reading Instruction Competence Assessment (RICA) exam.

5. Subject Matter Competency Requirement
   Candidates seeking to teach at the elementary level must pass the California Subject Exam for Teachers (CSET) to prove subject matter competency. Candidates seeking to teach at the secondary level 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. Portfolio Assessments
   Candidates must complete and successfully present the Preliminary Education Specialist Credential (Mild/Moderate) Portfolio.

7. Recommendation
   Candidates must be recommended by the faculty of the School of Education as having all requisite professional qualities to be successful as a teacher.

8. Professional Dispositions and Competencies Evaluations
   Candidates must demonstrate high performance in each Professional Dispositions and Competencies Evaluation for Education Specialist coursework in order to remain in the program. Evidence of unaddressed concerns (scores of 1 or 2), or failing to meet a professional disposition may lead to dismissal.

9. Fieldwork Evaluation
   Candidates must obtain good to excellent scores in each fieldwork evaluation for Education Specialist coursework.

10. Advisor Contact
    Candidates must meet regularly with an advisor to ensure that all requirements are met.

Applying for a Credential

After successfully completing student teaching and the associated requirements, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Education Specialist Instruction (M/M) Credential from the State of California's Commission on Teacher Credentialing.

The Education Specialist Instruction (M/M) Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation/reporting purposes. Please see a credential analyst for current information on completing the requirements for a teaching credential.

Preliminary Credentials

Program Learning Outcomes

Biola University’s graduate teacher preparation candidates are expected to exemplify the following outcomes upon the completion of the Multiple Subject, Single Subject, and/or Education Specialist, Mild/Moderate credential(s), students will be able to:

1. Identify and articulate God’s calling as Christian educators by reflecting on their spiritual journey and their educational preparation in a Biblically integrated essay, and demonstrate Christian attitudes and actions conducive to professional excellence and witness by maintaining high professional disposition marks in coursework and fieldwork (ULO 1, 2, and 3).

2. Candidates will examine and analyze their students’ cognitive, social, and physical growth through the gathering of student profile data, monitoring their progress, and providing constructive feedback to maximize students’ optimum development (ULO 1).

3. Demonstrate respect for diversity in cross-cultural and special population educational settings in order to promote equity and justice as exhibited in differentiated learning plans, response to profile data, and high marks in professional dispositions throughout coursework and fieldwork experiences (ULO 1, 2, and 3).

4. Design and implement appropriate adaptations to ensure the attainment of a productive learning environment for each student enrolled in candidates’ classes by focused evaluation and reflection of each student’s strengths and needs. Candidates will also utilize developmental and learning theories, as a foundation for professional decision-making and reflection by identifying student learning needs and making appropriate adaptations to ensure student learning (ULO 1 and 3).

5. Design and implement developmentally appropriate lessons, by using the California state-adopted academic content and Common Core standards as a foundation for lessons that integrate aspects of God’s natural revelation (ULO 1 and 3).

6. Design and implement appropriate and effective learning strategies by designing grade and subject-specific lesson and unit plans (ULO 1 and 3).

7. Design and practice strategies that foster a safe and equitable learning environment that encourages students to take intellectual risks by demonstrating their knowledge of a comprehensive classroom management plan (ULO 1 and 3).

Multiple Subject and Single Subject Credentials

SB2042 Professional Teacher Preparation Programs are available for Multiple Subject and Single Subject Credentials and are accredited by the California Commission on Teacher Credentialing (CTC) and the Association of Christian Schools International (ACSI).

Multiple Subject Credentials

The SB2042 Multiple Subject Credential authorizes instruction in any subject, including preschool, grades K–12, and classes organized primarily for adults, but is especially appropriate for grades K–6. This credential also includes authorization to teach English Language Learners.

Single Subject Credentials

The Single Subject Credential authorizes instruction in the subjects listed on the credential in departmentalized classes at any grade level including preschool, grades K–12, and classes organized primarily for adults, but is especially appropriate for middle school and high school. This credential also includes authorization to teach English Language Learners within the content area.

Preliminary Credential Admission Requirements

For graduate students who are earning credentials but not seeking a degree, the following admission requirements apply:

- Hold a baccalaureate degree from an accredited institution.
- Verify subject matter competency. Multiple Subject candidates must pass one subtest of the CSET: Multiple Subjects exam. Single Subject candidates must present a letter verifying completion of a state-approved subject matter waiver program or evidence of passing one subtest of the CSET in their subject area.
- Present evidence of passing the CBEST or equivalent.
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
- Verify possession of Certificate of Clearance from the California Commission on Teacher Credentialing.
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.
Official documents presented for admission or evaluation become part of the student’s academic file and normally cannot be returned or copied for distribution.

**Preliminary Credential Teacher Preparation Requirements**

After successfully completing the requirements below, 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.

1. **Teacher Preparation Courses**
   All candidates for the Preliminary Multiple Subject (MS) or Single Subject (SS) Teaching Credential must complete the following graduate teacher preparation courses in sequence:
   - **SEED 519** Foundations of Education [Credit(s): 2]
   - **SEED 526** Psychological Foundations of Education [Credit(s): 3]
   - **SEED 541** Methods of Teaching Linguistically Diverse Students [Credit(s): 3]
   - **SEED 519** Foundations of Education [Credit(s): 2]
   - **SEED 526** Psychological Foundations of Education [Credit(s): 3]
   - **SEED 541** Methods of Teaching Linguistically Diverse Students [Credit(s): 3]
   - **SEED 520** Elementary Reading/Language Arts [Credit(s): 3]
   - **SEED 525** Secondary Content Area Reading [Credit(s): 3]
   - **SEED 543** Elementary Curriculum [Credit(s): 3]
   - **SEED 544** Elementary Curriculum Fieldwork [Credit(s): 1]
   - **SEED 545** Secondary Curriculum [Credit(s): 3]
   - **SEED 546** Secondary Curriculum Fieldwork [Credit(s): 1]
   - **SEED 512** Elementary Student Teaching I [Credit(s): 6]
   - **SEED 513** Elementary Student Teaching II [Credit(s): 6]
   - **SEED 514** Secondary Student Teaching I [Credit(s): 6]
   - **SEED 515** Secondary Student Teaching II [Credit(s): 6]

2. **Subject-Specific Pedagogy Courses**
   Secondary candidates must take the course respective to his or her subject area:
   - **SEED 533** Single Subject Pedagogy [Credit(s): 2]
   - Elementary candidates must take the following subject-specific pedagogy courses:
     - **SEED 507** Art Workshop for Elementary School Teaching [Credit(s): 1]
     - **SEED 508** Music Workshop for Elementary School Teaching [Credit(s): 1]
     - **SEED 509** Elementary Mathematics/Science Workshop [Credit(s): 2]
     - **SEED 516** Elementary Physical Education Workshop [Credit(s): 1]
     - **SEED 536** Elementary Health Curriculum and Methods [Credit(s): 1]
     - **SEED 537** Elementary History - Social Science Curriculum and Methods [Credit(s): 1]
     - **SEED 549** Studies in Children’s Literature [Credit(s): 1]

3. **Certificate of Clearance and Tuberculosis (TB) Test**
   Candidates must complete the application for a Certificate of Clearance prior to taking **SEED 519** - Foundations of Education, in order to participate in the required fieldwork sequence. Fees required. Candidates must submit valid TB tests results prior to taking **SEED 519** - Foundations of Education, and annually in order to participate in the required fieldwork sequence in the Teacher Preparation Program. Fees required.

4. **Minimum Grades and GPA Requirements**
   All teacher preparation and pedagogy courses must be completed with a grade of “B-” or higher. Overall, a 3.0 GPA must be maintained in the teacher preparation course sequence in order to student teach and to be recommended for a Preliminary Multiple or Single Subject Teaching Credential.

5. **Basic Skills Requirement**
   All candidates must pass the California Basic Educational Skills Test (CBEST) or equivalent.

6. **RICA Exam**
   Multiple Subject candidates must pass the RICA exam.

7. **Subject Matter Competency Requirement**
   Multiple Subject candidates must pass the California Subject Exam for Teachers (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.

8. **CalTPA and Portfolio Assessments**
   Candidates must meet or exceed the minimum standards for passing all four state-mandated California Teaching Performance Assessments (CalTPAs), and complete and successfully present their Education Portfolio.

9. **Recommendation**
   Candidates must be recommended by the faculty of the School of Education as having all requisite professional qualities to be successful as a teacher.

10. **Professional Dispositions and Competencies Evaluations**
    Candidates must demonstrate high performance in each Professional Dispositions and Competencies Evaluation for teacher preparation coursework in order to remain in the Teacher Preparation Program. Evidence of unaddressed concerns (scores of 1 or 2), or failing to meet a professional disposition may lead to dismissal.

11. **Fieldwork Evaluation**
    Candidates must obtain good to excellent scores in each fieldwork evaluation for teacher preparation coursework.

12. **U.S. Constitution Requirement**
    The California Commission on Teacher Credentialing requires that a teaching credential candidate must have completed a minimum 2-credit course that covers the U.S. Constitution or fulfill this requirement by examination.

13. **CPR**
    Candidates must show verification of current training in cardiopulmonary resuscitation (CPR)—infant, child and adult—that meets the standards of either the American Heart Association “B” or “C” level course or the American Red Cross CPR course when applying for the Preliminary Teaching Credential.

14. **Advisor Contact**
    Candidates must meet regularly with an advisor to ensure that all requirements are met.

**Applying for a Credential**
After successfully completing student teaching and the associated requirements, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for
the Preliminary Teaching Credential from the State of California’s Commission on Teacher Credentialing. The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation/reporting purposes. Please see a credential analyst for current information on completing the requirements for a teaching credential.

**SB 57 Options for Private School Teachers**
Under SB57 legislation, candidates employed three or more years in WASC-accredited schools may qualify for having student teaching waived. Candidates employed six or more years may qualify for teaching methodology coursework to be waived. See a credential analyst for details.

**Student Teaching Under Contract**
Candidates who are already full-time teachers in public schools or WASC-accredited private schools may interview to student teach under contract. If approved, public school candidates remain in their full-time teaching position while fulfilling all requirements for student teaching. Private school candidates will fulfill half of the student teaching requirements at the private school; the other half of student teaching will most often be fulfilled during the summer in a public school setting. See the Student Teaching Field Placement Coordinator for details. Candidates with less than two years of teaching experience must successfully complete the following course prior to student teaching under contract.

**SEED 518 Designing Successful Classrooms: Starting Right**

**Student Teaching Overseas**
Candidates may elect to do one half of their student teaching overseas at a U.S. regionally-accredited or similarly accredited school. If interested, see one of the Directors of Teacher Preparation at least one year in advance of your overseas placement.

**Education, M.A.**

**Program Learning Outcomes**
Upon completion of the Master of Arts in Education, students will be able to:

1. Analyze, evaluate, and apply knowledge of current educational issues, settings, and legislative requirements from a biblical perspective through preparing a philosophy of education, analyzing case studies, and developing an educational portfolio (ULO 1).

2. 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 through case studies, policy papers, and analysis of teaching methodology (ULO 1).

3. Demonstrate Christian attitudes and actions conducive to the development of professional excellence and witness to the community through writing a personal educational philosophy statement, completing spiritual formation assignments, and conducting ethical research (ULO 1 and 2).

4. Exhibit initial commitment to lifelong learning, professional growth, and a lifestyle of service to others as an act of worship through completing spiritual formation assignments, conducting research, and participating in an educational conference or professional educational organization (ULO 3).

5. Demonstrate a collaborative work ethic with students, parents, and peers, leveraging strengths of individuals to benefit the community through collegial research, writing, and presentations (ULO 2 and 3).

6. Conduct quality research, learning from natural revelation, and effectively communicating findings to the educational community through successful research, writing and presentation (ULO 1 and 3).

7. Exercise discernment, individually and in team settings, creatively solving problems as contextual needs emerge within the educational community through successful collaboration with peers in think tanks, writing, research and oral presentations (ULO 2 and 3).

8. Embrace God’s calling to maxmize one’s leadership skills, demonstrating the qualities of a constructive change agent in the educational community to advance the Kingdom of God by envisioning and constructing a plan to implement educational improvements (ULO 3).

**Program Description**
The Master of Arts in Education is a research-oriented degree that prepares candidates to work in a variety of academic settings, including leadership roles, and sets the stage for a doctorate. The program emphasizes professional writing, research and theory.

**Admission Requirements**
- Hold a baccalaureate degree from an accredited institution.
- Hold a preliminary credential or provide verification of the equivalent professional experience and passage of CBEST. Students living outside the U.S. wanting to pursue the Master of Arts in Education Personalized Program must provide verification of professional experience and present alternate admissions documentation for review and approval in place of the CBEST exam.
- Have a minimum 3.0 cumulative GPA on a 4.0 scale.
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education application.
- Interview with a member of the School of Education. Those applying to the M.A.Ed. with Clear Credential or Induction concentrations will need all of the above listed admissions requirements as well as the following:
  - Hold a California SB2042 Multiple or Single Subject Preliminary Credential.
  - Clear Credential candidates must verify that a commission-approved induction program is not available through their employer (public school or WASC-accredited private school) by submitting the CL-BSS5 CTC form. Induction candidates must provide verification of enrollment in a state-approved induction program.
  - Clear Credential candidates must submit the Coach and Placement Information form.

Students enrolling in online programs will need all of the above listed admissions requirements as well as the following:
- Verify computer literacy sufficient to become actively engaged in learning online by passing an online proficiency test offered by Biola University’s Distance Learning Department or providing proof of successful online learning in a prior course.
- Verify access to a computer and the Internet sufficient to engage in Biola University’s Distance Learning Programs.

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**
1. M.A.Ed. core courses and Capstone must be passed with a grade of “B” or higher.
2. Candidates must complete the Master of Arts in Education with a 3.0 cumulative GPA.
3. Candidates must successfully complete one Capstone, and all professional requirements (i.e. portfolio, including key assignments) related to the coursework and learning outcomes.
4. A minimum of 38 credits is required for the Master of Arts in Education.
5. Candidates must meet with a department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate
Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Transfer of Credits
Students transferring from an accredited graduate program may transfer a maximum of 6 approved credits for their M.A. in Education. Courses transferred must be equivalent to Biola University'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; a grade of “B-” is not transferable. Credits considered for transfer must have been taken within five years prior to the date of admission.

Core Requirements (23 Credits)
Courses must be completed with a grade of “B” or higher.

SEED 501 Philosophy and Values in Schools and Society Credit(s): 3.

SEED 502 Advanced Educational Psychology Credit(s): 3.

SEED 503 Educational Research and Statistics Credit(s): 3.

SEED 504 Advanced Curriculum and Instruction Credit(s): 3.

SEED 524 Research in Culture and Intercultural Instruction Credit(s): 3.

SEED 554 Professional Writing Credit(s): 3.

SEED 596 Professional Development Module Credit(s): 1.

TTBE 732 Exposition of New Testament Segments or Themes Credit(s): 2–3.

TTBE 732, Exposition of New Testament Segments or Themes: Life of Christ, should be taken for 3 credits.

OR Other approved TTBE 3 credit course.

Capstone Requirement: One of the following courses must be completed in the final semester and may be taken concurrently with other coursework. Course must be completed with a grade of “B” or higher. Register for one credit per semester. May take up to three semesters to complete. See an advisor for planning guidance.

SEED 598 Research Project Credit(s): 1.

SEED 599 Thesis Credit(s): 1.

Concentrations (15 Credits)

Apologies
See School of Education advisor for a list of required and elective courses in this concentration.

Clear Credential
Offered on campus and online.

Concentration-Specific Requirements
SEED 593 Clear Credential Candidate Professional Development Credit(s): 3.

SEED 593 must be passed with a grade of “B-” or higher. Students admitted to the Multiple or Single Subject Clear Credential program at Biola University will enroll in SEED 593 for each of four semesters (a maximum of 12 credits may be applied toward M.A.). After four semesters, the course can be taken additionally without credit given towards the M.A.Ed. degree. However, students in this program must complete the state-approved induction program and earn a Clear Credential prior to receiving the M.A.Ed. degree.

Induction
Offered on campus and online.

Early Childhood
Offered on campus and online.

History and Philosophy of Science
Offered on campus and online.

Elective Requirements
CHOOSE 3 credits of approved electives.

Linguistics and Intercultural Studies
Offered on campus and online.

Teaching English as a Second Language (TESOL)
Offered on campus and online.

Personalized
Courses for this concentration must be approved by the Graduate Chair.

Special Education
Offered on campus and online.

Teaching, M.A.

Program Learning Outcomes
Upon completion of the Master of Arts in Teaching, students will be able to:

1. Demonstrate Christian attitudes and actions conducive to the development of professional excellence and witness to the community through writing a personal educational philosophy statement, completing spiritual formation assignments, and conducting ethical research (ULO 3).

2. Analyze, evaluate, and apply knowledge of current educational issues, settings, and legislative requirements from a biblical perspective through preparing a philosophy of education, analyzing case studies, and developing an educational portfolio (ULO 1).

3. Exhibit initial commitment to lifelong learning, professional growth, and a lifestyle of service to others as an act of worship through completing spiritual formation assignments, conducting research, and participating in an educational conference or professional educational organization (ULO 2).

4. Identify personal assumptions and generalizations related to diversity (e.g., gender, ethnicity, socioeconomic status, sexual orientation, academic abilities) in a paper, analyzing personal biases, and describing how they will create a safe environment within K–12 classrooms where all students are valued as image bearers of God (ULO 2).
5. Conduct quality research, communicate findings, and evidence initial pursuit of lifelong learning by successfully completing action research (ULO 1).

Program Description
The Master of Arts in Teaching (M.A.T.) is primarily designed for two audiences: 1) students with a B.A. or B.S. in any subject who desire to earn a credential while working towards a Master's; and 2) credentialed teachers who desire to sharpen their practitioner skills through induction, the Clear Credential, and/or enter a personalized program for advanced coursework.

Admission Requirements
The following are required for admission into the general Master of Arts in Teaching program:

- Hold a baccalaureate degree from an accredited institution.
- Have a minimum 3.0 cumulative GPA on a 4.0 scale.
- Present evidence of passing the CBEST or equivalent. Students living outside the U.S. wanting to pursue the Master of Arts in Teaching Personalized Program must present alternate admissions documentation for review and approval in place of the CBEST exam.
- Verify subject matter competency. Multiple Subject candidates must pass one subtest of the CSET; Multiple Subjects exam. Single Subject candidates must present a letter verifying completion of a state-approved subject matter program or evidence of passing one subtest of the CSET in their subject area.
- Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing.
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University's Graduate Education Application.
- Interview with a member of the School of Education.

Those applying to the M.A.T. with the Clear Credential or Induction coursework will need the following additional admissions requirements:

- Hold a California SB2042 Preliminary Multiple or Single Subject Credential in place of verification of CBEST and subject matter.
- Clear Credential candidates must verify that a commission-approved induction program is not available through their employer (public school or WASC-accredited private school) by submitting the CL-855 CTC form. Induction candidates must provide verification of enrollment in a state-approved induction program.
- Clear Credential candidates must submit the Coach and Placement Information form.

Those applying to the M.A.T. with a Personalized Concentration will be exempt from the following admissions requirements:

- Verify subject matter competency. Multiple Subject candidates must pass one subtest of the CSET; Multiple Subjects exam. Single Subject candidates must present a letter verifying completion of a state-approved subject matter program or evidence of passing one subtest of the CSET in their subject area.
- Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing.

Students transferring from an accredited graduate program may transfer a maximum of 6 approved credits for their M.A. in Teaching. Courses transferred must be equivalent to Biola University'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 Teaching, a grade of "B-" is not transferable. Credits considered for transfer must have been taken within five years prior to the date of admission.

Core Requirements (16 Credits)
Courses must be passed with a grade of "B" or higher. Biola students who have taken teacher preparation and pedagogy courses at the undergraduate level, and only need student teaching at the graduate level, will be required to take an additional 3-credit approved elective in order to have the required minimum 30 credits for an M.A.T.

SEED 501 Philosophy and Values in Schools and Society Credit(s): 3.
SEED 524 Research in Culture and Intercultural Instruction Credit(s): 3.
SEED 553 Writing Literature Reviews Credit(s): 2.
SEED 570 Introduction to Spiritual Formation for the Educator Credit(s): 3.
TTBE 732 Exposition of New Testament Segments or Themes Credit(s): 2–3.
TTBE 732, Exposition of New Testament Segments or Themes: Life of Christ, should be taken for 3 credits.

OR
Other approved TTBE 3 credit course.

Capstone Requirement: Course must be passed with a grade of “B” or higher. Register for one credit per term. May take up to three terms to complete.

SEED 594 Action Research Credit(s): 1.

Concentrations
Apologetics (15 Credits)
See School of Education advisor for a list of required and elective courses in this concentration.

Clear Credential (15 Credits)
Offered on campus and online.

Concentration-Specific Requirements
SEED 593 Clear Credential Candidate Professional Development Credit(s): 3.

SEED 593 must be passed with a grade of "B-" or higher. Students admitted to the Multiple or Single Subject Clear Credential program at Biola University will enroll in SEED 593 for each of four semesters (a maximum of 12 credits may be applied toward M.A.). After four semesters, the course can be taken additionally without credit given towards the M.A.T. requirements. In some cases, candidates may be able to complete the Clear Credential requirements in less than four semesters.
Elective Requirements
CHOOSE 3–12 credits of approved electives, depending on how many semesters of SEED 593 are necessary.

Curriculum and Instruction (15 Credits)
Offered on campus and online.
See School of Education advisor for a list of required and elective courses in this concentration.

Early Childhood (15 Credits)
Offered on campus and online.
See School of Education advisor for a list of required and elective courses in this concentration.

History and Philosophy of Science (15 Credits)
See School of Education advisor for a list of required and elective courses in this concentration.

Induction (15 Credits)
Offered on campus and online.

Students completing a state-approved induction program may apply up to 12 credits of Biola student teaching graduate credit to their M.A. in Education in lieu of induction credits. However, students in this program must complete the state-approved induction program and earn a Clear Credential prior to receiving the M.A.Ed. degree.

Concentration-Specific Requirements
SEED 604 Induction I Credit(s): 3.
SEED 605 Induction II Credit(s): 3.
SEED 606 Induction III Credit(s): 3.
SEED 607 Induction IV Credit(s): 3.

Elective Requirements
CHOOSE 3 credits of approved electives.

Linguistics and Intercultural Studies (15 Credits)
Offered on campus and online.
See School of Education advisor for a list of required and elective courses in this concentration.

Multiple Subject (35 Credits)
Students must complete Multiple Subject teacher preparation and pedagogy coursework and M.A.T. core courses as detailed below. All teacher preparation and pedagogy courses must be completed with a grade of “B-” or higher. Overall, a 3.0 GPA must be maintained in the teacher preparation course sequence in order to student teach and to be recommended for a Preliminary Multiple Subject Teaching Credential.

Concentration-Specific Requirements
Preparation Coursework (27 Credits)
SEED 512 Elementary Student Teaching I Credit(s): 6.
SEED 513 Elementary Student Teaching II Credit(s): 6.
SEED 519 Foundations of Education Credit(s): 2.
SEED 520 Elementary Reading/Language Arts Credit(s): 3.
SEED 526 Psychological Foundations of Education Credit(s): 3.
SEED 541 Methods of Teaching Linguistically Diverse Students Credit(s): 3.
SEED 543 Elementary Curriculum Credit(s): 3.
SEED 544 Elementary Curriculum Fieldwork Credit(s): 1.

Pedagogy Coursework (8 Credits)
SEED 507 Art Workshop for Elementary School Teaching Credit(s): 1.
SEED 508 Music Workshop for Elementary School Teaching Credit(s): 1.
SEED 509 Elementary Mathematics/Science Workshop Credit(s): 2.

SEED 516 Elementary Physical Education Workshop Credit(s): 1.
SEED 536 Elementary Health Curriculum and Methods Credit(s): 1.
SEED 537 Elementary History - Social Science Curriculum and Methods Credit(s): 1.
SEED 549 Studies in Children’s Literature Credit(s): 1.

Personalized (15 Credits)
Courses for this concentration must be approved by the Graduate Chair.

Single Subject (30 Credits)
Students must complete Single Subject teacher preparation and pedagogy coursework and M.A.T. core courses as detailed below. All teacher preparation and pedagogy courses must be completed with a grade of “B-” or higher. Overall, a 3.0 GPA must be maintained in the teacher preparation course sequence in order to student teach and to be recommended for a Preliminary Single Subject Teaching Credential.

Concentration-Specific Requirements
Preparation Coursework (28 Credits)
SEED 514 Secondary Student Teaching I Credit(s): 6.
SEED 515 Secondary Student Teaching II Credit(s): 6.
SEED 519 Foundations of Education Credit(s): 2.
SEED 525 Secondary Content Area Reading Credit(s): 3.
SEED 526 Psychological Foundations of Education Credit(s): 3.
SEED 541 Methods of Teaching Linguistically Diverse Students Credit(s): 3.
SEED 545 Secondary Curriculum Credit(s): 3.
SEED 546 Secondary Curriculum Fieldwork Credit(s): 1.

Pedagogy Coursework (2 Credits)
SEED 533 Single Subject Pedagogy Credit(s): 2.

Special Education (15 Credits)
Offered on campus and online.
See School of Education advisor for a list of required and elective courses in this concentration.

Teaching English as a Second Language (TESOL) (15 Credits)
Offered on campus and online.
See School of Education advisor for a list of required and elective courses in this concentration.

Courses
Education (SEED)

SEED 501 - Philosophy and Values in Schools and Society
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. Note(s): A minimum grade of “B” required for Master’s degree (a grade of “B-“ is not sufficient). Grade Mode: A. Credit(s): 3.

SEED 502 - Advanced Educational Psychology
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. Note(s): A minimum grade of “B” required for Master’s degree (a grade of “B-“ is not sufficient). Grade Mode: A. Credit(s): 3.

SEED 503 - Educational Research and Statistics
Covers the design and analysis of experimental and nonexperimental research in the educational context. Basic principles include sampling, measurement, design validity, analysis, and research ethics. Definition and examples of qualitative research also included. Note(s): A minimum grade of “B” required for Master’s degree (a grade of “B-“ is not sufficient). Grade Mode: A. Credit(s): 3.
SEED 504 - Advanced Curriculum and Instruction
A study of the knowledge, skills, and competencies required for teaching and developing teaching strategies. Candidates must pass this course with a grade of "B" or higher. Fee: $20. Grade Mode: A. Credit(s): 3.

SEED 507 - Art Workshop for Elementary School Teaching
A study of the knowledge, skills, and competencies required for teaching art in the elementary classroom. Note(s): This course is waived if ARTS 206 was taken as an undergraduate. Candidates must pass this course with a grade of "B" or higher. Fee: $20. Grade Mode: A. Credit(s): 1.

SEED 508 - Music Workshop for Elementary School Teaching
A study of the knowledge, skills, and competencies required for teaching music in the elementary classroom. Note(s): This course is waived if MUSC 310 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher. Grade Mode: A. Credit(s): 1.

SEED 509 - Elementary Mathematics/Science Workshop
During interrelated activities in program coursework and fieldwork, multiple subject education candidates learn, understand and use content-specific teaching strategies for helping grades K-8 students learn the state-adopted academic content standards for Math and Science. Corequisite(s): SEED 543, 544. Note(s): This course is waived if LEDU 309 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher. Fee: $25. Grade Mode: A. Credit(s): 2.

SEED 512 - Elementary Student Teaching I
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. University on-campus seminar required. Prerequisite(s): LEDU 301 or SEED 519; LEDU 330 or SEED 526; LEDU 341 or SEED 541; LEDU 420 or SEED 520; LEDU 431 or SEED 543; LEDU 432 or SEED 544. Note(s): Special approval required. Must pass this course with a grade of "B" or higher. CalTPA #4. Candidates doing student teaching are limited to a maximum of 15 credits that semester. Restricted to formal application and approval. Must register for SEED 513 if completing student teaching in one semester. Fee: $120. Grade Mode: A. Credit(s): 6.

SEED 513 - Elementary Student Teaching II
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. University on-campus seminar required. Prerequisite(s): SEDU 301 or SEED 519; LEDU 330 or SEED 526; LEDU 341 or SEED 541; LEDU 420 or SEED 520; LEDU 431 or SEED 543; LEDU 432 or SEED 544. Note(s): Special approval required. Must pass this course with a grade of "B" or higher. CalTPA #4. Candidates doing student teaching are limited to a maximum of 15 credits that semester. Restricted to formal application and approval. Must register for SEED 513 if completing student teaching in one semester. Fee: $120. Grade Mode: A. Credit(s): 6.

SEED 514 - Secondary Student Teaching I
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. University on-campus seminar required. Prerequisite(s): LEDU 301 or SEED 519; LEDU 330 or SEED 526; LEDU 341 or SEED 541; LEDU 420 or SEED 520; LEDU 431 or SEED 543; LEDU 432 or SEED 544. Note(s): Special approval required. Must pass this course with a grade of "B" or higher. CalTPA #4. Candidates doing student teaching are limited to a maximum of 15 credits that semester. Restricted to formal application and approval. Grade Mode: A. Credit(s): 6.

SEED 515 - Secondary Student Teaching II
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. University on-campus seminar required. Prerequisite(s): LEDU 301 or SEED 519; LEDU 330 or SEED 526; LEDU 341 or SEED 541; LEDU 420 or SEED 520; LEDU 431 or SEED 543; LEDU 432 or SEED 544. Note(s): Special approval required. Must pass this course with a grade of "B" or higher. CalTPA #4. Candidates doing student teaching are limited to a maximum of 15 credits that semester. Restricted to formal application and approval. Grade Mode: A. Credit(s): 6.

SEED 516 - Elementary Physical Education Workshop
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. Note(s): This course is waived if PEED 201 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher. Grade Mode: A. Credit(s): 1.

SEED 518 - Designing Successful Classrooms: Starting Right
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. Note(s): Course designed to meet the needs of teachers with three or less years of experience. Grade Mode: A. Credit(s): 3.

SEED 519 - Foundations of Education
This course is the first course in the credential sequence and is designed to introduce the candidate to the 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 students and English Language Learners. Lecture/Lab Hours: A 25-hour field practicum component is required, 10 hours required for teachers under contract. Note(s): Special approval required. Restricted to livescan submission and valid negative TB test results. This course is waived if LEDU 301 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher. Grade Mode: A. Credit(s): 2.

SEED 520 - Elementary Reading/Language Arts
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. Lecture/Lab Hours: A 25–hour field practicum component is required, 10 hours for teachers under contract. Prerequisite(s): LEDU 301 or SEED 519; LEDU 330 or SEED 526; LEDU 341 or SEED 541. Corequisite(s): SEED 537. Note(s): Credential candidates must pass this course with a grade of "B" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #2. Fee: $100. Grade Mode: A. Credit(s): 3.

SEED 523 - Behavior and Classroom Management
The effect of teacher behavior upon student behavior, the learning task and the classroom environment. Examines alternative approaches to classroom discipline, management, and organization. Grade Mode: A. Credit(s): 3.

SEED 524 - Research in Culture and Intercultural Instruction
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. Note(s): A minimum grade of "B" required for Master's degree (a grade of "B" is not sufficient). Grade Mode: A. Credit(s): 3.

SEED 525 - Secondary Content Area Reading
The methods and materials for teaching reading through the content areas in secondary schools; attention to techniques for teaching reading, testing and individualization. Lecture/Lab Hours: A 35–hour field practicum component is required, 10 hours for teachers under contract. Prerequisite(s): LEDU 301 or SEED 519; LEDU 330 or SEED 526; LEDU 341 or SEED 541; LEDU 425 or SEED 525; LEDU 436 or SEED 545; LEDU 437 or SEED 546. Note(s): Special approval required. Must pass this course with a grade of "B" or higher. CalTPA #4. Candidates doing student teaching are limited to a maximum of 15 credits that semester. Restricted to formal application and approval. Must register for SEED 515 if completing student teaching in one semester. Fee: $120. Grade Mode: A. Credit(s): 6.

SEED 526 - Psychological Foundations of Education
Application of psychological principles to the education 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(s): SEDU 519 (concurrent registration permitted). Note(s): This course may be passed if LEDU 301 and LEDU 330 were taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher. Fee: $50. Grade Mode: A. Credit(s): 3.

SEED 530 - Reading Process and Approaches
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. Grade Mode: A. Credit(s): 3.

SEED 531 - Writing Process and Approaches
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 the professional publication process. Grade Mode: A. Credit(s): 3.
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SEED 532 - Diagnosis and Remediation in Reading

The purpose of this course is to prepare Education Specialist candidates to integrate theory and practice related to selecting, administering, and interpreting diagnostic tools and techniques for assessing severe and/or multiple difficulties in reading, and applying diagnostic-prescriptive principles to design the most developmentally appropriate remedial plans for these students. Lecture/ Lab Hours: A 20-hour field practicum component is required. Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of “B-” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

SEED 533 - Single Subject Pedagogy

During interrelated activities in program coursework and fieldwork, Single Subject candidates relate the state-adopted K–12 academic content standards for candidates in their specific subject area to major concepts and principles in their discipline, including planning, organizing, and implementing effective instruction (Grades 7–12).

Single Subject Pedagogy - Art: During interrelated activities in program coursework and fieldwork, Single Subject Art candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the state-adopted K–12 academic content standards for students in Art (Grades 7–12).

Single Subject Pedagogy - English: During interrelated activities in program coursework and fieldwork, Single Subject English candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the state-adopted K–12 academic content standards for students in English (Grades 7–12).

Single Subject Pedagogy - Methods for Teaching Spanish as a Foreign Language: During interrelated activities in program coursework and fieldwork, Single Subject Modern Language candidates learn, understand and use specific teaching strategies and activities for achieving the fundamental goals of the state-adopted K–12 Foreign Language Framework and Student Academic Content Standards for students learning Spanish (Grades 7–12).

Single Subject Pedagogy - Health Science: During interrelated activities in the program coursework and fieldwork, Single Subject Health Science candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the state-adopted K–12 content standards for students in Health Science (Grades 7–12).

Single Subject Pedagogy - History/Social Science: During interrelated activities in program coursework and fieldwork, Single Subject History/ Social Science candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the K–12 state-adopted academic content standards for History/Social Science (Grades 7–12).

Single Subject Pedagogy - Mathematics: During interrelated activities in program coursework and fieldwork, Single Subject Mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of mathematics; and problem solving skills in mathematics, and acquire pedagogical skills that assist students in learning K–12 state-adopted academic content standards for Mathematics (Grades 7–12).

Single Subject Pedagogy - Physical Education: During interrelated activities in program coursework and fieldwork, Single Subject Physical Education candidates learn, understand and use content-specific teaching strategies for helping students in learning K–12 state-adopted academic content standards for Physical Education (Grades 7–12).

Single Subject Pedagogy - Science: During interrelated activities in program coursework and fieldwork, Single Subject Science candidates relate the state-adopted K–12 academic content standards for students in Science (Grades 7–12) to major concepts, principles and investigations in the science disciplines, including planning, organizing, and implementing effective instruction. Corequisite(s): SEED 545, 546. Note(s): This course is waived if LEDU 432 was taken as an undergraduate. Credential candidates must pass this course with a grade of “B-” or higher. Fee: $25. Grade Mode: A. Credit(s): 2.

SEED 536 - Elementary Health Curriculum and Methods

During interrelated activities in program coursework and fieldwork, Multiple Subject candidates learn content-specific teaching strategies that are effective in achieving the goals of the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; understanding of the process of growth and development; and informed use of health-related information, products, and services. Corequisite(s): SEED 543, 544. Note(s): This course is waived if LEDU 432 was taken as an undergraduate. Credential candidates must pass this course with a grade of “B-” or higher. Grade Mode: A. Credit(s): 1.

SEED 537 - Elementary History - Social Science Curriculum and Methods

During interrelated activities in program coursework and fieldwork, Multiple Subject education candidates learn, understand and use content-specific teaching strategies for helping grades K–6 students learn the state-adopted academic content standards for History-Social Science. Corequisite(s): SEED 520. Note(s): This course is waived if LEDU 337 was taken as an undergraduate. Credential candidates must pass this course with a grade of “B-” or higher. Grade Mode: A. Credit(s): 1.

SEED 540 - Foundations of Language Education

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. Grade Mode: A. Credit(s): 3.

SEED 541 - Methods of Teaching Linguistically Diverse Students

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. Lecture/ Lab Hours: A 10-hour field practicum component is required. Prerequisite(s): S 19 and S 26 (concurrent registration permitted). Note(s): This course is waived if LEDU 301, LEDU 330 and LEDU 431 were taken as an undergraduate. Credential candidates must pass this course with a grade of “B-” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #1. Fee: $100. Grade Mode: A. Credit(s): 3.

SEED 542 - Language Assessment and Evaluation

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(s): LEDU 341 or LEDU 541 (concurrent registration permitted). Grade Mode: A. Credit(s): 3.

SEED 543 - Elementary Curriculum

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, assessment, classroom management and resources. Prerequisite(s): LEDU 301 or LEDU 519; LEDU 330 or LEDU 526; LEDU 341 or LEDU 541; LEDU 420 or LEDU 520; LEDU 337 or LEDU 537 (concurrent registration permitted). Corequisite(s): SEED 509, 536, 544. Note(s): Credential candidates must pass this course with a grade of “B” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #3. This course is waived if LEDU 431 was taken as an undergraduate. Fee: $100. Grade Mode: A. Credit(s): 3.

SEED 544 - Elementary Curriculum Fieldwork

A 60-hour fieldwork requirement to support the practical application of SEED 543 Elementary Curriculum content. Candidates will design and teach several classroom lessons in local elementary schools. Prerequisite(s): LEDU 301 or LEDU 519, LEDU 330 or LEDU 526, and LEDU 341 or LEDU 541. LEDU 420 or LEDU 520, and LEDU 337 or LEDU 537 (concurrent registration permitted). Corequisite(s): SEED 509, 536, 543. Note(s): This course is waived if LEDU 432 was taken as an undergraduate. Credential candidates must pass this course with a grade of “B-” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #3. This course is waived if LEDU 436 was taken as an undergraduate. Fee: $100. Grade Mode: A. Credit(s): 3.

SEED 545 - Secondary Curriculum

Secondary school curriculum, assessment, classroom management and teaching methods as they apply to the content areas in secondary school settings. Prerequisite(s): LEDU 301 or LEDU 519, LEDU 330 or LEDU 526, LEDU 341 or LEDU 541. LEDU 425 or LEDU 525 (concurrent registration permitted). Corequisite(s): SEED 533, 546. Note(s): Credential candidates must pass this course with a grade of “B-” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #3. This course is waived if LEDU 436 was taken as an undergraduate. Fee: $100. Grade Mode: A. Credit(s): 3.
SEED 546 - Secondary Curriculum Fieldwork
A 60-hour fieldwork requirement to support the practical application of SEED 545 Secondary Curriculum content. Candidates will design and teach several classroom lessons in local secondary schools. Prerequisite(s): LEDU 301 or SEED 519, LEDU 330 or SEED 526, and LEDU 341 or SEED 541, LEDU 425 or SEED 525 (concurrent registration permitted). Corequisite(s): SEED 533, 545. Note(s): This course is waived if LEDU 437 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

SEED 549 - Studies in Children's Literature
Focus is on how to effectively use children's literature to enhance and strengthen children's literacy development. Special emphasis is placed upon connecting students' language, interests, and cultural background in order to increase their motivation and academic achievement. Active engagement in a wide range of responses to literature including art, music, drama, and writing provide current and future teachers with a repertoire of strategies to use in elementary school classrooms. Note(s): This course is waived if LEDU 380 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher. Grade Mode: A. Credit(s): 1.

SEED 550 - Literature Study in the Classroom
Designed to provide an understanding of the historical perspective on children's literature through literature, film, culture, 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. Grade Mode: A. Credit(s): 3.

SEED 551 - Practicum in Language and Literacy
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 natural field-settings. Grade Mode: A. Credit(s): 3.

SEED 552 - Supervision in Language and Literacy
Laboratory experience in language and literacy under the supervision of qualified instructional leaders and University supervisors. Grade Mode: A. Credit(s): 3.

SEED 553 - Writing Literature Reviews
This course prepares the graduate student to write papers using the guidelines provided by the American Psychological Association (APA). Students select a topic, search the literature discussing that topic, and use these sources effectively to strengthen the content of their literature review. Note(s): A minimum grade of "B" required for Master's degree (a "B-" is not sufficient). Grade Mode: A. Credit(s): 2.

SEED 554 - Professional Writing
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. Note(s): A minimum grade of "B" required for Master's degree (a "B-" is not sufficient). Grade Mode: A. Credit(s): 3.

SEED 555 - Seminars in Education
Seminars in legislation, 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. Note(s): May be repeated for up to six credits. Restricted to School of Education approval. Grade Mode: A. Credit(s): 1–3.

SEED 556 - Early Childhood Curriculum
Examines ways to create meaningful curriculum that is aligned with the National Association for the Education of Young Children (NAEYC) program standards and the Common Core Standards. Teacher candidates develop curriculum plans that integrate language and literacy, mathematics, and play for children ages 3 to 6. Particular attention is given to the key role of adult-child interactions and teaching strategies supporting physical, social and intellectual development for all children. Lecture/Lab Hours: A 9-hour field practicum component is required. Prerequisite(s): PSYC 200 or equivalent; LEDU 335 or equivalent. Note(s): Special approval required. Restricted to livescansubmission. Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

SEED 557 - School/Family/Community Partnerships in Early Childhood Urban Settings
Examination of family, community, societal, and cultural influences on children's schooling and learning. Emphasis on strategies for integrating family members and community resources into the learning process. Exploration of culturally and linguistically appropriate anti-bias approaches that support all children and their families. Lecture/Lab Hours: An 18-hour field practicum component is required. Note(s): Special approval required. Restricted to livescansubmission. Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

SEED 558 - Classroom Management in Early Childhood Settings
Overview of childhood behaviors and effective strategies for managing these behaviors in the classroom. Includes a review of learning and developmental theories. Effective strategies that facilitate active learning and differentiated instructional practices that support diverse learning needs are introduced. Lecture/Lab Hours: A 9-hour field practicum component is required. Prerequisite(s): PSYC 200 or equivalent; LEDU 335 or equivalent; LEDU 356 or SEED 556. Note(s): Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

SEED 559 - Observation and Assessment of Young Children
This course explores the selection and use of formal and informal assessments to determine initial information for facilitating individual learning strategies and environments. Candidates enhance observational skills, assessment abilities, and communication reporting to families. Particular attention is given to the selection, administration, scoring, and interpretation of results obtained from assessments of young children to determine skills and abilities for the purpose of curriculum planning, learning environment design, and accommodations for children with special needs. Lecture/Lab Hours: A 12-hour field practicum component is required. Prerequisite(s): PSYC 200 or equivalent; LEDU 335 or equivalent; and LEDU 356 or SEED 556. Note(s): Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

SEED 560 - Family, Community, and Academic Partnerships
Examination of teaching practices that are effective in working with diverse student populations to promote equal learning opportunities. Overview of methods that enhance successful community collaboration with service providers, business leaders, policy makers, and parents, addressing the complex diversity of families and teaching situations. Primarily focused on teachers and schools building constructive partnerships with parents and requires a case study of a local school's efforts to meaningfully include parents in the education of their children. Grade Mode: A. Credit(s): 3.

SEED 561 - Issues in Special Education
A basic introduction to the history and educational philosophy of special education. Study of mild/moderate disabilities (specific learning disabilities, cognitive impairments, and emotional and behavioral disturbances). Examination of legal issues and laws pertaining to special education, giving attention to school compliance and student and parent rights. Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Grade Mode: A. Credit(s): 3.

SEED 562 - Assessment and Evaluation of Exceptional Learners
Introduction to the types and uses of assessments to identify the strengths and needs of exceptional learners and evaluate results to develop meaningful educational practice. Provides knowledge and skills necessary for selecting, administering, interpreting and reporting results of tests related to cognitive, affective, psychomotor and social development. Emphasis is given to translating assessment data into making informed educational decisions. Lecture/Lab Hours: A 10-hour field practicum component is required. Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.
SEED 563 - Teaching Students with Mild Disabilities in Inclusive Settings
Provides teacher candidates with knowledge of learning disabilities including definitions, causes, and characteristics of learning disabilities in children. Provides students’ teachers the knowledge and skills to make accommodations and modifications (including adaptations with technology) for individuals with mild to moderate disabilities. Particular emphasis is given to working on Student Study Teams to design instruction to meet the individual needs of underperforming students, to making referrals with appropriate documentation, and to writing Individual Education Plans for students with identified learning disabilities. Lecture/Lab Hours: A 10-hour field practicum component is required. Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of “B” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

SEED 564 - Behavior and Classroom Management for Students with Special Needs
Focus on principles and procedures for modifying behavior in the classroom with emphasis given to the identification of factors that contribute to behavioral problems, systematic data collection, objective reporting, and implementation of various methods of reinforcement. Lecture/Lab Hours: A 10-hour field practicum component is required. Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of “B” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

SEED 565 - Current Issues in Technology and Instruction
Instruction includes a critical look at how technology informs teaching in an online environment by investigating issues, theories, operating systems, and practical strategies within schools. Grade Mode: A. Credit(s): 3.

SEED 566 - Innovative Usage of Multimedia within Schools
Instruction includes how to use emerging technologies to improve teaching and learning in school. Demonstration of how to use multimedia devices to support and engage all students within K-12 classrooms. Prerequisite(s): 565. Note(s): Prerequisite knowledge of educational technology required. Grade Mode: A. Credit(s): 3.

SEED 567 - World Wide Web Design
Instruction includes research and assessment of web pages that connect with teaching and how to conduct research using the Internet. Students design and create their own web page to assist with instruction. Prerequisite(s): 565. Grade Mode: A. Credit(s): 3.

SEED 568 - Elements of Computer Hardware and Software Maintenance and Repair
Instruction includes basic knowledge of computer hardware and software design, repair, and maintenance to assure proper usage and availability within a school. Prerequisite(s): 565. Grade Mode: A. Credit(s): 3.

SEED 569 - Course Design and Strategies within Technology
Instruction includes the practical construction of teaching in an online environment and emphasizes subjects such as interactive teaching strategies, course design, assessment, student evaluation, and instructional planning. Students design an online course. Prerequisite(s): 565. Experience in a classroom needed to take this course. Grade Mode: A. Credit(s): 3.

SEED 570 - Introduction to Spiritual Formation for the Educator
This introductory study into the nature of spiritual formation attempts to understand the nature of our new life in Christ, the process of formation in the Spirit and the directives for cooperating with His work. Attention is given to implications of spiritual formation for the life of the educator and classroom experience. Practical exercise in prayer, soul projects, and various spiritual disciplines are included as well as a personal all-day retreat addressing one’s calling as an educator in Christ. Particular attention is given to how our life in Christ can deal with personal issues of guilt, shame and legalism and how to cooperate with the Spirit in transforming the heart in light of the dynamics of original sin, our early relational development, and the habits of sin developed over time that affect the classroom. Note(s): A minimum grade of “B” required for Master’s degree (a grade of “B” is not sufficient). Grade Mode: A. Credit(s): 3.

SEED 571 - Grant Writing, Book Proposal, and Textbook
Provides practice in researching and writing grants that are credible, scholarly, and comprehensive. Teaches authors how to promote their books by writing a focused, dynamic, and compelling book proposal to submit to educational publishers. Presents the steps in writing informative and credible textbooks that lead to publication. Note(s): Certificate candidates must pass this course with a grade of “B” or higher. Grade Mode: A. Credit(s): 3.

SEED 572 - Learning, Motivation, and Student Engagement
Examines curricula that motivates and engages students to promote deeper learning. Teaches how to design curricula that focuses on key skills and competencies. Instructs how to construct curricula that develops creative thinkers and independent learners in order to promote higher student engagement. Note(s): Certificate candidates must pass this course with a grade of “B” or higher. Grade Mode: A. Credit(s): 3.

SEED 573 - Curriculum Practicum
Options: 1-2 week internship, working alongside national and international publishers to see how textbook publishing companies function; interactions with district, county, and/or state educational policy makers and/or administrators; development and editing of curriculum materials; working on the SOE online journal. Note(s): Special approval required. Certificate candidates must pass this course with a grade of “B” or higher. This course may require travel and housing fees for on-site practicums. Grade Mode: A. Credit(s): 3.

SEED 574 - Current Issues in Education and Education Policy
This course explores current state and federal legislation affecting the educational community. Students also examine the key statutes and landmark court cases that have impacted the field of education. Practice in contacting lawmakers and lobbyists in order to express one’s sentiments on a critical issue will be provided. Note(s): Special approval required. This course may require travel. Certificate candidates must pass this course with a grade of “B” or higher. Grade Mode: A. Credit(s): 3.

SEED 575 - Coaching Clear Credential Candidates
Providing support for a Clear Credential candidate to develop a deeper and more complex application of skills and knowledge learned during the California Preliminary Credential Program. Assist the Clear Credential candidate to accomplish appropriate personal evaluation and setting of professional development growth goals and provide support for the Clear Credential Candidate to achieve his/her goals. Note(s): Special approval required. Restricted to formal application and approval. Must hold a California Clear Credential or its equivalent. Course may be taken for 1 credit up to four times. Grade Mode: A. Credit(s): 1.

SEED 576 - Preparing Textbooks for Publication
This course presents the complex relationships in writing student texts, teacher’s editions, and ancillary materials for gifted, EL, and special needs students. Incorporates guidance in providing formal and informal assessment opportunities for teachers using the text. Acquaints curricula writers with concept presentation through visual display, page layout, graphics, color, and type and working with layers of editorial staff. Note(s): Certificate candidates must pass this course with a grade of “B” or higher. Grade Mode: A. Credit(s): 3.

SEED 577 - School Leadership and Professional Learning Communities
Focuses on the essential elements required for productive school leadership as well as those characteristics of leadership that should be avoided. Provides several models for instructional leadership including building professional learning communities, coaching, and clinical supervision. Note(s): Certificate candidates must pass this course with a grade of “B” or higher. Grade Mode: A. Credit(s): 3.

SEED 578 - CalTPA Remediation
Course provides individual or small group assistance in understanding the expectations of the CalTPA tasks. Remediation is only offered to those who need to resubmit a task. Note(s): May only be taken twice. Grade Mode: C. Credit(s): 1.

SEED 579 - Early Childhood Practicum
This course provides an opportunity for child development permit candidates placed in practicum sites to explore the relationship between theory and practice. Developmental issues, the role of the early childhood educator, and the relationships between programs and families will be examined. Child development permit candidates will explore and practice techniques for the observation and recording of behavior, examine environments; and plan, implement, and evaluate developmentally appropriate, culturally relevant practices for your children. Lecture/Lab Hours: A 75-hour fieldwork practicum component is required. Prerequisite(s): PSYC 200 or equivalent; LEDU 335 or equivalent; LEDU 356 or LEDU 357, LEDU 358 or SEED 558, and LEDU 359 or SEED 559. Note(s): Early Childhood permit candidates must pass this course with a grade of “B” or higher. Valid Certificate of Clearance and negative TB test results required for practicum. Grade Mode: A. Credit(s): 3.
SEED 580 - Introduction to Autism Spectrum Disorders
This course offers an overview of student characteristics, theory and teaching applications for students with Autism Spectrum Disorders (ASD). Major theories, teaching approaches, trends, etiological and diagnostic issues, classroom structure and environmental arrangements, research-based instructional strategies, and family involvement will be discussed. Lecture/Lab Hours: A 10-hour field practicum component is required. Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of “B” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

SEED 582 - Consultation, Collaboration, and Communication for the Education Specialist
The purpose of this course is to prepare Education Specialist candidates to successfully consult, collaborate, and communicate with other professionals, families and school systems to effectively educate and support students with high incidence disabilities. Seminar sessions are designed to present a forum in which professionals evaluate on-going program management and service delivery programs, new research findings, and emerging legal and ethical issues as they relate to working with individuals with high incidence disabilities. Lecture/Lab Hours: A 10-hour field practicum component is required. Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of “B” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Credit(s): 3.

SEED 583 - Curriculum Design for Students with Mild/Moderate Disabilities
This special education methods course is designed to present research-based best practices for the instruction of diverse students with mild/moderate disabilities. Emphasis will be placed on instructional planning that permits differentiating for the student’s IEP goals and objectives within the appropriate age and grade level related to the general curriculum. Lecture/Lab Hours: A 40-hour field practicum component is required. Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of “B” or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Fee: $100. Grade Mode: A. Credit(s): 3.

SEED 584 - Student Teaching in Special Education I
The purpose of this course is to prepare Education Specialist candidates to teach students with mild/moderate disabilities in a variety of educational settings. Upon successful completion of this course, candidates will be prepared to teach students in K-12th grade with mild/moderate disabilities. Note(s): Special approval required. Credential candidates must pass this course with a grade of “B” or higher. Restricted to formal application and approval. Must register for SEED 585 if completing student teaching in one semester. Fee: $120. Grade Mode: A. Credit(s): 6.

SEED 585 - Student Teaching in Special Education II
The purpose of this course is to prepare Education Specialist candidates to teach students with mild/moderate disabilities in a variety of educational settings. Upon successful completion of this course, candidates will be prepared to teach students in K-12th grade with mild/moderate disabilities. Note(s): Special approval required. Credential candidates must pass this course with a grade of “B” or higher. CallTPA #4. Restricted to formal application and approval. Must register for SEED 584 if completing student teaching in one semester. Grade Mode: A. Credit(s): 6.

SEED 593 - Clear Credential Candidate Professional Development
This course provides support for the Clear Credential candidate to evaluate their beginning levels of teaching proficiency, proposed areas in which they wish to grow professionally, and to support them in achieving the professional growth goals identified to improve application of skills and knowledge learned during their preliminary credential program. Note(s): Special approval required. Restricted to submission of Coach and Placement Information Form. May be taken up to four times for credit. A minimum grade of “B” is required. Grade Mode: A. Credit(s): 3.

SEED 594 - Action Research
Graduate students study student-, classroom- and school-based problems. Students set up action plans to study results of interventions leading to performance-based improvement. Prerequisite(s): SEED 553 or 554. Note(s): Special approval required. A minimum grade of “B” required for Master’s degree (a grade of “B” is not sufficient). Students entering Fall 2012 forward are required to register for 1 credit per semester. May take up to three terms to complete. This course serves as the capstone course for the M.A.T. Restricted to petition to graduate. Grade Mode: V. Credit(s): 1.

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. Paths for the capstone process are examined. Note(s): A minimum grade of “B” required for Master’s degree (a grade of “B” is not sufficient). Grade Mode: A. Credit(s): 1.

SEED 597 - Independent Studies
Subject matter and credits earned by arrangement. Note(s): A maximum of 6 credits may be taken. Restricted to School of Education approval. Grade Mode: A. Credit(s): 1–3.

SEED 598 - Research Project
Students may elect to complete a research project or an instructional development project under the guidance of a faculty advisor. This option requires a written report and may be taken instead of the Comprehensive Examination (595) or the Capstone Thesis (599). Prerequisite(s): 501, 502, 503, 504, 524, 554, 596, and TTBE 732. Note(s): Special approval required. Sign up for one credit per term. May take up to three terms to complete. A minimum grade of “B” required for Master’s degree (a grade of “B” is not sufficient). Restricted to petition to graduate. Grade Mode: V. Credit(s): 1.

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). Prerequisite(s): 501, 502, 503, 504, 524, 554, 596, and TTBE 732. Note(s): Special approval required. Sign up for one credit per term. May take up to three terms to complete. A minimum grade of “B” required for Master’s degree (a grade of “B” is not sufficient). Restricted to petition to graduate. Grade Mode: V. Credit(s): 1.

SEED 601 - Character Development and 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 movements. Prerequisite(s): 502, 554, and 524 with a grade of “B” or better (a grade of “B” is not sufficient). Grade Mode: A. Credit(s): 3.

SEED 602 - Legal and 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(s): 502, 554, and 524 with a grade of “B” or better (a grade of “B” is not sufficient). Grade Mode: A. Credit(s): 3.

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(s): 502, 554, and 524 with a grade of “B” or better (a grade of “B” is not sufficient). Grade Mode: A. Credit(s): 3.

SEED 604 - Induction I
Graduates who are practicing teachers holding a Preliminary Credential and who are in a CTC–approved district induction program may receive up to 12 credits of induction credit towards their M.A. Ed. or M.A.T. degree. Graduates complete district requirements and meet with Biola profressors for monthly support during their first two years of teaching. Prerequisite(s): Proof of current participation in an induction program. Note(s): Special approval required. Tuition for induction credits is one-third the normal graduate tuition. Graduation Mode: A. Credit(s): 3.

SEED 605 - Induction II
Graduates who are practicing teachers holding a Preliminary Credential and who are in a CTC–approved district induction program may receive up to 12 credits of induction credit towards their M.A. Ed. or M.A.T. degree. Graduates complete district requirements and meet with Biola professors for monthly support during their first two years of teaching. Prerequisite(s): Proof of current participation in an induction program. Note(s): Special approval required. Tuition for induction credits is one-third the normal graduate tuition. Graduation Mode: A. Credit(s): 3.
SEED 606 - Induction III
Graduates who are practicing teachers holding a Preliminary Credential and who are in a CTC-approved district induction program may receive up to 12 credits of induction credit towards their M.A.Ed. or M.A.T. degree. Graduates complete district requirements and meet with Biola professors for monthly support during their first two years of teaching. Prerequisite(s): Proof of current participation in an induction program. Note(s): Special approval required. Tuition for induction credits is one-third the normal graduate tuition. Grade Mode: A. Credit(s): 3.

SEED 607 - Induction IV
Graduates who are practicing teachers holding a Preliminary Credential and who are in a CTC-approved district induction program may receive up to 12 credits of induction credit towards their M.A.Ed. or M.A.T. degree. Graduates complete district requirements and meet with Biola professors for monthly support during their first two years of teaching. Prerequisite(s): Proof of current participation in an induction program. Note(s): Special approval required. Tuition for induction credits is one-third the normal graduate tuition. Grade Mode: A. Credit(s): 3.

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. Note(s): See advisor for details. Grade Mode: A. Credit(s): 3–6.

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. Note(s): Special approval required. Restricted to School of Education approval. Fieldwork required. See advisor for details. Grade Mode: A. Credit(s): 3–6.

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 they relate to international and mission school settings. Note(s): See advisor for details. Grade Mode: A. Credit(s): 3.

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. Note(s): See advisor for details. Grade Mode: A. Credit(s): 3.

SEED 619 - Homeschooling: Philosophy, Curriculum, and 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. Note(s): See advisor for details. Grade Mode: A. Credit(s): 3.

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. Note(s): Special approval required. Restricted to School of Education approval. Fieldwork required. See advisor for details. Grade Mode: A. Credit(s): 3–6.
Crowell School of Business
Gary Lindblad, Ed.D., Dean
Crowell School of Business

Faculty

Dean: Gary Lindblad, Ed.D.
Professor: Rundle
Associate Professors: Bourgeois, Harman, Mobley, Passwater, Sherwin, Wilson, Woodward
Assistant Professor: McHugh

Business Administration, M.B.A.

Mission

The mission of the Master of Business Administration is to provide advanced business study, integrating Biblically-based teaching to train and equip business professionals and developing faith, character, and an entrepreneurial spirit to produce Christ-centered men and women to impact the marketplace.

Program Learning Outcomes

Upon completion of the Master of Business Administration, students will be able to:

1. Articulate one’s faith by (ULO 2 and 3):
   ~ integrating knowledge from their theology courses into their daily work and personal lives.
   ~ recognizing their vocation as God’s calling and demonstrate this knowledge as a basis for making ethical and knowledgeable decisions in the marketplace.

2. Demonstrate knowledge and understanding of advanced business theories and practices by (ULO 1):
   ~ effectively communicating through a variety of techniques including writing, oral, and electronic communication technologies.
   ~ effectively organizing, working in, and leading teams.

3. Employ and foster the entrepreneurial spirit within the workplace culture by (ULO 1):
   ~ utilizing advanced and comprehensive graduate business curriculum to employ innovation, change, and creativity in the workplace.
   ~ developing and implementing advanced business strategies and work plans.

4. Discuss how character and integrity are integral to being a change agent in the workplace through the application of Biblical principles (ULO 2 and 3).

5. The faculty of the Crowell School of Business combines 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.

Program Description

The M.B.A. 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 one another and with Scripture, so that those who participate can correctly and confidently become change management leaders within their organizations.

Distinctives of the program are:

1. To truly integrate the teachings of Scripture throughout the curriculum, Biola University and the M.B.A. program accept students who are committed followers of the Lord Jesus Christ.

2. Seventeen percent of the core courses for the M.B.A. degree qualify as Bible courses and are either taught or co-taught by Talbot School of Theology faculty.

3. The M.B.A. program provides a one-on-one 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, in turn will lead to a wide range of personal growth outcomes, including:
   A. Foundational knowledge of current business contexts and issues.
   B. The ability to integrate Christian thought within the context of the management and innovation process.
   C. Possession of Christian attitudes conducive to the development of professional excellence and witness to the business community.
   D. Commitment to lifelong learning and professional growth.

6. A non-traditional course schedule of evening and some weekend courses provides flexibility for busy professional students.

Admission Requirements

Applications must be submitted through the Graduate Admissions Office. Candidates must 1) be a follower of the Lord Jesus Christ; 2) hold a baccalaureate degree (Business Administration or other field) from a regionally accredited institution; 3) and have 3 years of professional experience and be fully employed when admitted to the program unless otherwise granted approval.

A completed application includes: a submitted application form, a personal statement, $55 application fee, official transcripts from all undergraduate schools attended, three references (pastor or church leader, academic or character, and employer), an organizational chart reflecting the applicant’s current position in his or her company, a resume, a personal interview with the Dean, and GMAT scores. Executive with over 10 years of managerial or supervisory experience may seek a waiver on the GMAT requirement. Admission is competitive and based upon a committee review of each applicant’s undergraduate grade point average, GMAT score, and personal/professional background. The Crowell School of Business utilizes a formula for an index score: GMAT + [200 x undergraduate GPA] = index. Applicant’s index score must be 1,000 or greater in order to be eligible for admission.

The program is designed for the fully employed professional. A typical course load is 6 credits per semester, which does not allow international students (who must have a minimum of 9 credits) 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 6 credits. The courses transferred must be equivalent, have direct applicability to the student’s program, and be approved by the Dean. Only courses with a grade of “B” (3.0) or higher will be considered for transfer toward the M.B.A. degree; a grade of “B-” is not transferable.
Graduation Requirements

The Master of Business Administration degree program has five distinct elements:

1. Prerequisite coursework, required for those without a business undergraduate degree (up to 12 credits).
2. A common core of graduate courses (28 credits).
3. A concentration of required theology courses (3 credits).
4. An integrative business ethics course (3 credits).
5. Participation in the M.B.A. Mentor Program.

A minimum of 34 credits of graduate coursework is required for the Master of Business Administration degree. A student must maintain a minimum 3.0 cumulative GPA, and no single grade lower than a “C” to graduate. Students must retake a leveling course before taking its related core course if they do not receive a “C” or above in the leveling course. Students without a business undergraduate degree will require additional leveling credits (maximum of 12 credits). A student taking all 12 credits of leveling would have a total of 46 credits in their program.

A minimum of 28 graduate credits must be completed in the Master of Business Administration program at Biola University.

All students must take the ETS Major Field Test for M.B.A. by their last semester.

Students must meet with their department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Calendar

The program utilizes two 16-week semesters (Fall and Spring) and a condensed format summer term. Each semester is divided into two 8-week terms (for example, Fall A and Fall B). Students take only one course at a time in each 8-week section. Students primarily attend one night per week with some additional Friday nights and Saturdays.

Degree Program

Thirty-four credits of graduate courses are required for all M.B.A. degrees in the Crowell School of Business, which include the 3 graduate credits of theology and the 3 graduate credits of business ethics.

Leveling Courses

The 12 credits of leveling courses may be required for students without an undergraduate degree in business.

- **MBAD 502** Digital Tools for Business  Credit(s): 1.
- **MBAD 505** Statistical Research Skills for Business  Credit(s): 1.
- **MBAD 506** Marketing from the Management Perspective  Credit(s): 3.
- **MBAD 507** Economic Fundamentals  Credit(s): 2.
- **MBAD 508** Business Law  Credit(s): 2.
- **MBAD 516** Accounting and Finance for Decision Makers  Credit(s): 3.

Core Requirements (34 Credits)

- **MBAD 600** Management Principles for Productivity  Credit(s): 3.
- **MBAD 601** Intensive: Group Dynamics  Credit(s): 1.
- **MBAD 604** Organizational Financial Policy  Credit(s): 3.
- **MBAD 605** Advanced Financial Management and Control  Credit(s): 3.
- **MBAD 608** Marketing Strategy  Credit(s): 3.
- **MBAD 610** Business Intelligence and Data Analysis  Credit(s): 3.
- **MBAD 613** Biblical Management and Ethics  Credit(s): 3.
- **MBAD 620** Business as Mission  Credit(s): 3.

MBAD 625 Leadership, Change, and Innovation  Credit(s): 3.
MBAD 633 Entrepreneurship  Credit(s): 3.
MBAD 675 Strategic Management  Credit(s): 3.
TTTH 613 Theology III - Christ, Salvation and the Spirit  Credit(s): 3.

Courses

Business Administration (MBAD)

- **MBAD 502** - Digital Tools for Business
  Students will learn how to use leading business technology tools to analyze and resolve business problems in a laboratory setting. Students will learn how to utilize information systems to provide solutions that will be useful for managerial decision-making. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 1.

- **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 can be greatly affected by decisions made on the basis of such quantitative analysis. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 1.

- **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, budgeting the marketing program, and implementing and controlling the marketing effort. Students will also be introduced to economic principles that affect marketing decisions. Topics include creating and capturing value, analysis of industries, competitive structure and competitors; product differentiation; branding; pricing; promotion; and distribution. Throughout the course students will reflect on Biblical and ethical issues in marketing, and how they potentially affect the marketing management process. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 3.

- **MBAD 507** - Economic Fundamentals
  This overview course is an introduction to the basic tools and principles of economics. Topics include supply and demand theory, theory of consumer behavior, industrial organization, income distribution, market failure, business cycles, monetary and fiscal policy, and international trade. Note(s): M.B.A. students only. Grade Mode: A. Credit(s): 2.

- **MBAD 508** - Business Law
  This course will examine the legal and regulatory environment of business including an overall survey of the legal system, torts, contracts, criminal law, employment and labor law, business organizations, international law, as well as ethics and biblical principles and their relationship to and interaction with legal principles. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 2.

- **MBAD 516** - Accounting and 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. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 3.

- **MBAD 511** - Accounting and 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. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 3.
**MBAD 601 - Intensive: Group Dynamics**
This intensive course consists of a weekend session that 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 M.B.A. 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. Restriction(s): M.B.A. students only. Fee: $100. Grade Mode: A. Credit(s): 1.

**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 effect of financial policy, on various stakeholders of the organization from a Biblical perspective. Prerequisite(s): MBAD 516 required unless waived through undergraduate coursework. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 3.

**MBAD 605 - Advanced Financial Management and Control**
This course examines the means for achieving control while exploring improvement alternatives. Topics such as financial statement analysis, budgeting, tax issues, restructuring, reengineering, 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. Prerequisite(s): MBAD 516 required unless waived through undergraduate coursework. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 3.

**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. Using business-related tenets of economics, students will also learn how to apply economic principles to strategic decision-making, such as pricing and outsourcing. Prerequisite(s): MBAD 506 required unless waived through undergraduate coursework. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 3.

**MBAD 610 - Business Intelligence and Data Analysis**
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. Prerequisite(s): MBAD 600, 601, 604, 605, 608, 609, 610, 620, 625, 633 (or 630 and 635). Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 3.

**MBAD 613 - Biblical Management and 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. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 3.

**MBAD 620 - Business as Mission**
This course examines the historical and re-emerging role of business in world missions. Attention will be given to (1) the theology of work, business and “business as mission,” and (2) the practical issues related to creating and managing a business that advances the cause of Christ at home or abroad. Students will also develop and present to class their own ideas for a Business as Mission company. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 3.

**MBAD 625 - Leadership, Change, and Innovation**
This course is designed to teach students how to create and manage change for productivity, through individual and group leadership. Students will study traditional and cutting-edge methods for initiating and supporting innovation in new and existing organizations, as well as pitfalls to avoid. The crucial role of leadership in the change process will be examined, and opportunities for experience in innovation and change will be made part of class time and assignments. Students will also study significant variables that influence organizations and individual effectiveness necessary for developing effective leadership in the contemporary workforce while examining the role of change from a Biblical perspective. Restriction(s): M.B.A. students only. Grade Mode: A. Credit(s): 3.
APPENDIX

Board of Trustees

Chair: Stan Jantz
Vice Chair: Wayne Lowell
Rebecca Andrews
Bradley Cole
Barry H. Corey
Dwight Hanger
Promod Haque
Carol Hawkins
Ray Johnson
David Karnes
Allan Kavalich
Hannah Lee
Bryan Loritts
Michael Maples
AI Mijares
David Mitchell
Jerry Rueb
John Siefker
Kenneth Thompson

*Board of Trustees Information as of April 2014*

University Administration

Barry H. Corey, Ph.D.
President

Greg Balsano, B.A.
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Michael A. Pierce, M.B.A.
Vice President, Business and Financial Affairs

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Vice Provost of Multi-Ethnic and Cross Cultural Engagement

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Vice Provost for Academic Administration

Susan Ishii, M.S.
Chief Educational Technology Officer

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Cassandra Van Zandt, Ph.D.
Associate Provost for Core Curriculum

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Clark D. Campbell, Ph.D.
Dean, Rosemead School of Psychology

June Hetzel, Ph.D.
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F. Douglas Penoyer, Ph.D.
Dean, Cook School of Intercultural Studies

Walt Stangl, Ph.D.
Dean of Science and Health

Gary Lindblad, Ed.D.
Dean, Crowell School of Business

Doug Tarpey, Ph.D.
Dean of Fine Arts and Communication

John Back, M.A.
Dean of Student Development

Gregg Geary, Ph.D.
Dean, Library and Media Services

Ken Gilson, M.A., M.S.
University Registrar and Dean of Academic Records

Daniel Paschall, M.Ed.
Dean of Students

Todd Pickett, Ph.D.
Dean of Spiritual Development

Scott Rae, Ph.D.
Dean of the Faculty, Talbot School of Theology

Deborah Taylor, Ph.D.
Dean, University Effectiveness

Rick Bee, Ph.D.
Sr. Director, Alumni Relations

Ron Blomberg, M.Div.
Sr. Director, Stewardship and Resource Development

Ron Mooradian, M.B.A.
Sr. Director, Human Resources

Brian Phillips, B.A.
Sr. Director, Facilities Management

Donald B. Sims, Jr., M.A.
Sr. Director, Auxiliary Services

Sandie Weaver, M.B.A.
Sr. Director, Financial Planning and Operations

Steven Earle
Sr. Director, Information Technology

Geoffrey Marsh
Sr. Director, Financial Aid

University Faculty 2014–15 Academic Year

(Year indicates appointment of faculty.)

Tania Abouezzedine
Assistant Professor of Psychology, 2012
B.A., American University of Beirut
MA., Boston University
Ph.D., University of Southern California

Aaron Adams
Assistant Professor of English, 2013
B.A., Vanguard University
M.A., D.Phil., University of Sussex

Janelle Aijian
Assistant Professor of Torrey Honors Institute, 2010
B.A., Biola University
M.A., Ph.D., Baylor University

Kristianna Altamirano
Assistant Professor of Kinesiology, Health and Physical Education, 2010
B.S., Biola University
M.S., California State University, Fullerton

Jon Anderson
Associate Professor of Art, 2006
B.S., Biola University
M.F.A., California State University, Long Beach
Tamara Anderson  
Professor of Psychology, 1994  
Associate Dean for Graduate Students  
B.A., Biola University  
M.A., Pepperdine University  
Ph.D., California School of Professional Psychology, Los Angeles  

Marc Apkarian  
Associate Professor of Kinesiology, Health and Physical Education, 2003  
B.S., University of California, Los Angeles  
M.S., San Diego State University  
Ph.D., The University of New Mexico  

Uche Anizor  
Associate Professor of Theological and Biblical Studies, 2010  
B.S., University of Western Ontario  
M.Div., The Southern Baptist Theological Seminary  
Ph.D., Wheaton College  

Betsy A. 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  

Valerie Baggett  
Instructor of Biological Sciences, 2012  
B.S., California State University, Fullerton  
M.A., University of California, Irvine  

Betsy A. 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  

Kenneth A. Berding  
Professor of Biblical and Theological Studies, 2002  
Th.B., Multnomah Bible College  
M.A., Trinity Theological Seminary  
M.A., Talbot School of Theology  
Ph.D., Westminster Theological Seminary  

Wendy Billock  
Associate Professor of Biological Sciences, 2009  
B.A., Point Loma Nazarene College  
M.S., Institute for Creation Research  
Ph.D., Loma Linda University  

Carolyn Bishop  
Associate Professor of Education, 2011  
B.S., M.S., California State University, Fullerton  
Ed.D., University of California, Irvine and Los Angeles  

John A. Bloom  
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  

John A. Bloom  
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  

Jessica Simmons  
Assistant Professor of Biology, 2013  
B.S., Oklahoma State University  
M.S., University of California, Riverside  
Ph.D., University of California, Riverside  

Micheal J. Boersma  
Professor of Christian Ministry and 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  

David Bourgeois  
Associate Professor of Management Information Systems, 2003  
B.S., Biola University  
M.S., California State University, Fullerton  
Ph.D., Claremont Graduate University  

Kate Brandon  
Associate Professor of Communications Studies, 2003  
B.A., Biola University  
M.A., Purdue University  
Ph.D., Wayne State University  

Annette Browning  
Associate Professor of Nursing, 2003  
B.S.N., University of Miami  
M.S.N., California State University, Long Beach  
Ph.D., University of San Diego  

R. Jason Brunt  
Assistant Professor of Psychology, 2007  
B.A., The University of Maine  
M.A., Ph.D., The University of Texas  

Julianne Bryant  
Assistant Professor of Modern Languages, 2012  
B.A., B.S.W., Cabrini College  
M.A., Marywood University  
M.A., Ph.D., Temple University  

Paul Buchanan  
Associate Professor of English, 1990  
B.A., M.A., University of California, Riverside  
M.A., University of California, Los Angeles  

Peggy Burke  
Associate Professor of English Language Studies Program, 1997  
B.A., Montana Institute of Bible  
M.A., William Carey International University  
M.A., Biola University  
Ph.D., Biola University  

Dorothy Alston Calley  
Assistant Professor of Communication Studies, 2007  
B.A., Biola University  
M.A., School for International Training  

Daniel M. Callis  
Professor of Art, 1987  
B.A., California State University, Fullerton  
M.F.A., Claremont Graduate School  

Clark D. Campbell  
Professor of Psychology, 2009  
Dean, Rosemead School of Psychology  
B.A., Wheaton  
M.A., Ph.D., Graduate School of Clinical Psychology, Western Seminary  

Donell Campbell  
Associate Professor of Nursing, 2012  
B.A., George Fox University  
M.S., Warner Pacific  

Jamie Y. Whitaker Campbell  
Assistant Professor of Torrey Honors Institute, 2008  
B.A., Biola University  
J.D., Georgetown University Law Center
Appendix

Marla Campbell
Associate Professor of Intercultural Studies, 1999
B.A., California State University, Fullerton
M.A., Ph.D., Biola University

Andrea Canada
Associate Professor of Psychology, 2012
B.S., Wheaton College
M.A., Ph.D., Biola University

Frederick Cardoza
Associate Professor of Christian Education, 2009
B.S., Liberty University
M.A., Southeastern Seminary
Ph.D., Southern Seminary

Jane L. Carr
Associate Professor of Christian Education, 2002
B.S., Biola University
M.S., California State University, Fullerton
Ph.D., Talbot School of Theology

Stephanie Chan
Assistant Professor of Sociology, 2011
B.A., University of California, Los Angeles
M.A., Stanford University
Ph.D., University of California, San Diego

Daniel Chang
Associate Professor of Art, 2009
B.A., University of California, Irvine
B.F.A., Art Center College of Design
M.F.A., Westminster Seminary

Xidong Chen
Associate Professor of Physics, 2011
B.S., Shandong University
M.S., The Institute of Physics, Chinese Academy of Sciences
Ph.D., The University of Illinois at Urbana-Champaign

Daniel Christensen
Associate Professor of History, 2005
B.A., Crossroads College
B.A., University of Wisconsin, Madison
M.A., Ph.D., University of California, Riverside

Brad Christerson
Professor of Sociology, 1997
B.A., Colorado State University
M.A., Ph.D., University of California, Santa Barbara

David Cimbora
Associate Professor of Psychology, 1997
Director of Clinical Training
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
Ph.D., Fuller Theological Seminary

Teri Clemens
Assistant Professor of Communication Sciences and Disorders, 2011
B.A., Biola University
M.S., University of Redlands

John H. Coe
Professor of Spiritual Formation, 1989
Director, Institute for Spiritual Formation
B.A., Biola University
M.A., Talbot School of Theology
M.A., Western Kentucky University
M.A., Ph.D., University of California, Irvine

Deshonna Collier-Goubil
Assistant Professor of Sociology, 2011
B.A., Langston University
M.A., Fuller Theological Seminary
Ph.D., Howard University

Nancy Crawford
Associate Professor of Psychology, 2010
B.A., Ed., University of Michigan
M.A., Psy.D., Wheaton College

Tom Crisp
Associate 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 of Biological Science, 2002
B.S., California State Polytechnic University, Pomona
Ph.D., University of California, Irvine

Monica Cure
Assistant Professor, Torrey Honors Institute, 2012
B.A., Kenyon College
M.A., Ph.D., University of Southern California

Christie Curtis
Assistant Professor of Education, 2010
B.A., University of California, Riverside
M.A.Ed., Biola University
Ph.D., Azusa Pacific University

Edward M. Curtis
Professor of Biblical and Theological Studies, 1978
B.S., Baylor University
M.A., Trinity Evangelical Divinity School
Ph.D., University of Pennsylvania

Tonya Dantuma
Associate Professor of Communication Disorders, 2007
B.A., Biola University
M.A., California State University, Fullerton

Christopher Davidson
Associate Professor of English, 2002
B.A., California Polytechnic University
M.F.A., University of California, Irvine

Murray Decker
Associate Professor in Intercultural Studies, 1997
B.A., North American Baptist College
M.A., Ph.D., Biola University

Robert Denham
Associate Professor of Music, 2007
B.M., Biola University
M.A., University of California, Los Angeles
D.M.A., University of Cincinnati

Alicia M. Dewey
Associate Professor of History, 2007
B.A., Davidson College
J.D., Southern Methodist University School of Law
M.A., Ph.D., Southern Methodist University

Joseph M. DiMuro
Assistant Professor of Mathematics, 2009
B.S., Biola University
Ph.D., University of Southern California

Maria Dixon
Associate Professor of Nursing, 2008
B.S.N., M.S., Rush University

Andrew J. Draycott
Associate Professor of Biblical and Theological Studies, 2009
B.A., M.A., M.St., Oxford University, United Kingdom
M.Litt., St. Andrews University, United Kingdom
Ph.D., Aberdeen University, United Kingdom

Natasha Duquette
Associate Professor of English, 2009
B.A., University of Alberta
M.A., University of Toronto
Ph.D., Queen’s University
Nancy S. Duvall  
*Professor of Psychology, 1975*  
B.A., Agnes Scott College  
M.A.T., Duke University  
Ph.D., University of North Carolina  

Dennis Eastman  
*Associate Professor of Education, 2010*  
B.A., M.A.Ed., Biola University  
Ph.D., Claremont Graduate School  

Ruth Ebeling  
*Associate Professor of Biology, 1984*  
B.S., Biola University  
M.S., California State University, 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  
*Professor of Christian Ministry and Leadership, 2004*  
B.Th., Canadian Bible College  
M.Div., Tyndale Seminary  
D.Min., Denver Conservative Baptist Seminary  
Ph.D., Cook School of Intercultural Studies, Biola University  

Orbelina Eguizabal  
*Professor of Christian Education, 2007*  
B.A., M.A., Central American Theological Seminary  
Ph.D., Talbot School of Theology  

Daniel A. Elliott  
*Instructor of Communication Studies, 2011*  
Director of Forensics  
B.A., Biola University  
M.Div., Talbot School of Theology  

Stacy Eltiti  
*Associate Professor of Psychology, 2007*  
B.A., California State University, Long Beach  
M.A., California State University, San Bernardino  
Ph.D., University of Essex, Colchester  

Octavio Esqueda  
*Associate Professor of Christian Education, 2011*  
B.A., University of Guadalajara  
M.A., Dallas Theological Seminary  
Ph.D., University of North Texas  

Rebecca Fallon  
*Assistant Professor of Nursing, 2013*  
B.S.N., St. Joseph’s College of Maine  
M.S.N., Duke University  

Robert Feller  
*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  
*Professor, Cinema and Media Arts, 1999*  
B.A., Fort Wayne Bible College  
M.A., Regent University  
Ph.D., University of California, Irvine  

Shelley Garcia  
*Assistant Professor of English, 2009*  
B.A., Vanguard University  
M.A., University of California, Riverside  

Jacob Gardner  
*Assistant Professor of Kinesiology, Health and Physical Education, 2013*  
B.S., Montana State University  
M.S., Illinois State University  
Ph.D., University of Tennessee  

R. Douglas Geivett  
*Professor of Philosophy, 1993*  
B.S., Multnomah School of the Bible  
M.A., Dallas Theological Seminary  
M.A., Gonzaga University  
Ph.D., University of Southern California  

Douglas W. Geringer  
*Associate Professor of New Testament Language and Literature, 2001*  
Associate Dean, Talbot School of Theology  
B.A., California State University, Fresno  
M.Div., Talbot School of Theology  
ABD, Fuller Theological Seminary  

Anne L. Gewe  
*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  

Zhava Glaser  
*Associate Professor of Old Testament Studies, 2011*  
B.S., University of Southern California  
M.A., Fuller Theological Seminary  
M.A., Hunter College  
M.Phil., The Graduate School and University Center  

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, Cinema and Media Arts, 1991*  
B.A., Immaculate Heart College  
M.A., Loyola Marymount University  
M.P.W., University of Southern California  
Ph.D., Biola University  

Shannon Gramatky  
*Instructor of Nursing, 2010*  
B.S., Biola University  

Katrina Greene  
*Associate Professor of Intercultural Studies, 2004*  
B.S., Georgetown University  
Ph.D., American University  

Timothy Grove  
*Associate Professor of English Language Studies Program, 2001*  
B.A., Wheaton College  
M.A., Talbot School of Theology  
M.A. Ph.D., Biola University  

Darren P. Guerra  
*Associate Professor of Political Science, 2013*  
B.A., Vanguard University  
M.A., Ph.D., Claremont Graduate University  

Jack Hafer  
*Director, Cinema and Media Arts Program*  
*Assistant Professor, Cinema and Media Arts, 2008*  
B.A., Azusa Pacific University  
M.Div., Western Seminary  

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  

Jacob Gardner  
*Assistant Professor of Kinesiology, Health and Physical Education, 2013*  
B.S., Montana State University  
M.S., Illinois State University  
Ph.D., University of Tennessee  

R. Douglas Geivett  
*Professor of Philosophy, 1993*  
B.S., Multnomah School of the Bible  
M.A., Dallas Theological Seminary  
M.A., Gonzaga University  
Ph.D., University of Southern California  

Douglas W. Geringer  
*Associate Professor of New Testament Language and Literature, 2001*  
Associate Dean, Talbot School of Theology  
B.A., California State University, Fresno  
M.Div., Talbot School of Theology  
ABD, Fuller Theological Seminary  

Anne L. Gewe  
*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  

Zhava Glaser  
*Associate Professor of Old Testament Studies, 2011*  
B.S., University of Southern California  
M.A., Fuller Theological Seminary  
M.A., Hunter College  
M.Phil., The Graduate School and University Center  

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, Cinema and Media Arts, 1991*  
B.A., Immaculate Heart College  
M.A., Loyola Marymount University  
M.P.W., University of Southern California  
Ph.D., Biola University  

Shannon Gramatky  
*Instructor of Nursing, 2010*  
B.S., Biola University  

Katrina Greene  
*Associate Professor of Intercultural Studies, 2004*  
B.S., Georgetown University  
Ph.D., American University  

Timothy Grove  
*Associate Professor of English Language Studies Program, 2001*  
B.A., Wheaton College  
M.A., Talbot School of Theology  
M.A. Ph.D., Biola University  

Darren P. Guerra  
*Associate Professor of Political Science, 2013*  
B.A., Vanguard University  
M.A., Ph.D., Claremont Graduate University  

Jack Hafer  
*Director, Cinema and Media Arts Program*  
*Assistant Professor, Cinema and Media Arts, 2008*  
B.A., Azusa Pacific University  
M.Div., Western Seminary  

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  
Professor of Psychology, 1998  
B.A., Biola University  
M.A., Ph.D., Rosemead School of Psychology  

Todd Hall  
Professor of Psychology, 2000  
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 Marketing, 1992  
B.S., San Diego State University  
M.B.A., San Francisco State University  
M.A., Talbot School of Theology  

Harvey Havoenjian  
Associate Professor for Biological Sciences, 2006  
B.S., University of California, Riverside  
M.D., University of California, Los Angeles  

Douglas Hayward  
Professor of Intercultural Studies, 1989  
Assistant Dean, Cook School of Intercultural Studies  
B.A., Westmont College  
M.A., Fuller Theological Seminary  
M.A., Ph.D., University of California, Santa Barbara  

Craig J. Hazen  
Professor of Comparative Religion and Christian Apologetics, 1997  
Director of the M.A. in Christian Apologetics  
Director of the M.A. in Science and Religion  
B.A., California State University, Fullerton  
M.A., Ph.D., University of California, Santa Barbara  

Joseph H. Hellerman  
Professor of New Testament Language and Literature, 1999  
B.A., M.A., California State University, Dominguez Hills  
M.Div., Th.M., Talbot Theological Seminary  
M.A., Ph.D., University of California, Los Angeles  

Joe Henderson  
Assistant Professor of Torrey Honors Institute, 2002  
B.A., Asbury College  
M.A., Asbury Theological Seminary  
Ph.D., Fuller Theological Seminary  

Dorcas Henry  
Associate Professor of Physical Education, 1971  
B.S., Marion College  
M.A., Ball State University  

Artemiza Hernandez  
Associate Professor of Modern Languages, 2010  
B.A., M.A., California State University, Fresno  
Ph.D., University of Arizona  

Dorothy June Hetzel  
Professor of Education, 1996  
Dean, School of Education  
B.A., Biola University  
M.S., 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  

David G. Holquist  
Professor of Kinesiology, Health and Physical Education, 1978  
Athletic Director  
B.S., Biola College  
M.S., California State University, Fullerton  
Ph.D., University of Southern California  

Rebecca Hong  
Associate Professor of Education, 2011  
B.A., University of California San Diego, La Jolla  
M.A., Biola University  
Ed.D., University of Southern California, Los Angeles  

David A. Horner  
Professor of Biblical Studies and Philosophy, 2001  
B.A., Colorado State University  
M.A., Denver Seminary  
M.Phil., D.Phil., University of Oxford  

Moyer V. Hubbard  
Associate Professor of New Testament Language and Literature, 1997  
B.S., Multnomah Bible College  
M.Div., Th.M., Western Seminary  
D.Phil., University of Oxford  

Douglas Huffman  
Professor of Biblical and Theological Studies, 2011  
Associate Dean, Talbot School of Theology  
B.A., Northwestern College  
M.A., Wheaton College Graduate School  
M.A., Ph.D., Trinity Evangelical Divinity School  

Clifton Hulling  
Professor of Music, 1995  
B.A., M.M., California State University, Fullerton  

Alan D. Hultberg  
Associate Professor of Bible Exposition, 1998  
B.A., University of California, San Diego  
M.Div., Talbot School of Theology  
Ph.D., Trinity Evangelical Divinity School  

Li-Shan Hung  
Professor of Music, 2004  
B.A., National Taiwan Normal University  
M.M., Peabody Conservatory of the Johns Hopkins University  
D.M.A., Peabody Conservatory  

John C. Hutchison  
Professor of Bible Exposition, 1990  
B.S., Washington State University  
M.Div., Th.M., Western Conservative Baptist Seminary  
Ph.D., Dallas Theological Seminary  

Klaus D. Issler  
Professor of Christian Education and Theology, 1991  
B.A., California State University, Long Beach  
M.A., University of California, Riverside  
Th.M., Dallas Theological Seminary  
Ph.D., Michigan State University  

Matthew Jenson  
Associate Professor of Torrey Honors Institute, 2006  
B.A., Wheaton College  
Ph.D., University of St. Andrews  

Adam Johnson  
Assistant Professor of Torrey Honors Institute, 2013  
B.A., M.A., Biola University  
M.Div., Princeton Theological Seminary  
Ph.D., Trinity Evangelical Divinity School  

Dana Johnson  
Assistant Professor of Chemistry, 2011  
B.S., California State University, Long Beach  
M.A., Biola University  
Ph.D., Colorado State University  

LaDawn Johnson  
Associate Professor of Sociology, 2007  
B.S., Biola University  
M.S.W., University of Southern California
Rex E. Johnson
Professor of Christian Ministry and Leadership, 1976
B.A., University of California, Los Angeles
M.R.E., Talbot Theological Seminary
M.A., Biola College
Psy.D., Alliant International University

Virginia Johnson
Associate Professor of Education, 1998
B.S., Western Michigan University
M.A., California State University, San Bernardino
Ph.D., University of California, Riverside

Joanne J. Jung
Associate Professor of Biblical and Theological Studies, 2007
B.S., California State University, Los Angeles
M.A., Talbot School of Theology
Ph.D., Fuller Theological Seminary

David Keehn
Associate Professor of Christian Education, 2009
B.A., Azusa Pacific University
M.A., Talbot School of Theology

Jonathan H. Kim
Associate Professor of Christian Education, 1999
B.S., University of Illinois, Urbana-Champaign
M.Div., M.A., Trinity Evangelical Divinity School
Ph.D., Trinity International University

Aaron J Kleist
Professor of English, 2001
B.A., Taylor University
M.A., Indiana University
Ph.D., University of Cambridge

Akiko Kobayashi
Associate Professor of Nursing, 2010
B.S.N., M.S., Ph.D, University of California, San Francisco

Barry Krammes
Professor of Art, 1983
B.F.A., University of Wisconsin-Eau Claire
M.F.A., University of Wisconsin-Madison

Robin LaBarbera
Associate Professor in Education, 2006
B.S., California State University, Long Beach
B.A., National University, California
M.A., Biola University
M.A., Arizona State University
Ph.D., Claremont Graduate University

Paul E. Langenwalter II
Assistant Professor of Archaeology and Anthropology, 2006
B.A., California State University, Long Beach
M.A., University of California, Riverside

Richard C. Langer
Professor of Biblical and Theological Studies, 2005
B.S., Colorado State University
M.Div., Talbot Theological Seminary
M.A., Ph.D., University of California, Riverside

Elizabeth Larson
Assistant Professor of Music, 2010
B.M., Indiana University
M.M., Yale University

James Larson
Associate Professor of Kinesiology, Health and Physical Education, 2008
B.A., Bethel University
M.A., Fresno State University
Ed.D., University of California, Los Angeles

Kevin E. Lawson
Professor of Christian Education, 1995
B.S., Houghton College
M.A., Trinity Evangelical Divinity School
Ed.D., University of Maine Graduate School

Christina Lee-Kim
Assistant Professor of Psychology, 2005
B.A., University of California, Los Angeles
M.A., Ph.D, Rosemead School of Psychology

Michelle V. Lee-Barnewall
Associate Professor of Biblical and Theological Studies, 1999
B.A., Harvard University
M.S., Pensacola Christian College
M.A., Talbot School of Theology
M.A., Ph.D., University of Notre Dame

Michael Lessard-Clouston
Professor of Applied Linguistics and TESOL, 2005
B.A., York University
M.T.S., Tyndale Seminary
M.Ed., Ph.D., University of Toronto

Todd Lewis
Professor of Communication, 1974
B.A., Biola College
M.A., Ohio State University
Ph.D., Louisiana State University

John Liang
Associate Professor of Applied Linguistics and TESOL, 2001
B.A., Jinan University
M.A., Indiana University of Pennsylvania
Ph.D., University of Texas at Austin

Barry Liesch
Professor of Music, 1974
B.M., University of British Columbia
M.A., State University of New York, Binghamton
Ph.D., University of California, San Diego

Susan Lim
Assistant Professor of History, 2011
B.A., University of California at Berkeley
M.A., Ph.D., University of California at Los Angeles

Shieu-Hong Lin
Associate Professor of Mathematics and Computer Science, 2000
B.S., M.S., National Taiwan University
M.Div., Logos Evangelical Seminary
Ph.D., Brown University

Robert G. Lister
Associate Professor of Biblical and Theological Studies, 2006
B.A., The Citadel
M.Div., Ph.D., The Southern Baptist Theological Seminary

Darian R. Lockett
Associate Professor of Biblical and Theological Studies, 2007
B.A., University of Kansas
M.Div., Midwestern Baptist Theological Seminary
Ph.D., University of St. Andrews

Michael Longinow
Professor of Journalism, 2005
B.A., Wheaton College
M.S., University of Illinois at Urbana-Champaign
Ph.D., University of Kentucky

Jonathan M. Lunde
Professor of Biblical and Theological Studies, 2003
B.S., Moorhead State University
M.Div., Lutheran Brethren Seminary
Th.M., Ph.D., Trinity Evangelical Divinity School
Appendix

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

Gary Manning
Associate Professor of New Testament, 2010
B.Ed., University of Hawaii, Manoa
M.Div., Talbot School of Theology
Ph.D., Fuller Theological Seminary

Aurora Matzke
Assistant Professor of English, 2012
B.A., M.A., California Polytechnic State University, San Luis Obispo
Ph.D., Miami University, OH

Sean McDowell
Assistant Professor Christian Apologetics, 2013
B.A., Biola University
M.A., Talbot School of Theology

Rhonda M. McCuen
Associate Professor of Intercultural Studies, 2009
B.A., University of Ottawa
M.A., Dallas Theological Seminary
Ph.D., Trinity International University

Jeff McHugh
Associate Professor of Business Administration, 2013
B.A., Stanford University
M.B.A., University of Southern California

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 E. McKinley
Associate Professor of Biblical and 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 McManus
Associate Professor of Intercultural Studies, 2006
B.S., Nyack College, New York
M.Div., Alliance Theological Seminary, New York
Th.M., Asbury Theological Seminary
Ph.D., Fuller Theological Seminary

Jason McMartin
Associate Professor of Psychology and Theology, 2008
B.A., M.A., Biola University
Ph.D., Claremont Graduate University

Mark McReynolds
Assistant Professor of Environmental Science, 2010
B.S., Northern Arizona University
M.Div., Mennonite Brethren Biblical Seminary
Ph.D., Antioch University

Peggy Medberry
Associate Professor, Cinema and Media Arts, 2005
B.F.A., Utah State University

Armida Bustamante Millan
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

Chris Mitchell
Professor, Torrey Honors Institute, 2013
Th.B., Multnomah School of the Bible
M.A., Wheaton College
Ph.D., University of St. Andrews, Scotland

Lari Mobley
Associate Professor of Business Administration, 2008
B.A., M.A., Loma Linda University
M.B.A., Biola University

Kathryn Arianna Molloy
Assistant Professor of Communication Studies, 2012
B.A., Seattle Pacific University
M.A., University of Portland
Ph.D., University of Denver

James P. Moreland
Distinguished Professor of Philosophy, 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
Professor of Communication Studies, 2004
B.A., Eastern Michigan University
M.A., Ph.D., University of North Carolina, Chapel Hill

Ashish J. Naidu
Associate Professor of Theology, 2006
Adv. Diploma, International Bible College
M.A., Oral Roberts University
Ph.D., University of Aberdeen

Julie Neigemann
Assistant Professor of Nursing, 2011
B.S.N., Biola University
M.S.N., California State University, Dominguez Hills

Jason Benjamin Oakes
Associate Professor of Biblical and Theological Studies, 2009
B.A., Oklahoma State University
M.Div., The Southern Baptist Theological Seminary
M.A., Ph.D., University of Oklahoma

Amy I. Obrist
Associate Professor of Modern Languages, 2009
B.Phil., University of Pittsburgh
M.A., Ph.D., University of Southern California

Stewart Matthew Oleson
Associate Professor of Psychology, 2006
B.A., University of Illinois
J.D., The John Marshall Law School

Doretha O’Quinn
Professor of Education, 2011
B.A., Life Pacific College
M.A., Ph.D., Biola University

Matthew C. Orr
Associate Professor of Kinesiology, Health and 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
Associate Professor of Psychology, 2006
B.A., University of California, Los Angeles
M.A., Fuller Theological Seminary
Ph.D., University of Southern California

Angela Park
Associate Professor of Music, 2007
B.A., B.M., University of Washington
M.M., D.M.A., University of Southern California
Haein Park  
Associate Professor of English, 2010  
B.A., Occidental College  
M.A., Middlebury College  
Ph.D., University of California, San Diego

Darrell Passwater  
Associate Professor of Management, 2007  
B.A., M.S., California State University, Long Beach  
M.B.A., University of Redlands  
Ed.D., Oregon State University

F. Douglas Pennoyer  
Professor of Intercultural Studies, 1998  
Dean, Cook School of Intercultural Studies  
B.A., Western Oregon University  
M.A., Ph.D., Washington State University

Greg Peters  
Associate 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  
Assistant Professor of Physical Science, 2002  
B.S., California Polytechnic University  
M.A., Talbot School of Theology

Timothy H. Pickavance  
Associate Professor of Philosophy, 2008  
B.S., University of North Texas  
M.A., Talbot School of Theology  
Ph.D., University of Texas at Austin

Ronald W. Pierce  
Professor of Biblical and Theological Studies, 1976  
B.A., John Brown University  
M.Div., Th.M., Talbot Theological Seminary  
Ph.D., Fuller Theological Seminary

Patricia L. Pike  
Professor of Psychology, 1983  
Vice Provost for Academic Administration  
B.A., M.A., Ph.D., University of Hawaii

Kevin D. Pittest  
Associate Professor of Intercultural Studies, 2005  
B.A., M.S., Ph.D., Florida State University

Steven L. 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

Robert B. Price  
Associate Professor of Theology, 2007  
B.S., Indiana University  
M.A., Talbot School of Theology  
Ph.D., University of Aberdeen

Jonathan Pulz  
Associate Professor of Art, 2005  
B.S., Biola University  
M.A., M.F.A., California State University, Long Beach

Katherine B. Purpason  
Professor of TESOL, 1991  
B.A., Oberlin College  
M.A., University of Pittsburgh  
Ph.D., University of California, Los Angeles

Scott B. Rae  
Professor of Philosophy, 1989  
Dean of Faculty, Talbot School of Theology  
B.A., Southern Methodist University  
Th.M., Dallas Theological Seminary  
M.A., Ph.D., University of Southern California

Victor S. Rhee  
Associate Professor of New Testament Language and Literature, 1994  
B.S., University of Maryland  
M.Div., Capital Bible Seminary  
Th.M., Talbot School of Theology  
Ph.D., Dallas Theological Seminary

Brent Ridley  
Associate Professor of Physical Science, 2007  
B.S., M.S., Ph.D., Massachusetts Institute of Technology

Forrest Robinson  
Associate Professor of Communication Studies, 2007  
B.A., M.F.A., California State University, Fullerton

Jeanne Robison  
Professor of Music, 1995  
B.M., M.M., Kent State University  
D.M.A., University of Cincinnati

Judith Mendelsohn Rood  
Professor of History, 2002  
B.A., New College  
M.A., Georgetown University  
Ph.D., University of Chicago

Matt Rouse  
Associate Professor of Communication Disorders, 1999  
B.S., M.S., University of Redlands  
M.A., Biola University  
SLP.D., NOVA Southeastern University

Steven Rundle  
Professor of International Business, 1998  
B.A., California State University, Northridge  
M.A., Ph.D., Claremont Graduate University

A. Sue Russell  
Associate Professor of Anthropology, 2001  
B.S., Humbolt State University  
M.Div. Th.M., Talbot School of Theology  
M.A., University of California, Los Angeles  
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

Fred Sanders  
Professor, Torrey Honors Institute, 1999  
B.A., Murray State University  
M.Div., Asbury Theological Seminary  
Ph.D., Graduate Theological Union

Thomas J. Sappington  
Associate Professor of Intercultural Studies, 2009  
B.A., University of California, San Diego  
M.Div., Trinity Evangelical Divinity School  
Th.D., Wycliffe College, University of Toronto

Mark R. Saucy  
Professor of Theology, 2007  
B.A., Biola College  
M.Div., Talbot Theological Seminary  
Ph.D., Fuller Theological Seminary

Robert L. Saucy  
Distinguished Professor of Systematic Theology, 1961  
B.A., Westminster College  
Th.M., Th.D., Dallas Theological Seminary

John Schmidt  
Associate Professor, Cinema and Media Arts, 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  
Ph.D., Claremont Graduate University

Karen Schwenke, 2001  
Assistant Professor of English Language Studies Program, 2001  
B.A., University of Wisconsin-Madison  
M.A., Azusa Pacific University

D. Bruce Seymour  
Associate Professor of Christian Ministry and Leadership, 2010  
B.S.M.E., LeTourneau College  
Th.M., Dallas Theological Seminary  
D.Min., Talbot School of Theology

Nicholas Sherwin  
Associate Professor of Management, 2006  
B.A., California State University, Fullerton  
M.B.A., Pepperdine University  
D.B.A., University of Phoenix

Benjamin C. Shin  
Associate Professor of Bible Exposition, 2007  
B.A., University of California, Los Angeles  
M.Div., Th.M., Talbot School of Theology  
D.Min., Dallas Theological Seminary

Claire Sibold  
Professor of Education, 1987  
B.A., M.A., University of Washington  
Ph.D., Arizona State University

John Silzel  
Professor of Physical Science, 2008  
B.S., Ph.D., University of California, Irvine

Kurt Simonson  
Associate Professor of Art, 2006  
B.S., Biola University  
M.F.A., California State University, Long Beach

D. Bruce Seymour  
Associate Professor of Christian Ministry and Leadership, 2010  
B.S.M.E., LeTourneau College  
Th.M., Dallas Theological Seminary  
D.Min., Talbot School of Theology

Nicholas Sherwin  
Associate Professor of Management, 2006  
B.A., California State University, Fullerton  
M.B.A., Pepperdine University  
D.B.A., University of Phoenix

Benjamin C. Shin  
Associate Professor of Bible Exposition, 2007  
B.A., University of California, Los Angeles  
M.Div., Th.M., Talbot School of Theology  
D.Min., Dallas Theological Seminary

Claire Sibold  
Professor of Education, 1987  
B.A., M.A., University of Washington  
Ph.D., Arizona State University

John Silzel  
Professor of Physical Science, 2008  
B.S., Ph.D., University of California, Irvine

Kurt Simonson  
Associate Professor of Art, 2006  
B.S., Biola University  
M.F.A., California State University, Long Beach

Lyle H. Smith, Jr.  
Professor of English, 1978  
B.A., M.A., Ph.D., University of Minnesota

R. Scott Smith  
Professor of Ethics and Christian Apologetics, 2000  
B.A., California State University, Hayward  
M.A., Talbot School of Theology  
Ph.D., University of Southern California

Sunny Song  
Associate Professor of Christian Ministry and Leadership, 2009  
B.S.N./R.N., Coongnam National University, Daejeon, Korea  
M.A., Talbot School of Theology  
M.A., Psy.D., Rosemead School of Psychology

Paul Spears  
Associate Professor, Torrey Honors Institute, 1999  
B.S., Multnomah College  
M.A., Talbot School of Theology  
Ph.D., Claremont Graduate University

Walter Stangl  
Associate Professor of Mathematics, 1984  
Dean of Sciences  
B.A., M.S., Ph.D., Lehigh University  
M.Div., Denver Seminary

Richard Starcher  
Professor of Intercultural Studies, 2007  
B.A., Biola college  
M.Div., Trinity Evangelical Divinity School  
D.Min., Carey Theological College  
Ph.D., University of Nebraska

Tom Steffen  
Professor of Intercultural Studies, 1991  
B.S., Dallas Bible College  
M.A., D.Miss., Biola University

Jennifer Stein  
Assistant Professor of Education, 2009  
B.A., Bethel College  
M.A., 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  
Associate Professor of Music, 1997  
B.S., John Brown University  
M.M., Eastman School of Music

Tim Stranek  
Associate Director of Education, 2003  
Assistant Dean, School of Education  
B.A., M.A., Biola University  
Ph.D., Claremont Graduate University

Glenn Styffe  
Associate Professor of Nursing, 1999  
B.S.N., Biola University  
M.N., University of California, Los Angeles

Donald R. 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, Cinema and Media Arts, 2005  
B.S., Evangel College  
M.A., Regent University

David L. Talley  
Professor of Biblical and Theological Studies, 1998  
B.A., Southeastern Bible College  
M.A., M.Div., Th.M., Grace Theological Seminary  
Ph.D., Trinity Evangelical Divinity School

Doug Tarpley  
Professor of Journalism, 2003  
Dean, Fine Arts and Communication  
B.S., M.A., Southwest Missouri State University  
M.A., Central Missouri State University  
Ph.D., Southern Illinois University

Gregg Ten Elshof  
Professor of Philosophy, 1999  
B.A., Westmont College  
M.A., Talbot School of Theology  
Ph.D., University of Southern California

Judy E. Ten Elshof  
Professor of Christian Ministry and Leadership, 1989  
B.A., California State University, Fullerton  
M.A., Talbot School of Theology  
Ph.D., Fuller Theological Seminary

K. Erik Thoennes  
Professor of Biblical and Theological Studies, 1999  
B.A., Central Connecticut State University  
M.A., M.A., Wheaton College Graduate School  
Ph.D., Trinity Evangelical Divinity School

Glen W. Thomas  
Special Faculty at Large, Education, 2012  
B.A., Biola University  
M.A., Washington State University  
Ed.D., University of Southern California

Todd Thompson  
Assistant Professor, Torrey Honors Institute, 2014  
B.A., Kansas State University  
M.A., Wheaton College  
Ph.D., University of Cambridge
Jason Tresser  
Associate Professor of Biological Sciences, 2008  
B.S., University of California, San Diego  
M.A., Biola University  
Ph.D., University of California, Santa Barbara

Charles Trimm  
Assistant Professor of Biblical and Theological Studies, 2012  
B.S., Western Washington University  
M.Div., Northwest Baptist Seminary  
Ph.D., Wheaton College Graduate School

Yvana Uranga-Hernandez  
Associate Professor of Communication Disorders, 2004  
B.A., California State University, Fullerton  
M.A., California State University, Los Angeles  
M.S., California State University, Fullerton

Kevin Van Lant  
Associate Professor, School of Professional Studies, 2000  
B.A., M.A., Biola University  
Ph.D., Rosemead School of Psychology

Rachel Van Niekerk  
Associate Professor of Nursing, 2005  
B.S.N., M.S.N., University of Rochester  
Ph.D., University of San Diego

Cassandra Van Zandt  
Associate Professor of English, 2006  
Associate Provost of Core Curriculum  
B.A., Southern California College  
M.A., Ph.D., University of California, Riverside

Behzad Varamini  
Assistant Professor of Biological Sciences, 2012  
B.S., Elizabethtown College  
Ph.D., Cornell University

Victor Velasquez  
Associate Professor of Modern Languages, 2011  
B.A., Ph.D., University of California, Irvine

Lorena Vidaurre  
Associate Professor of Education, 2011  
B.S., M.A., California State University, Los Angeles  
Ph.D., Biola University

Diane Vincent  
Associate Professor of Torrey Honors Institute, 2008  
B.A., Pomona College  
M.Phil., Ph.D., University of Cambridge

Jeffrey Volkmer  
Assistant Professor of Biblical and Theological Studies, 2009  
B.A., University of Hawaii, Manoa  
Th.M., Dallas Theological Seminary

William Wade  
Professor of Mathematics, 2012  
A.B., M.S., Ph.D., University of California, Riverside

Scott Waller  
Assistant Professor of Political Science, 2010  
B.S., Missouri State University  
M.A., University of Virginia  
Ph.D., West Virginia University

David Chou-Ming Wang  
Assistant Professor of Psychology, 2012  
B.A., University of California, Berkeley  
M.A., Biola University, Talbot School of Theology  
Th.M., Regent College

Maria Su Wang  
Assistant Professor of English, 2010  
B.A., University of California, Los Angeles  
M.A., Ph.D., Stanford University

Kenneth C. Way  
Associate Professor of Bible Exposition, 2007  
B.A., Moody Bible Institute  
M.A., Trinity International University  
M.Phil., Ph.D., Hebrew Union College

Tamara Welter  
Associate Professor of Journalism, 2005  
B.A., Evangel College  
M.A., Regent University

Michael J. Wilkins  
Distinguished Professor of New Testament Language and Literature, 1983  
B.A., Biola College  
M.Div., Talbot Theological Seminary  
Ph.D., Fuller Theological Seminary

Amanda Wilkman  
Assistant Professor of Nursing, 2012  
B.S., Biola University  
M.S., Columbia University

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 C. Williams  
Professor of Biblical and Theological Studies, 2002  
B.S., University of Illinois, Champaign  
M.Div., Trinity Evangelical Divinity School  
Ph.D., Trinity International University

Jason Wilson  
Associate Professor of Mathematics, 2008  
B.S., M.A., Biola University  
M.A., California State University, Fullerton  
Ph.D., University of California, Riverside

Thomas Wilson  
Associate Professor of Business Law, 2012  
B.A., University of Southern California, Los Angeles  
J.D., University of San Diego

Philip Woodward  
Associate Professor of Accounting, 1990  
B.S., University of Southern California  
M.B.A., California State University, Fullerton  
M.B.T., University of Southern California

Matthew Wright  
Assistant Professor, Torrey Honors Institute, 2012  
B.A., Biola University  
Ph.D., The University of Texas at Austin

Dean Yamada  
Associate Professor, Cinema and Media Arts, 2006  
B.A., M.F.A., University of Southern California

Allen Yeh  
Associate Professor of Intercultural Studies, 2008  
B.A., Yale University  
M.Div., Gordon-Conwell Theological Seminary  
M.Th., University of Edinburgh  
D.Phil., University of Oxford

Nancy Yuen  
Associate Professor of Sociology, 2008  
B.A., M.A., C.Phil., Ph.D., University of California, Los Angeles

Richard Zeller  
Associate Professor of Voice, 2013  
B.M., George Fox College  
M.M., Cincinnati College
Part-Time Faculty

The Biola University faculty each semester includes, in addition to the regular faculty members listed above, approximately 250 persons teaching on a part-time basis equivalent to about 83 full-time equivalent faculty positions. These persons bring to their tasks a rich variety of academic and other professional expertise, and thus serve to enliven the curricular offerings of the University, particularly in some of the more specialized areas.

Special Appointment Faculty

John Back
Dean, Student Development, 1986
B.A., Taylor University
M.A., Azusa Pacific University

Gail Buck
Director, Center for Cross Cultural Engagement, 2012
B.A., California State University, Fullerton
M.Ed., Azusa Pacific University
Ed.D., University of Southern California

Michelle Cunningham
Director of Instructional Development, 1989
B.A., Wheaton College
M.A., Ph.D., Talbot School of Theology

Julia Ellis
Public Services Librarian, Librarian III, 2004
B.A., California State University, Fullerton

Kevin Grant
Director of the Learning Center, 2006
B.A., Biola University
M.Ed., Azusa Pacific University

Ronald G. Hannaford
Director of Distance Learning, 2009
B.A., University of Technology, Sydney
M.A., M.A., Fuller Theological Seminary

Simon Heres
Manager, Library Information Technology, 2005
B.S., Florida Institute of Technology
M.A., Biola University
M.Div., Talbot School of Theology

Matthew Hooper
Associate Dean of Students, 2000
B.A., M.A., Biola University

Claudia Huffine
Director of Student Transitions, 2006
B.A., Biola University
M.Ed., Azusa Pacific University

Lisa Ishihara
Director of Chapel Programs, 2004
B.A., California State University, Fullerton
M.Div., Talbot School of Theology

Jeanie Jang
Director of Career Development, 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.
Electronic Resources 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

Barbara Miller
Director of Spiritual Life, 1998
B.S., Palm Beach Atlantic College
M.A., Biola University

Juliana Morley
Public Services Librarian, Librarian IV, 2004
B.A., Vanguard University
M.L.I.S., San Jose State University
M.A., Biola University

Danny Paschall
Dean of Students, 1997
B.A., M.A., Azusa Pacific University

Todd Pickett
Dean of Spiritual Development, 1996
B.A., Stanford University
M.Litt., Trinity College
M.A., Talbot School of Theology
Ph.D., University of California, Irvine

John Redford
Public Services Librarian, Librarian I, 1999
B.M., University of Glamis
M.M., University of Redlands
D.M.A., University of Arizona
M.L.I.S., San Jose State University

David Russell
Director, Instructional Design, 1983
B.S., University of California, Los Angeles
M.A., Talbot School of Theology

Stacie Schmidt
Reference and Instruction Librarian, 2013
B.A., Cedarville University
M.L.I.S., University of California, Los Angeles

Carrie Stockton
Director, Academic Advising and Student Retention, 2008
B.A., Wheaton College
M.A., Biola University

Beth Tabor
Associate Dean, Residence Life, 2003
B.A., Biola University
M.S., Philadelphia Biblical University

Deborah Taylor
Director, University Effectiveness, 2004
B.A., M.A., Biola University
Ph.D., Claremont Graduate University

Melanie Taylor
Director, Biola Counseling Center, 2007
B.A., Asbury College
M.A., Psy.D., Rosemead School of Psychology

Katie Tuttle
Director, Community Life, 2004
B.A., John Brown University
M.A., Azusa Pacific University
Ph.D., Talbot School of Theology

John Tuttle
Director, Student Communications, 2007
B.A., John Brown University
M.A., Ph.D., Talbot School of Theology

Eileen Walraven
Technical Services Librarian, Librarian IV, 2007
B.A., Westmont College
M.L.I.S., University of Southern California

Marjorie Sue Whitehead
Systems Librarian, Librarian II, 1992
B.S., Biola University
M.L.S., University of California, Los Angeles
Michele Willingham  
Director, Internship Training, Rosemead School of Psychology  
B.A., Pacific Christian College  
M.A., Azusa Pacific University  
M.A., Psy.D., California School of Professional Psychology  
James Woody  
Associate Director, Biola Counseling Center  
B.S., University of Houston  
M.A., Psy.D., Rosemead School of Psychology  
Research Faculty  
Michael Anthony  
Research Professor of Christian Education, 1984  
B.A., Biola College  
M.A., Talbot Theological Seminary  
M.E., Gold State Seminary  
Ph.D., Southwestern Baptist Seminary  
Ph.D., Claremont Graduate School  
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-Maximilians-Universität, Germany  
H. Norman Wright  
Research Professor of Christian Education, 1999  
B.A., Westminster College  
M.E., Fuller Theological Seminary  
M.A., Pepperdine University  
D.D., Western Conservative Baptist Seminary  
D.Litt., Biola University  
University Faculty Emeriti  
Paul Buegler  
Associate Professor of Business Administration, Emeritus 1978–1999  
Reinhard J. Buss  
Professor of German and Folklore, Emeritus 1964–1998  
Dietrich Buss  
Professor of History, Emeritus 1966–2005  
Elizabeth Carden  
Professor of Education, Emerita 1952–1985  
James H. Christian  
Dean of Biola College, Emeritus 1955–1967;  
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  
Donald E. Douglas  
Dean, School of Intercultural Studies  
Professor, Intercultural Studies, Emeritus 1989–2007  
Rebekah Fleeger  
Associate Professor of Nursing, Emerita 1969–2007  
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  
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  
Paul Kuld  
Associate Professor of Biological Sciences, Emeritus 1969–2008  
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  
Albert Lin  
Associate Professor of Biological Sciences, Emeritus 1977–2013  
Judith Lingenfelter  
Professor of Intercultural Studies, Emerita 1983–2006  
William Lock  
Professor of Music, Emeritus 1963–2013  
Marvin K. Mayers  
Dean, School of Intercultural Studies, Emeritus 1982–1989  
Olive McLaughlin  
Assistant Professor of Nursing, Emerita 1975–1989  
William M. “Mackie” McQueen, Jr.  
Professor of Psychology, Emeritus 1978–2008  
Richard J. Mohline  
Dean of Administration, Rosemead School of Psychology,  
Associate Professor of Practical Theology, Emeritus 1970–1990;  
Alumni Development Representative 1995  
Tom Nash  
Professor of Communication Studies, Emeritus 1977–2003  
Edward Norman  
Professor of Physical Education, Emeritus 1962–2006  
Dean of Professional Studies, Emeritus  
Elizabeth G. Norman  
Associate Professor of Physical Education, Emerita 1962–1997  
Raphael Payne  
Professor of Biological Sciences, Emeritus 1970–2008  
David Peters  
Professor of History, Emeritus 1966–2013  
Paul Poelstra  
Professor of Psychology, Emeritus 1963–2007  
Herbert Purnell  
Professor of Applied Linguistics and TESOL, Emeritus 1991–2005  
Richard Rigsby  
Professor of Old Testament and Semitics, Emeritus 1974–2012  
James Rynd  
Professor of Chemistry, Emeritus 1970–2011  
Charles Sarver  
Associate Professor of Physical Education, Emeritus 1966–1990  
Connie 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
Appendix

C. Diane Shanebeck
Associate Professor of Communication, Emerita 1964–1997

William D. Shanebeck
Dean of Humanities and Associate Professor of English, Emeritus
1962–1997

Thomas Steffen
Professor of Intercultural Studies, Emeritus 1991–2013

Gary Strauss
Professor of Psychology, Emeritus 1974–2012

Edward Thurber
Professor of Mathematical Sciences, Emeritus 1971–2008

Richard Unfried
Professor of Music, Emeritus 1960–1998

Cynthia Westcott
Associate Professor of Nursing, Emerita 1977–2005

Loren Glenn Wiebe
Professor of Music, Emeritus 1965–1997

Leland Wilshire
Professor of History, Emeritus 1979–2011

Jennie Kuk-Ying Wong
Professor of Music, Emerita 1964–2004

William Worden
Professor of Psychology, Emeritus 1986–2011

David E. Young
Associate Professor of History, BOLD Program Advisor, Emeritus
1971–1994

Cheryl Zukerberg
Professor of Nursing, Emerita 1982–2010
### Scholarships

**Designated Scholarships**

Designated scholarships are funds created by donations to Biola by individuals or organizations who may determine some of the eligibility requirements that students must meet in order to become recipients. These scholarships are primarily given to continuing students. Those interested in applying should contact the Financial Aid Office or their academic department with questions regarding their eligibility and the application process.

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
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<td>Acosta, Larry Scholarship</td>
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<td>Anderson, Pauline Howell Memorial Scholarship Fund</td>
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<td>Anderson, Robert Pershing Memorial Scholarship Fund</td>
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<td>Belton, Missy Memorial Scholarship Fund</td>
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<td>Bernard, Jean Endowed Scholarship</td>
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<td>Biola Ethnic Diversity Impact Scholarship</td>
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<td>Biola University Athletic Scholarship</td>
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<td>Biological Science Scholarship</td>
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<td>Bishop Men’s Basketball Scholarship</td>
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<td>Brown, James E. Scholarship</td>
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<td>Brown, Wendy Nelson Memorial Fund</td>
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<td>Bunn-Klander-Christensen Nursing Scholarship for Missions</td>
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<td>Bursch, Frederick G. Memorial Scholarship Fund</td>
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<td>Butterfield Memorial Foundation Scholarship</td>
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<td>Bynum, Bill Memorial Ed.D. Scholarship</td>
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<td>Campbell, Jon Scholarship Fund</td>
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<td>Carden, William and Elizabeth Scholarship Fund</td>
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<td>Chance, Ralph T. and Lucile V. Endowed Scholarship</td>
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<td>Chase, Dr. Richard Memorial Scholarship</td>
<td>Student Aid</td>
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<tr>
<td>Cheatham Family Foundation Scholarship</td>
<td>Student Aid</td>
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<td>China Business Study Scholarship</td>
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Head, Alice Frances Memorial Scholarship Fund
Head, William Joshua Memorial Scholarship Fund
Henry, James O. History Scholarship
Hogan, Pauline Memorial Scholarship
Hooker - Missionary Kid Endowed Scholarship
Hoop Club Funded Scholarship
Horton, T.C. and Anna Memorial Scholarship Fund
Howard, Lydia Heflinger Endowed Nursing Scholarship Fund
Hunt, Jenne Ambrose Endowed Scholarship
Hunter, William F. Dissertation Prize
Intercultural Studies Scholarship
International Missionary Dependent Scholarship
Iwata, Masakazu and Doreen History Scholarship Fund
Jacques, Kenneth B. Scholarship Fund
Jethro MBA Scholarship
Johnson, Emma C. Endowed Scholarship
Johnson, Gordon N. Endowed Scholarship
Jones, Fletcher Foundation Scholarship Fund
Kepner, Kevin M. Memorial Scholarship Fund
Kiev Scholarship Fund
King, Theodore and Li Heng Scholarship Fund
Khalil, Leila Memorial Scholarship Fund
Korean Scholars Award
Korean Student Scholarship
Kwast, Dr. Lloyd, Endowed Scholarship
Kwong, Tin Y. and Anne Shue Fong Endowed Scholarship
Li Endowed Nursing Scholarship
Li, Fook Kong Memorial Scholarship
Liesch, Jacob International Worship Scholarship
Liesch, Jacob Worship Composition Scholarship
Lingenfelter, Judith Fund
Lu, Dr. Francis Yu Mei Scholarship Fund
M.A. Philosophy Grant
M.A. Philosophy and Ethics Scholarship
MacGregor Fund
Manna Scholarship Fund
Martin, Guy and Marion Endowed Talbot Scholarship Fund
Mattson, Steve Memorial Scholarship
Mayr Foundation, George H. Scholarship Endowment
Men’s Basketball Funded Scholarship
Men’s Golf Funded Scholarship
Men’s Soccer Funded Scholarship
Men’s Tennis Funded Scholarship
Music Student Aid Grant
McNeely, Richard L. Endowed Scholarship
Nauman, Nancy Myers Endowed Scholarship
Newell, Ruth J. Scholarship
North American Christian Foundation Scholarship
Olds, James Albert Scholarship
Owen, Edna Chamber Music Scholarship
Pennings, Daniel B. Scholarship
Philippians 2 Scholarship Fund
Piano Faculty Honor Scholarship
Pires, Memorial Scholarship
Poelstra, Paul Scholarship
Rallis Family Athletics Scholarship
Rallis-Welchel MBA Scholarship Fund
Robertson, Orval Scholarship Fund
Rosemead Endowed Scholarship
Rosemead Legends Fund
Ross Memorial Endowed Scholarship
Ruby Women Scholarship Fund
Russell, Florence Nursing Scholarship
Saffell, Joanne Page Haney Memorial Scholarship Fund
Sanders, Al Endowed Scholarship
Sanders, Margaret Bascom Endowed Scholarship
Schakel, Kathryn D. Memorial Endowed Scholarship
Schwarz, Dr. Jack Music Ministry Scholarship Fund
Science and Religion Scholarship
SDG Latino Scholarship
Seaton, Howell Scholarship
Servant Leadership Program Scholarship
Shephard, Steven Scholarship Memorial Fund
Simons, Carolyn Scholarship
Skelton, Michelle Endowed Scholarship
Skelton, Stephen Memorial Music Scholarship
Smith, Toni Patricia Memorial Scholarship
Snyder Piano Scholarship
Soccer Hall of Fame
Softball Funded Scholarship
Sorensen, Tobin Scholarship
Soubirou Alumni Nursing Scholarship
Student Economic Crisis Relief Fund
Students with Disabilities Scholarship
Sutherland, Samuel H. Memorial Endowed Scholarship
Swimming Funded Scholarship
Talbot Dean’s Fund
Talbot Economic Relief Fund
Talbot Endowed Scholarship
Talbot Memorial Endowed Scholarship
Talbot, Dr. Louis T. Scholarship
TESOL and Applied Linguistics Scholarship
Thaddaeus Scholarship Fund
Thompson, Bob and Audrey Music Scholarship
Torrey Head, Heart and Hands Scholarship
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<td>Wahl, Wade Memorial Scholarship Fund</td>
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<td>Warren, Henry Endowed Scholarship</td>
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<td>WBB Bosters Funded Scholarship</td>
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<td>Welch, Robert E. Endowed Scholarship</td>
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<td>Wight-Cook-Johnston Endowed Scholarship Fund</td>
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<td>Zukerberg, Harry and Evelyn Nursing Memorial Scholarship</td>
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</table>
ACADEMIC CALENDAR

Fall Semester 2014
July 7–August 15
• Enrollment and payment for Fall 2014
August 19–21
• University Faculty Conference
August 27
• Classes begin
• Convocation
August 29
• Last day to add online and hybrid classes
September 1
• Labor Day holiday (University closed)
September 5
• Last day to complete late enrollment and payment
September 12
• Last day to add classes
October 15–17
• Torrey Memorial Bible Conference
October 20–31
• Academic Advising for Interterm 2015 and Spring 2015
October 24
• Last day to withdraw from classes
• Last day to receive a partial refund when dropping a class
November 3–December 19
• Registration for Interterm 2015 and Spring 2015
November 26–30
• Thanksgiving break (University closed November 27–30)
December 15 - 19
• Final Exam week (Undergraduate)
December 19
• Final day of instruction
• Fall Commencement (Graduate 2 p.m., Undergraduate 7 p.m.)
January 7
• Fall grades due

Interterm 2015
January 1–2
• New Year’s holiday (University closed)
January 5
• Classes begin
January 6 - 15
• Enrollment and payment for Spring 2015
January 19
• Martin Luther King, Jr. Day (University closed)
January 23
• Classes end
January 30
• Interterm grades due

Spring Semester 2015
January 26
• Classes begin
• Convocation
January 30
• Last day to complete late enrollment and payment
• Last day to add online and hybrid classes
February 6
• Last day to add classes
March 11–13
• Missions Conference
March 16–27
• Academic Advising for Summer 2015 and Fall 2015
March 20
• Last day to withdraw from classes
• Last day to receive a partial refund when dropping a class
March 30-May 22
• Registration for Summer 2015 and Fall 2015
April 3
• Good Friday (University closed)
April 3–12
• Easter break
May 18–22
• Final Exam week (Undergraduate)
May 22
• Final day of instruction
• Spring Commencement (Graduate 10 a.m., Undergraduate 7 p.m.)
June 1
• Spring grades due

Summer Semester 2015
May 25
• Memorial Day holiday (University closed)
May 26–June 12
• Session 1 Classes
June 15–July 17
• Session 2 Classes
June 19
• Grades due Session 1
July 3
• Independence Day holiday (University closed)
July 6–August 14
• Enrollment and payment for Fall 2015
July 24
• Grades due Session 2
## 2014–2017 Academic Calendar

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<th><strong>2016</strong></th>
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<td>Classes Begin</td>
<td>Aug. 27</td>
<td>Aug. 26</td>
<td>Aug. 24</td>
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<tr>
<td>Labor Day</td>
<td>Sept. 1</td>
<td>Sept. 7</td>
<td>Sept. 5</td>
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<td>Oct. 15–17</td>
<td>TBD</td>
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<td>Thanksgiving Break</td>
<td>Nov. 26–30</td>
<td>Nov. 25–29</td>
<td>Nov. 23–27</td>
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<td>Final Exam Week</td>
<td>Dec. 15–19</td>
<td>Dec. 14–18</td>
<td>Dec. 12–16</td>
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<tr>
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<td>Dec. 19</td>
<td>Dec. 18</td>
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<th><strong>2017</strong></th>
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<td>Classes Begin</td>
<td>Jan. 5</td>
<td>Jan. 4</td>
<td>Jan. 3</td>
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<td>Jan. 19</td>
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<td>Classes End</td>
<td>Jan. 23</td>
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<th><strong>2017</strong></th>
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<td>Classes Begin</td>
<td>Jan. 26</td>
<td>Feb. 1</td>
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<tr>
<td>Missions Conference</td>
<td>March 11–13</td>
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<td>Good Friday</td>
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<td>Memorial Day</td>
<td>May 25</td>
<td>May 30</td>
<td>May 29</td>
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<td>Session 1 Begins (3 weeks)</td>
<td>May 26</td>
<td>May 31</td>
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<td>Session 1 Ends</td>
<td>June 12</td>
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<td>Session 2 Begins (5 weeks)</td>
<td>June 15</td>
<td>June 20</td>
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<td>Independence Day</td>
<td>July 3</td>
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