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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.

University 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.

University Vision

The vision of Biola University is to be identified among the world’s foremost Christ-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.

University Values

The values of Biola University are those essential things that guide how we carry out our mission. We summarize them in three words: Truth, Transformation and Testimony. Each value provides a focal point for the lifelong patterns we aim to develop in our students.

Truth: Patterns of Thought

We believe truth exists, is found in the person of Jesus Christ, and is revealed in the Bible and in the created order. We also believe that truth must be pursued. Learning the art of pursuing truth is, indeed, at the center of a Biola University education. Our faculty teach and model this pursuit in order to develop in our students patterns of thought that are rigorous, intellectually coherent and thoroughly biblical.

Transformation: Patterns of Heart

Jesus Christ transforms individuals. As a Christ-serving university, the entire Biola experience is designed for life transformation in Christ. Our goal is that each graduate will have formed a personal value system — one that is firmly rooted in truth and is integrative, globally informed and compassionate — that will influence their lifelong affections, decisions and actions. Said differently, we want our students to develop patterns of heart that reflect the heart of God.

Testimony: Patterns of Action

Biola University’s mission is to impact the world for the Lord Jesus Christ. This mission is fulfilled when our graduates demonstrate “the obedience of faith” in service to others through words of wisdom, professional and personal competencies, hearts of compassion and acts of courage. We equip our students with patterns of action to lead in the face of unscripted problems for the good of a changing world, and to do so in the power of the Spirit, for the glory of God, to bring many to salvation in Christ.

University Learning Outcomes

Our mission and values provide the foundation for three University Learning Outcomes that all undergraduate and graduate degree programs are designed to support.

University Learning Outcome 1: Patterns of Thought - All students will be equipped with patterns of thought that are rigorous, intellectually coherent and thoroughly biblical.

University Learning Outcome 2: Patterns of Heart - All students will be equipped with patterns of heart that reflect the heart of God.

University Learning Outcome 3: Patterns of Action - All students will be equipped with patterns of action to lead in the face of unscripted problems for the good of a changing world.
Accreditation and Affiliations

Biola University holds institutional accreditation by the WASC Senior College and University Commission” (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 Bill of Rights. In addition, the University is affiliated with a number of professional organizations, of which the following are representative:

American Anthropological Association; American Association of Colleges for Teacher Education; American Association of College Registrars and Admission Officers; American Association of Health, Physical Education and Recreation; American Council on Education; American Guild of Organists; American Intercollegiate Athletic Women; American Library Association; American Psychological Association; Associated Collegiate Press; Association of Christian Schools, International; Association of Collegiate Business Schools and Programs; Association of College Unions International; American Association of Higher Education; Association of Independent California Colleges and Universities; California Association of Health, Physical Education, and Recreation; California Council on the Education of Teachers; Choral Conductors’ Guild (California); Council for Christian Colleges and Universities; Christian Scholar’s Review; College Entrance Examination Board; Council on Post-secondary Accreditation; Evangelical Teacher Training Association; Intercollegiate Press; Music Educator’s National Conference; National Association of Intercollegiate Athletics; Western Association of Graduate Schools; Western Council on Higher Education for Nursing; and Western Interstate Commission for Higher Education.

*If you wish to contact the WASC Senior College and University Commission 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

The Articles of Faith, presented here as originally conceived by the founders of the organization, have been and continue to be the stated theological position of Biola University and are an essential part of the Articles of Incorporation of the University. Where “man” is used referring to the human race it includes both genders.

Articles of Faith

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 forty 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 worshipped as God by angels and man. “In Him dwelleth all the fullness 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 this 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 His 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 a 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.

Theological Distinctives

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

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

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

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

Though there may be many fillings of the Holy Spirit, there is only one baptism which occurs at the time of regeneration. The gifts of the Spirit are given to believers according to the Will of God for the purpose of building up the Church. During the foundational era of the Church (i.e., the time of Christ and the Apostles) God gave special manifestations of the overtly supernatural and miraculous gifts (e.g., tongues, healings, miracles) as “signs” to witness to the validity of those bearing new canonical revelation (cf. II 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, infanticide, or euthanasia as un biblical and contrary to God’s will. Life is precious and in God’s hands.

Biblical marriage consists only of a faithful, heterosexual union between one genetic male and one genetic female, and biblical marriage is the only legitimate and acceptable context for a sexual relationship.

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.

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.

• 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 1959, 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 classroom and faculty 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 at 24 computer work stations which are available for individual students when not used for group instruction. Our local area network in the Learning Commons allows up to 100 simultaneous users in a mix of PCs and Macs. The building 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 Giannaros 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, CD’s, 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, J-Stor, Art-Stor, Lexis-Nexis Academic Universe, and Ebrary.
Digital Learning

At its essence digital learning is the design and delivery of an intentional learning experience for students who are not physically present with the instructor for the entirety of the course. The course may be delivered either (1) entirely online or (2) as a hybrid or blended course, conducted both online and in a physical classroom.

The objective of Biola digital learning courses is to provide technology that meets students’ needs for time and convenience and to create additional local and/or global opportunities for students to attend Biola University. The methods used by the Digital Learning and Program Development office are designed to deliver the highest possible learning outcomes in the digital learning modality and to contribute to the vision and/or mission of the University. Relationships and learning outcomes are expected to equal or exceed those of traditional, in-person courses and programs.

Biola University offers online and hybrid courses at both the undergraduate and graduate levels. These courses contribute to the development of degree programs, and some certificate and degree programs are entirely online.

Digital learning courses have been designed to maximize instructor/student and student/peer relationships through effective collaborative instructional tools and methods. Each course endeavors to create a cooperative and interactive experience where students actively engage in the learning process. Professors add value to their online classes by demonstrating content expertise and sharing their practitioner experience. Additionally, they serve as facilitators of discussion and of the learning process by actively engaging students, stimulating critical thinking, and encouraging 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 the classroom 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. In collaboration with Biola faculty, the Center for Cross-Cultural Engagement organizes several different opportunities for national and international travel during Interterm integrating faith and learning through experiential education.

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 the classroom 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 credential candidates. Graduate courses in education,
intercultural studies, theology and psychology enable graduate students to continue their programs during the summer months. In collaboration with Biola faculty, the Center for Cross-Cultural Engagement organizes several different opportunities for national and international travel during the summer months integrating faith and learning through experiential education.

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 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 AFROTIC 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.
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 $55, 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 $65.

An application fee of $65, for graduate study, must accompany each application.

**Room**
Amounts reflect two or more occupants

<table>
<thead>
<tr>
<th></th>
<th>Per year in residence hall</th>
<th>Per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$4,994–$5,588</td>
<td>$2,497–$2,794</td>
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</table>

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>
</tr>
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<tbody>
<tr>
<td>20 Flex Meal Plan ($125 flex)</td>
<td>$2,318</td>
<td>$4,636</td>
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<tr>
<td>15 Flex Meal Plan ($125 flex)</td>
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<td>12 Flex Meal Plan ($125 flex)</td>
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<tr>
<td>Block Plan 175 (175 anytime meals with $125 flex)</td>
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<td>10 Flex Meal Plan ($125 flex)</td>
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<td>10 Meal Plan</td>
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<td>$3,236</td>
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<tr>
<td>5 Flex Meal Plan ($25 flex)**</td>
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<tr>
<td>Block Plan 40 (40 anytime meals with $75 flex)**</td>
<td>$515</td>
<td>$1,030</td>
</tr>
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</table>

**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: $531/person/month
- Single occupancy per bedroom: $670/person/month

**Unfurnished apartments (married housing):**
- One-Bedroom: $995/month
- Two-Bedroom: $1,269/month

**Commuters and Biola apartment residents only**
<table>
<thead>
<tr>
<th>SCHOOL/DEGREE/PROGRAM</th>
<th>SEMESTER TUITION</th>
<th>ANNUAL TUITION</th>
<th>COST PER CREDIT</th>
<th>SUMMER 2015 PER CREDIT</th>
<th>INTERTERM 2016 PER CREDIT</th>
<th>SEMESTER AUDITFee PER CREDIT</th>
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<tr>
<td>UNDERGRADUATE PROGRAMS</td>
<td>12–18 CREDITS</td>
<td>12–18 CREDITS</td>
<td>1–11, 19+ CREDITS</td>
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<td>$60</td>
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<td>Applied Psychology</td>
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<tr>
<td>Undergraduate Special Students (non-degree seeking)</td>
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<td>$34,498</td>
<td>$1,438</td>
<td>$624</td>
<td>$624</td>
<td>$60</td>
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<td>COOK SCHOOL OF INTERCULTURAL STUDIES</td>
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<tr>
<td>English Language Studies Program</td>
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<td>GRADUATE PROGRAMS</td>
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<tr>
<td>SCHOOL OF ARTS AND SCIENCES</td>
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<tr>
<td>Post Baccalaureate and Special/ M.A. Program</td>
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<td>$557</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>(No course may be audited)</td>
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<td>CROWELL SCHOOL OF BUSINESS**</td>
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<td>Prerequisites and Theology</td>
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<td>$60**</td>
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<td>$936</td>
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<td>$60**</td>
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<td>MPAcc Core</td>
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<td>$60**</td>
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<tr>
<td>SCHOOL OF EDUCATION</td>
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<tr>
<td>M.A., M.S., Credentials, and Specials</td>
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<td></td>
<td>$557</td>
<td>$557</td>
<td>$557</td>
<td>$60</td>
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<td>COOK SCHOOL OF INTERCULTURAL STUDIES</td>
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<tr>
<td>M.A. and Specials’</td>
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<td>$557</td>
<td>$557</td>
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<tr>
<td>D.Miss.</td>
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<td>Doctoral Programs</td>
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<td>$1,090</td>
<td>$1,090</td>
<td>$1,090</td>
<td>$1,090***</td>
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<tr>
<td>English Language Studies Program</td>
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<td></td>
<td>$557</td>
<td></td>
<td></td>
<td>(No course may be audited)</td>
</tr>
<tr>
<td>TALBOT SCHOOL OF THEOLOGY</td>
<td>6 CREDITS</td>
<td>12 CREDITS</td>
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<tr>
<td>M.A. Programs and Specials</td>
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<td>$557</td>
<td>$557</td>
<td>$557</td>
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<td>Doctoral Programs</td>
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<td>$1,032</td>
<td>$1,032</td>
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<tr>
<td>Doctor of Ministry</td>
<td>$2,388</td>
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<td>ROSEMEAD SCHOOL OF PSYCHOLOGY</td>
<td>9–16 CREDITS</td>
<td>9–16 CREDITS/SEMESTER</td>
<td>1–8, 17+ CREDITS</td>
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<tr>
<td>Master of Arts and Specials</td>
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<td></td>
<td>$1,040</td>
<td>$1,040</td>
<td>$1,040</td>
<td>$1,040***</td>
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<tr>
<td>Doctoral Programs</td>
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<td></td>
<td>$1,040</td>
<td>$1,040</td>
<td>$1,040</td>
<td>$1,040***</td>
</tr>
</tbody>
</table>

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 2015–16 academic year.
### General Fees
(In addition to tuition, only as applicable to the individual student.)

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$300</td>
</tr>
<tr>
<td>Graduate</td>
<td>$100</td>
</tr>
</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 Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange Course/Independent Study Fee</td>
<td>$15</td>
</tr>
<tr>
<td>($10 plus Add/Drop fee)</td>
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</tr>
<tr>
<td>Cap and Gown Fee</td>
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</tr>
<tr>
<td>Undergraduate</td>
<td>$39</td>
</tr>
<tr>
<td>Graduate</td>
<td>$42</td>
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<tr>
<td>Graduate Hood</td>
<td>$30</td>
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<tr>
<td>Change of Class Schedule</td>
<td></td>
</tr>
<tr>
<td>Add/Drop</td>
<td>$5</td>
</tr>
<tr>
<td>Late Add/Drop</td>
<td>$15</td>
</tr>
<tr>
<td>Graduation Petition Late Fee - Undergraduate</td>
<td>$200</td>
</tr>
<tr>
<td>Graduation Check Late Fee - Graduate</td>
<td>$100</td>
</tr>
<tr>
<td>Late Application Fee - Undergraduate</td>
<td>$10</td>
</tr>
<tr>
<td>Late Application Fee - Graduate</td>
<td>$10</td>
</tr>
<tr>
<td>Late Enrollment Fee</td>
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<tr>
<td>Any time after the published payment deadline</td>
<td>$200</td>
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<tr>
<td>Readmission Application Fee</td>
<td>$15</td>
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<tr>
<td>Special Student Application Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Replacement Diploma Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Rush Check Fee</td>
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</tr>
<tr>
<td>Housing Deposit</td>
<td>$250</td>
</tr>
<tr>
<td>Special Off-Campus Program Registration Fee</td>
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<tr>
<td>Payment Plan Fee</td>
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<tr>
<td>Transcript Fee Official</td>
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<tr>
<td>Per Copy</td>
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<tr>
<td>Online Processing</td>
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<tr>
<td>Vehicle Registration estimate (1-6 credits per semester)</td>
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</tr>
<tr>
<td>Vehicle Registration estimate (7+ credits per semester)</td>
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<tr>
<td>Health Insurance Plan**</td>
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<tr>
<td>Per semester estimate (Fall or Spring):</td>
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<tr>
<td>Student only estimate</td>
<td>$920</td>
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<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.

### Special Fees - Undergraduate

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</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>(English Language Studies Program students only)</td>
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</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>Christian Ministries Retreat Fee</td>
<td>$175</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>
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<tr>
<td>RN/LVN Nursing Challenge Examination</td>
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<tr>
<td>Credit for Prior Learning (CPL)</td>
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<tr>
<td>Credit Evaluation Fee (per evaluation)</td>
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<tr>
<td>CSICS Community Enhancement Fee</td>
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<tr>
<td>Proctor Exam Fee</td>
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### Special Fees - Graduate

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
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<tr>
<td>Talbot New Student Fee</td>
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<tr>
<td>Biola English Placement Exam</td>
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<tr>
<td>Biola English Placement Exam Challenge</td>
<td>$25</td>
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<tr>
<td>(English Language Studies Program students only)</td>
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</tr>
<tr>
<td>M.B.A. Program Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Distance Learning Fee (per credit)</td>
<td>$75</td>
</tr>
<tr>
<td>Doctor of Ministry Program</td>
<td></td>
</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. This money is disbursed on behalf of the student to assist in paying for the therapy requirements throughout the program.</td>
<td></td>
</tr>
<tr>
<td>Thesis/Dissertation Binding: Optional through outside vendor; cost variable.</td>
<td></td>
</tr>
<tr>
<td>Microfilming/Indexing: Publishing through outside vendor is required. Options and fees vary depending on program and the publishing options chosen. Please see your thesis/dissertation administrator for more information.</td>
<td></td>
</tr>
<tr>
<td>Copyright-Dissertation or Thesis (optional): Master’s Thesis and Doctoral Dissertation (paid through vendor, options and fees vary).</td>
<td></td>
</tr>
</tbody>
</table>

Students that desire to apply for waiver must do so at the time of enrollment. Fees are subject to change.
**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 2015–16 academic year (nine months):

<table>
<thead>
<tr>
<th>Undergraduate (Based on 12–18 credits per semester, $1,438/credit)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$34,498</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$10,224</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,764</td>
</tr>
<tr>
<td>Personal/Misc.</td>
<td>$2,322</td>
</tr>
<tr>
<td>Transportation</td>
<td>$900</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$49,708</strong></td>
</tr>
</tbody>
</table>

**Graduate: Psychology**

(Based on 9–16 credits per semester, $1,040/credit)

- Tuition and Fees $24,938
- Interterm $3,120
- Prof. Growth Fee $1,200
- Room and Board $13,636
- Books and Supplies $1,764
- Personal/Misc. $2,898
- Transportation $900
**Total** $48,456

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.

**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 1.0% 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 1.0% 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

**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 1.0% 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:
A. Tuition: full amount, less enrollment deposit (students with six or fewer credits, $25; auditors, $20).
B. 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):
A. 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%
B. Room: end of the week in which the student officially checks out of the residence hall.

Withdrawals after eighth week of classes:
A. Tuition: no refund.
B. 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. For further information on any of the items in this section, please visit the Financial Aid Office web site at biola.edu/finaid.

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 or missionaries. Dependent children of pastors or 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 $1,500)
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.
Clinical Nursing Scholarships
Offered to students who demonstrate a high level of achievement within this major. Awarded by the Nursing Department.

Federal Aid to Students

Federal Pell Grant Program
A federal program designed to assist students with high financial need. The maximum grant is $5,775.

Federal TEACH Grant (up to $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 I 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: 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 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 Clinical portion of the Nursing Program who are early financial aid applicants. Nursing students in the 2015–16 year will be eligible for $4,000 in Federal Nursing Loans, regardless if they are Level I, II, or III. 5% interest rate.

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

Federal Direct Student Loans
Federal Direct Student 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 Direct Additional Unsubsidized Loans
Independent students and dependent students whose parents are denied the Direct PLUS loan may increase their Direct Unsubsidized 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 Direct 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 who are eligible for consideration under AB540 legislation should file a California Dream Act application at csc.ca.gov, rather than a FAFSA, by the March 2nd deadline. Such students should follow the same guidelines listed above for GPA verification.

Students attending Biola can qualify for either the Cal Grant A awarded to students from low or middle-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
The following federal aid programs are available to graduate students. Please refer to the appropriate section above for additional information.

Federal Direct Unsubsidized Loans. Maximum $20,500 per year ($33,000 for Rosemead students).

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.

Federal Direct Graduate Plus Loan
Graduate students may borrow up to the cost of education minus financial aid. See the 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 entrants only) is March 1. International students on an F-1 visa are exempt from the FAFSA requirement.

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

General Financial Aid Information
The following apply to both undergraduate and graduate aid applicants.

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

Student Loans
Biola will notify all new students of their Federal Direct Student Loan eligibility on their “Estimated Award Letter.” Continuing students will be notified of their Direct Student Loan eligibility on my.Biola, once all required paperwork is completed. PLUS loans and private loans require separate applications, and the student must initiate to process. See the Financial Aid website for more details.

International Students
International applicants who hold an F-1 visa must establish the degree of their ability to meet the costs of an education at Biola University. Each international applicant must submit a signed statement of financial responsibility as well as signed statements from any agencies or individuals who have taken the responsibility of underwriting the student’s expenses. These statements must include the exact amount of the commitment. Inquiries regarding financial aid for international students should be directed to the Undergraduate and Graduate Admissions Offices for new students, and to the Financial Aid Office for continuing students.

Student Employment
The University maintains an employment office for the benefit of students needing part-time work. While this office does not guarantee employment, it does make an effort to place every student desiring work in a position. Jobs are available both on and off campus, according to student’s ability, capacity to handle the added burden of employment and financial need. Student worker positions range from 10–20 hours per week.

Application for Aid
Students may apply for financial aid by filing a Free Application for Federal Student Aid (FAFSA). Biola University and the school code (001122) should be included on the appropriate sections. All undergraduate California residents who have not already been paid a Cal Grant are encouraged to apply by filing a FAFSA and GPA Verification form before March 2. For students who have already been awarded a Cal Grant in the prior academic year, only a FAFSA is required.

Departmental Scholarship applications (i.e. music, athletics and forensics, etc.) are available from the academic departments only. In addition, a FAFSA may need to be filed unless a student can demonstrate disqualification for need-based aid.

Note: FAFSA and Plus and/or Private loan applications need to be re-filed for each academic year.

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

Cal Grant Programs: New Applicants, March 2.

Institutional Aid: While there is not a “deadline” to apply for financial aid and students are allowed to apply throughout the academic year, resources are limited and are awarded on a first come, first served basis. Therefore, students are encouraged to apply and complete their financial aid file as soon as possible after January 1.

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

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

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

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

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

Institutional Aid: Includes all sources of financial aid awarded by Biola University, i.e. scholarships, grants and campus-based loans.

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

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

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

Return of Aid

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

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

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

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

Private/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. 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:

1. 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 receive 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. *See TOEFL/BEPE requirements for specific programs.

2. Take the Test of English as a Foreign Language (TOEFL) and score the minimum requirement for the intended academic program. Non-native, English-speaking students may be admitted in an academic program with the minimum TOEFL requirement for their program while taking required English courses. The minimum TOEFL score requirement for most undergraduate programs is 79 iBT with a subtest score of 22 in speaking and a subtest score of 19 in writing; and most graduate programs is 88 iBT with a subtest score of 22 in speaking and a subtest score of 20 in writing (See TOEFL/ELSP 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
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., D.Min, Ph.D.
(See individual programs for details)
• TOEFL: 100 iBT
• BEPE: Not Required

Talbot M.Div. and M.A. Spiritual Formation and Soul Care
• TOEFL: 100 iBT
• BEPE: Not Required

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

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) (ENGL 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 $55 non-
refundable undergraduate application fee, graduate application
fee is $65.

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

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

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

4. Reference forms—Undergraduate students are required to
provide one reference from a pastor/minister 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, please check the individual program’s website for the correct
deadline, each graduate school’s webpage is available at biola.edu/
grad.

FALL

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

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

SPRING

<table>
<thead>
<tr>
<th>File completed by:</th>
<th>Notification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1</td>
<td>Rolling Basis</td>
</tr>
</tbody>
</table>

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 enroll 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>Satisfactory</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></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>

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>Credit(^1)</td>
<td>0.00</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit(^1)</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory(^1)</td>
<td>0.00</td>
</tr>
<tr>
<td>US</td>
<td>Unsatisfactory(^1)</td>
<td>0.00</td>
</tr>
<tr>
<td>RD</td>
<td>Report Delayed(^3)</td>
<td>0.00</td>
</tr>
<tr>
<td>RG</td>
<td>Registered in course(^2)</td>
<td>0.00</td>
</tr>
<tr>
<td>R</td>
<td>Research(^1)</td>
<td>0.00</td>
</tr>
<tr>
<td>IP</td>
<td>Internship in Progress(^1)</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal(^3)</td>
<td>0.00</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit(^3)</td>
<td>0.00</td>
</tr>
<tr>
<td>NR</td>
<td>Not reported by faculty(^3)</td>
<td>0.00</td>
</tr>
<tr>
<td>NO/NG</td>
<td>Non-graded Course(^3)</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-Variable</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-Variable</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 course 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.

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.
A student’s classification is determined at the beginning of each course. Please see the Talbot School of Theology section for more details.

For Talbot students a distinction is made between these two kinds of degree program. An Arranged Course Fee is required at the time of Independent Study, and/or arranged coursework during the student’s study. A maximum of 6 credits may be taken by a student in who are in good standing are eligible to enroll in an Independent Study. A maximum of 9 credits is permitted only after a student has been admitted to candidacy. Rosemead does not admit part-time students to its degree programs.

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).

Credit Hour Policy

Undergraduate: A single credit hour at the undergraduate level represents a minimum of three hours (50 minutes per hour) of substantive learning time per week over the course of a fifteen-week semester. Terms or courses shorter than 15 weeks adjust the distribution of the substantive learning time yet still represent the same total number of substantive learning hours.

Graduate/Doctoral: A single credit hour at both the graduate and doctoral level represents a minimum of four hours (50 minutes per hour) of substantive learning time per week over the course of a fifteen-week semester. Terms or courses shorter than 15 weeks adjust the distribution of the substantive learning time yet still represent the same total number of substantive learning hours.

A “substantive learning hour” is considered to be the equivalent of 50 minutes of faculty-student interaction, classroom instruction, online or distributed learning, appropriate experiential learning, and/or studying, writing, reading, or research.

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>Code</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 ensure 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; studenthub.biola.edu/ferpa). 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 disclosed 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 view Biola’s transcript policies and request transcripts online at studenthub.biola.edu/transcripts. Telephone, e-mail, and in-office requests will not be accepted. All transcript requests require payment upon ordering and the signature of the student. Processing time is 1–2 business days. Official transcripts cannot be faxed.

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 Cinema and Media Arts, Communication Studies, English, History, Humanities, Journalism and Integrated Media, Music, Philosophy, Political Science, Public Relations, Social Science, Sociology, Spanish, and Theatre.
The Bachelor of Fine Arts degree. Offered with a major in Studio Art.
The Bachelor of Music degree. Offered with majors in Composition, Music Education and Performance.
The Master of Arts degree in Christian Apologetics, and Science and Religion.

Cook School of Intercultural Studies
The Bachelor of Arts degree with majors in Anthropology and Intercultural Studies.
The Master of Arts degree in Anthropology, Applied Linguistics, Intercultural Studies, Linguistics and Biblical Languages, Missions, and TESOL.
The Doctor of Missiology, the Doctor of Philosophy degree in Intercultural Education, and the Doctor of Philosophy degree in Intercultural Studies.

Crowell School of Business
The Bachelor of Business Administration with a major in Accounting.
The Bachelor of Science degree with a major in Business Administration.
The Master of Business Administration degree.
The Master of Professional Accountancy degree.

Rosemead School of Psychology
The Bachelor of Arts degree with a major in Psychology.
The Bachelor of Science degree with a major in Applied Psychology (Pending WASC approval).
The Master of Arts, the Doctor of Psychology and the Doctor of Philosophy degree in Clinical Psychology.

School of Education
The Bachelor of Arts degree with majors in Liberal Studies, Elementary Education, and Liberal Studies Multidisciplinary.
The Master of Arts in Education degree.
The Master of Arts in Teaching degree.
The Master of Science Degree in Curriculum and Instruction, and Special Education degrees.
Certificates in Curriculum and Instruction, Special Education, and Teaching (ACSI); as well as Child Development Permits and Teacher Preparation Program.
Credentials in Education Specialist Instruction, Preliminary, and Clear Credential.

Talbot School of Theology
The Bachelor of Arts degree with majors in Biblical and Theological Studies, and Christian Ministries.
The Master of Arts degree.
The Master of Arts in Christian Education degree.
The Master of Arts in Christian Ministry and Leadership degree with concentrations in Pastoral Care and Counseling, Preaching and Pastoral Ministry, Sports Ministry, and Women’s Ministries.
The Master of Arts degree in Spiritual Formation and Soul Care.
Talbot also offers the Master of Divinity degree, the Master of Theology degree, the Doctor of Ministry degree, the Doctor of Education, and the Doctor of Philosophy degree in Educational Studies.

Undergraduate Programs

Choosing an Undergraduate Major
Every student should choose a major by the end of the sophomore year so that he or she may complete the major requirements in a timely fashion.
To help students, the University has available a number of useful resources to assist in making the decision: academic advisors, career counselors, First-Year Seminar classes conducted during the first semester of attendance, curriculum charts detailing the academic requirements for each program, and various fliers and brochures produced by each department.
The task of selecting a major (and often a minor or other complimentary specializations) becomes one of crystallizing ideas on the basis of experiences in specific courses, discussions with other students, staff and faculty. Faculty advising is a service offered to students; however each student is responsible for choosing courses and fulfilling graduation requirements.
Students must plan freshman or sophomore programs which will permit them to enter or take advanced courses in fields they may want to pursue. They should be sure to begin or complete requirements such as mathematics, chemistry or a foreign language early in their academic careers. Students anticipating graduate or professional study should exercise special care in planning undergraduate programs and seek faculty counseling in the field of interest. Advance examination of the possibilities of graduate or professional study will be helpful to students who have clear educational and vocational objectives.
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 the Change of Program Form to the office of Graduate Admissions (contact the office at 562-903-4752 or go to the Admissions Front Counter in Metzger Hall), 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 unique credits with 24 unique 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 within the same degree:
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. All prerequisites, supporting courses and departmental requirements (i.e. Writing Competency) for each minor must be completed. The second major must have a ‘minimum’ of 18 upper-division credits unique to that 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 (GSN 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, meet with their graduation counselor, and submit any departmental checklists at least 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 (124 credits for the B.B.A). 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 at least 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 Intermural.

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:

- Honor GPA 3.90–4.00
- Cum Laude GPA 3.50–3.69
- Magna Cum Laude GPA 3.70–3.89
- Summa Cum Laude 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 with their program section in the catalog for honors qualification.

Honor Society

A select group of eligible seniors are chosen by the faculty each year to membership in Epsilon Kappa Epsilon, the baccalaureate honor society of Biola University. 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. Final selection is based upon scholastic performance, Christian witness and contributions to the Biola community. Membership is limited to no more than 7% of the fall graduating class and 5% of the spring graduating class.

Graduate Programs

Graduate Graduation Check

Graduate students must make an appointment with a Graduate Graduate 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

Students who wish to participate in a graduation commencement ceremony must submit a graduation petition and meet with a graduation counselor. All degree requirements must be completed before the student may participate in commencement ceremonies. Those students completing coursework during Interterm may not walk in the December Commencement ceremonies, but may walk in the Spring semester Commencement ceremonies of that year. Students desiring to walk in the Spring, may take no more than 6 credits in the Summer, however, those credits must be taken at Biola. For each commencement, all requirements must be completed before participating in the ceremony.

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 2014

Biola University (All Programs)

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<th>Classification</th>
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<tr>
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<td>2,743</td>
<td>4,373</td>
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Undergraduate Programs

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<td>Sophomores</td>
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Graduate Programs

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<td>School of Education and Masters</td>
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<td>Special (Credential and Certificate)</td>
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<td>Talbot School of Theology*</td>
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<td>Cook School of Intercultural Studies</td>
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<td>Rosemead School of Psychology</td>
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<td>Crowell School of Business</td>
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*Institute for Spiritual Formation is part of Talbot School of Theology with 169 students.

Summary of University Graduating Class

2013–14 Academic Year

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<td>Undergraduate Programs Total</td>
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<tr>
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<td>Master of Arts in Teaching English</td>
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<td>to Speakers of Other Languages</td>
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<td>Doctor of Philosophy</td>
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<td>Graduate Programs Total</td>
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<td>Grand Total</td>
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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 2008 and three years prior is 68.9%. 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 require more credits to graduate and may require more than four 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 - Strategies for Academic and Personal Success. Undergraduate students on first semester probation are required to meet with the Office of Academic Advising. The academic record and transcript of all students on Academic Probation will be notated 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 former student 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. If the evidence indicates that fraudulent or altered transcript(s), record(s) or document(s) were submitted after the degree was granted, such a degree will be rescinded and the address currently on file in the Office of the Registrar.

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

Biola 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, and a 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, and pillows). School supplies, decor including desk lamps, laundry supplies and personal toiletries. 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 studentlife.biola.edu/campuslife-housing/housing/housing-handbook/.

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 gradhousing@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 MyBiolahousing 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 1
   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

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 Community members via special Orientation Events, Off-Campus Housing Services, Good Morning OCC!, the weekly OCC Update, Commuter Lockers, OCC Events and the Collegium, our home-away-from-home for off-campus students, located centrally in the upper Student Union. The Commuter Life Team—Director, Associate Director, Coordinator, and 25–30 peer leaders—work together to facilitate connection within Biola’s vibrant campus community, as well as connection to valuable campus and local community resources. We want off-campus students to be community-connected, resource-connected, and information-connected, thriving spiritually, emotionally, relationally, and academically throughout their time at Biola.

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.

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 at any of our retail operations including Cafe Biola, the Eagles’ Nest, Common Grounds, the coffee cart, The Talon Grab N Go, Soaring Eagle Food Truck, Heritage Cafe, and North Hall Cafe. To add or change a meal plan, go to my.Biola.edu and log into MyHousing. To purchase student dollars go to biola.edu/eaccounts. Student dollars can be used for printing/copying (in the library and other locations 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.

Biola Store

The Biola Store is open Monday through Saturday for the convenience of the students, faculty, staff and public. All required and recommended 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. The Biola Store carries 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 Biola Store 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, candies, sandwiches, etc.. During school breaks and vacations the store has shortened hours. Please call (562) 903-4883 for information or visit our website: biolastore.com.

Health Services

Services

The Student Health Center provides acute, ambulatory health services for all enrolled Biola University students regardless of insurance status. The facility is located adjacent to the library. Consultation with a physician or a nurse is free; however, there are assigned fees for medications or specific treatments. There is no third party billing service available. Payment is required at the time of each visit by cash, check or credit card. Student Health Center fees are not payable through student account billing. Children’s services are not available at the Student Health Center. Consult the Health Center’s 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 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, and students will be charged all applicable fees.

Health Requirements

Undergraduates: All undergraduate students, regardless of credit load, must complete a Meningitis Advisory Form. An entrance physical exam (including a TB test), immunization record, and completed student health history form are 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 forms to the Student Health Center.

Non-Resident Graduates: A completed Student Health History, current TB test (within one year), and Meningitis Advisory Form 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 (including a TB test), completed student health history form, and Meningitis Advisory Form are required for all resident graduate students with living arrangements in housing with a residence life program. Submit the completed forms to the Student Health Center.

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

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 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.
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 Registrars. 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).

- Strategies for Academic & Personal Success (GNST 001): Instruction in success strategies for navigating the rigor of college and life beyond. Particular attention is given to time management, personal self-awareness, strengths based living/learning, moderation, critical thinking, test-taking and holistic living.

- 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).

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- Monthly academic workshops
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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 required that students meet with their assigned advisor once per semester.

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 full-time staff advisors, 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.

Career Development
Career Development and Academic Advising comprise the Student Success Division. Career Development collaborates with various partners to help students develop vocational competencies, connect with employers, and secure meaningful work. Career Development recommends all students achieve the following learning outcomes:

- Develop one or more relationships with a career advisor outside of the classroom setting. Discuss life direction with a career advisor at least once per year. This could be a faculty member, career counselor, career advisor, academic advisor, industry expert, and/or someone else.
- Take ownership of your career preparation, which usually involves: exploring interests/skills/preferences, reflecting on life’s themes, researching suitable career options, creating roadmaps, identifying prerequisite work experiences and education, making lists of potential organizations, pursuing good opportunities, customizing resumes, writing cover letters, conducting interviews, and submitting graduate school applications (if applicable).
- Commit to gaining 1–3 years substantive work experience in an area of interest prior to graduation.

Popular services in Career Development include:

- BiolaLink job and internship database
- Job search
- Resumes
- Cover letters
- Career advising
- Events calendar
- Interviewing
- Networking
- Graduate school

More information can be found on Career Development’s 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/.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
bppe.ca.gov
Phone (916) 431-6924
Fax: (916) 263-1897

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.
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 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 observes 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 represented by the Student Government Association (SGA), Biola’s undergraduate student government. The mission of SGA is to equip student leaders to provide representation and advocacy for students’ needs to university administration.

The SGA President presides over two branches that comprise the student government, the Senate Branch and the Auxiliary Branch. The Senate Branch, which holds the legislative power of SGA and determines how contingency funds and funding for student clubs will be allocated, is supervised by the SGA Senior Vice-President and consists of elected Senators and a hired Diversity Liaison. The Auxiliary Branch includes the Marketing and Communications Department, Finance Department and Office Administration Department.

SGA is located in the upper level of the Student Union Building and is open Monday through Thursday, 8:30 a.m. to 5 p.m. and Friday from 8:30 a.m. to 3:00 p.m.. SGA staff can also be contacted at (562) 903-4882.

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

Student Missionary Union
The Student Missionary Union (SMU) is a student-led organization, founded in 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 is required. 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.

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

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<th>SPRING</th>
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<tr>
<td>File completed by:</td>
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<tr>
<td>December 15</td>
<td>Rolling Basis</td>
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</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. 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: studenthub.biola.edu/undergraduate-transfer-policy.

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 guidance to those attending, or planning to attend, community colleges with the intention of transferring into Biola University.

Transfer students taking courses at local community colleges while enrolled at Biola should request written prior approval of courses sent directly from the institution to Biola in order to be recognized and officially evaluated for credit transfer. Any transcript that is hand carried or mailed from the student will be considered unofficial and the student will need to re-order a new transcript.

All students are required to take a minimum of 24 credits of upper-division in their major, 15 of which must be taken at Biola University. Biola has a residency requirement for Biblical Studies; of the 30 credits of Bible required for all students, 15 credits must be taken at Biola.

Grades do not transfer—only credit amounts. A student’s grade point average is computed for graduation purposes only on work completed at Biola University.

Courses taken as a Pass/Fail or Credit/No-Credit grade would need to be equal to at least a “C” or better in order to transfer. Courses taken as a Pass/Fail or Credit/No Credit grade that do not meet a “C” or better will not be transferred.

Non-music majors are limited to a maximum of 8 credits of Applied Music (including ensembles), and non-physical education majors are limited to 8 credits of physical education or skill courses.

A course taken at a community college or a lower-division class from a four-year school will not be given upper-division credit toward graduation requirements, even if the course content is approved by a Substitution Request.

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 through 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. Students may petition the Office of the Registrar 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.

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 (124 credits for B.B.A.) for graduation will remain the same.
3. In addition to the IGETC, students must take all major-specific General Education, prerequisite, and support courses if not met through IGETC.
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.). See studenthub.biola.edu/transfer-equivalencies for more information.

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: studenthub.biola.edu/transfer-equivalencies.

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 (Core Curriculum) Program
Mission
Biola University’s General Education (Core Curriculum) provides a Christ-centered, integrated, and intellectually and spiritually transformative education that fosters cultural literacy and humble, purposeful engagement in local and global communities.

Program Learning Outcomes
Upon completion of the General Education (Core Curriculum):

1. Critical Thinking: Students will identify and explain a problem or issue, recognize and evaluate concepts and assumptions from multiple perspectives, ask relevant questions, analyze appropriate sources, and articulate logical, well-organized, and innovative conclusions.

2. Quantitative Reasoning: Students will gather, interpret, and draw inferences from numerical data as the foundation for evidence-based and thoughtful judgments, effectively communicating insightful and carefully qualified conclusions.

3. Oral Communication: Students will organize content cohesively, use compelling language and delivery that is audience-appropriate, incorporate supporting materials to establish credibility, and reinforce a memorable central message with civility.

4. Written Communication: Students will produce well-organized and clear writing, supported by strong, diverse evidence and precise explanation, applicable to its audience and consistent with the conventions of appropriate genres.

5. Information Literacy: Students will determine the extent of information needed, legally access and evaluate sources critically and ethically, while using information effectively to accomplish a specific purpose.

6. Intercultural Competence: Students will develop an informed understanding of cultural diversity and respectfully engage people of various backgrounds, through campus, local, and global community interactions.

7. Civic Engagement: Students will evaluate ideas regarding civic freedoms and community obligations, partnering and communicating respectfully in diverse communities, systems, and structures.

8. Christ-centered Formation: Students will identify the basic contents of the Bible, explain the major doctrines of Christianity from an evangelical perspective, demonstrate how faith connects to academic disciplines, and articulate the process of spiritual formation in their lives.

9. Applied and Integrative Learning: Students will draw connections across Core courses and apply that knowledge to broad and specialized fields of study.

Biblical and Theological Studies Requirement
Thirty credits of biblical and theological studies 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>
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<tbody>
<tr>
<td>BBST 103</td>
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<tr>
<td>BBST 105</td>
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<td>BBST 109</td>
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<td>BBST 110</td>
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<thead>
<tr>
<th>INTERMEDIATE COURSES</th>
<th>9 CREDITS</th>
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<tr>
<td>BBST 251</td>
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<td>BBST 254</td>
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<td>BBST 306</td>
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<tr>
<th>ELECTIVE COURSES</th>
<th>9 CREDITS</th>
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<tbody>
<tr>
<td>BBST 300/400</td>
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<tr>
<td>BBST 465</td>
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</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 and theological studies 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
First Year Seminar is required of all first-time students with fewer than 12 transferable credits from a college (excluding AP, IB, dual credit, or CLEP).

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>
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<tr>
<td>Choose one of the following:</td>
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<tr>
<td>ANTH 200 General Cultural Anthropology</td>
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<tr>
<td>PSYC 200 Introduction to Psychology</td>
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<tr>
<td>SOCI 220 Sociology</td>
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<td>SOCI 362 Social Problems</td>
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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>
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<tr>
<th>Communication</th>
<th>3 credits</th>
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<td>Choose one of the following:</td>
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<tr>
<td>COMM 100 Introduction to Public Communication</td>
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<tr>
<td>COMM 170 Small Group Communication</td>
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<tr>
<td>COMM 181 Introduction to Argumentation and Debate</td>
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Communication credit may not be earned through distance education unless first approved by the Communication Studies Department.

<table>
<thead>
<tr>
<th>English</th>
<th>6 credits</th>
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<tr>
<td>Students must take one of the following:</td>
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<tr>
<td>ENGL 100 Basic Studies in Critical Thinking and Writing</td>
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<tr>
<td>or ENGL 112 Critical Thinking and Writing I</td>
<td></td>
</tr>
<tr>
<td>All students must take:</td>
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<tr>
<td>ENGL 113 Critical Thinking and Writing II</td>
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</table>

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

International students, please see the English Language Studies section of the catalog for English 151, 152, 161, 162, and 171. English Composition credit may not be earned via distance education.

<table>
<thead>
<tr>
<th>Fine Arts</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 3 credits from the following:</td>
<td></td>
</tr>
<tr>
<td>ARTS 100 Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 107 Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 108 Figure Studies I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 110 2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 111 3-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 210 Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 211 Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 213 Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 221 Photography I - Introduction to Darkroom and Digital Processes</td>
<td>3</td>
</tr>
<tr>
<td>COMM 160 Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 001 Biola Chorale</td>
<td>0–1</td>
</tr>
<tr>
<td>MUSC 002 Chamber Music Ensemble</td>
<td>0–1</td>
</tr>
<tr>
<td>MUSC 003 Symphony Orchestra</td>
<td>0–1</td>
</tr>
<tr>
<td>MUSC 005 Chamber Choir</td>
<td>0–1</td>
</tr>
<tr>
<td>MUSC 007 Jazz Ensemble</td>
<td>0–1</td>
</tr>
<tr>
<td>MUSC 008 Symphonic Winds</td>
<td>0–1</td>
</tr>
<tr>
<td>MUSC 010 Vocal Jazz Ensemble</td>
<td>0–1</td>
</tr>
<tr>
<td>MUSC 012 Women’s Chorus</td>
<td>0–1</td>
</tr>
<tr>
<td>MUSC 101 Music Appreciation</td>
<td>3</td>
</tr>
</tbody>
</table>

Entrance into ensembles is by audition. Not all ensembles are available for general education credit. Credit for ensemble is 1 credit, therefore 3 semesters are necessary to meet the requirement.

Those music majors in Bachelor of Science and Bachelor of Arts programs must select from Art or Communication courses.

Studio Art courses listed are not transferable from other institutions for general education credit. These courses must be taken at Biola University.

<table>
<thead>
<tr>
<th>Foreign Language</th>
<th>4–12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years Completed in an accredited High School</th>
<th>B.A. Requirement (12 credits)</th>
<th>B.B.A. and B.S. Requirement</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.B.A. and B.S. requirement but not the B.A. requirement. If you take a classical or conversational language for your foreign language you must take it through the 102 level for a B.S. degree.

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 case-by-case 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 may 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.

<table>
<thead>
<tr>
<th>LITERATURE</th>
<th>3 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>ENGL 220  Film and Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 230  Literature in Context</td>
<td></td>
</tr>
<tr>
<td>ENGL 251  British Literature I</td>
<td></td>
</tr>
<tr>
<td>ENGL 252  British Literature II</td>
<td></td>
</tr>
<tr>
<td>ENGL 253  British Literature III</td>
<td></td>
</tr>
<tr>
<td>ENGL 281  American Literature I</td>
<td></td>
</tr>
<tr>
<td>ENGL 282  American Literature II</td>
<td></td>
</tr>
<tr>
<td>ENGL 283  Race and Ethnicity in American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 290  World Literature</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHILOSOPHY</th>
<th>3 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>PHIL 210  Introduction to Logic</td>
<td></td>
</tr>
<tr>
<td>PHIL 211  Introduction to Ancient Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 212  Introduction to Medieval Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 213  Introduction to Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 214  Introduction to Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 215  Introduction to Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 216  Introduction to Philosophy and Aesthetics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>4 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student is required to complete 4 credits of physical education to be eligible for graduation. Selection is made from the following skill classes (101, 110, 130, 140, 150). 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.</td>
<td></td>
</tr>
</tbody>
</table>
Eight credits are required in science and/or mathematical sciences (exception, those in the Bachelor of Music program or the Bachelor of Fine Arts, see specific programs for details). 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 222</td>
<td>Physical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 223</td>
<td>Physical Anthropology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 100</td>
<td>Biological Principles: Lecture</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 103</td>
<td>Introduction to Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 110</td>
<td>Observational Biology Laboratory</td>
<td>2</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 120</td>
<td>Current Topics in Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 121</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 130</td>
<td>Seminar in Biological Science</td>
<td>1–2</td>
</tr>
<tr>
<td>BIOS 236</td>
<td>Principles of Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 290</td>
<td>Natural History of Marine Mammals</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 100</td>
<td>The Chemistry of Everyday Life</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 107</td>
<td>Introduction to Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Principles of Organic and Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 101</td>
<td>Precalculus Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>Topics in Mathematics</td>
<td>1–2</td>
</tr>
<tr>
<td>MATH 103</td>
<td>Calculus for Management Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120 or 130</td>
<td>The Nature of Mathematics or Honors Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 190</td>
<td>Business Statistics</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>PHSC 101</td>
<td>Physical Science Survey: Lecture</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 102</td>
<td>Physical Science Survey Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 103</td>
<td>Geology</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 109</td>
<td>Physics of Sound</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 110</td>
<td>Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 111 and 117</td>
<td>Physics I and Physics I Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 115 and 119</td>
<td>Physics in Everyday Life and Physics in Everyday Life Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 132 and 134</td>
<td>General Physics I: Mechanics and Heat and General Physics I Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 250</td>
<td>Science and Origins</td>
<td>3</td>
</tr>
</tbody>
</table>

CSCI 104 - The Nature of Computing and/or PHSC 105 - Topics in Physical Science may be used to fulfill the remaining 1–2 credits for the Science/Mathematics requirement after a student has taken 3 credits of Math and 3 credits of Science from the courses listed above. Bachelor of Music and Bachelor of Fine Art students may not use these courses towards their Science/Mathematics requirement.

**General Education (Core Curriculum) 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: Sanders
Associate Professors: Campbell, Jenson, Peters, Vincent
Assistant Professors: Ajian, Cure, Henderson, Johnson, Schubert, Stasson, Thompson, 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. 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 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMDT 110</td>
<td>Greek Thought</td>
<td>4</td>
<td>Meets ARTS 100, COMM 100</td>
</tr>
<tr>
<td>YMDT 111</td>
<td>Old Testament Beginnings</td>
<td>4</td>
<td>Meets BBST 103</td>
</tr>
<tr>
<td>YMDT 122</td>
<td>Church Fathers and Life of Christ</td>
<td>8</td>
<td>Meets BBST 105</td>
</tr>
<tr>
<td>YMDT 125</td>
<td>Greco-Roman Thought</td>
<td>4</td>
<td>Meets BBST 110, ENGL 112, 113, 230</td>
</tr>
<tr>
<td>YMDT 214</td>
<td>Medieval and Reformation Thought</td>
<td>8</td>
<td>Meets HIST 207 or 208, PHIL 214</td>
</tr>
<tr>
<td>YMDT 217</td>
<td>Pauline Epistles</td>
<td>4</td>
<td>Meets BBST 306</td>
</tr>
<tr>
<td>YMDT 220</td>
<td>Early Modern Thought</td>
<td>8</td>
<td>Meets HIST 108; Behavioral Science</td>
</tr>
<tr>
<td>YMDT 226</td>
<td>Wisdom Literature</td>
<td>4</td>
<td>Meets BBST 109</td>
</tr>
<tr>
<td>YMDT 310</td>
<td>Revivalism and Romanticism</td>
<td>4</td>
<td>Meets BBST 251</td>
</tr>
<tr>
<td>YMDT 325</td>
<td>Nineteenth Century Thought</td>
<td>4</td>
<td>Meets BBST 254</td>
</tr>
<tr>
<td>YMDT 410</td>
<td>America</td>
<td>4</td>
<td>Meets BBST 300/400</td>
</tr>
<tr>
<td>YMDT 465</td>
<td>Twentieth Century Thought</td>
<td>4</td>
<td>Meets BBST 465</td>
</tr>
</tbody>
</table>

Johnson House Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMDT 101</td>
<td>On Origins</td>
<td>8</td>
<td>Meets BBST 103, ENGL 112, 113</td>
</tr>
<tr>
<td>YMDT 102</td>
<td>On Desire</td>
<td>8</td>
<td>Meets BBST 109, ARTS 100, COMM 100</td>
</tr>
<tr>
<td>YMDT 205</td>
<td>On Community</td>
<td>8</td>
<td>Meets ENGL 230, HIST 108</td>
</tr>
<tr>
<td>YMDT 202</td>
<td>On Knowing God</td>
<td>8</td>
<td>Meets BBST 110, 251</td>
</tr>
</tbody>
</table>
YMDT 303  On the Cosmos
Meets HIST 207 or 208; Phil. 214
Credit(s): 8.

YMDT 304  On Learning and Knowledge
Meets BBST 105, 254; Behavioral Science
Credit(s): 8.

YMDT 401  On History and Rhetoric
Meets BBST 300/400, 306
Credit(s): 8.

YMDT 402  The Future
Meets BBST 465
Credit(s): 4.

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 490, 491 or 492 in place of YMDT 304 and 401.

Torrey Off-Campus Programs
Torrey Off-Campus Programs offer 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
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): 8.

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

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. Corequisite(s): YMDT 125. 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, Austen’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
Examines each of the Pauline Epistles. When Offered: Fall, sophomore year. Grade Mode: A. Credit(s): 4.

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

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
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): 4.

YMDT 401  On History and Rhetoric
Selects works on history, apologetics and rhetoric. When Offered: Spring, senior year. Grade Mode: A. Credit(s): 4.

YMDT 402  The Future
Explores 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, Douglass 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 the student’s major does not have an Integration requirement. When Offered: Spring, senior year. Grade Mode: A. Credit(s): 4.

YMDT 480 - Torrey Honors Thesis
The last term of the senior year will be devoted to writing a tutor-supervised thesis of not less than 12,000 words. These required four credits are counted toward the total number needed for graduation from Torrey and Biola University. The thesis may be waived for students who do senior theses, projects, recitals, etc., for their majors, with prior approval. Students may substitute an internship in their major field or a Torrey off-site program for the thesis with prior approval. The internship must be approved by the Torrey Thesis Director and student’s major advisor. All theses and internships should make a significant contribution to the student’s major field of study. When Offered: Fall and spring. Grade Mode: A. Credit(s): 4.

YMDT 490 - Selected Readings and Topics
Designed primarily for upper-division students in Torrey who want to study specialized topics not covered in catalog course offerings. Restriction(s): Special Approval of the Director required. Note(s): May be taken up to three times with different readings. Grade Mode: A. Credit(s): 1–4.

YMDT 491 - Independent Study
Independent readings on a topic chosen by the student. When Offered: Offered both semesters. Restriction(s): Special Approval of the Director required. Note(s): May be taken up to three times with different readings. Grade Mode: A. Credit(s): 1–4.

YMDT 492 - Torrey Off-Campus
Independent readings on a topic chosen by the professor. When Offered: Interterm, Summer. Restriction(s): Special Approval of the Director required. Note(s): May be taken up to three times with different readings. May substitute for the Torrey Honors Thesis with approval. Grade Mode: A. Credit(s): 1–4.
International Student Education

A division of the Cook School of Intercultural Studies

Faculty

Director: John Liang

The 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 TESOL 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 EILI 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 EILI 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)

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EILI 121</td>
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<td>EILI 122</td>
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<td>EILI 123</td>
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<td>EILI 124</td>
<td>2</td>
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<tr>
<td>EILI 126</td>
<td>3</td>
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Achievement Level 2: 131–134, 136 (14 Credits)

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<tbody>
<tr>
<td>EILI 131</td>
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<tr>
<td>EILI 132</td>
<td>3</td>
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<td>EILI 133</td>
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<td>EILI 134</td>
<td>2</td>
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<tr>
<td>EILI 136</td>
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Achievement Level 3: 141–146 (14 or 16 Credits)

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<tr>
<th>Course</th>
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<tr>
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<td>ENGL 142</td>
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<td>ENGL 143</td>
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<td>ENGL 144</td>
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<td>ENGL 145</td>
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### 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 - Speaking II**
An intermediate course in using American English for oral communication. Grade Mode: A. Credit(s): 2.

**EILI 136 - Writing**
An intermediate course in using American English for writing. Grade Mode: A. Credit(s): 3.

### 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 understanding 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 paraphrasing and summarizing 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 162 - English for the Non-Native Speaker: Oral Presentation Skills**
An advanced course in academic oral presentation skills. Grade Mode: A. Credit(s): 3.

**ENGL 171 - English for the Non-Native Speaker: Writing Workshop**
An advanced course in using English for writing. 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, provides 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 1½ 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 Study USA

General Information
Biola University values experiential and cross-cultural learning. We are committed to providing opportunities for our students to participate in Study Abroad/Study USA programs. These programs offer unique opportunities for students to make the world their classroom, going beyond the confines of the traditional classroom experience. Study Abroad/Study USA programs are vital to fulfilling our mission to educate students in mind and character and to impact the world for the Lord Jesus Christ.

Students are charged Biola’s standard on-campus tuition, the programs cost of room (or room and board), Biola Administrative Fee, and all students participating in an international Study Abroad program are required to pay the additional international health insurance fee. Depending on the program meals may be an additional out-of-pocket expense.

Refer to the Financial Information > Payment Options section of the catalog for information on individual payment plans for Fall and Spring Study Abroad/Study USA programs. Participating students may continue to qualify for federal, state and University aid in most Fall and Spring programs. This allows students to continue to obtain the maximum aid possible while participating Study Abroad/Study USA program. All students participating in Fall and Spring Study Abroad/Study USA programs are charged a $500 non-refundable Administrative Fee.

Under Biola’s Financial Aid regulations, students who attend a Study Abroad/Study USA program are eligible for full financial aid when the student commits to graduating in four years. Students who attend a Study Abroad/Study USA program must complete:

- Biola’s Study Abroad/Study USA application (biola.edu/ccce)
- Study program application (biola.edu/ccce)
- Biola’s Graduation Petition (biola.edu/registrar)

Curriculum Requirements
Coursework taken through Study Abroad/Study USA 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 Bible required, 15 must be taken in residence. Credits earned through a Study Abroad/Study USA program may be applied to up to 50% of a student’s Biola degree.

Students earning a Bachelor of Arts degree who take a foreign language while participating in a Study Abroad/Study USA program 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 participating in a Study Abroad/Study USA as only four credits are required.

Biola Programs

Biola in Ecuador Semester (QES)
livingandlearninginternational.com

The Biola in Ecuador Semester, hosted 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 excellent academics, cross-cultural ministry, mission, and relevant internship opportunities in a unique and challenging setting, the Biola in Ecuador Semester provides an opportunity for students to enjoy the rich interaction with their professors, program staff, 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. Semester courses cover a range of disciplines from Spanish language to Bible to Intercultural Studies to History. This interdisciplinary approach draws students from all majors and disciplines, and any student who desires to further their education and grow in their walk with Christ is encouraged to apply.

Along with receiving up to 18 credits—students will live, learn, and experience the beautiful country of Ecuador together. Each semester students will experience all four major regions of the country including Quito and the Andes mountains, the Galapagos Islands, the Amazon jungle, and the beautiful tropical coast. Each student will complete a 5-week homestay with an Ecuadorian family and grow in their ability to integrate life and learning to encourage deeper cross-cultural engagement and community development.

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

| BIOLA IN ECUADOR SEMESTER | \n|---|---|
| **RECOMMENDED COURSES** | **CREDITS** |
| Required Culture Courses | |
| Community Development Seminar/Intercultural Practicum | 1–3 |
| Ecuador 250: Art History and Culture of Ecuador | 3 |
| or Ecuador 350: History, Politics and Culture | |
| Required Spanish Courses (Select one or two) | |
| Spanish Language, Literature, and Composition (eight classes available, both lower and upper division) | 3–8 |
| Core Courses | |
| Biology | 3 |
| Christian Spiritual Formation | 3 |
| Studies in American Literature | 3 |
| Worldview and World Religions | 3 |
| Intercultural Communication | 3 |
| **Total** | **15–18** |
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 major 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, another upper-division BBST course (e.g. BBST 450: Advanced Study: Systematic Theology). 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/ccce.

Biola Student Exchange Program (ISE)
biola.edu/ccce/programs/detail/biolastudentexchange
The Biola 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 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/ccce.

BestSemester (CCCU) Programs
The Council for Christian Colleges and Universities (CCCU), an association of 119 members and 54-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 contact the Center for Cross Cultural Engagement.

Interested students can visit the Center for Cross-Cultural Engagement website: biola.edu/ccce 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, D.C. policy experts and practitioners directly. The Strategic Communication track engages communication professionals in a variety of fields to explore contemporary issues and ethics in strategic communication. Students leave with a portfolio of original work and experience working on a client-led advocacy and development project. Both tracks call on experienced Christians working in these fields to counsel students on the challenges and opportunities for ‘faithful practice’ as institutional leaders.

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

<table>
<thead>
<tr>
<th>AMERICAN STUDIES PROGRAM</th>
<th>RECOMMENDED COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Courses</td>
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<td></td>
</tr>
<tr>
<td>Internship (20–30 hrs/wk)</td>
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<tr>
<td>Topics in Leadership and Vocation</td>
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<td></td>
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<tr>
<td>Professional Mentorship (optional)</td>
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<tr>
<td>Project Track Courses</td>
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<td></td>
</tr>
<tr>
<td>Public Policy Initiatives Track:</td>
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<td></td>
</tr>
<tr>
<td>Applied Politics and Public Policy Seminar</td>
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<td></td>
</tr>
<tr>
<td>Public Policy Research Project</td>
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<td></td>
</tr>
<tr>
<td>Strategic Communications Track:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Studies in Strategic Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Advocacy, Fundraising, and Development</td>
<td>3</td>
<td></td>
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<tr>
<td>Total</td>
<td>15 or 16</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” and required to select either “Australian Aboriginal Cultures” or “Indigenous Cultures in Australia and Aotearoa (New Zealand).” Additionally, students choose electives from CHC offerings in the School of Christian Studies, Business, Education and Humanities, Ministries, and Social Sciences.

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Included in the elective offerings, students may select an internship through the School of Social Sciences. Students who register for an internship will still take the two core courses, as well as a Social Science co-requisite course based on the internship placement. Each internship student completes 100 hours of placement and receives a professional mentor. Students live with Australian families and volunteer with local community service providers. Trips vary from semester to semester but may include excursions to the Australian Outback, Aboriginal Communities and New Zealand. ASC students earn 16 semester credits.

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

**Australia Studies Centre**

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

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**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. Students choose between completing a broad Chinese Studies Concentration or a Business Concentration, which includes an internship at a Chinese-owned and operated business in China. Students also study standard Chinese language with the goal of attaining the ability to handle everyday transactions in Mandarin. The program begins the semester 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 X’ian. 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/ccce.

**Recommended Courses**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2–3</td>
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<td>3</td>
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<td>3</td>
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</tbody>
</table>

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**Contemporary Music Center (CMC)**

bestsemester.com/cmc

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/ccce.

**Recommended Courses**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
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**China Studies Program**

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Chinese (101 or 102)</td>
<td>2–3</td>
</tr>
<tr>
<td>Chinese History</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Society and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>Intercultural Communication</td>
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</table>

**Electives (Select 3–6 credits)**

<table>
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<th>Credits</th>
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<tbody>
<tr>
<td>3</td>
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**Contemporary Music Center**

<table>
<thead>
<tr>
<th>Recommended Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Core Courses (required)</td>
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</tr>
<tr>
<td>Faith, Music and Culture</td>
<td>3</td>
</tr>
<tr>
<td>Inside the Music Industry</td>
<td>3</td>
</tr>
<tr>
<td>Practicum: “CMC Tour”</td>
<td>1</td>
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<tr>
<td><strong>Artist Track</strong></td>
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<tr>
<td>Essentials of Songwriting</td>
<td>3</td>
</tr>
<tr>
<td>Studio Recording</td>
<td>3</td>
</tr>
<tr>
<td>Performance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Business Track</strong></td>
<td></td>
</tr>
<tr>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>Music Business Survey</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Media Marketing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Technical Track</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced Studio Recording</td>
<td>3</td>
</tr>
<tr>
<td>Audio Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Concert Production</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
</tbody>
</table>
India Studies Program (ISP)
bestsemester.com/isp

"Unity in Diversity" is the hallmark of the nation of India. The India Studies Program (ISP) 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 and 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. At its heart, the India Studies Program strives to encourage and equip students to effectively relate to India and its people in an informed, constructive and Christ-centered manner. ISP students earn 16 credits.

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

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

<table>
<thead>
<tr>
<th>LATIN AMERICAN STUDIES PROGRAM</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>RECOMMENDED COURSES</strong></td>
<td><strong>CREDITS</strong></td>
</tr>
<tr>
<td>Spanish Language</td>
<td>6</td>
</tr>
<tr>
<td>Latin American History and Contemporary Issues</td>
<td>3</td>
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<tr>
<td>Regional Study Travel</td>
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<tr>
<td>Concentration Courses</td>
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</tr>
<tr>
<td><strong>Total</strong></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” (a film production course), 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/ccce.

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

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

Based in Amman, Jordan, 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/ccce.

<table>
<thead>
<tr>
<th>MIDDLE EAST STUDIES PROGRAM</th>
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</thead>
<tbody>
<tr>
<td><strong>RECOMMENDED COURSES</strong></td>
<td><strong>CREDITS</strong></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><strong>Total</strong></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/ccce.

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

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 undergraduate research seminar and the British landscape course. Second term students write a thesis on a topic of their choice. 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 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 minimum 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/ccce.

<table>
<thead>
<tr>
<th>SCHOLARS’ SEMESTER IN OXFORD</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>Recommended Courses</td>
<td></td>
</tr>
<tr>
<td>Primary Tutorial</td>
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<tr>
<td>Secondary Tutorial</td>
<td>3</td>
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<tr>
<td>Integrative Seminar</td>
<td>4</td>
</tr>
<tr>
<td>British Studies Core Course</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
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</table>

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 and 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/ccce.

<table>
<thead>
<tr>
<th>UGANDA STUDIES PROGRAM</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>Recommended Courses</td>
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<tr>
<td>Faith and Action in the Ugandan Context</td>
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<tr>
<td>African Context Courses</td>
<td>3–12</td>
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<tr>
<td>Elective/African Context Course (optional)</td>
<td>3</td>
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<tr>
<td>Total</td>
<td>13–16</td>
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</tbody>
</table>

Affiliated Semester Programs

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.

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.

A semester with CCSP New Zealand is available Fall or Spring semester and is suitable for all majors, but particularly for Intercultural Studies, Biology, and Sociology majors. Beginning in Fall 2015 CCSP’s Belize semester is only available for the Fall semester and is suitable for all majors, but particularly Intercultural Studies, Biology, and Sociology majors.

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

<table>
<thead>
<tr>
<th>CCSP RECOMMENDED COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Leadership</td>
<td>13–16</td>
</tr>
</tbody>
</table>
**Creation Care Study Program**

<table>
<thead>
<tr>
<th>RECOMMENDED COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belize</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sustainable Community Development</td>
<td>4</td>
</tr>
<tr>
<td>God and Nature</td>
<td>4</td>
</tr>
<tr>
<td>Tropical Ecosystems</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Literature</td>
<td>3</td>
</tr>
<tr>
<td>Internship Elective (Optional)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15–17</strong></td>
</tr>
<tr>
<td>New Zealand</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sustainable Community Development</td>
<td>4</td>
</tr>
<tr>
<td>New Zealand Ecosystems</td>
<td>4</td>
</tr>
<tr>
<td>God and Nature</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Literature</td>
<td>3</td>
</tr>
<tr>
<td>Te Reo Maori (Maori language)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Justice Studies in Honduras (DSP)**

[calvin.edu/academic/off-campus/programs/honduras-justice](calvin.edu/academic/off-campus/programs/honduras-justice)

Students from all majors are invited to the Justice Studies in Honduras semester, offered through Calvin College’s off-campus programs. Whether through an interview with a worker in a garment factory or a lecture from one of Honduras’ top politicians, this semester will open your eyes to a new way of thinking about justice as something that’s possible. Earn 15 credits of coursework in community development and Honduran culture, taught by professors who live out what they are teaching. Choose a two-week practicum where you work with an organization of your choice. Learn Spanish from your Honduran family while living in the beautiful town of Santa Lucia, just outside the capital city, Tegucigalpa.

Students will be ineligible to receive University Aid when attending the Justice Studies in Honduras Program. Prior to the beginning of the Justice Studies in Honduras program students must meet with a Financial Aid Counselor and request a University Aid leave of absence to ensure University Aid will be reinstated upon return from this program.

For contact information please visit the following website: [biola.edu/ccce](biola.edu/ccce).

<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>12–15</strong></td>
</tr>
</tbody>
</table>

**Au Sable Institute of Environmental Studies**

[ausable.org](ausable.org)

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.

For contact information please visit the following website: [biola.edu/ccce](biola.edu/ccce).

**Interterm and Summer Programs**

**Biola Study Tours**

During Interterm and Summer, Biola offers a variety of 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/ccce](biola.edu/ccce).
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
Accounting, B.B.A.

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 Business Administration in Accounting, students will be able to:

1. Demonstrate a knowledge and understanding of general business theories and practices and a special field of business emphasis by (ULO 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.
   - Identifying the effects of globalization and how to compete in a global marketplace.
   - Demonstrate knowledge and understanding of accounting practices, techniques, and measurements.

2. 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):
   - Identify and articulate business problems.
   - Design & implement appropriate strategies to solve business problems based on relevant research, experiences, etc.
   - Observe, collect, analyze and interpret data.
   - Appropriately utilize technology in a business setting.
   - Analyze business problems and produce principled-based solutions.

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

4. Articulate faith and vocational integration through (ULO 3):
   - Applying the Biblical principles of justice, truth, love and humility in both their business and personal lives.
   - 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 Business Administration in Accounting is offered upon the completion of the University baccalaureate requirements for a total of 124 credits. The Accounting major requires 54 credits, 33 of which 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:

1. Complete, with a minimum of a "C" (2.0) grade in each of the following courses: BUSN 201 - Principles of Macroeconomics, BUSN 202 - Principles of Microeconomics, BUSN 211 - Principles of Accounting I, BUSN 212 - Principles of Accounting II and BUSN 311 - Intermediate Accounting I; ENGL 100 - Basic Studies in Critical Thinking and Writing or ENGL 112 - Studies in Critical Thinking and Writing I, and ENGL 113 - Studies in Critical Thinking and Writing II; MATH 190 - Business Statistics and MATH 103 - Calculus for Management Sciences (totaling 27 semester hours), or the equivalent; with a cumulative grade point average of 2.50. A minimum requirement of 30 hours of General Education (including Bible) must be completed.

2. Accomplish an overall cumulative GPA of 2.50 in all college level course work completed at the time of formal application to the Crowell School of Business.

3. 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 the semester in which the student is completing the requirements.

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

5. 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.

PHIL 215, COMM 181 and PSYC 200 are recommended for all business majors. The following courses are required to partially fulfill the general education requirement for Math/Science:

- MATH 103 - Calculus for Management Sciences
- MATH 190 - Business Statistics

Core Requirements (54 Credits)
Students must take the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 201</td>
<td>Principles of Macroeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 202</td>
<td>Principles of Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Principles of Accounting I</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 212</td>
<td>Principles of Accounting II</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 220</td>
<td>Management Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
<td>3.0</td>
</tr>
<tr>
<td>OR</td>
<td>BUSN 231 Introduction to Marketing:</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Practical Application</td>
<td></td>
</tr>
<tr>
<td>BUSN 240</td>
<td>Principles of Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 301</td>
<td>Business Writing and Case Analysis</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 311</td>
<td>Intermediate Accounting I</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 312</td>
<td>Intermediate Accounting II</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 313</td>
<td>Cost Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 316</td>
<td>Federal Income Tax for Partnerships,</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Corporations and Estates</td>
<td></td>
</tr>
<tr>
<td>BUSN 317</td>
<td>Accounting Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 361</td>
<td>Business Law</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 370</td>
<td>Business Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 411</td>
<td>Advanced Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 412</td>
<td>Auditing</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSN 470</td>
<td>Strategic Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>ANTH 222</td>
<td>Physical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 223</td>
<td>Physical Anthropology Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 215</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 310</td>
<td>Introduction to Linguistic Anthropology: Language, Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 345</td>
<td>Ethnographic Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 350</td>
<td>Anthropological Field Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 401</td>
<td>History of Anthropological Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>INAL 301</td>
<td>General Articulatory Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>INAL 313</td>
<td>Language and Culture Learning</td>
<td>3</td>
</tr>
<tr>
<td>INAL 403</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
<tr>
<td>INAL 405</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
<tr>
<td>INAL 446</td>
<td>Introduction to Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>INAL 452</td>
<td>Field Methods in Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>INCS 322</td>
<td>Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>INCS 331</td>
<td>Peoples of Ethnic America</td>
<td>3</td>
</tr>
<tr>
<td>INCS 332</td>
<td>Peoples of the World</td>
<td>3</td>
</tr>
<tr>
<td>INCS 345</td>
<td>Introduction to International Development</td>
<td>3</td>
</tr>
<tr>
<td>INCS 347</td>
<td>Micro Issues in Relief and Development</td>
<td>3</td>
</tr>
<tr>
<td>INCS 375</td>
<td>Understanding the City</td>
<td>3</td>
</tr>
<tr>
<td>INCS 420</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 430</td>
<td>Seminar: Topics in Intercultural Health Care</td>
<td>3</td>
</tr>
<tr>
<td>INCS 433</td>
<td>Community Development Models and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>INCS 435</td>
<td>Project Evaluation and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>INCS 445</td>
<td>New Religious Movements</td>
<td>3</td>
</tr>
<tr>
<td>INCS 458</td>
<td>Village and Tribal Cultures</td>
<td>3</td>
</tr>
<tr>
<td>INCS 459</td>
<td>Urban Transformation</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 346</td>
<td>Urban Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 353</td>
<td>Religion in Public Life</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 362</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 370</td>
<td>American Culture and Values</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 402</td>
<td>Religion and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 443</td>
<td>Methods of Sociological Research</td>
<td>3</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 400</td>
<td>Political Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 403</td>
<td>Economic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 420</td>
<td>Topics in Urban Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>INCS 345</td>
<td>Introduction to International Development</td>
<td>3</td>
</tr>
<tr>
<td>INCS 347</td>
<td>Micro Issues in Relief and Development</td>
<td>3</td>
</tr>
<tr>
<td>INCS 430</td>
<td>Seminar: Topics in Intercultural Health Care</td>
<td>3</td>
</tr>
<tr>
<td>INCS 433</td>
<td>Community Development Models and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>INCS 435</td>
<td>Project Evaluation and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 348</td>
<td>Social Change in the Developing World</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 215</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 312</td>
<td>Archaeology Methods and Theories</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 315</td>
<td>Field Methods in Archaeology I</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 316</td>
<td>Field Methods in Archaeology II</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 321</td>
<td>Prehistoric Cultures of North America</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 330</td>
<td>California Native Americans</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 365</td>
<td>Biblical Archaeology: Ancient Near East</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 366</td>
<td>Biblical Archaeology: Palestine</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 367</td>
<td>Egyptian Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 410</td>
<td>Topics in Archaeology</td>
<td>1–4</td>
</tr>
<tr>
<td>ANTH 430</td>
<td>Field Excursion: Turkey, Greece and Rome</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 432</td>
<td>Field Excursion: Israel</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 450</td>
<td>Internship in Archaeology</td>
<td>1–3</td>
</tr>
</tbody>
</table>

Linguistic Anthropology
The linguistic anthropology concentration is designed for students interested in the relationship of language in culture. Courses include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 222</td>
<td>Physical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 223</td>
<td>Physical Anthropology Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

57
students will be able to:

1. Demonstrate foundational knowledge and comprehension of applied psychology subject matter through examination or learning portfolio (ULO 1).
2. Demonstrate knowledge of and apply basic research methods in psychology, including research design, data analysis, and interpretation (ULO 1).
3. Use research to understand and apply relevant psychological principles in the workplace, community, and society at large (ULO 3).
4. Demonstrate knowledge and skill in integrating a biblical worldview with their work, ministry, and family life (ULO 2).

**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, 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 36 credits beyond the PSYC 200 - Introduction to Psychology, 24 of which must be upper-division.

**Core Requirements (36 Credits)**
All students must take the following twelve core courses:

- 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.
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
The following are the general education requirements for B.A. Biblical and Theological Studies majors (not those in the Preaching and Pastoral Ministry concentration). 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 102 Elementary Hebrew Grammar II 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.

6 credits of 300/400-level Bible electives

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 Office of the Registrar 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
The following are the core requirements for B.A. Biblical and Theological Studies majors (not those in the Preaching and Pastoral Ministry concentration). 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.

Concentration
Preaching and Pastoral Ministry
The Concentration in Preaching and Pastoral Ministry is designed to equip students for leadership and preaching in church or parachurch settings. It is also designed to prepare students to pursue the accelerated B.A. + M.A. in Preaching and Pastoral Ministry. In addition to the learning objectives of the B.A. in Biblical and Theological Studies, this concentration aims to produce graduates who:

- are developing in spiritual and emotional self-awareness and health
- prepare and present sermons demonstrating biblical accuracy, oral clarity and contemporary relevance.
• understand the leadership skills needed to guide Christian communities in the tasks of the church: making and growing disciples, worshiping, praying, and impacting the broader community.

Upon successful completion of the Preaching and Pastoral Ministry concentration, students may enter into the Preaching and Pastoral Ministry concentration in the M.A. in Christian Ministry and Leadership (M.A. PPM), and complete it in an accelerated format. The Preaching and Pastoral Ministry Concentration is a specialized concentration that allows students to begin taking graduate courses in the senior year, and thus complete a B.A. and an M.A. faster.

Admission into Biola University does not guarantee admission into the Preaching and Pastoral Ministry Concentration of the B.A. in Biblical and Theological Studies. Entry into this concentration requires the following:

1. Submit an application to the department of Biblical and Theological Studies at the end of the freshman or sophomore year.
2. Earn an overall GPA of 3.0, and grades of "B" or higher in any coursework taken so far that will be used toward the M.A. PPM: BBST 103, 105, 109, 110, 251, 254, 312, 413; two BBST 300/400 electives; BLGR 101, 102, 201, 202. (Failure to earn a "B" or higher in one of these courses will result in the student not receiving credit towards their entry into the M.A. PPM)
3. Be involved in some form of Christian service and have a sense of call or desire to pursue ministry.

The senior year of this concentration includes both graduate and undergraduate courses. In order to begin the senior year portion of the concentration, students must complete the following:

1. Maintain adequate involvement in the program’s co-curricular mentoring and spiritual formation activities during the sophomore and junior year.
2. Continue involvement in Christian service during the sophomore and junior year.
3. Earn grades of “B” or higher in all coursework that will be used toward the M.A. PPM: BBST 103, 105, 109, 110, 251, 254, 312, 413; two BBST 300/400 electives; BLGR 101, 102, 201, 202. (Failure to earn a “B” or higher in one of these courses will result in the student not receiving credit for that course upon entry into the M.A. PPM)
4. Apply and be admitted to Talbot’s M.A. in Christian Ministry and Leadership with a concentration in Preaching and Pastoral Ministry program. One of the required letters of recommendation must come from the director of the Preaching and Pastoral Ministry program.

Students who are not admitted into the senior year portion of the B.A. PPM may return to the non-concentration B.A. in Biblical and Theological Studies, where no credits will be lost or wasted.

For more information on the graduate curriculum, see the M.A. in Christian Ministry and Leadership, Preaching and Pastoral Ministry concentration.

General Education Requirements
For the student’s general education Foreign Language requirement, the student must take 12 credits of Greek.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>BLGR 101</td>
<td>3</td>
</tr>
<tr>
<td>BLGR 102</td>
<td>3</td>
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<tr>
<td>BLGR 201</td>
<td>3</td>
</tr>
<tr>
<td>BLGR 202</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration-Specific Requirements (18 Credits)
Students enrolling in the Preaching and Pastoral Ministry concentration will take the following core courses in place of the Core Requirements section listed above. All students in this concentration must complete the General Bible Requirements listed above (excluding the two electives) plus:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 301 Biblical Studies Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BBST 311 Biblical Backgrounds</td>
<td>3</td>
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<tr>
<td>BBST 312 Principles of Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>BBST 413 Biblical Theology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BBST 414 Systematic Theology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BBST 455 Pauline Theology: Romans</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate Coursework (19 Credits)
Seniors in the Preaching and Pastoral Ministry concentration may take the following graduate courses during their senior year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTHT 514 Historical Theology Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604 Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 605 Exegesis in the Epistles</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 591 Introduction to Field Education</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 699 Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 610 Contemporary Biblical Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTF 501 Introduction to Spiritual Theology and Formation</td>
<td>2–3</td>
</tr>
</tbody>
</table>

Must be taken for 3 credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTF 503 Personal Foundations for Spiritual Formation</td>
<td>2–3</td>
</tr>
</tbody>
</table>

Must be taken for 3 credits.

Elective Requirements (15 Credits)
Choose 15 credits of 300 or 400 level BBST electives. One course must be a New Testament elective and one must be an Old Testament elective.

Biochemistry, B.S.

Mission
The mission of the Bachelor of Science in Biochemistry is to train and mentor students to become skilled scientists who will glorify God and be good stewards of His creation as they serve others in research, health care, academia, and industry.

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
his 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 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 cumulative GPA of 2.5 or higher in their first year of chemistry, physics and/or math courses taken at Biola. Depending on the major, these courses may include: 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, and CHEM 312 - Laboratory in Organic Chemistry II.

**Core Requirements (53 Credits)**

Required lower division courses (25 credits) include:

- BIOS 111 General Biology I Credit(s): 3.
- BIOS 113 General Biology I Laboratory Credit(s): 1.
- CHEM 105 General Chemistry I Credit(s): 4.
- CHEM 106 General Chemistry II Credit(s): 4.
- MATH 105 Calculus I Credit(s): 4.
- PHSC 124 Data Analysis and Presentation Credit(s): 1.

Choose one of the following two options:

- 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.

Or:

- 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.

Required upper-division courses (28 credits) include:

- BIOS 312 Cell and Molecular Biology 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 350 Analytical Chemistry Credit(s): 5.

Choose one of the following two options:

- CHEM 380 OR Introduction to Physical Chemistry Credit(s): 3.
- CHEM 402 Physical Chemistry I Credit(s): 3.
- CHEM 411 Biochemistry I Credit(s): 3.
- CHEM 412 Biochemistry II Credit(s): 3.
- CHEM 413 Laboratory in Biochemistry Credit(s): 2.
- PHSC 460 Capstone Seminar Credit(s): 1.

**Elective Requirements (7 Credits)**

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

- BIOS 112 General Biology II Credit(s): 3.
- BIOS 114 General Biology II Laboratory Credit(s): 1.
- BIOS 281 Physiology Credit(s): 4.
- BIOS 282 Microbiology Credit(s): 4.
- BIOS 311 Neurobiology Credit(s): 3.
- BIOS 322 Laboratory in Cell and Molecular Biology Credit(s): 2.
- BIOS 332 Genetics Credit(s): 4.
- BIOS 382 Vertebrate Physiology Credit(s): 4.
- BIOS 431 Developmental Biology Credit(s): 4.
- BIOS 445 Immunology Credit(s): 4.
- CHEM 332 Environmental Chemistry Credit(s): 4.
- CHEM 352 Fundamentals of Material Science Credit(s): 3.
- CHEM 360 Inorganic Chemistry Credit(s): 3.
- CHEM 405 Physical Chemistry II Credit(s): 4.
- CHEM 420 Special Topics in Chemistry Credit(s): 1–3.
- CHEM 480 Special Project in Chemistry Credit(s): 1–3.
- MATH 106 Calculus II Credit(s): 4.
- MATH 318 Biostatistics Credit(s): 3.
- PHSC 234 General Physics III: Waves, Optics and Modern Physics Credit(s): 4.
- PHSC 311 Computer Techniques in Science and Engineering Credit(s): 3.
- PHSC 321 Circuits and Instrumentation I Credit(s): 5.
- PHSC 450 Special Topics in Physical Science Credit(s): 1–3.

**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 Biological Science, 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 biomolecular 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 biological science majors.

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: 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.

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 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): 3.
- 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.

**Elective Requirements**

Choose a minimum of 16 credits of biological science electives, 12 of which must be upper-division.

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**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**

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 biological science majors.

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

**PSYC 200** Introduction to Psychology Credit(s): 3.

**Core Requirements (78 Credits)**

Students must complete a minimum of 37 credits of Biological Science courses and a minimum of 23 credits of Chemistry, Physics, and Mathematics courses including the following:

- **BIOS 103** Introduction to Environmental Science Credit(s): 3.
- **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 236** Principles of Human Anatomy and Physiology Credit(s): 4.
- **BIOS 326** Sciences CSET Preparation Credit(s): 1.
- **BIOS 401** General Ecology Credit(s): 4.
- **CHEM 105** General Chemistry I Credit(s): 4.
- **CHEM 106** General Chemistry II Credit(s): 4.
- **CHEM 321** Basic Organic and Biochemistry Credit(s): 3.
- **CHEM 322** Basic Organic and Biochemistry Lab 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 210** Introduction to Probability and Statistics Credit(s): 3.
- **MATH 318** Biostatistics Credit(s): 3.

**Education Course Requirements (18 Credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 301</td>
<td>Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 330</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 341</td>
<td>Methods of Teaching Linguistically Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 425</td>
<td>Secondary Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 433</td>
<td>Single Subject Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>LEDU 436</td>
<td>Secondary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 437</td>
<td>Secondary Curriculum Fieldwork</td>
<td>1</td>
</tr>
</tbody>
</table>

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 (12 Credits)**

Choose at least 12 credits of upper-division Biological Science elective courses.

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**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:

1. **Critical Thinking:** Students will demonstrate the ability to identify, analyze, and evaluate alternative solutions to a wide range of business problems by presenting reliable, valid, and logical arguments that drive innovation (ULO 1).
2. **Technology and Analytical:** Students will demonstrate their understanding of the role digital technologies play in the success of organizations and will demonstrate proficiency in the use of digital technologies by solving business problems using those technologies (ULO 1).
3. **Communications:** Students will apply effective communication, research, and technological skills to business situations, write professional business documents, work effectively in teams, and prepare and deliver effective oral presentations (ULO 2).
4. Spiritual: Students will articulate their knowledge of biblical principles and their application to integrity, humility, and ethical business behavior (ULO 3).

Concentration Learning Outcomes - International Business
Graduates of the International Business concentration will be able to:

- Understand the economic, cultural, and political factors that are relevant when doing business in a foreign country.
- Able to analyze the opportunities and risks associated with doing business internationally.
- Able to work with or manage people from various ethnic or religious backgrounds.

Concentration Learning Outcomes - Management
Graduates of the Management concentration will be able to:

- Reference and practically apply fundamental principles and management/leadership theories.
- Apply new emerging management and leadership theory, human resources management concepts, and legal requirements.
- Demonstrate the ability to contribute effectively to a leaderless and consensus driven team.

Concentration Learning Outcomes - Marketing
Graduates of the Marketing concentration will be able to:

- Demonstrate acquired knowledge through conducting primary and secondary research, create surveys analyze data and present research findings.
- Demonstrate effective sales presentation skills.
- Execute a real world client marketing plan for a non-profit organization and leadership theory, human resources management concepts, and legal requirements.
- Demonstrate the ability to contribute effectively to a leaderless and consensus driven team.

Concentration Learning Outcomes - Marketing Management
Graduates of the Marketing Management concentration will be able to:

- Explain key concepts, theories and practices important to the management of organizations and apply them to specific situations facing organizations.
- Analyze marketing problems or opportunities facing an organization, and solve marketing problems using quantitative and qualitative analysis.
- Identify areas of ethical concern facing marketing management professionals and articulate appropriate ethical guidelines based upon Biblical principles.

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: 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:

1. Complete, with a minimum of a “C” (2.0) grade in each of the following courses: BUSN 201 - Principles of Macroeconomics, BUSN 202 - Principles of Microeconomics, BUSN 211 - Principles of Accounting I, BUSN 212 - Principles of Accounting II; ENGL 100 - Basic Studies in Critical Thinking and Writing or ENGL 112 - Studies in Critical Thinking and Writing I, and ENGL 113 - Studies in Critical Thinking and Writing II; MATH 190 - Business Statistics and MATH 103 - Calculus for Management Sciences (totaling 24 semester hours), or the equivalent; with a cumulative grade point average of 2.50. A minimum requirement of 30 hours of General Education (including Bible) must be completed.

2. Accomplish an overall cumulative GPA of 2.50 in all college level course work completed at the time of formal application to the Crowell School of Business.

3. 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 the semester in which the student is completing the requirements.

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

5. 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. PHIL 215, COMM 181 and PSYC 200 are recommended for all business majors. The following courses are required to partially fulfill the general education requirement for Math/Science:

- MATH 103 Calculus for Management Sciences Credit(s): 3.
- MATH 190 Business Statistics Credit(s): 3.

Core Requirements

- BUSN 201 Principles of Macroeconomics Credit(s): 3.
- BUSN 202 Principles of Microeconomics Credit(s): 3.
- BUSN 211 Principles of Accounting I Credit(s): 3.
- BUSN 212 Principles of Accounting II Credit(s): 3.
- BUSN 220 Management Information Systems Credit(s): 3.
- BUSN 240 Principles of Management Credit(s): 3.
- BUSN 301 Business Writing and Case Analysis Credit(s): 3.
- BUSN 361 Business Law Credit(s): 3.
- BUSN 370 Business Finance Credit(s): 3.
- BUSN 403 Digital Business Credit(s): 3.
- BUSN 470 Strategic Management Credit(s): 3.

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

International Business
Students must complete 60 credits.

Note: All students in the International Business emphasis are encouraged to take ANTH 200 for GE Behavioral Science.

Concentration-Specific Requirements
Cross-cultural/overseas learning experience: Every International Business student must participate in a cross-cultural/overseas learning experience that allows them to apply skills learned in the classroom in a foreign environment. This may be fulfilled by taking a business-related internship of at least 6 weeks in length. Students are encouraged to fulfill this requirement by participating in an approved study-abroad program either before or during their Junior year. Whichever option a student chooses, it must be pre-approved by the student’s academic advisor. Students will be required to demonstrate completion of this requirement in their e-portfolio.

- ANTH 403 Economic Anthropology Credit(s): 3.
- BUSN 230 Introduction to Marketing Credit(s): 3.
- BUSN 231 Introduction to Marketing: Practical Application Credit(s): 3.
- BUSN 344 Global Marketing Management Credit(s): 3.
BUSN 347  Global Business Environment  Credit(s): 3.
BUSN 375  Business as Mission  Credit(s): 3.
BUSN 472  Capstone for International Business Concentration  Credit(s): 3.

And:

INCS 322  Intercultural Adjustment  Credit(s): 3.
OR
INCS 420  Intercultural Communication  Credit(s): 3.

**Elective Requirements**

Choose 3 credits of upper-division Business electives.
Choose 3 credits of upper-division Intercultural Studies electives.

**Management**

Students must complete 60 credits.

**Concentration-Specific Requirements**

BUSN 230  Introduction to Marketing  Credit(s): 3.
BUSN 231  Introduction to Marketing: Practical Application  Credit(s): 3.
BUSN 318  Human Resource Management  Credit(s): 3.
BUSN 328  Organizational Behavior  Credit(s): 3.
BUSN 347  Global Business Environment  Credit(s): 3.
BUSN 410  Customer Relationship Management  Credit(s): 3.
BUSN 421  Leadership and Change  Credit(s): 3.
BUSN 464  Entrepreneurship and Small Business Management  Credit(s): 3.
BUSN 473  Capstone for Management Concentration  Credit(s): 3.

**Elective Requirements**

Choose 3 credits of upper-division Business electives.

**Marketing**

Students must complete 60 credits.

**Concentration-Specific Requirements**

BUSN 231  Introduction to Marketing: Practical Application  Credit(s): 3.
BUSN 344  Global Marketing Management  Credit(s): 3.
BUSN 410  Customer Relationship Management  Credit(s): 3.
BUSN 435  Business to Business Marketing  Credit(s): 3.
BUSN 438  Marketing for Non-Profit Organizations  Credit(s): 3.
BUSN 474  Capstone for Marketing Concentration  Credit(s): 3.

**Elective Requirements**

Choose 3 credits of upper-division Marketing electives.
Choose 3 credits of upper-division Business electives.

**Marketing Management**

Students must complete 60 credits.

**Concentration-Specific Requirements**

BUSN 231  Introduction to Marketing: Practical Application  Credit(s): 3.
BUSN 318  Human Resource Management  Credit(s): 3.
BUSN 328  Organizational Behavior  Credit(s): 3.
BUSN 334  Promotions  Credit(s): 3.
BUSN 344  Global Marketing Management  Credit(s): 3.
BUSN 410  Customer Relationship Management  Credit(s): 3.
BUSN 464  Entrepreneurship and Small Business Management  Credit(s): 3.
BUSN 475  Capstone for Marketing Management Concentration  Credit(s): 3.

**Elective Requirements**

Choose 3 credits of upper-division Business Marketing or Business Management electives.

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**Chemistry, B.S.**

**Mission**

The mission of the Bachelor of Science in Chemistry is to train and mentor students to become skilled scientists who will glorify God and be good stewards of His creation as they serve others in research, health care, academia, and industry.

**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 cumulative GPA of 2.5 or higher in their first year of chemistry, physics and/or math courses taken at Biola. Depending on the major, these courses may include: 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, and 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)**

- 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.
- CHEM 350  Analytical Chemistry  Credit(s): 5.
A Degree Program

Upon parachurch its graduates for entry-level professional ministries in church and Christian administration one
Demonstrate of agencies
of Ministries the
commitments and responsibilities 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 (ULO 2).
4. Demonstrate skills in leadership development (ULO 3).
5. Demonstrate skills in ministry functions (including: teaching, and one of the following: evangelism/discipleship, counseling and administration skills) (ULO 3).

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.

Concentrations
In addition to the 39-credit core, each student is encouraged to select a concentration of 8 credits to be taken within the Christian Ministries Department to fulfill his/her elective requirements. 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, or Diversified. The Diversified concentration allows the student to design a program that best suits his/her vocational interests. Regardless, all students in Christian Ministries must complete a minimum of 24 upper-division credits in CEED coursework in order to graduate.

Adult and Family
Vocational opportunities with this concentration include director/pastor of adult and family ministries or associate pastor with responsibilities in these areas.

- CEED 433 Family Ministries in the Church Credit(s): 2.
- CEED 479 Programming for Christian Ministries Credit(s): 2.
- CEED 486 Advanced Studies in Family Ministry Credit(s): 2.

Elective Requirements (2 Credits)
Choose 2 credits of CEED electives.

Children
Vocational opportunities with this option include children’s director or minister in a local church, a staff member with organizations that minister to children in the United States or on a mission field, or a writer of programming materials and curriculum for use with children and preschoolers.

- CEED 433 Family Ministries in the Church Credit(s): 2.
- CEED 479 Programming for Christian Ministries Credit(s): 2.
- CEED 486 Advanced Studies in Children’s Ministries Credit(s): 2.

Elective Requirements (2 Credits)
Choose 2 credits of CEED electives.
Diversified
This option is for those who wish to design a concentration unique to their interests. Students interested in areas such as ministry-based camping, counseling, music and worship arts, intercultural ministry, media ministry, and the like will find an opportunity to integrate ministry training with those particular fields of study.

For those who desire to pursue graduate work, the undergraduate major has been designed to prepare the student for continued academic and professional development through enrollment in a theological seminary. The student graduating with a Bachelor of Arts in Christian Ministries may be able to take advantage of accelerated Master of Arts or Master of Divinity programs offered at Talbot School of Theology. Several concentrations are offered with the M.A. degree. Specific information and qualifications for these degree programs may be secured through an academic advisor in the C.E. department or from the Talbot admissions office.

Youth
Vocational opportunities for youth concentration would include a local church youth director or minister, a club director for youth parachurch agencies, a youth camp director, a Christian education director in a church that emphasizes youth or an assistant or associate pastor with responsibilities for youth.

Concentration-Specific Requirements (6 Credits)
- CEED 441 Adolescent Culture and Development 2 credits
- CEED 479 Programming for Christian Ministries 2 credits
- CEED 484 Advanced Studies in Youth Ministries 2 credits

Elective Requirements (2 Credits)
Choose 2 credits of CEED electives.

Retreat
Each year during the Fall Semester, the Christian Ministries department sponsors an all student retreat for the purpose of facilitating department-wide community building, communication, spiritual formation, team building, and academic advising. There is a non-refundable $175 fee assessed 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, complete your application online at academics.biola.edu/cma/admissions by the appropriate deadline indicated on the website.

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 administrative assistant 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

Guerilla 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 premieres, 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 for students earning a Bachelor of Arts in Cinema and Media Arts. More information about these experiential learning programs can be found in the “Study Abroad and Study USA” section of this catalog, or at biola.edu/ccce/programs. 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**
Biola’s Cinema and Media Arts department offers CNMA 359, Motion Picture Production, where students produce short or feature length films in conjunction with writers and producers in Tokyo, Japan. When this course is offered a typical cycle will include: the pre-production class which takes place in the fall; the actual production phase which takes place during Interterm; and 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**

**Media Management**
A media management concentration introduces students to the business principles that drive the entertainment industry. Media managers make strategic decisions regarding what films get produced and what TV shows get broadcast. By combining classes in mass media and business, students are equipped to serve as producers or development and marketing executives, en route to corporate management.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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<tbody>
<tr>
<td>CNMA 204</td>
<td>The Entertainment Business</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 301</td>
<td>New Media</td>
<td>2</td>
</tr>
<tr>
<td>CNMA 353</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 359</td>
<td>Motion Picture Production</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 433</td>
<td>Mass Media Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 440</td>
<td>Cinema and Media Arts Internship</td>
<td>1–3</td>
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CNMA 440 must be taken for a total of 4 credits.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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<tbody>
<tr>
<td>CNMA 455</td>
<td>Media Management</td>
<td>3</td>
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<tr>
<td>CNMA 456</td>
<td>Senior Media Project</td>
<td>3</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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<tbody>
<tr>
<td>CNMA 458</td>
<td>Mass Communication Research</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>CNMA 470 Cinema and Media Arts Seminar</td>
<td>1–3</td>
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**And:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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<tbody>
<tr>
<td>BUSN 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>CNMA 101 The Art of Storytelling</td>
<td>3</td>
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<tr>
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<tbody>
<tr>
<td>BUSN 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>CNMA 302 Production Management</td>
<td>3</td>
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**And:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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<tbody>
<tr>
<td>CNMA 355</td>
<td>History of Television Programming</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>CNMA 449 The Role of the Producer</td>
<td>3</td>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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<tr>
<td>CNMA 358</td>
<td>Motion Picture Pre-Production</td>
<td>3</td>
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<tr>
<td>OR</td>
<td>CNMA 452 Motion Picture Post-Production</td>
<td>3</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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<tbody>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
<td>3</td>
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<tr>
<td>OR</td>
<td>CNMA 392 Principles of Advertising</td>
<td>3</td>
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**Elective Requirements**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
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<tbody>
<tr>
<td>COMM 387</td>
<td>Organizational Communication</td>
<td>3</td>
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</table>

An upper-division CNMA elective.

**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**

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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>CNMA 101</td>
<td>The Art of Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 102</td>
<td>Visual Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 104</td>
<td>History of Cinema</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 251</td>
<td>Audio Recording</td>
<td>2</td>
</tr>
<tr>
<td>CNMA 262</td>
<td>Directing for TV and Film</td>
<td>2</td>
</tr>
<tr>
<td>CNMA 301</td>
<td>New Media</td>
<td>2</td>
</tr>
<tr>
<td>CNMA 302</td>
<td>Production Management</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 303</td>
<td>Cinematography</td>
<td>2</td>
</tr>
<tr>
<td>CNMA 315</td>
<td>Editing for Film and Television</td>
<td>2</td>
</tr>
<tr>
<td>CNMA 353</td>
<td>Media Literacy</td>
<td>3</td>
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<tr>
<td>CNMA 359</td>
<td>Motion Picture Production</td>
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<tbody>
<tr>
<td>CNMA 440</td>
<td>Cinema and Media Arts Internship</td>
<td>1–3</td>
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CNMA 440 must be taken for a total of 3 credits.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CNMA 456</td>
<td>Senior Media Project</td>
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Credit(s): 1–2.
Credit(s): 2.

Sciences and Disorders, students will be able to:

Writing for Film and Television
The Writing for Film and Television 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

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<td>CNMA 358</td>
<td>Motion Picture Pre-Production</td>
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<td>OR</td>
<td>CNMA 452 Motion Picture Post-Production</td>
<td>3</td>
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</tbody>
</table>

Elective Requirements
Choose 8 credits of upper-division Cinema and Media Arts electives.

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 100</td>
<td>Biological Principles: Lecture</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 101</td>
<td>Physical Science Survey: Lecture</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 220</td>
<td>Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

AND 4 credits of American Sign Language:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFA 101</td>
<td>Elementary American Sign Language</td>
<td>4</td>
</tr>
<tr>
<td>HUFA 102</td>
<td>Elementary American Sign Language</td>
<td>4</td>
</tr>
<tr>
<td>HUFA 201</td>
<td>Intermediate American Sign Language</td>
<td>4</td>
</tr>
</tbody>
</table>

AND

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>MATH 318 Biostatistics</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cods 210</td>
<td>Introduction to Human Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Cods 318</td>
<td>Neuroanatomical Foundations for Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Cods 321</td>
<td>Clinical Phonetics and Phonology</td>
<td>3</td>
</tr>
<tr>
<td>Cods 324</td>
<td>Anatomy and Physiology of Speech and Hearing</td>
<td>3</td>
</tr>
<tr>
<td>Cods 325</td>
<td>Speech and Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>Cods 328</td>
<td>Fluency Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Cods 331</td>
<td>Speech and Language Development and Disorders (Birth to Syrs)</td>
<td>3</td>
</tr>
<tr>
<td>Cods 332</td>
<td>Speech and Language Development and Disorders (Syrs to Adolescence)</td>
<td>3</td>
</tr>
<tr>
<td>Cods 418</td>
<td>Multi-Cultural Issues in Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Cods 422</td>
<td>Neurogenic Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Cods 424</td>
<td>Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>Cods 425</td>
<td>Audiology</td>
<td>3</td>
</tr>
<tr>
<td>Cods 429</td>
<td>Clinical Practicum: Biola Speech/Language Clinic</td>
<td>1–2</td>
</tr>
<tr>
<td>Cods 432</td>
<td>Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>Cods 439</td>
<td>Articulation and Phonological Problems</td>
<td>3</td>
</tr>
<tr>
<td>Cods 441</td>
<td>Diagnostic Methods</td>
<td>3</td>
</tr>
<tr>
<td>Cods 442</td>
<td>Therapeutic Methods</td>
<td>3</td>
</tr>
<tr>
<td>Cods 444</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Cods 466</td>
<td>Research in Communication Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

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).
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 2).
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 concentration.

- COMM 254 Communication Theories
- COMM 270 Interpersonal Communication
- COMM 368 Methods of Communication Research
- COMM 385 Persuasive Communication
- COMM 387 Organizational Communication
- COMM 432 Rhetorical Theories
- COMM 473 Communication and Diversity

Concentrations
Students must choose one of three concentrations under this major:
- Dramatic Arts
- Rhetorical/Interpersonal
- 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 general preparation for careers in fields such as the ministry, human resources, sales, education or law.

Dramatic Arts

General Education Recommendations
It is recommended that all Dramatic Arts concentration students take the following general education courses: COMM 160 Theatre Appreciation (for “Fine Arts” requirement); PHIL 216 - Aesthetics (for “Philosophy” requirement).

Concentration-Specific Requirements
Dramatic Arts students must take the following courses once:

- COMM 109 Production Practicum
- COMM 409 Production Practicum II

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
  May count as a lower division COMM major elective only for Torrey Honors program students.

- COMM 162 Voice and Speech for Theatre
- COMM 170 Small Group Communication
- COMM 215 Theatrical Makeup
- COMM 232 Costume Study and Construction
- COMM 241 Introduction to Technical Theatre
- COMM 280 Oral Interpretation
- COMM 282 Intercollegiate Forensics
- COMM 320 Advanced Public Communication
- COMM 345 Lighting and Sound for Theatre
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 280 Oral Interpretation [Credit(s): 3].

COMM 282 Intercollegiate Forensics [Credit(s): 3].

COMM 320 Advanced Public Communication [Credit(s): 3].

COMM 382 Intercollegiate Forensics [Credit(s): 3].

COMM 386 Forms of Public Communication [Credit(s): 3].

COMM 440 Communication Internship [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 111 Introduction to Public Relations [Credit(s): 3].

JOUR 230 Writing for Public Relations [Credit(s): 1].

JOUR 300 Practicum [Credit(s): 3].

JOUR 307 Social Media, SEO and Digital Strategy [Credit(s): 3].

JOUR 351 Broadcast Anchoring and Announcing [Credit(s): 3].

JOUR 392 Principles of Advertising [Credit(s): 3].

JOUR 433 Media Law [Credit(s): 3].

JOUR 470 Journalism Seminar [Credit(s): 1–3].

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 of 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:

COMM 368 Methods of Communication Research [Credit(s): 3].

COMM 473 Communication and Diversity [Credit(s): 3].

Computer Science, B.S.

Program Learning Outcomes

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

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).

Foundational knowledge and practice of computing: Students employ the theoretical, operational, and implementation 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).

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).
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:

- CSCI 105 Introduction to Computer Science
- CSCI 106 Data Structures
- CSCI 220 Computer Organization and Assembly Language Programming
- CSCI 230 Programming Languages
- CSCI 311 Operating Systems
- CSCI 335 User Interface Design and Programming
- CSCI 430 Computer Communications
- CSCI 450 Software Engineering

Concentrations

Computer Science (29 Credits)

Concentration-Specific Requirements

- CSCI 400 Theory of Algorithms
- CSCI 440 Topics in Computer Science

Additional courses:

- MATH 105 Calculus I
- MATH 106 Calculus II
- MATH 112 Discrete Structures
- MATH 291 Linear Algebra

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

- CSCI 402 Database Management
- CSCI 440 Topics in Computer Science
- BUSN 202 Principles of Microeconomics
- BUSN 211 Principles of Accounting I
- BUSN 328 Organizational Behavior
- BUSN 370 Business Finance
- MATH 103 Calculus for Management Sciences
- MATH 112 Discrete Structures
- MATH 210 Introduction to Probability and Statistics

Choose one of the following:

- BUSN 212 Principles of Accounting II
- BUSN 220 Management Information Systems
- BUSN 306 System Analysis and Design
- BUSN 405 MIS Project Management

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).

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.

Placement Exam
Students may take a placement exam to waive the requirement of ARTS 109 - Digital Tools. The exam may only be taken during the first year at Biola. Also, if the student has taken the course (or a portion of it), the student is not eligible to take the exam.

The exam will consist of a written portion, as well as demonstration of basic skills. Successful completion of both elements will result in a waiver of the ARTS 109 core requirement. The student must select another 3-credit ARTS course to replace the waived course. Please see department for details.

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:

- **PHIL 216** Introduction to Philosophy and Aesthetics  Credit(s): 3.
- **BBST 465** Integration Seminar  Credit(s): 3.

Should be taken as: “Contemporary Art and Theology”

Core Requirements (45 Credits)

- **ARTS 107** Drawing I  Credit(s): 3.
- **ARTS 109** Digital Tools  Credit(s): 3.
- **ARTS 110** 2-D Design  Credit(s): 3.
- **ARTS 111** 3-D Design  Credit(s): 3.
- **ARTS 112** 4-D Design  Credit(s): 3.
- **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.
- **ARTS 314** Integrated Design I  Credit(s): 3.
- **ARTS 315** Contemporary Art Trends  Credit(s): 3.
- **ARTS 317** Typography I  Credit(s): 3.
- **ARTS 321** Historical Development of Design  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.
- **ARTS 450** Internship  Credit(s): 3.

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

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
Engineering 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. 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 cumulative GPA of 2.5 or higher in their first year of chemistry, physics and/or math courses taken at Biola. Depending on the major, these courses may include: 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

<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>MATH 105</td>
<td>Calculus I</td>
<td>4</td>
</tr>
</tbody>
</table>

Engineering Physics, B.S.

Mission
The mission of the Bachelor of Science in Engineering Physics is to train and mentor students to become skilled engineers who will glorify God and be good stewards of His creation as they serve others in industry, research, and academia.
English, B.A.

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

1. Illustrate intellectual curiosity and devise strategies for independent inquiry (ULO 1).
2. Display the variety of ways in which the Christian faith is in dialogue with literary and rhetorical texts (ULO 2).
3. Analyze texts from historical, cultural, religious, and/or theoretical perspectives (ULO 1).
4. Construct clear and persuasive arguments using textual evidence (ULO 3).
5. Recognize the aesthetic and formal qualities of literary and rhetorical texts (ULO 1).
6. 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.

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 Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>Studies in Critical Thinking and Writing I</td>
</tr>
<tr>
<td>ENGL 113</td>
<td>Studies in Critical Thinking and Writing II</td>
</tr>
<tr>
<td>ENGL 290</td>
<td>World Literature</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 Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 251</td>
<td>British Literature I</td>
</tr>
<tr>
<td>ENGL 252</td>
<td>British Literature II</td>
</tr>
<tr>
<td>ENGL 253</td>
<td>British Literature III</td>
</tr>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 281</td>
<td>American Literature I</td>
</tr>
<tr>
<td>ENGL 282</td>
<td>American Literature II</td>
</tr>
<tr>
<td>ENGL 283</td>
<td>Race and Ethnicity in American Literature</td>
</tr>
</tbody>
</table>

The following courses comprise the rest of the English core:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 360</td>
<td>Studies in American Literature</td>
</tr>
<tr>
<td>ENGL 370</td>
<td>Studies in British Literature</td>
</tr>
<tr>
<td>ENGL 390</td>
<td>Introduction to Critical Theory</td>
</tr>
<tr>
<td>ENGL 400</td>
<td>Studies in Shakespeare</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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 340 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 343 Creative Writing: Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 344 Creative Writing: Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 410 Studies in Specialized Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

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 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.

General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>COMM 280 Oral Interpretation</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</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>ENGL 433 CSET Preparation Class</td>
<td>1</td>
</tr>
<tr>
<td>LEDU 436 Secondary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 437 Secondary Curriculum Fieldwork</td>
<td>3</td>
</tr>
</tbody>
</table>

Student teaching may be completed at the graduate level:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</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>

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 71 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: creationcp.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 (71 Credits)
A minimum of 43 credits in Biology or Environmental Studies, with an additional 28 credits in supporting sciences.

Biological Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 103 Introduction to Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 112 General Biology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 114 General Biology II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 200 Sophomore Writing Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 222 Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 318 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 401 General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 470 Seminar in Advanced Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 480 Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

Organismal Biology Courses
Choose two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 302 Vertebrate Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 351 Invertebrate Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 352 Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 362 Natural History of Southern California</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 402 Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 446 Ornithology</td>
<td>4</td>
</tr>
</tbody>
</table>
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

Supporting Science Courses
Twenty-eight 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 321 Basic Organic and Biochemistry
- CHEM 322 Basic Organic and Biochemistry Lab
- 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

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. The history major requires the completion of a minimum of 39 credits beyond the general education requirement, 24 of which must be upper-division.

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 207 World Civilizations I

Core Requirements (18 or 21 Credits)

- HIST 109 United States History Since 1865
- HIST 208 World Civilizations II
- HIST 290 Research Methods in History
- HIST 495 Capstone: History in Christian Faith and Practice
- POSC 225 Survey of American Government

Choose one of the following:
- HIST 480 Research Seminar
- HIST 490 Honors Program
- HIST 491 Honors Program

Elective Requirements (21 Credits)

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 406 Themes in Urban History
- HIST 415 Oral History
- HIST 418 The History of the City
- HIST 420 History of Russia
- 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

European Civilization
- HIST 305 English History
- HIST 306 Studies in British History
eligible. Candidates for honors will be required to meet all history

Students entering the program must have 15 credits of upper-division

This concentration is designed for students who wish to pursue a career in teaching in secondary education. It requires the following courses to meet General Education (GE) requirements.

- **HIST 108** United States History to 1865
- **HIST 207** World Civilizations I
- **PHIL 215** Introduction to Ethics
- **PSYC 200** Introduction to Psychology

**Core Requirements**

- **HIST 208** World Civilizations II
- **HIST 290** Research Methods in History
- **HIST 360** Economic History of the United States
- **HIST 402** The United States Since 1920
- **HIST 403** California History
- **HIST 406** Themes in Urban History
- **HIST 408** The Church in the American Experience
- **HIST 410** American Constitutional Law
- **HIST 412** The American West
- **HIST 415** Oral History
- **HIST 418** The History of the City
- **HIST 425** War and Civilization
- **HIST 462** History of the Expansion of Christianity

**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 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.

Must be taken as HIST 470 - Studies in History: CSET Exam Prep
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 biomolecular 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-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 courses are taken at Los Angeles College of Chiropractic, at SCUHS. Upon successful completion of the required courses, the student receives a B.S. degree with a major in Human Biology from Biola. Upon successful completion of the entire chiropractic program student receives the D.C. degree from the Southern California University of Health Sciences’ Los Angeles College of Chiropractic (LACC).

The student should be aware that LACC has a minimum GPA requirement of 2.5, and that all transfer courses must be completed with a "C" grade (2.0 on a 4.0 scale) or higher. A course in ethics before application to LACC is strongly recommended.

The upper-division biology course requirements to be taken at 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.

<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>
<td>4</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>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>BIOS 281</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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 101</td>
<td>Precalculus Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
<td>4</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>
</tbody>
</table>
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

CHEM 302 Organic Chemistry II Credit(s): 3.
CHEM 312 Laboratory in Organic Chemistry II Credit(s): 1.

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.

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
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 254 Human Anatomy Credit(s): 4.
BIOS 281 Physiology Credit(s): 4.
BIOS 311 Neurobiology Credit(s): 3.
BIOS 312 Cell and Molecular Biology Credit(s): 2.
BIOS 322 Laboratory in Cell and Molecular Biology Credit(s): 2.
CHEM 105 General Chemistry I Credit(s): 4.
CHEM 106 General Chemistry II Credit(s): 4.
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.
PSYC 200 Introduction to Psychology Credit(s): 3.
Choose CHEM 301 and 311; or 321 and 322:
CHEM 301 Organic Chemistry I Credit(s): 3.
CHEM 311 Laboratory in Organic Chemistry I Credit(s): 1.
CHEM 321 Basic Organic and Biochemistry Credit(s): 3.
CHEM 322 Basic Organic and Biochemistry Lab Credit(s): 1.

Choose one of the following:
MATH 210 OR MATH 318 Introduction to Probability and Statistics Credit(s): 3.
Biostatistics Credit(s): 3.
Choose one of the following:
PEED 301 OR PEED 302 Kinesiology Credit(s): 3.
Exercise Physiology Credit(s): 3.
Choose one of the following:
PSYC 309 OR PSYC 320 Abnormal Psychology Credit(s): 3.
Developmental Psychology: Lifespan Credit(s): 3.

Elective Requirements
Choose a minimum of 16 credits of electives, 12 of which must be upper-division, 4 of these 12 must be in the Biological Sciences; select from the following:
BIOS 282 Microbiology Credit(s): 4.
BIOS 302 Vertebrate Biology Credit(s): 4.
BIOS 310 Prosection Credit(s): 1–2.
BIOS 314 Nutrition and Metabolism Credit(s): 4.
BIOS 332 Genetics Credit(s): 4.
BIOS 380 Advanced Microbiology Credit(s): 4.
BIOS 402 Parasitology Credit(s): 4.
BIOS 411 Biochemistry I Credit(s): 3.
BIOS 412 Biochemistry II Credit(s): 3.
BIOS 413 Laboratory in Biochemistry Credit(s): 2.
BIOS 431 Developmental Biology Credit(s): 4.
BIOS 445 Immunology Credit(s): 4.
BIOS 455 General Virology Credit(s): 4.
BIOS 460 Clinical Observation Practicum Credit(s): 1.
CHEM 302 Organic Chemistry II Credit(s): 3.
CHEM 312 Laboratory in Organic Chemistry II Credit(s): 1.
PEED 301 Kinesiology Credit(s): 3.
PEED 302 Exercise Physiology Credit(s): 3.
PSYC 309 Abnormal Psychology Credit(s): 3.
PSYC 320 Developmental Psychology: Lifespan Credit(s): 3.
PSYC 325 Developmental Psychology: Childhood and Adolescence Credit(s): 3.
PSYC 355 Psychology of Family Credit(s): 3.

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:
ENGL 251 British Literature I Credit(s): 3.
ENGL 252 British Literature II Credit(s): 3.
ENGL 253 British Literature III Credit(s): 3.
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. Study abroad waives summer internship and INCS 352. Students are still required to take INCS 354 upon their return.

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 to determine if a student is permitted to register for INCS 354 (required). Up to a maximum of 6 credits may be granted upon satisfactory evaluation of a prior learning experience for INCS 352 or INCS 490 (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: $100.

Concentrations
Intercultural Studies

Core Requirements (18 Credits)

<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</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>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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.

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 Code</th>
<th>Course Title</th>
<th>Credits</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 Code</th>
<th>Course Title</th>
<th>Credits</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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 480</td>
<td>Research Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

or, the following as "capstone" courses (6 credits) in the junior or senior year of the student’s program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 490</td>
<td>Honors Program</td>
<td>3</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 Code</th>
<th>Course Title</th>
<th>Credits</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 Code</th>
<th>Course Title</th>
<th>Credits</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>

Choose 6 credits of upper-division ENGL electives.
Choose 6 credits of upper-division HIST electives.
And:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 457</td>
<td>Urban Research</td>
<td>3</td>
</tr>
<tr>
<td>INCS 458</td>
<td>Village and Tribal Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 310</td>
<td>Introduction to Linguistic Anthropology: Language, Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>INCS 310</td>
<td>General Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>INCS 313</td>
<td>Language and Culture Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 458</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>INCS 450</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>BBST 465</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 458</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
</tbody>
</table>

Must be taken as: Gospel and Culture.

**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 listed below. This will allow students to create an emphasis for 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.

**Applied Linguistics and Bible Translation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INAL 301</td>
<td>General Articulatory Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>INAL 403</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
<tr>
<td>INAL 405</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INAL 437</td>
<td>Introduction to Literacy</td>
<td>3</td>
</tr>
<tr>
<td>INAL 446</td>
<td>Introduction to Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>INAL 452</td>
<td>Field Methods in Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>INAL 453</td>
<td>Introduction to Bible Translation</td>
<td>3</td>
</tr>
<tr>
<td>INAL 454</td>
<td>Field Methods in Second Language and Culture Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area Studies**

This emphasis provides students with personal cross-cultural experience by studying abroad for one semester in one of the seven programs offered at Biola.

**Church Planting**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 333</td>
<td>Principles of Church Multiplication</td>
<td>3</td>
</tr>
<tr>
<td>INCS 334</td>
<td>Church Planting Models and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>INCS 338</td>
<td>Urban Church Planting Models: L.A. Excursion</td>
<td>3</td>
</tr>
<tr>
<td>INCS 451</td>
<td>Principles of Evangelism and Church Growth</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cross-Cultural Healthcare**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 345</td>
<td>Introduction to International Development</td>
<td>3</td>
</tr>
<tr>
<td>INCS 430</td>
<td>Seminar: Topics in Intercultural Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

INCS 430, choose three of the following seminar topics:
- Global Health Perspectives
- Global Health: Preparation for Living Overseas
- Global Health Priorities
- Global Health Communication

**Cultural Anthropology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 300</td>
<td>Magic, Witchcraft and Sorcery</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 402</td>
<td>Family, Kinship and Gender</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 403</td>
<td>Economic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 404</td>
<td>Symbol and Ritual</td>
<td>3</td>
</tr>
</tbody>
</table>

**International Development**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 345</td>
<td>Introduction to International Development</td>
<td>3</td>
</tr>
<tr>
<td>INCS 347</td>
<td>Micro Issues in Relief and Development</td>
<td>3</td>
</tr>
<tr>
<td>INCS 433</td>
<td>Community Development Models and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>INCS 435</td>
<td>Project Evaluation and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Islamic Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 324</td>
<td>Introduction to Islam and Islamic Theology</td>
<td>3</td>
</tr>
<tr>
<td>INCS 325</td>
<td>Popular Islam</td>
<td>3</td>
</tr>
<tr>
<td>INCS 447</td>
<td>Approaches to the Islamic World</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 419</td>
<td>Sufism</td>
<td>3</td>
</tr>
<tr>
<td>INCS 431</td>
<td>History of the Middle East and Islam I</td>
<td>3</td>
</tr>
<tr>
<td>INCS 432</td>
<td>History of the Middle East and Islam II</td>
<td>3</td>
</tr>
<tr>
<td>INCS 434</td>
<td>Islam in America and the West</td>
<td>3</td>
</tr>
</tbody>
</table>

**Local Missions and Cross-Cultural Ministry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 360</td>
<td>Short-Term Mission Leadership</td>
<td>3</td>
</tr>
<tr>
<td>INCS 375</td>
<td>Understanding the City</td>
<td>3</td>
</tr>
<tr>
<td>INCS 440</td>
<td>The Local Church and World Missions</td>
<td>3</td>
</tr>
<tr>
<td>INCS 449</td>
<td>Topics in Ministry to Internationals and Immigrants</td>
<td>3</td>
</tr>
</tbody>
</table>

**Missiology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 333</td>
<td>Principles of Church Multiplication</td>
<td>3</td>
</tr>
<tr>
<td>INCS 342</td>
<td>World Christianity</td>
<td>3</td>
</tr>
<tr>
<td>INCS 371</td>
<td>Profiles in Missionary Lives</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 444</td>
<td>History of the Expansion of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>INCS 451</td>
<td>Principles of Evangelism and Church Growth</td>
<td>3</td>
</tr>
</tbody>
</table>

**Pioneer Missions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 410</td>
<td>Frontier Missiology</td>
<td>3</td>
</tr>
<tr>
<td>INCS 425</td>
<td>Spiritual Conflicts in Cross-Cultural Context</td>
<td>3</td>
</tr>
<tr>
<td>INCS 451</td>
<td>Principles of Evangelism and Church Growth</td>
<td>3</td>
</tr>
<tr>
<td>INCS 485</td>
<td>Topics in Intercultural Studies</td>
<td>1–3</td>
</tr>
</tbody>
</table>

INCS 485 should be taken as: Holy Spirit and Missions

**Religious Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 300</td>
<td>Magic, Witchcraft and Sorcery</td>
<td>3</td>
</tr>
<tr>
<td>INCS 425</td>
<td>Spiritual Conflicts in Cross-Cultural Context</td>
<td>3</td>
</tr>
<tr>
<td>INCS 445</td>
<td>New Religious Movements</td>
<td>3</td>
</tr>
<tr>
<td>INCS 456</td>
<td>World Religions</td>
<td>3</td>
</tr>
</tbody>
</table>

**TESOL**

Note: Five courses required (13 credits).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 309</td>
<td>Grammar for English Teachers</td>
<td>3</td>
</tr>
<tr>
<td>INTE 421</td>
<td>Introduction to TESOL: Adult</td>
<td>3</td>
</tr>
<tr>
<td>INTE 427</td>
<td>Materials Evaluation and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>INTE 460</td>
<td>Communicating Values Through TESOL</td>
<td>3</td>
</tr>
<tr>
<td>INTE 492</td>
<td>Practicum in TESOL I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Urban Ministry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 375</td>
<td>Understanding the City</td>
<td>3</td>
</tr>
</tbody>
</table>
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 Code</th>
<th>Course 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>3</td>
</tr>
<tr>
<td>INCS 354</td>
<td>Field Internship</td>
<td>3</td>
</tr>
<tr>
<td>INCS 310</td>
<td>General Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>INCS 331</td>
<td>Language and Culture Learning</td>
<td>3</td>
</tr>
<tr>
<td>INCS 420</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>INCS 457</td>
<td>Urban Research</td>
<td>3</td>
</tr>
<tr>
<td>INCS 458</td>
<td>Village and Tribal Cultures</td>
<td>3</td>
</tr>
<tr>
<td>BBST 458</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
</tbody>
</table>

And:

- INCS 310 or INCS 331
- INCS 420 or BBST 458
- INCS 457 or INCS 450

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.

Interdisciplinary: 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 Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 331</td>
<td>Peoples of Ethnic America</td>
<td>3</td>
</tr>
<tr>
<td>INCS 332</td>
<td>Peoples of the World</td>
<td>3</td>
</tr>
<tr>
<td>BBST 458</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar</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. The Journalism and Integrated Media major requires the completion of a minimum of 44 credits (50 credits for the Cross-Cultural Media Concentration) beyond the general education requirements, 24 of which must be upper-division.

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 until it meets competency.

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. In some cases, resubmitted Fall semester portfolios will be reviewed during Interterm or Spring semester to allow time for revision of work.

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 but will be typically completed as an outgrowth of the Senior Portfolio course. Portfolio review and defense will be scheduled once each semester.
Internship

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 adviser, 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.

No more than 3 credits of Practicum and 3 credits of Internship may be applied towards major requirements. Total directed research and special topic workshop credits 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 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 throughout 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 leap 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.

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 Study Abroad and Study USA section of this catalog, or at biola.edu/ccce/programs. 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 D.C. Journalism and PR opportunities

The Fund for American Studies and various other D.C.-based study and internship opportunities have been a successful fit for Biola Journalism and Public Relations students. These programs offer courses and internship opportunities that parallel elements of our majors. Many Biola grads in Journalism and PR have made successful career entry in D.C.

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 9 credits.
Integration Seminar Requirement
It is strongly recommended that students complete the “Religion, Culture Media” course as the fulfillment of their BBST 465 - Integration Seminar requirement.

Core Requirements (23 Credits)
The following courses are required for Broadcast, Visual Media, and Writing and Publishing concentrations. Cross-Cultural Media concentration students see Concentration-Specific Requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 106</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 107</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 220</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 267</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 433</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 440</td>
<td>1–3</td>
</tr>
<tr>
<td>JOUR 464</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 495</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 303</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 307</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentrations
The department offers four areas of concentration: Broadcast, Cross-Cultural Media, Visual Media, and Writing and Publishing.

Broadcast
Students complete 44 credits, of which 24 must be upper-division.

Concentration-Specific Requirements (13 Credits)
In addition to the core courses, students must complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 231</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 235</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 236</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 300</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 337</td>
<td>3</td>
</tr>
</tbody>
</table>

Broadcast Internship
Broadcast concentration students, guided by the academic advisor, are urged to take the following required course in a major media market, in a cross-cultural setting, or overseas to produce evidence of expertise in broadcast journalism:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 440</td>
<td>1–3</td>
</tr>
</tbody>
</table>

Elective Requirements (8 Credits)
Students must select 8 credits of electives from the following:

Production Options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 300</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 334</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 351</td>
<td>3</td>
</tr>
</tbody>
</table>

Writing/Investigative options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 230</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 301</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 305</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 335</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 431</td>
<td>3</td>
</tr>
</tbody>
</table>

JOUR 470 Journalism Seminar Credit(s): 1–3.
JOUR 480 Directed Research Credit(s): 1–3.

Cross-Cultural Media
Students in this concentration will complete 50+ credits, 24 of which must be upper-division. Instead of completing the Core Requirements listed above, students will complete the following courses listed below.

Concentration-Specific Requirements (35 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 420</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 106</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 107</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 267</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 387</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 433</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 440</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

Choose one of the following:

Choose one of the following Reporting Essentials:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 231</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 236</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 305</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 347</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following Cross-Cultural Media Experiences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 350</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 486</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

Cross-Cultural Media Internship
Students, guided by their academic advisor, are urged to take the following required 3 credits of core course as three separate internship experiences in major media markets, cross-cultural settings and/or overseas to produce a portfolio of professional level media work. Student for the cross-cultural emphasis are required to complete their internships in a second language and/or in a cross-cultural setting:

JOUR 440 Journalism Internship Credit(s): 1–3.

Language Preparation (9 Credits)
For the language preparation in the cross-cultural concentration, students are required to choose from the following options for an additional 9 credits of language study.
Advance Spanish Language Preparation
Choose 9 credits.

- HUFS 210 Intermediate Spanish II  Credit(s): 3.
- HUFS 220 Basic Spanish for Heritage Learners  Credit(s): 3.
- HUFS 230 Spanish Conversation and Composition  Credit(s): 3.
- HUFS 322 Advanced Spanish for Heritage Learners I  Credit(s): 3.
- HUFS 323 Advanced Spanish for Heritage Learners II  Credit(s): 3.
- HUFS 330 Advanced Spanish Conversation and Composition  Credit(s): 3.
- HUFS 395 Spanish for Communications Professions  Credit(s): 3.

French Language Preparation
Choose 9 credits.

- HUFF 202 Intermediate French II  Credit(s): 3.
- HUFF 230 French Conversation and Composition  Credit(s): 3.
- HUFF 330 Advanced Conversation and Composition  Credit(s): 3.

Other Language Options
Choose 9 credits.

Students may consult with their adviser and the Department of Modern Languages for arrangements to fulfill this requirement with any of the languages referenced below:

- Biblical Hebrew or Arabic are both currently offered at Biola and may be used to fulfill the language requirement for this concentration.
- Russian, German and Swahili are all offered regularly at Biola.
- Modern Hebrew, Persian/Farsi, or Turkish; Korean; and Japanese may be taken for this requirement; however, they are not currently offered at Biola.

Elective Requirements (6 Credits)
Choose 6 credits of elective from either Writing, Visual or Broadcast in consultation with advisor.

Visual Media
Students complete 44 credits, of which 24 must be upper-division.

Concentration-Specific Requirements (15 Credits)
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, Web & Media 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.

Choose one of the following:

- JOUR 486 Media Narrative Project  Credit(s): 3.
- JOUR 488 Visual Capstone  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, it is strongly recommended that students take this course 1 credit at a time.

Elective Requirements (6 Credits)
Students must select 6 credits of electives from the following:

- ARTS 221 Photography I-Introduction to Darkroom and Digital Processes  Credit(s): 3.
- ARTS 314 Integrated Design I  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 300 Practicum  Credit(s): 1.
- JOUR 342 Visual Meaning  Credit(s): 3.
- JOUR 348 Publication, Web & Media 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.

Students may choose the course that is not being taken as part of the Concentration-Specific Requirements above:

- JOUR 486 Media Narrative Project  Credit(s): 3.
- JOUR 488 Visual Capstone  Credit(s): 3.

Writing and Publishing
Students complete 44 credits, of which 24 must be upper-division.

Concentration-Specific Requirements (6 Credits)
In addition to the core courses, students must complete:

- JOUR 231 Public Affairs Reporting  Credit(s): 3.
- JOUR 332 Publication Editing and Management  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, it is strongly recommended that students take this course 1 credit at a time.

Elective Requirements (15 Credits)
Students must choose 15 credits of electives from the following:

Choose one of the following:

- JOUR 235 Videography  Credit(s): 3.
- JOUR 236 Introduction to Broadcast Journalism  Credit(s): 3.
- JOUR 249 Media Design Essentials  Credit(s): 3.
- JOUR 347 Photojournalism I  Credit(s): 3.

Choose four of the following:

- JOUR 301 Sports Journalism  Credit(s): 3.
- JOUR 305 Database Journalism  Credit(s): 3.
- JOUR 335 Magazine and Free-Lance Writing  Credit(s): 3.
- JOUR 354 Literary Journalists  Credit(s): 3.
- JOUR 431 Investigative Reporting  Credit(s): 3.
- JOUR 447 Commentary, Opinion and Reviews  Credit(s): 3.
- JOUR 486 Media Narrative Project  Credit(s): 3.

These courses in writing, offered by the English Department, may also be helpful, but only as non-major electives:

- ENGL 320 Studies in Grammar and Language  Credit(s): 3.
- ENGL 340 Advanced Composition  Credit(s): 3.
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.

General Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEED 213</td>
<td>Fundamental Principles of Physical Fitness</td>
<td>2</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>PSYC 200</td>
<td>Introduction to Psychology</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>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Principles of Organic and Biochemistry</td>
<td>4</td>
</tr>
</tbody>
</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 (42 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>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>PEED 303</td>
<td>Exercise Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PEED 307</td>
<td>Measurement and Evaluation in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 335</td>
<td>Health Concepts</td>
<td>3</td>
</tr>
<tr>
<td>PEED 401</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PEED 408</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PEED 422</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>PEED 434</td>
<td>Leadership in Sport and Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>PEED 440</td>
<td>Nutrition for Health and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PEED 480</td>
<td>Directed Study</td>
<td>1–3</td>
</tr>
</tbody>
</table>

And:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEED 329</td>
<td>Psychology of Coaching Sport and Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>PEED 420</td>
<td>Sociology and Psychology in Physical Education and Sport</td>
</tr>
</tbody>
</table>

Elective Requirements (13 Credits)
The remaining 13 credits of electives, of which 6 credits must be upper-division, may be chosen from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 282</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 310</td>
<td>Prosection</td>
<td>1–2</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>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 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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<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 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>PEED 205</td>
<td>Foundations in Physical Education and Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 329</td>
<td>Psychology of Coaching Sport and Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>PEED 402</td>
<td>Assessment and Rehabilitation of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PEED 420</td>
<td>Sociology and Psychology in Physical Education and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PEED 460</td>
<td>Topics in Kinesiology</td>
<td>1–3</td>
</tr>
<tr>
<td>PEED 470</td>
<td>Seminar in Kinesiology</td>
<td>1–3</td>
</tr>
<tr>
<td>PEED 480</td>
<td>Directed Study</td>
<td>1–3</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 305</td>
<td>Experimental Psychology</td>
<td>4</td>
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<tr>
<td>PSYC 306</td>
<td>Psychological Testing and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 309</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 320</td>
<td>Developmental Psychology: Lifespan</td>
<td>3</td>
</tr>
</tbody>
</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 (47 Credits)
- BIOS 254 Human Anatomy (Credit(s): 4)
- BIOS 281 Physiology (Credit(s): 4)
- CHEM 106 General Chemistry II (Credit(s): 4)
- PEED 301 Kinesiology (Credit(s): 3)
- PEED 302 Exercise Physiology (Credit(s): 3)
- PEED 303 Exercise Physiology Laboratory (Credit(s): 1)
- PEED 335 Health Concepts (Credit(s): 3)
- PEED 402 Assessment and Rehabilitation of Athletic Injuries (Credit(s): 3)
- PEED 408 Motor Learning (Credit(s): 3)
- PEED 422 Biomechanics (Credit(s): 3)
- PEED 440 Nutrition for Health and Sport (Credit(s): 3)
- PEED 480 Directed Study (Credit(s): 1–3)

- PHSC 112 Physics II (Credit(s): 3)
- PHSC 118 Physics II Laboratory (Credit(s): 1)

And:
- PEED 329 Psychology of Coaching Sport and Human Movement (Credit(s): 3)
- PEED 420 Sociology and Psychology in Physical Education and Sport (Credit(s): 3)

And:
- BIOS 311 Neurobiology (Credit(s): 3)
- PSYC 412 Physiological Psychology (Credit(s): 3)

Elective Requirements (9 Credits)
The remaining 9 credits of electives, of which 6 must be upper-division, are chosen from:
- 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 282 Microbiology (Credit(s): 4)
- BIOS 310 Forensics (Credit(s): 1–2)
- 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 382 Vertebrate Physiology (Credit(s): 4)
- BIOS 431 Developmental Biology (Credit(s): 4)
- BIOS 445 Immunology (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)
- CHEM 411 Biochemistry I (Credit(s): 3)
- CHEM 412 Biochemistry II (Credit(s): 3)
- CHEM 413 Laboratory in Biochemistry (Credit(s): 2)
- PEED 329 Psychology of Coaching Sport and Human Movement (Credit(s): 3)
- PEED 307 Measurement and Evaluation in Kinesiology (Credit(s): 3)
- PEED 401 Care and Prevention of Athletic Injuries (Credit(s): 3)
- PEED 420 Sociology and Psychology in Physical Education and Sport (Credit(s): 3)
- PEED 434 Leadership in Sport and Human Movement (Credit(s): 3)
- 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)
- PSYC 305 Experimental Psychology (Credit(s): 4)
- PSYC 306 Psychological Testing and Assessment (Credit(s): 3)
- PSYC 309 Abnormal Psychology (Credit(s): 3)
- PSYC 315 Industrial/Organizational Psychology (Credit(s): 3)
- PSYC 320 Developmental Psychology: Lifespan (Credit(s): 3)
- PSYC 325 Developmental Psychology: Childhood and Adolescence (Credit(s): 3)
- PSYC 420 Advanced Statistics (Credit(s): 3)

Liberal Studies, Elementary Education, B.A.

Mission
The mission of the Liberal Studies, Elementary Education major at Biola University is to equip Christian educators with depth and breadth of subject matter taught in PreK–12, preparing them with content knowledge in a broad range of subjects, including literacy, math, science, history, Bible, theology, visual and performing arts, physical education, and health.

Program Learning Outcomes
Upon the completion of the Bachelor of Arts in Liberal Studies, Elementary Education, students will be able to:
1. Demonstrate foundational knowledge and comprehension of subject matter content through 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).
6. Through the concentrations, students will (ULO 1).
   - Biology: Demonstrate foundational knowledge of the biological sciences in three of the following areas: botany, marine biology, invertebrate biology, vertebrate biology, natural history, ecology, and current topics.
   - Early Childhood: Demonstrate developmentally, culturally, and linguistically appropriate practices to ensure a suitable learning environment for all students.
• English: Demonstrate critical thinking and literary skills that will further develop their understanding of and preparation for teaching English/Language Arts content through the study of literature, grammar, and different forms of writing.
• Human Development: Demonstrate the ability to think critically about psychological theories in at least three of the following areas: human sexuality, marriage, family, religious experience, human lifespan, and cross-cultural/ethnic issues.
• Intercultural Studies: Articulate the knowledge and skills needed to communicate and work effectively in culturally diverse contexts.
• Mathematics: Demonstrate foundational mastery of mathematical concepts in at least three of the following areas: precalculus, calculus, calculus for management sciences, discrete structures, abstract algebra, probability and statistics, linear algebra, classical geometry, modern geometry, and number theory.
• Physical Education: Identify healthy living practices, define sociological and psychological issues in physical education, and demonstrate a foundational knowledge of appropriate physical education strategies.
• Spanish - Heritage Learners: Demonstrate advanced written and oral proficiency in Spanish.
• Spanish - Language Learners: Demonstrate intermediate written and oral proficiency in Spanish.
• Special Education: Identify student learning needs and design appropriate adaptations to maximize learning for each student.
• U.S. History: Demonstrate foundational mastery of American History in at least three of the following areas: American government, the American Revolution, the Civil War, the presidency, Modern America, the U.S. since the 1920s, and cultural geography.
• Visual Arts: Explore, conceive, and design art in at least two of the following mediums: drawing, figure studies, digital tools, 2-D design, 3-D design, sculpture, ceramics, and printmaking.

Degree Program
A Bachelor of Arts degree in Liberal Studies, Elementary Education is offered upon completion of the University baccalaureate and major requirements.

Writing Competency
The writing competency requirement is embedded in LEDU 330 - Psychological Foundations of Education.

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.

Integration Seminar Requirement
Liberal Studies, Elementary Education majors must take the following course to meet their Bible Integration requirement: BBST 465 - Integration Seminar as “Christian Philosophy of Education.”

General Education Requirements
The major-specific General Education requirements for the Liberal Studies, Elementary Education major include the following:

Science/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.

U.S. History
HIST 108 United States History to 1865 Credit(s): 3.

Behavioral Science
PSYC 200 Introduction to Psychology Credit(s): 3.

Fine Arts
Choose one of the following:
ARTS 100 Art Appreciation Credit(s): 3.
COMM 160 Theatre Appreciation Credit(s): 3.
MUSC 101 Music Appreciation Credit(s): 3.

Philosophy
Choose one of the following:
PHIL 210 Introduction to Logic Credit(s): 3.
PHIL 214 Introduction to Philosophy Credit(s): 3.
PHIL 215 Introduction to Ethics Credit(s): 3.

Physical Education
Choose two physical education activities and
PEED 201 Elementary Physical Education Methods and Activities Credit(s): 2.

Core Requirements
Choose 12 credits from the following:

ARTS 100 Art Appreciation Credit(s): 3.
BIOS 103 Introduction to Environmental Science Credit(s): 3.
BIOS 121 Nutrition Credit(s): 3.
BIOS 222 Botany Credit(s): 3.
BIOS 302 Vertebrate Biology Credit(s): 3.
BIOS 335 Field Biology Credit(s): 1–4.
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOS 351</td>
<td>Invertebrate Biology</td>
<td>4</td>
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<tr>
<td>BIOS 352</td>
<td>Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 401</td>
<td>General Ecology</td>
<td>4</td>
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<tr>
<td>BIOS 440</td>
<td>Topics in Advanced Biology</td>
<td>3–4</td>
</tr>
<tr>
<td>BIOS 446</td>
<td>Ornithology</td>
<td>4</td>
</tr>
</tbody>
</table>

### Early Childhood

**Concentration-Specific Requirements (12 Credits)**

Choose 12 credits from the following:
- LEDU 301: Introduction to Teaching and LEDU 335: Child Development: Birth through Adolescence are prerequisites to this concentration.
- LEDU 356: Early Childhood Curriculum
- LEDU 357: School/Family/Community Partnerships in Early Childhood Urban Settings
- LEDU 358: Classroom Management in Early Childhood Settings
- LEDU 359: Observation and Assessment of Young Children

### English

**Concentration-Specific Requirements (12 Credits)**

Choose 12 credits from the following:
- ENGL 320: Studies in Grammar and Language
- ENGL 340: Advanced Composition
- ENGL 343: Creative Writing: Poetry
- ENGL 344: Creative Writing: Fiction
- ENGL 360: Studies in American Literature
- ENGL 360: Studies in British Literature
- ENGL 400: Studies in Shakespeare

### Human Development

**Concentration-Specific Requirements (12 Credits)**

Choose 12 credits from the following:
- PSYC 206: Psychology and Christian Thought
- PSYC 303: Human Sexuality
- PSYC 313: Psychology of Religious Experience
- PSYC 317: Psychology of Marriage
- PSYC 319: Cross-Cultural/Ethnic Issues in Psychology
- PSYC 320: Developmental Psychology: Lifespan
- PSYC 355: Psychology of Family

### Intercultural Studies

**Concentration-Specific Requirements (12 Credits)**

Choose 12 credits from the following:
- ANTH 200: General Cultural Anthropology
- INAL 300: Introduction to Language and Linguistics
- INC 322: Intercultural Adjustment
- INC 332: Peoples of the World
- INC 420: Intercultural Communication
- INC 456: World Religions
- INTE 309: Grammar for English Teachers
- INTE 312: Essentials of TESOL
- INTE 421: Introduction to TESOL: Adult
- INTE 427: Materials Evaluation and Preparation
- INTE 441: Intercultural Communication for Teachers
- INTE 460: Communicating Values Through TESOL
- INTE 492: Practicum in TESOL I

### Mathematics

**Concentration-Specific Requirements (12 Credits)**

Choose 12 credits from the following, 3 of which must be upper-division:
- MATH 101: Precalculus Mathematics
- MATH 103: Calculus for Management Sciences
- MATH 105: Calculus I
- MATH 112: Discrete Structures
- MATH 204: Introduction to Abstract Math
- MATH 210: Introduction to Probability and Statistics
- MATH 291: Linear Algebra
- MATH 305: Introduction to Real Analysis I
- MATH 315: Abstract Algebra I
- MATH 331: Probability
- MATH 332: Statistics
- MATH 341: Classical Geometry
- MATH 415: Number Theory and the History of Mathematics

### Physical Education

**Concentration-Specific Requirements (12 Credits)**

Choose 12 credits from the following:
- PEED 205: Foundations in Physical Education and Kinesiology
- PEED 307: Measurement and Evaluation in Kinesiology
- PEED 335: Health Concepts
- PEED 408: Motor Learning
- PEED 410: Sports Management
- PEED 420: Sociology and Psychology in Physical Education and Sport
- PEED 434: Techniques of Teaching and Coaching Basketball
- PEED 434: Techniques of Teaching and Coaching Soccer
- PEED 435: Techniques of Teaching and Coaching Tennis
- PEED 436: Techniques of Teaching and Coaching Volleyball

Students may choose only one of the following:
- PEED 343: Techniques of Teaching and Coaching Basketball
- PEED 434: Techniques of Teaching and Coaching Soccer
- PEED 435: Techniques of Teaching and Coaching Tennis
- PEED 436: Techniques of Teaching and Coaching Volleyball
- PEED 440: Spanish American Literature
- PEED 460: Studies in Spanish American Culture

### Spanish

**Concentration-Specific Requirements (12 Credits)**

Choose 12 credits from the following, 3 of which must be upper-division:
- HUFS 210: Intermediate Spanish II
- HUFS 220: Basic Spanish for Heritage Learners
- HUFS 230: Spanish Conversation and Composition
- HUFS 290: Introduction to Literature in Spanish
- HUFS 330: Advanced Spanish Conversation and Composition
- HUFS 366: Survey of Hispanic Literature
- HUFS 410: Spanish American Literature
- HUFS 460: Studies in Spanish American Culture

### Special Education

**Concentration-Specific Requirements (12 Credits)**

LEDU 301 - Introduction to Teaching is the prerequisite to this concentration.
Choose 12 credits from the following:

**LEDU 361** Issues in Special Education  Credit(s): 3.
**LEDU 362** Assessment and Evaluation of Exceptional Learners  Credit(s): 3.
**LEDU 363** Teaching Students with Mild Disabilities in Inclusive Settings  Credit(s): 3.
**LEDU 364** Behavior and Classroom Management for Students with Special Needs  Credit(s): 3.
**LEDU 369** Introduction to Autism Spectrum Disorders  Credit(s): 3.

**U.S. History**

**Concentration-Specific Requirements (12 Credits)**
Choose 12 credits from the following:

- **HIST 307** The Colonial Period, American Revolution, 1607–1800  Credit(s): 3.
- **HIST 308** American Democracy, Civil War and Reconstruction, 1800–1877  Credit(s): 3.
- **HIST 320** The American Presidency  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.
- **POSC 225** Survey of American Government  Credit(s): 3.

**Visual Arts**

**Concentration-Specific Requirements (12 Credits)**
Choose 12 credits from the following, 3 of which must be upper-division:

- **ARTS 107** Drawing I  Credit(s): 3.
- **ARTS 108** Figure Studies I  Credit(s): 3.
- **ARTS 109** Digital Tools  Credit(s): 3.
- **ARTS 110** 2-D Design  Credit(s): 3.
- **ARTS 111** 3-D Design  Credit(s): 3.
- **ARTS 210** Sculpture I  Credit(s): 3.
- **ARTS 211** Ceramics 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 304** Ceramics II  Credit(s): 3.
- **ARTS 305** Sculpture II  Credit(s): 3.
- **ARTS 316** Photography II-Studies in Color  Credit(s): 3.

**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, and 3).

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**

**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  Credit(s): 3.
- **LEDU 330** Psychological Foundations of Education  Credit(s): 3.
- **LEDU 341** Methods of Teaching Linguistically Diverse Students  Credit(s): 3.

And:

- **LEDU 420** Elementary Reading/Language Arts  Credit(s): 3.
- **LEDU 425** Secondary Content Area Reading  Credit(s): 3.
And either:

- LEDU 431 Elementary Curriculum  Credit(s): 3.
- LEDU 432 Elementary Curriculum Fieldwork  Credit(s): 1.
- LEDU 436 Secondary Curriculum  Credit(s): 3.
- LEDU 437 Secondary Curriculum Fieldwork  Credit(s): 1.

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 Elementary Student Teaching I  Credit(s): 6.
- LEDU 442 Elementary Student Teaching II  Credit(s): 6.
- LEDU 450 Secondary Student Teaching I  Credit(s): 6.
- LEDU 452 Secondary Student Teaching II  Credit(s): 6.

Admission Application

Students who wish to complete the undergraduate Teacher Preparation Program must formally apply for admission to the Teacher Preparation Program during LEDU 301 - Introduction to Teaching.

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.

Taskstream Subscription

Candidates must have a paid subscription to Taskstream while taking teacher preparation courses, pedagogy courses, and student teaching.

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:

- LEDU 433 Single Subject Pedagogy  Credit(s): 2.
- 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.
- LEDU 380 Children’s Literature  Credit(s): 3.
- ARTS 306 Elementary Art Workshop  Credit(s): 3.
- MUSC 310 Elementary Music Workshop  Credit(s): 2.
- PEED 201 Elementary Physical Education Methods and Activities  Credit(s): 2.

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 also 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.

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.

Basic Skills Requirement

Passage of California Basic Educational Skills Test (CBEST) or equivalent is required. This requirement must be met prior to applying for student teaching.

RICA Exam

Passage of the Reading Instruction Competence Assessment (RICA) exam is required for candidates earning a Preliminary Multiple Subject Teaching Credential. This requirement must be met prior to applying for a preliminary teaching credential.

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.

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.

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.

Professional Dispositions and Competencies Evaluations

Candidates must demonstrate high performance in each Professional Dispositions and Competencies Evaluation for teacher preparation and pedagogy 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.

Fieldwork Evaluation

Candidates must obtain good to excellent scores in each fieldwork evaluation for teacher preparation coursework, including student teaching.

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 either HIST 108 - United States History to 1865 or POSC 225 - Survey of American Government with a grade of “C” or better. Students receiving AP college credit for either HIST 108 or POSC 225 will also 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.

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.

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

Credentialed 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.

**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.

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**Liberal Studies, Multidisciplinary, B.A.**

**Mission**
The mission of the Liberal Studies, Multidisciplinary major is to provide a broad, liberal arts education to Christian students, enriching their personal and professional life in a wide range of subjects, such as literature, math, science, history, communications, Bible, theology, music and art, preparing them to step into professional educational roles, or graduate school, with a quality, liberal arts background.

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

1. Demonstrate foundational knowledge and comprehension of subject matter content through 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).
6. Through the concentrations, students will (ULO 1).
   - Biology: Demonstrate foundational knowledge of the biological sciences in three of the following areas: botany, marine biology, invertebrate biology, vertebrate biology, natural history, ecology, and current topics.
   - Early Childhood: Demonstrate developmentally, culturally, and linguistically appropriate practices to ensure a suitable learning environment for all students.
   - English: Demonstrate critical thinking and literary skills that will further develop their understanding of and preparation for teaching English/Language Arts content through the study of literature, grammar, and different forms of writing.
   - Human Development: Demonstrate the ability to think critically about psychological theories in at least three of the following areas: human sexuality, marriage, family, religious experience, human lifespan, and cross-cultural/ethnic issues.
   - Intercultural Studies: Articulate the knowledge and skills needed to communicate and work effectively in culturally diverse contexts.
   - Mathematics: Demonstrate foundational mastery of mathematical concepts in at least three of the following areas: precalculus, calculus, calculus for management sciences, discrete structures, abstract algebra, probability and statistics, linear algebra, classical geometry, modern geometry, and number theory.
   - Physical Education: Identify healthy living practices, define sociological and psychological issues in physical education, and demonstrate a foundational knowledge of appropriate physical education strategies.
   - Spanish - Heritage Learners: Demonstrate advanced written and oral proficiency in Spanish.
   - Spanish - Language Learners: Demonstrate intermediate written and oral proficiency in Spanish.
   - Special Education: Identify student learning needs and design appropriate adaptations to maximize learning for each student.
   - U.S. History: Demonstrate foundational mastery of American History in at least three of the following areas: American government, the American Revolution, the Civil War, the presidency, Modern America, the U.S. since the 1920s, and cultural geography.
   - Visual Arts: Explore, conceive, and design art in at least two of the following mediums: drawing, figure studies, digital tools, 2-D design, 3-D design, sculpture, ceramics, and printmaking.

**Degree Program**
A Bachelor of Arts degree in Liberal Studies, Multidisciplinary is offered upon completion of the University baccalaureate and major requirements.

**Writing Competency**
The writing competency requirement is embedded in LEDU 335 - Child Development: Birth through Adolescence.

**GPA Requirement**
A Liberal Studies, Multidisciplinary 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.

**Integration Seminar Requirement**
Liberal Studies, Multidisciplinary majors must take the following course to meet their Bible integration requirement: BBST 465 - Integration Seminar as “Christian Philosophy of Education.”

**General Education Requirements**
The major-specific General Education requirements for the Liberal Studies, Multidisciplinary major include the following:

<table>
<thead>
<tr>
<th>Science/Math</th>
<th>Credit(s):</th>
</tr>
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<tbody>
<tr>
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<td>HIST 108 United States History to 1865</td>
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</table>
Behavioral Science
PSYC 200 Introduction to Psychology Credit(s): 3.

Fine Arts
Choose one of the following:

ARTS 100 Art Appreciation Credit(s): 3.
COMM 160 Theatre Appreciation Credit(s): 3.
MUSC 101 Music Appreciation Credit(s): 3.

Philosophy
Choose one of the following:

PHIL 210 Introduction to Logic Credit(s): 3.
PHIL 214 Introduction to Philosophy Credit(s): 3.
PHIL 215 Introduction to Ethics Credit(s): 3.

Physical Education
Choose four physical education activities

Choose two physical education activities and

PEED 201 Elementary Physical Education Methods and Activities Credit(s): 2.

Core Requirements

ARTS 306 Elementary Art Workshop Credit(s): 3.
HIST 109 United States History Since 1865 Credit(s): 3.
HIST 403 California History Credit(s): 3.
INCS 331 Peoples of Ethnic America Credit(s): 3.
LEDU 301 Introduction to Teaching Credit(s): 3.
LEDU 335 Child Development: Birth through Adolescence Credit(s): 3.
LEDU 380 Children’s Literature Credit(s): 3.
MATH 118 Fundamentals of Mathematics for Elementary Teachers I 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.

Choose one of the following:

INCS 322 Intercultural Adjustment Credit(s): 3.
INCS 332 Peoples of the World Credit(s): 3.
INCS 420 Intercultural Communication Credit(s): 3.
LEDU 341 Methods of Teaching Linguistically Diverse Students Credit(s): 3.

Concentrations
In addition to the core requirements, 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 or Visual Arts.

Biology
Concentration-Specific Requirements (12 Credits)

Choose 12 credits from the following:

BIOS 103 Introduction to Environmental Science Credit(s): 3.
BIOS 121 Nutrition Credit(s): 3.
BIOS 222 Botany Credit(s): 4.
BIOS 302 Vertebrate Biology Credit(s): 4.
BIOS 335 Field Biology Credit(s): 1–4.
BIOS 351 Invertebrate Biology Credit(s): 4.
BIOS 352 Marine Biology Credit(s): 4.
BIOS 401 General Ecology Credit(s): 4.

BIOS 440 Topics in Advanced Biology Credit(s): 3–4.
BIOS 446 Ornithology Credit(s): 4.

Early Childhood
Concentration-Specific Requirements (12 Credits)

Choose 12 credits from the following:

LEDU 301 - Introduction to Teaching and LEDU 335 - Child Development: Birth through Adolescence are prerequisites to this concentration.

LEDU 356 Early Childhood Curriculum Credit(s): 3.
LEDU 357 School/Family/Community Partnerships in Early Childhood Urban Settings Credit(s): 3.
LEDU 358 Classroom Management in Early Childhood Settings Credit(s): 3.
LEDU 359 Observation and Assessment of Young Children Credit(s): 3.

English
Concentration-Specific Requirements (12 Credits)

Choose 12 credits from the following:

ENGL 320 Studies in Grammar and Language Credit(s): 3.
ENGL 340 Advanced Composition Credit(s): 3.
ENGL 343 Creative Writing: Poetry Credit(s): 3.
OR ENGL 344 Creative Writing: Fiction Credit(s): 3.
ENGL 360 Studies in American Literature Credit(s): 3.
ENGL 370 Studies in British Literature Credit(s): 3.
ENGL 400 Studies in Shakespeare Credit(s): 3.

Human Development
Concentration-Specific Requirements (12 Credits)

Choose 12 credits from the following:

PSYC 206 Psychology and Christian Thought Credit(s): 3.
PSYC 303 Human Sexuality Credit(s): 3.
PSYC 313 Psychology of Religious Experience Credit(s): 3.
PSYC 317 Psychology of Marriage Credit(s): 3.
PSYC 319 Cross-Cultural/Ethnic Issues in Psychology Credit(s): 3.
PSYC 320 Developmental Psychology: Lifespan Credit(s): 3.
PSYC 355 Psychology of Family Credit(s): 3.

Intercultural Studies
Concentration-Specific Requirements (12 Credits)

Choose 12 credits from the following:

ANTH 200 General Cultural Anthropology Credit(s): 3.
INAL 300 Introduction to Language and Linguistics Credit(s): 3.
INCS 322 Intercultural Adjustment Credit(s): 3.
INCS 332 Peoples of the World Credit(s): 3.
INCS 420 Intercultural Communication Credit(s): 3.
INCS 456 World Religions Credit(s): 3.
INTE 309 Grammar for English Teachers Credit(s): 3.
INTE 312 Essentials of TESOL 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.
INTE 460 Communicating Values Through TESOL Credit(s): 1.
INTE 492 Practicum in TESOL I Credit(s): 3.

Mathematics
Concentration-Specific Requirements (12 Credits)

Choose 12 credits from the following, 3 of which must be upper-division:
Physical Education

Concentration-Specific Requirements (12 Credits)
Choose 12 credits from the following:

- PEED 205 Foundations in Physical Education and Kinesiology (Credit(s): 3)
- PEED 307 Measurement and Evaluation in Kinesiology (Credit(s): 3)
- PEED 335 Health Concepts (Credit(s): 3)
- PEED 408 Motor Learning (Credit(s): 3)
- PEED 410 Sports Management (Credit(s): 3)
- PEED 420 Sociology and Psychology in Physical Education and Sport (Credit(s): 3)

Students may choose only one 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)
- PEED 346 Techniques of Teaching and Coaching Volleyball (Credit(s): 2)

Spanish

Concentration-Specific Requirements (12 Credits)
Choose 12 credits from the following, 3 of which must be upper-division:

- HUFS 210 Intermediate Spanish II (Credit(s): 3)
- HUFS 220 Basic Spanish for Heritage Learners (Credit(s): 3)
- HUFS 230 Spanish Conversation and Composition (Credit(s): 3)
- HUFS 290 Introduction to Literature in Spanish (Credit(s): 3)
- HUFS 330 Advanced Spanish Conversation and Composition (Credit(s): 3)
- HUFS 366 Survey of Hispanic Literature (Credit(s): 3)
- HUFS 410 Spanish American Literature (Credit(s): 3)
- HUFS 460 Studies in Spanish American Culture (Credit(s): 3)

Special Education

Concentration-Specific Requirements (12 Credits)
LEDU 301 - Introduction to Teaching is the prerequisite to this concentration. Choose 12 credits from the following:

- LEDU 361 Issues in Special Education (Credit(s): 3)
- LEDU 362 Assessment and Evaluation of Exceptional Learners (Credit(s): 3)
- LEDU 363 Teaching Students with Mild Disabilities in Inclusive Settings (Credit(s): 3)
- LEDU 364 Behavior and Classroom Management for Students with Special Needs (Credit(s): 3)
- LEDU 369 Introduction to Autism Spectrum Disorders (Credit(s): 3)

U.S. History

Concentration-Specific Requirements (12 Credits)
Choose 12 credits from the following:

- HIST 307 The Colonial Period, American Revolution, 1607–1800 (Credit(s): 3)
- HIST 308 American Democracy, Civil War and Reconstruction, 1800–1877 (Credit(s): 3)
- HIST 320 The American Presidency (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)
- POSC 225 Survey of American Government (Credit(s): 3)

Visual Arts

Concentration-Specific Requirements (12 Credits)
Choose 12 credits from the following, 3 of which must be upper-division:

- ARTS 107 Drawing I (Credit(s): 3)
- ARTS 108 Figure Studies I (Credit(s): 3)
- ARTS 109 Digital Tools (Credit(s): 3)
- ARTS 110 2-D Design (Credit(s): 3)
- ARTS 111 3-D Design (Credit(s): 3)
- ARTS 210 Sculpture I (Credit(s): 3)
- ARTS 211 Ceramics 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 304 Ceramics II (Credit(s): 3)
- ARTS 305 Sculpture II (Credit(s): 3)
- ARTS 316 Photography II-Studies in Color (Credit(s): 3)

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.

MATH 105 Calculus I Credit(s): 4.
MATH 106 Calculus II Credit(s): 4.
MATH 204 Introduction to Abstract Math Credit(s): 3.
MATH 205 Calculus III Credit(s): 4.
MATH 291 Linear Algebra Credit(s): 3.
MATH 305 Introduction to Real Analysis I Credit(s): 3.
MATH 315 Abstract Algebra I Credit(s): 3.
MATH 370 Readings in Mathematics Credit(s): 1.
MATH 370 must be taken twice (2 credits total).
MATH 390 Research Seminar Credit(s): 1–3.

Concentrations
Pure 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. Students planning to pursue mathematics in graduate school will find this concentration particularly appropriate.
In addition to the core requirements above, this concentration must complete the following:

Elective Requirements
Choose six courses (18 credits) at the 300 or 400 level in Math.

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.
In addition to the core requirements above, this concentration must complete the following:

Concentration-Specific Requirements
MATH 321 Numerical Analysis Credit(s): 3.
MATH 331 Probability Credit(s): 3.
MATH 332 Statistics Credit(s): 3.
MATH 333 Operations Research Credit(s): 3.

Elective Requirements
Choose one course (3 credits) at the 300 or 400 level in Math.

Computer Science (53 Credits)
This concentration allows a mathematics major the opportunity to focus on the more mathematical aspects of computer science.
In addition to the core requirements above, this concentration must complete the following.

Concentration-Specific Requirements
Choose at least two courses from the following list:
MATH 321 Numerical Analysis Credit(s): 3.
MATH 331 Probability Credit(s): 3.
MATH 332 Statistics Credit(s): 3.
MATH 333 Operations Research Credit(s): 3.
The following courses are also required:
CSCI 106 Data Structures Credit(s): 3.
CSCI 220 Computer Organization and Assembly Language Programming Credit(s): 3.
CSCI 400 Theory of Algorithms Credit(s): 3.

Elective Requirements
Choose 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.
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 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. 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).

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.

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.

Applied Music
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.

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 50 credits for Composition. Total credits: 80.

Students interested in pursuing this degree must demonstrate a high level of performance potential and commitment to music as a profession.

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.

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).

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</th>
<th>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 120</td>
<td>Keyboard IV</td>
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</tr>
<tr>
<td>MUSC 142</td>
<td>Applied Music</td>
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</tr>
</tbody>
</table>

*Must be taken for a total of 6 credits through proficiency level: 234.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<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 181</td>
<td>Introduction to Composition</td>
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</table>

*MUSC 181 covers proficiency level 131.*

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 200</td>
<td>Concert Music</td>
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</table>

*Must be taken for a total of four semesters.*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>MUSC 300</td>
<td>Concert Music</td>
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</table>

*Must be taken for a total of three semesters.*

<table>
<thead>
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<tbody>
<tr>
<td>MUSC 307</td>
<td>Music History and Literature: Medieval</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Through Early Baroque</td>
<td></td>
</tr>
<tr>
<td>MUSC 308</td>
<td>Music History and Literature: Mid-Baroque</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Through Classic</td>
<td></td>
</tr>
<tr>
<td>MUSC 309</td>
<td>Music History and Literature: Late</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Romantic Through Early 20th Century</td>
<td></td>
</tr>
<tr>
<td>MUSC 312</td>
<td>Music Theory/History and Literature of</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>the 20th Century</td>
<td></td>
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<tr>
<td>MUSC 323</td>
<td>Basic Conducting</td>
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<tr>
<td>MUSC 340</td>
<td>Special Studies: Theory/Composition</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 341</td>
<td>Counterpoint</td>
<td>2</td>
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<tr>
<td>MUSC 342</td>
<td>Orchestration</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 343</td>
<td>Form and Analysis I</td>
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</tr>
<tr>
<td>MUSC 344</td>
<td>Analysis of 20th Century Music</td>
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<tr>
<td>MUSC 347</td>
<td>Music Technology and Production</td>
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<tr>
<td>MUSC 353</td>
<td>Sight-Singing and Dictation III</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 354</td>
<td>Music Theory III</td>
<td>2</td>
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<tr>
<td>MUSC 356</td>
<td>Music Education: Brass</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 357</td>
<td>Music Education: Percussion</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 358</td>
<td>Music Education: Strings</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 359</td>
<td>Music Education: Woodwinds</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 362</td>
<td>Advanced Music Technology and Film Scoring</td>
<td>2</td>
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*Must be taken for a total of 2 credits.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>1</td>
</tr>
<tr>
<td>MUSC 410</td>
<td>Music Cultures of the World</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 422</td>
<td>Applied Music</td>
<td>2</td>
</tr>
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*Must be taken for a total of 8 credits through proficiency: level 438.*

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>MUSC 490</td>
<td>Senior Recital</td>
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And:

<table>
<thead>
<tr>
<th>Course</th>
<th>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>
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</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 217</td>
<td>Improvisation for Keyboardists: Concepts/Practices</td>
<td>2</td>
</tr>
</tbody>
</table>

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).

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 to 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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Transfer of Credit/Advanced Standing

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Applied Music
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.

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. Total credits: 83.

Students interested in pursuing this degree must maintain a high level of performance potential and commitment to music education as a profession.

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.

MUSC 102 Voice Class
Credit(s): 1.
Voice principle students are exempt from this course.

MUSC 118 Keyboard II
Credit(s): 1.

MUSC 119 Keyboard III
Credit(s): 1.
Keyboard principle students are exempt from MUSC 118 & 119 (see below).

MUSC 141 Applied Music
Credit(s): 1.
Must be taken for a total of 4 credits through proficiency level: 164.

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.
Must be taken for a total of four semesters.

MUSC 205 Introduction to Music Education
Credit(s): 2.

MUSC 300 Concert Music
Credit(s): 0.
Must be taken for a total of three semesters.

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 321 Marching Band Lab
Credit(s): 1.
Choral principle students are exempt from this course.

MUSC 323 Basic Conducting
Credit(s): 2.

MUSC 324 Advanced Studies in Conducting
Credit(s): 2.

MUSC 328 General Music Methods
Credit(s): 2.

MUSC 332 Music for Children
Credit(s): 2.

MUSC 338 Secondary Music Methods
Credit(s): 2.

MUSC 348 Vocal and Instrumental Arranging for Schools
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 363 Sight-Singing and Dictation IV
Credit(s): 1.

MUSC 364 Music Theory IV
Credit(s): 2.

MUSC 390 Opera Workshop
Credit(s): 3–4.
Instrumental principle students are exempt from this course.

MUSC 410 Music Cultures of the World
Credit(s): 3.

MUSC 420 Special Studies in Music Literature
Credit(s): 2.
Should be taken as: Instrumental or Choral Literature for Schools.

MUSC 421 Applied Music
Credit(s): 1.
Must be taken for a total of 4 credits through proficiency: level 468.
Music in Worship, B.S.

Program Learning Outcomes
Upon completion of the Bachelor of Science in Music in Worship, 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).
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).

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.
4. 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.

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.

Applied Music
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 470</td>
<td>Senior Recital/Final Project</td>
<td>0.0</td>
</tr>
<tr>
<td>MUSC 211</td>
<td>Improvisation for Non Keyboardists: Concepts/Practices</td>
<td>2.0</td>
</tr>
<tr>
<td>OR MUSC 217</td>
<td>Improvisation for Keyboardists: Concepts/Practices</td>
<td>2.0</td>
</tr>
<tr>
<td>MUSC 261</td>
<td>Keyboard Sight Reading I</td>
<td>1.0</td>
</tr>
<tr>
<td>MUSC 262</td>
<td>Keyboard Sight Reading II</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Professional Education Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEDU 330</td>
<td>Psychological Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>LEDU 341</td>
<td>Methods of Teaching Linguistically Diverse Students</td>
<td>3.0</td>
</tr>
<tr>
<td>LEDU 425</td>
<td>Secondary Content Area Reading</td>
<td>3.0</td>
</tr>
<tr>
<td>LEDU 436</td>
<td>Secondary Curriculum</td>
<td>3.0</td>
</tr>
<tr>
<td>LEDU 437</td>
<td>Secondary Curriculum Fieldwork</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Ensemble Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 8 credits of ensemble (MUSC 001–012).</td>
<td></td>
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<tr>
<td>Keyboard primary students should take:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumental focus: 4 instrumental, 2 choral, 2 with use of keyboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choral focus: 4 choral, 2 instrumental, 2 with use of keyboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All other students should take:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumental focus: 6 instrumental, 2 choral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choral focus: 6 choral, 2 instrumental</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

**Degree Program**
The Bachelor of Science degree 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.

**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 Bible 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 124</td>
<td>Sound Production I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 125</td>
<td>Sound Production II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 130</td>
<td>Advanced Guitar Class I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 134</td>
<td>Advanced Guitar Class II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 141</td>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 153</td>
<td>Sight-Singing and Dictation I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 154</td>
<td>Music Theory I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 163</td>
<td>Sight-Singing and Dictation II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 164</td>
<td>Music Theory II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 185</td>
<td>Worship Foundations</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 200</td>
<td>Concert Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 287</td>
<td>Hymnology</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 323</td>
<td>Basic Conducting</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 346</td>
<td>Pop Theory for Contemporary Worship I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 349</td>
<td>Pop Theory for Contemporary Worship II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 351</td>
<td>Keyboard Orchestration</td>
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</tr>
<tr>
<td>MUSC 352</td>
<td>Sight-Singing and Dictation III</td>
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</tr>
<tr>
<td>MUSC 354</td>
<td>Music Theory III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 363</td>
<td>Sight-Singing and Dictation IV</td>
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<tr>
<td>MUSC 364</td>
<td>Music Theory IV</td>
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</tr>
<tr>
<td>MUSC 386</td>
<td>Spiritual Formation and Worship</td>
<td>1</td>
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<tr>
<td>MUSC 387</td>
<td>Designing and Leading Worship</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 452</td>
<td>Worship Music Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Elective Requirements**
Choose 2–4 credits of music or non-music electives.

**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 1
  - MUSC 118 Keyboard II 1
  - MUSC 119 Keyboard III 1

- Guitar proficiency equivalent to one semester of guitar class:
  - MUSC 104 Guitar Class 1

- Voice proficiency equivalent to one semester of voice class, and/or one semester of private voice:
  - MUSC 102 Voice Class 1
  - MUSC 141 Applied Music 1

**Ensemble Requirements**
Choose 4 credits of ensemble in either Symphonic Winds, Orchestra, Chorale, Women's Chorus, Men's Chorus, Jazz Ensemble, or Worship Ensemble.

**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).

**Admission Requirements**
All students seeking admission must demonstrate musical background and performance strengths necessary for successful completion of the
Music Performance, B.M.

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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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. Total credits: 78.

Students interested in pursuing this degree must demonstrate a high level of performance potential and commitment to music as a profession.

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

<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>2.0</td>
</tr>
<tr>
<td>MUSC 153</td>
<td>Sight-Singing and Dictation I</td>
<td>2.0</td>
</tr>
<tr>
<td>MUSC 154</td>
<td>Music Theory I</td>
<td>2.0</td>
</tr>
<tr>
<td>MUSC 163</td>
<td>Sight-Singing and Dictation II</td>
<td>2.0</td>
</tr>
<tr>
<td>MUSC 164</td>
<td>Music Theory II</td>
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</tr>
<tr>
<td>MUSC 200</td>
<td>Concert Music</td>
<td>0.0</td>
</tr>
<tr>
<td>MUSC 200:</td>
<td>(four semesters)</td>
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<tr>
<td>MUSC 300</td>
<td>Concert Music</td>
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</tr>
<tr>
<td>MUSC 300:</td>
<td>(three semesters)</td>
<td></td>
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<tr>
<td>MUSC 307</td>
<td>Music History and Literature: Medieval Through Early Baroque</td>
<td>2.0</td>
</tr>
<tr>
<td>MUSC 308</td>
<td>Music History and Literature: Mid-Baroque Through Classic</td>
<td>2.0</td>
</tr>
<tr>
<td>MUSC 309</td>
<td>Music History and Literature: Late Romantic Through Early 20th Century</td>
<td>2.0</td>
</tr>
<tr>
<td>MUSC 312</td>
<td>Music Theory/History and Literature of the 20th Century</td>
<td>3.0</td>
</tr>
<tr>
<td>MUSC 323</td>
<td>Basic Conducting</td>
<td>2.0</td>
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<tr>
<td>MUSC 341</td>
<td>Counterpoint</td>
<td>2.0</td>
</tr>
<tr>
<td>MUSC 343</td>
<td>Form and Analysis I</td>
<td>2.0</td>
</tr>
<tr>
<td>MUSC 353</td>
<td>Sight-Singing and Dictation III</td>
<td>1.0</td>
</tr>
</tbody>
</table>
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 370  Junior Recital  Credit(s): 0.
MUSC 410  Music Cultures of the World  Credit(s): 3.
MUSC 423  Applied Music  Credit(s): 3.

**Concentrations**

Performance students must choose a concentration in one of the following areas.

**Instrumental**

**Concentration-Specific Requirements**

- MUSC 102  Voice Class  Credit(s): 1.
- MUSC 118  Keyboard II  Credit(s): 1.
- MUSC 119  Keyboard III  Credit(s): 1.
- MUSC 347  Music Technology and Production  Credit(s): 1.
- MUSC 420  Special Studies in Music Literature  Credit(s): 2.

**Ensemble Requirements**

Choose 8 credits of instrumental ensembles.

**Organ**

**Concentration-Specific Requirements**

- MUSC 102  Voice Class  Credit(s): 1.
- MUSC 355  Advanced Keyboard Skills  Credit(s): 1.
- MUSC 380  Performance Seminar  Credit(s): 1.

**Ensemble Requirements**

Choose 8 credits of ensemble, 4 credits must be Chamber Music.

**Elective Requirements**

Choose 2 credits of music electives.

**Piano**

**Concentration-Specific Requirements**

- MUSC 102  Voice Class  Credit(s): 1.
- MUSC 261  Keyboard Sight Reading I  Credit(s): 1.
- MUSC 262  Keyboard Sight Reading II  Credit(s): 1.
- MUSC 280  Performance Seminar  Credit(s): 1.
- MUSC 347  Music Technology and Production  Credit(s): 2.
- MUSC 355  Advanced Keyboard Skills  Credit(s): 2.
- MUSC 360  Collaborative Piano  Credit(s): 1.
- MUSC 380  Performance Seminar  Credit(s): 2.

**Ensemble Requirements**

Choose 8 credits of ensemble, 4 credits must be Chamber Music.

**Elective Requirements**

Choose 2 credits of music electives.

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**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).

**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
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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.

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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.

Applied Music
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.

Degree Program
The Bachelor of Arts degree in Music is offered upon completion of the University baccalaureate and major requirements. Total credits: 43. In order to graduate, 130 credits are required. Additional elective credits (music or non-music) will be needed to reach that total.

GPA Requirements
Students must maintain a 2.0 GPA in the major and receive a minimum grade of "C-" in each required music course.

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).

Core Requirements (34 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100</td>
<td>Keyboard I</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>
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</tr>
<tr>
<td>MUSC 141</td>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 141</td>
<td>Applied Music (4 credits through proficiency: level 224)</td>
<td>1.5</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>Concert Music (Four semesters)</td>
<td></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>2</td>
</tr>
<tr>
<td>MUSC 364</td>
<td>Music Theory IV</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 410</td>
<td>Music Cultures of the World</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 421</td>
<td>Applied Music</td>
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<tr>
<td>MUSC 421</td>
<td>Applied Music (4 credits through proficiency: level 428)</td>
<td>1.5</td>
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</table>

Choose three courses from below for a total of 6 credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Ensemble Requirements (4 Credits)
Choose 4 credits of ensemble (MUSC 001–012).

Elective Requirements (5 Credits)
Choose 5 credits (300-level or above) of elective courses.

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 knowldege 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 Bachelors 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.
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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 282</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Principles of Organic and Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 100</td>
<td>Basic Studies in Critical Thinking and Writing</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<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>NURS 112</td>
<td>Introduction to Professional Nursing</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Choose One:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 100</td>
<td>Introduction to Public Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 170</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 181</td>
<td>Introduction to Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Oral Interpretation</td>
<td>3</td>
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</table>

**Core Requirements**

Required courses after admission into the clinical nursing program are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 204</td>
<td>Essentials of Clinical Nursing Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>NURS 211</td>
<td>Nursing of the Patient/Family I - Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 212</td>
<td>Nursing of the Patient/Family I - Clinical</td>
<td>3</td>
</tr>
<tr>
<td>NURS 213</td>
<td>Nursing of the Patient/Family I - Nursing Application Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS 217</td>
<td>Nursing of the Patient/Family II - Theory</td>
<td>4</td>
</tr>
<tr>
<td>NURS 218</td>
<td>Nursing of the Patient/Family II - Clinical</td>
<td>3</td>
</tr>
<tr>
<td>NURS 219</td>
<td>Nursing of the Patient/Family II - Nursing Application Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS 306</td>
<td>Nursing Assessment of the Patient - Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 307</td>
<td>Nursing Assessment of the Patient - Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NURS 341</td>
<td>Nursing of the Mental Health Patient/Family - Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 343</td>
<td>Nursing of the Mental Health Patient/Family - Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 347</td>
<td>Introduction to Women’s Health - Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 348</td>
<td>Introduction to Women’s Health - Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 351</td>
<td>Nursing of the Older Adult Patient/Family - Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 353</td>
<td>Nursing of the Older Adult Patient/Family - Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NURS 355</td>
<td>Pediatric Nursing - Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 356</td>
<td>Pediatric Nursing - Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 358</td>
<td>Nursing of the Patient/Family III - Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 365</td>
<td>Nursing of the Patient/Family III - Clinical</td>
<td>2.5</td>
</tr>
<tr>
<td>NURS 367</td>
<td>Critical Care Nursing - Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 368</td>
<td>Critical Care Nursing - Clinical</td>
<td>2.5</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>2</td>
</tr>
<tr>
<td>NURS 452</td>
<td>Leadership/Management in Nursing: Elective Setting - Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 461</td>
<td>Nursing in the Community - Theory</td>
<td>4</td>
</tr>
<tr>
<td>NURS 462</td>
<td>Nursing in the Community - Clinical</td>
<td>4</td>
</tr>
</tbody>
</table>

**Supporting Courses**

Three credits each of the following:

- INCS, ANTH or SOCI. 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.
   - Have earned a minimum grade of “B” (2.67) in NURS 112 - Introduction to Professional Nursing.
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.
   • Mission 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 $1000.00 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 results by stated deadline
- Have a current American Heart Association CPR/AED certification for the Health Care Professional Rescuer, valid driver’s license, and proof of personal car insurance turned in by the stated required submission date. A current passport is recommended.
- 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. **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 by 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.
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, 445, 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
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</thead>
<tbody>
<tr>
<td>PHIL 210</td>
<td>Introduction to Logic</td>
<td>3</td>
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<tr>
<td>PHIL 220</td>
<td>Introduction to Philosophical Argument and Writing</td>
<td>3</td>
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</tbody>
</table>

Block II: Practical Wisdom

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<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>
<tr>
<td>This course must be taken concurrently with 230.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 330</td>
<td>Studies in Wisdom Traditions</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 331</td>
<td>Practical Wisdom Lab II</td>
<td>1</td>
</tr>
<tr>
<td>Must be taken concurrently with 330.</td>
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Block III: History of Philosophy

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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</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>
</tbody>
</table>

Block IV: Divisions of Philosophy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<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>
</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.
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, physics, mathematics or math general education requirements must be completed with a “C-” or better grade.

Concentrations

The concentration requires 33 credits, of which must be upper division. Requirements include:

PHIL 460 Practical Wisdom: Ethics and Values Credit(s): 3.
PHIL 461 Theoretical Wisdom: Science and Technology Credit(s): 3.
PHIL 462 Formal and Symbolic Logic Credit(s): 3.
PHIL 463 Theoretical Wisdom: Metaphysics Credit(s): 3.
PHIL 464 Theoretical Wisdom: Ethics Credit(s): 3.
PHIL 465 Theoretical Wisdom: Epistemology Credit(s): 3.
PHIL 466 Senior Thesis Credit(s): 3.

Core Requirements (49 Credits)

This concentration requires 53 credits, of which must be upper division. Requirements include:

PEED 201 Elementary Physical Education Methods and Activities Credit(s): 2.
PEED 205 Foundations in Physical Education and Kinesiology Credit(s): 3.
PEED 213 Fundamental Principles of Physical Fitness Credit(s): 2.
PEED 301 Kinesiology Credit(s): 3.
PEED 302 Exercise Physiology Credit(s): 3.
PEED 303 Exercise Physiology Laboratory Credit(s): 1.
PEED 307 Measurement and Evaluation in Kinesiology Credit(s): 3.
PEED 329 Psychology of Coaching Sport and Human Movement Credit(s): 3.
PEED 335 Health Concepts Credit(s): 3.
PEED 401 Care and Prevention of Athletic Injuries Credit(s): 3.
PEED 405 Adapted Physical Education Credit(s): 3.
PEED 408 Motor Learning Credit(s): 3.
PEED 410 Sports Management Credit(s): 3.
PEED 412 Secondary Physical Education Methods and Activities Credit(s): 3.
PEED 420 Sociology and Psychology in Physical Education and Sport Credit(s): 3.
PEED 434 Leadership in Sport and Human Movement Credit(s): 3.
PEED 485 Internship Credit(s): 1–3.

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.
PEED 346 Techniques of Teaching and Coaching Volleyball Credit(s): 2.

Elective Requirements (4 Credits)

Choose 4 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:

**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  
**LEDU 450** Secondary Student Teaching I  
**LEDU 452** Secondary Student Teaching II

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**Physical Science, B.S.**

**Mission**

The mission of the Bachelor of Science in Physical Sciences is to train and mentor students to become skilled scientists who will glorify God and be good stewards of His creation as they serve others in research, education, and industry.

**Program Learning Outcomes**

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

- Demonstrate an understanding of the foundational principles related to the physical sciences (ULO 1).
- Demonstrate an ability to solve quantitative and conceptual technical problems related to the physical sciences (ULO 1).
- Demonstrate safe laboratory technique, proper use of appropriate equipment, and suitable results and data analysis (ULO 1).
- Obtain and use appropriate literature and resource materials related to the physical sciences (ULO 1).
- 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 the program a student is required to have a cumulative GPA of 2.5 or higher in their first year of chemistry, physics and/or math courses taken at Biola. Depending on the major, these courses may include: 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  
- **CHEM 106** General Chemistry II  
- **MATH 105** Calculus I  
- **MATH 106** Calculus II  
- **PHSC 124** Data Analysis and Presentation  
- **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  
- **PHSC 238** General Physics III: Waves, Optics and Modern Physics  
- **PHSC 460** Capstone Seminar

**Elective Requirements (30 Credits)**

Choose 30 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
- **CHEM 301** Organic Chemistry I
- **CHEM 302** Organic Chemistry II
- **CHEM 311** Laboratory in Organic Chemistry I
- **CHEM 312** Laboratory in Organic Chemistry II
- **CHEM 321** Basic Organic and Biochemistry
- **CHEM 322** Basic Organic and Biochemistry Lab
- **MATH 205** Calculus III
- **MATH 291** Linear Algebra
- **MATH 335** Ordinary Differential Equations
- **PHSC 103** Geology
- **PHSC 110** Astronomy
- **PHSC 311** Computer Techniques in Science and Engineering
- **PHSC 313** Statics
- **PHSC 321** Circuits and Instrumentation I
- **PHSC 322** Circuits and Instrumentation II

**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

**Concentration-Specific 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  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.

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Physics, B.S.

Mission
The mission of the Bachelor of Science in Physics is to train and mentor students to become skilled scientists who will glorify God and be good stewards of His creation as they serve others in research, academia, and industry.

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 cumulative GPA of 2.5 or higher in their first year of chemistry, physics and/or math courses taken at Biola. Depending on the major, these courses may include: 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 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)

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
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<td>CHEM 106</td>
<td>General Chemistry II</td>
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<td>MATH 105</td>
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<td>PHSC 318</td>
<td>Classical Mechanics</td>
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<td>PHSC 321</td>
<td>Circuits and Instrumentation I</td>
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<td>PHSC 336</td>
<td>Mathematical Methods in Physics</td>
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<td>PHSC 340</td>
<td>Electrodynamics</td>
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<td>PHSC 412</td>
<td>Introduction to Quantum Mechanics</td>
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<td>PHSC 460</td>
<td>Capstone Seminar</td>
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<td>PHSC 480</td>
<td>Advanced Physics Laboratory</td>
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</tbody>
</table>

Elective Requirements (3 Credits)
Choose at least 3 credits of upper-division Physics electives.

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Political Science, B.A.

Mission
The mission of the Bachelor of Arts in Political Science is to produce students who have a solid grasp of the Biblical understanding of the purpose of government and law, given the inherently moral nature of the field of politics. Particular attention is given to the American polity, its founding documents, and the key role religion has played in American life. The major seeks to produce students who understand the foundational concepts and scholarship in the discipline, both domestically and internationally, who will produce research-based projects, and who are equipped to succeed in the workplace or graduate studies.
Program Learning Outcomes
Upon completion of the Bachelor of Arts in Political Science, students will be able to:
1. Identify the founding principles and institutions of American government, historically and in the present (ULO1).
2. Evaluate and apply the literature and methods of political science, international relations, economics, public administration, and comparative government (ULO1).
3. Interpret political institutions and theories, and their relationship to contemporary issues, using a biblical worldview (ULO3).
4. Integrate Biblical principles of the nature of humanity and society to the policy issues and institutions of human government (ULO2).

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. The Political Science major requires 37 credits, 24 of which must be upper-division.

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.

Program Learning Outcomes
Upon completion of the Bachelor of Arts in Political Science, students will be able to:
1. Identify the founding principles and institutions of American government, historically and in the present (ULO1).
2. Evaluate and apply the literature and methods of political science, international relations, economics, public administration, and comparative government (ULO1).
3. Interpret political institutions and theories, and their relationship to contemporary issues, using a biblical worldview (ULO3).
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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 13 credits in Political Science and 3 credits in Bible, if desired.

Program Learning Outcomes
Upon completion of the Bachelor of Arts in Political Science, students will be able to:
1. Identify the founding principles and institutions of American government, historically and in the present (ULO1).
2. Evaluate and apply the literature and methods of political science, international relations, economics, public administration, and comparative government (ULO1).
3. Interpret political institutions and theories, and their relationship to contemporary issues, using a biblical worldview (ULO3).
4. Integrate Biblical principles of the nature of humanity and society to the policy issues and institutions of human government (ULO2).

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Choose one of the following International Politics courses:
- POSC 206 Comparative Government Credit(s): 3.
- POSC 207 International Relations Credit(s): 3.
- POSC 308 Foreign Policy and Diplomacy Credit(s): 3.
- POSC 407 International Organizations and Political Economy Credit(s): 3.

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): 1–3.

Elective Requirements (9 Credits)
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.
POSC 485 Public Law Credit(s): 3.
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:
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.
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.
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 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).

Admission
Admission Requirements
The following requirements must be observed:

- Credit(s): 3.
- Credit(s): 3.
- Credit(s): 3.
- Credit(s): 3.
- Credit(s): 4.

2. Requirements must be observed:

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).

Outcome results are used only to inform the University of student performance, 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.

- RSPY 502 Advanced Statistics Credit(s): 3.
  [see PSYC 420]
- RSPY 530 History and Systems of Psychology Credit(s): 2.
  [see PSYC 440]

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 305 Experimental Psychology Credit(s): 4.
- PSYC 320 Developmental Psychology: Lifespan Credit(s): 3.
- PSYC 365 Cognitive Psychology Credit(s): 3.
- PSYC 411 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] (ULC 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. The Public Relations major requires the completion of a minimum of 44 credits beyond the general education requirements, 24 of which must be upper-division.

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 portfolios do not earn at least a competency rating must re-submit to the Review Committee.

Timing of the review is the semester before graduating. 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, if the Portfolio Review Committee is able to meet. Re-submitted Fall semester portfolios will be reviewed during the Interterm or Spring semester.

Traditional students should schedule a preliminary portfolio review meeting with their academic adviser at the end of five semesters to plan successful completion of the Senior Portfolio. Transfer students should schedule a preliminary portfolio review meeting 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 adviser. Portfolio reviews and defense will be scheduled once each semester.

Internships

Internship, comprising a total of 3 credits, is required for graduation within the Public Relations major. Students may do multiple internships if the combined total credit is no more than 3 credits. Students, guided by their academic adviser, 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 the supervision of the department faculty, guided by stipulations of the Journalism & Integrated Media Department internship packet.

The total number of credits that may be applied from internship may not exceed 3 credits. Total directed research and special topic workshop credits may not exceed 9 credits.

On Campus Study Opportunities

In addition to the numerous media opportunities available as part of the Journalism and Integrated Media department, public relations students have the opportunity to immerse themselves in on-campus activities uniquely designed to enhance their expertise.

Public Relations Society of America (PRSSA)

The Public Relations Student Society of America (PRSSA) is a nationally recognized association. Biola’s chapter of PRSSA is designed to enhance pre-professional skills and prepare students in the field of business, communications and public relations for their future careers. Biola PRSSA provides networking opportunities, workshops and events that encompass this goal as well as keeping community within our own chapter and chapters around the nation. With strong connections to the professional chapters of PRSSA within Los Angeles and Orange County, our students regularly attend networking events and workshops designed to enhance PR expertise and the personal brands of our students.

6th Street Public Relations

Biola’s student-run PR firm, 6th Street PR, is nationally affiliated through the Public Relations Student Society of America. With less than 40 schools having student-run firms that have achieved this status, Biola’s PR students have the opportunity to work with real-world clients on strategic public relations initiatives. Building portfolio pieces and leadership experience, 6th Street PR provides experiential learning right on campus for students who want to dive deeper into the world of PR.

General Requirements

All Public Relations 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 9 credits. All Public Relations majors are required to take a Biblical Studies Integration Seminar for Bible credit.

Core Requirements (38 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 106</td>
<td>Foundations of Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 107</td>
<td>Introduction to Convergence</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 111</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 249</td>
<td>Media Design Essentials</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 230</td>
<td>Writing for Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 267</td>
<td>Media Career Readiness</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 307</td>
<td>Social Media, SEO and Digital Strategy</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 355</td>
<td>Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 388</td>
<td>Public Relations Management, Philosophy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 433</td>
<td>Media Law</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 440</td>
<td>Journalism Internship</td>
<td>3–1</td>
</tr>
<tr>
<td>JOUR 458</td>
<td>Public Relations and Journalism Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 460</td>
<td>Advanced Campaign Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 495</td>
<td>Senior Portfolio</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Requirements (6 Credits)

Choose 6 credits of electives from the following, one of which must be upper-division:

Public Relations Options:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 355</td>
<td>Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 392</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
</tbody>
</table>

Visual Options:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 249</td>
<td>Media Design Essentials</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 342</td>
<td>Visual Meaning</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 347</td>
<td>Photojournalism I</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 348</td>
<td>Publication, Web &amp; Media Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Writing Options:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 231</td>
<td>Public Affairs Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 301</td>
<td>Sports Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 303</td>
<td>Convergent Production</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 332</td>
<td>Publication Editing and Management</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 335</td>
<td>Magazine and Free-Lance Writing</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 350</td>
<td>Cross-Cultural Storytelling Project</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 470</td>
<td>Journalism Seminar</td>
<td>1-3</td>
</tr>
<tr>
<td>JOUR 480</td>
<td>Directed Research</td>
<td>1-3</td>
</tr>
<tr>
<td>JOUR 486</td>
<td>Media Narrative Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Broadcast Options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 235</td>
<td>Videography</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 236</td>
<td>Introduction to Broadcast Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 334</td>
<td>Producing and Writing for Broadcast News</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 351</td>
<td>Broadcast Anchoring and Announcing</td>
<td>3</td>
</tr>
</tbody>
</table>

Communication Options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 170</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 270</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 385</td>
<td>Persuasive Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 387</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>JOUR 447</td>
<td>Commentary, Opinion and Reviews</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Requirements
The following courses are required for all concentrations in either History, Political Science or Sociology:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
<td>3</td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government (continuation)</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose the appropriate research course to be determined in consultation with the academic advisor, selected from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 108</td>
<td>United States History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 109</td>
<td>United States History Since 1865</td>
<td>3</td>
</tr>
<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>
<tr>
<td>POSC 470</td>
<td>Political Science Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 443</td>
<td>Methods of Sociological Research</td>
<td>3</td>
</tr>
</tbody>
</table>

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. Identify the causes and consequences of social divisions and inequalities (ULO 1).
2. Demonstrate an understanding of the role of evidence in both qualitative and quantitative methods in sociology (ULO 1).
3. Explain the biblical concepts of peace and justice (shalom, mishpat, and tzadequah) and identify their connections with contemporary social issues (ULO 2).
4. Explain central concepts of social theory and apply them to social life (ULO 3).

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 220</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 441</td>
<td>Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 443</td>
<td>Methods of Sociological Research</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 302</td>
<td>Sociology of Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 336</td>
<td>Unequal Justice: Race, Class, Gender and Crime</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Criminology Concentrations must take SOCI 336 to complete the Inequality Core Requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 340</td>
<td>Political Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 342</td>
<td>Ethnic and Minority Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 352</td>
<td>Social Inequality: Race, Class and Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 454</td>
<td>Film, Television, and the Arts: Racial and Gender Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

The following are required as support courses and do not count towards the major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 209</td>
<td>Statistics with Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 211</td>
<td>Statistics with Computer Applications Lab</td>
<td>1</td>
</tr>
</tbody>
</table>
**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. Students in the Criminology concentration must take SOCI 336 - Unequal Justice: Race, Class, Gender and Crime as their Inequality course listed under the Core Requirements.

**Concentration-Specific Requirements**

- SOCI 333 Criminology [Credit(s): 3.]
- SOCI 334 Juvenile Delinquency [Credit(s): 3.]
- SOCI 365 Criminal Justice Internship [Credit(s): 3.]

**Elective Requirements**

Choose 9 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.**

**Mission**

The mission of the Spanish Program is to prepare students for life, work, service and scholarship in Spanish speaking communities within the U.S. and abroad. We seek to guide students to develop holistic, integrative reasoning as the foundation for service to others, work in the professions and further academic study in Spanish.

**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 target language proficiency in oral communication by engaging in conversation in a clearly participatory manner (ULO 3).
6. Demonstrate advanced proficiency in the written language by reading and interacting with texts across a range of genres and topics and writing 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 scores with credit 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 I (4 credits)
- HUFS 102 Elementary Spanish II (4 credits)
- HUFS 201 Intermediate Spanish I (4 credits)

Heritage speakers of Spanish can replace HUFS 201 - Intermediate Spanish with HUFS 220 - Basic Spanish for Heritage Learners, 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 (16 or 19 Credits)
Heritage learners must take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 220</td>
<td>Basic Spanish for Heritage Learners</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 322</td>
<td>Advanced Spanish for Heritage Learners I OR</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 323</td>
<td>Advanced Spanish for Heritage Learners II</td>
<td>3</td>
</tr>
</tbody>
</table>

Language learners must take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<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 330</td>
<td>Advanced Spanish Conversation and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

All students must take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 290</td>
<td>Introduction to Literature in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 366</td>
<td>Survey of Hispanic Literature</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 396</td>
<td>Introduction to Hispanic Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 480</td>
<td>Senior Portfolio</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Requirements (20 or 23 Credits)
Choose three courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>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 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>
</tbody>
</table>

An additional 11–14 credits of elective credits may be selected from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>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 471</td>
<td>Teaching Assistant Practicum</td>
<td>1</td>
</tr>
<tr>
<td>HUFS 475</td>
<td>Directed Research</td>
<td>1–3</td>
</tr>
<tr>
<td>HUFS 485</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 490</td>
<td>Seminar in Hispanic Studies</td>
<td>1–3</td>
</tr>
</tbody>
</table>

Additionally, students may select up to two elective courses from other disciplines that are primarily taught in English but have program-related content, including:

- HIST 312 History of Latin America Credit(s): 3
- HUFS 400 Survey of Hispanic Literature in Translation Credit(s): 3
- ENGL 481 Studies in World Literature Credit(s): 3
- INAL 300 Introduction to Language and Linguistics Credit(s): 3
- INCS 332 Peoples of the World Credit(s): 3

Students who prefer not to take a course taught in English may choose all of their electives from Spanish taught courses.

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
Heritage learners must take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 220</td>
<td>Basic Spanish for Heritage Learners</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 322</td>
<td>Advanced Spanish for Heritage Learners I OR</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 323</td>
<td>Advanced Spanish for Heritage Learners II</td>
<td>3</td>
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</table>

Language learners must take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<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 330</td>
<td>Advanced Spanish Conversation and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

All students must take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 290</td>
<td>Introduction to Literature in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 366</td>
<td>Survey of Hispanic Literature</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 396</td>
<td>Introduction to Hispanic Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 480</td>
<td>Senior Portfolio</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Requirements
Choose 3 to 9 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Choose 8 to 14 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<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 334</td>
<td>Community Spanish</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 366</td>
<td>Survey of Hispanic Literature</td>
<td>3</td>
</tr>
<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 460</td>
<td>Studies in Spanish American Culture</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 471</td>
<td>Teaching Assistant Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>
Credit(s): 1–3.

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
Heritage learners must take:
- HUFS 220 Basic Spanish for Heritage Learners
- HUFS 322 Advanced Spanish for Heritage Learners I
- HUFS 323 Advanced Spanish for Heritage Learners II

Language learners must take:
- HUFS 210 Intermediate Spanish II
- HUFS 230 Spanish Conversation and Composition
- HUFS 330 Advanced Spanish Conversation and Composition

All students must take:
- HUFS 290 Introduction to Literature in Spanish
- HUFS 366 Survey of Hispanic Literature
- HUFS 385 Translation
- HUFS 392 Spanish for Education and Helping Professions
- HUFS 396 Introduction to Hispanic Linguistics
- HUFS 410 Spanish American Literature
- HUFS 433 Seminar in Hispanic Linguistics
- HUFS 445 Teaching Spanish: CSET Preparation
- HUFS 480 Senior Portfolio

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
- 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
- LEDU 450 Secondary Student Teaching I
- LEDU 452 Secondary Student Teaching II

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
- HUFS 410 Spanish American Literature
- HUFS 420 Spanish Literature
- HUFS 430 Spanish American Literature Since 1950
- HUFS 460 Studies in Spanish American Culture
- HUFS 471 Teaching Assistant Practicum
- HUFS 475 Directed Research
- HUFS 485 Internship
- HUFS 490 Seminar in Hispanic Studies

Additionally, students may select up to two elective courses from other disciplines that are primarily taught in English but have program-related content, including:
- HIST 312 History of Latin America
- INC 332 Peoples of the World
- HUFS 400 Survey of Hispanic Literature in Translation
- INAL 300 Introduction to Language and Linguistics

Students who prefer to take all of their electives in Spanish taught courses may do so by taking two additional electives from the HUFS upper-division courses.

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**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.

Placement Exam
Students may take a placement exam to waive the requirement of ARTS 109 - Digital Tools. The exam may only be taken during the first year at Biola. Also, if the student has taken the course (or a portion of it), the student is not eligible to take the exam. The exam will consist of a written portion, as well as demonstration of basic skills. Successful completion of both elements will result in a waiver of the ARTS 109 core requirement. The student must select another 3-credit ARTS course to replace the waived course. Please see department for details.

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 requirement 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:

**PHIL 216** Introduction to Philosophy and Aesthetics Credit(s): 3.
**BBST 465** Integration Seminar Credit(s): 3.

Should be taken as: “Contemporary Art and Theology”

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 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>
<tr>
<td>ARTS 450</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 475</td>
<td>Culmination</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following upper division Art History electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 311</td>
<td>Modernity: Realism to Surrealism</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 321</td>
<td>Historical Development of Design</td>
<td>3</td>
</tr>
</tbody>
</table>

(required of all Design concentration students)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 410</td>
<td>Seminar in Art</td>
<td>1-6</td>
</tr>
</tbody>
</table>

(Only seminars with art historical content may count towards the art history elective)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 426</td>
<td>History and Criticism of Photography</td>
<td>3</td>
</tr>
</tbody>
</table>

(required of all Photography concentration students)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 441</td>
<td>Critical Thought</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentrations

Design

**Concentration-Specific Requirements**

Choose two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 210</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 213</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 221</td>
<td>Photography I-Introduction to Darkroom and Digital Processes</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 326</td>
<td>Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 348</td>
<td>Video Art I</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must take the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 314</td>
<td>Integrated Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 317</td>
<td>Typography I</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>
</tbody>
</table>

Elective Requirements

Must complete two upper division art electives (6 credits) that may be selected from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 316</td>
<td>Photography II-Studies in Color</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 428</td>
<td>Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 429</td>
<td>Integrated Design III</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 436</td>
<td>Graphic Design Forms II</td>
<td>3</td>
</tr>
</tbody>
</table>
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 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.
ARTS 327 Installation and Performance Art I Credit(s): 3.

Elective Requirements
Choose four upper division 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 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/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.

It is recommended that all Studio Art majors own a Macintosh laptop. Contact the Department of Art office for recommended specifications.

Placement Exam
Students may take a placement exam to waive the requirement of ARTS 109 - Digital Tools. The exam may only be taken during the first year at Biola. Also, if the student has taken the course (or a portion of it), the student is not eligible to take the exam.

The exam will consist of a written portion, as well as demonstration of basic skills. Successful completion of both elements will result in a waiver of the ARTS 109 core requirement. The student must select another 3-credit ARTS course to replace the waived course. Please see department for details.

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:

<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</td>
<td>3</td>
</tr>
</tbody>
</table>

Should be taken as: “Contemporary Art and Theology”

Core Requirements (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 107 OR</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>And:</td>
<td>ARTS 109 Digital Tools</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 110</td>
<td>2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>And:</td>
<td>ARTS 111 3-D Design</td>
<td>3</td>
</tr>
<tr>
<td>OR ARTS 112</td>
<td>4-D Design</td>
<td>3</td>
</tr>
<tr>
<td>And:</td>
<td>ARTS 116 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>
</tbody>
</table>

Elective Requirements (30 Credits)

Choose two courses from the following list (6 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 210</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 211</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 213</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 221</td>
<td>Photography I-Introduction to Darkroom and Digital Processes</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</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<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 seven upper-division art electives (21 credits).

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 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.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COMM 109</td>
<td>Production Practicum</td>
<td>2</td>
</tr>
<tr>
<td>COMM 241</td>
<td>Introduction to Technical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>COMM 264</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 369</td>
<td>Intermediate Acting</td>
<td>3</td>
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<tr>
<td>COMM 405</td>
<td>Dramatic Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 409</td>
<td>Production Practicum II</td>
<td>2</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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COMM 162</td>
<td>Voice and Speech for Theatre</td>
<td>3</td>
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<tr>
<td>COMM 215</td>
<td>Theatrical Makeup</td>
<td>3</td>
</tr>
<tr>
<td>COMM 232</td>
<td>Costume Study and Construction</td>
<td>3</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>COMM 282</td>
<td>Intercollegiate Forensics</td>
<td>2</td>
</tr>
<tr>
<td>COMM 345</td>
<td>Lighting and Sound for Theatre</td>
<td>3</td>
</tr>
<tr>
<td>COMM 382</td>
<td>Intercollegiate Forensics</td>
<td>3</td>
</tr>
<tr>
<td>COMM 391</td>
<td>Directing Theatre</td>
<td>3</td>
</tr>
<tr>
<td>COMM 435</td>
<td>Playwriting for Performance</td>
<td>3</td>
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<tr>
<td>COMM 440</td>
<td>Communication Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>COMM 450</td>
<td>Communication Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>COMM 463</td>
<td>Advanced Acting Workshop</td>
<td>3</td>
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<tr>
<td>COMM 469</td>
<td>Rhetoric of Media Studies</td>
<td>3</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Communication Seminar</td>
<td>1-3</td>
</tr>
<tr>
<td>COMM 477</td>
<td>London Theatre Study Tour</td>
<td>1-3</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Directed Research</td>
<td>1-3</td>
</tr>
<tr>
<td>CNMA 104</td>
<td>History of Cinema</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 450</td>
<td>Cinema and Media Arts Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>CNMA 470</td>
<td>Cinema and Media Arts Seminar</td>
<td>1-3</td>
</tr>
</tbody>
</table>
Minors and Certificates

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
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. Students may take the cross-listing of INCS 310 or ENGL 351 to fulfill the INAL 300 requirement.
- 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 Credit(s): 2.
- MUSC 224 Applied Music 2 (4-8 credits through proficiency level: 224) Credit(s): 2.
- MUSC 421 Applied Music Credit(s): 1.
- MUSC 422 Applied Music Credit(s): 2.
- (3-6 credits through proficiency level: 326) Credit(s): 2.

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 321 Prehistoric Cultures of North America Credit(s): 3.
- ANTH 330 California Native Americans Credit(s): 3.
- ANTH 335 World Archaeology Credit(s): 3.
- ANTH 365 Biblical Archaeology: Ancient Near East Credit(s): 3.
- ANTH 366 Biblical Archaeology: Palestine Credit(s): 3.
- ANTH 410 Topics in Archaeology Credit(s): 1–4.
- ANTH 430 Field Excursion: Turkey, Greece and Rome Credit(s): 3.
- ANTH 432 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 (6 Credits)

Students must choose at least two of the following lower division courses:

- ARTS 107 Drawing I Credit(s): 3.
- ARTS 108 Figure Studies I Credit(s): 3.
- ARTS 109 Digital Tools Credit(s): 3.
- ARTS 110 2-D Design Credit(s): 3.
- ARTS 111 3-D Design Credit(s): 3.
- ARTS 210 Sculpture I Credit(s): 3.
- ARTS 211 Ceramics I Credit(s): 3.
- ARTS 213 Painting I Credit(s): 3.
- ARTS 221 Photography I-Introduction to Darkroom and Digital Processes Credit(s): 3.

Elective Requirements (15 Credits)

Choose 5 ARTS courses (15 credits). At least 3 courses (9 credits) must be upper-division.

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 if the student declares the minor on the graduation petition. There is a residency requirement and an upper-division requirement for receipt of the Bible minor. Twelve credits must be upper-division (6 in the core and 6 in electives, as listed below) and at least 15 credits must be completed in residency (including at least 6 of the required 12 upper-division credits listed below). Transfer credit, credit for prior learning, and credit by examination may not be used to fulfill the minimum residency requirement.

Core Requirements (6 Credits)

- BBST 465 Integration Seminar Credit(s): 3.

Elective Requirements

Choose 6 credits of 300/400-level Bible electives.

Biology 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.
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

MATH 190  Business Statistics  Credit(s): 3.
MATH 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.

BUSN 212  Principles of Accounting II  Credit(s): 3.
BUSN 220  Management Information Systems  Credit(s): 3.

Core Requirements

BUSN 201  Principles of Macroeconomics  Credit(s): 3.
BUSN 211  Principles of Accounting I  Credit(s): 3.
BUSN 230  Introduction to Marketing  Credit(s): 3.
BUSN 240  Principles of Management  Credit(s): 3.
BUSN 328  Organizational Behavior  Credit(s): 3.
BUSN 370  Business Finance  Credit(s): 3.
BUSN 375  Business as Mission  Credit(s): 3.
BUSN 403  Digital Business  Credit(s): 3.

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

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.

Choose one of the following two options:

CHEM 350  Analytical Chemistry  Credit(s): 5.
CHEM 411  Biochemistry I  Credit(s): 3.
AND  CHEM 413  Laboratory in Biochemistry  Credit(s): 2.

Christian Ministries, Minor

Mission
The Christian Ministries minor exists to provide essential equipping in ministry fundamentals to students who desire to 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 in 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

CEED 242  Psychology of Learning and Development  Credit(s): 3.
CEED 254  Leadership Development  Credit(s): 3.

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.

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)

PEED 329  Psychology of Coaching Sport and Human Movement  Credit(s): 3.
PEED 410  Sports Management  Credit(s): 3.
PEED 408  Motor Learning  Credit(s): 3.
PEED 434  Leadership in Sport and Human Movement  Credit(s): 3.
PEED 485  Internship  Credit(s): 1–3.
PEED 485 - Internship may be taken after consulting with an advisor and must be taken for a minimum of 2 credits.

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.
PEED 346  Techniques of Teaching and Coaching Volleyball  Credit(s): 2.
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.

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.

Computer Science, Minor

Minor Requirements
A Computer Science Minor is offered with the completion of 21 credits.

Core Requirements
- CSCI 105  Introduction to Computer Science  Credit(s): 3.
- CSCI 106  Data Structures  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

Minor Requirements
For those students interested in a formal, cohesive music curriculum, the Contemporary Worship Music minor is intended to equip students who desire to serve the Church on a volunteer or part-time basis through music ministry. A minor is offered upon completion of 22 credits in the required courses. An audition is required. Contact Conservatory Office for details.

Core Requirements
- MUSC 124  Sound Production I  Credit(s): 1.
- MUSC 141  Applied Music  Credit(s): 1.
- MUSC 142  Applied Music  Credit(s): 1.
- MUSC 153  Sight-Singing and Dictation I  Credit(s): 2.
- MUSC 154  Music Theory I  Credit(s): 2.
- MUSC 185  Worship Foundations  Credit(s): 2.
- MUSC 200  Concert Music  Credit(s): 2.
- MUSC 202  Concert Music  Credit(s): 2.
- MUSC 387  Designing and Leading Worship  Credit(s): 2.
- MUSC 421  Applied Music  Credit(s): 1.
- MUSC 422  Applied Music  Credit(s): 2.
- MUSC 452  Worship Music Seminar  Credit(s): 0.
- MUSC 452 must be taken for two semesters.

Ensemble Requirements
Choose a total of 2 credits of ensemble (MUSC 002).

Elementary Education, Minor

Minor Requirements
Candidates must complete 18 credits to qualify for an Elementary Education minor.

The Elementary Education minor meets the majority of requirements for the California Preliminary Multiple Subject Teaching Credential. See the Professional Teacher Preparation section of the catalog under the Liberal Studies, Elementary Education, B.A. program.

Core Requirements
Candidates must take the following 16 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 420  Elementary Reading/Language Arts  Credit(s): 3.
- LEDU 431  Elementary Curriculum  Credit(s): 3.
- LEDU 432  Elementary Curriculum Fieldwork  Credit(s): 3.

Elective Requirements
Select two additional credits from the following:
- PEED 201  Elementary Physical Education Methods and Activities  Credit(s): 2.
- ARTS 306  Elementary Art Workshop  Credit(s): 3.
- MUSC 310  Elementary Music Workshop  Credit(s): 3.
- LEDU 309  Elementary Math/Science Methods  Credit(s): 2.
- LEDU 336  Elementary Health Curriculum and Methods  Credit(s): 3.
- LEDU 337  Elementary History-Social Science Curriculum and Methods  Credit(s): 3.
- LEDU 380  Children’s Literature  Credit(s): 3.

English, 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.
OR
SOCI 302 Sociology of Gender Credit(s): 3.
BBST 450 Advanced Study: Systematic Theology Credit(s): 1–3.
Students are required to take BBST 450 - Theology of Gender as one of their Bible electives. Does not count toward the Gender Studies Minor credits.

Elective Requirements
Choose 15 credits from the following courses:
ANTH 320 Topics in Gender Studies Credit(s): 1–3.
ANTH 320 must be taken as Gender and Globalization or Gender and Communication.
ANTH 402 Family, Kinship and Gender Credit(s): 3.
SOCI 320 Marriage and the Family Credit(s): 3.
SOCI 352 Social Inequality: Race, Class and Gender Credit(s): 3.
SOCI 460 Topics in Sociology Credit(s): 3.
SOCI 460 must be taken as Film, Art, Race, and Gender or Feminist Movements.
PSYC 345 Psychology of Gender Credit(s): 3.
The following courses may be taken with a gender focused topic:
ENGL 430 Special Studies in Literature Credit(s): 3.
ENGL 454 Studies in Literary Theory Credit(s): 3.
ENGL 460 Studies in Literary Genre Credit(s): 3.
PSYC 470 Current Topics in Psychology Credit(s): 1–3.

Intercultural Studies, Minor

Mission
The Intercultural Studies minor equips students in areas of theology, history, culture, and strategic planning as each relate to cross-cultural evangelical witness and service. Contexts of diverse populations and overseas work in urban, rural, and other global considerations seek the most effective means possible to advance the gospel and integrate biblical truth into other disciplines that this minor might accompany.

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.
All students completing a minor are required to take the following as a Bible or Intercultural Studies elective:
BBST 458 Theology of Mission Credit(s): 3.
OR
INCS 450 Theology of Mission Credit(s): 3.

Elective Requirements
Choose 15 additional INCS credits, 12 of which must be upper-division.

History, Minor

Mission
History is a study of the past. It’s learning about families, neighborhoods, and states, and the ideas that drive them. The mission of the History minor is for students to grow in knowledge of the beauty and diversity of civilizations, and to prepare students to read critically, discuss intelligently, and write persuasively.

Minor Requirements
A History Minor is offered with the completion of 18 credits beyond the general education requirements, 12 of which must be upper-division.

General Education Requirements
HIST 108 United States History to 1865 Credit(s): 3.
HIST 109 United States History Since 1865 Credit(s): 3.
HIST 207 World Civilizations I Credit(s): 3.
HIST 208 World Civilizations II Credit(s): 3.

Core Requirements
Choose a minimum of 3 credits in each of the three concentrations (Asian/African Civilizations, European Civilization, Civilizations of the Americas) listed under History, B.A.

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 347 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:

**Selective Requirements**

Students are required to complete 3 credits of specified Bible coursework through the completion of one of the following courses:

- BBST 458 Theology of Mission (Credit(s): 3)
- INCS 450 Theology of Mission (Credit(s): 3)

### International Relations, Minor

**Mission**

The mission of the International Relations minor is to provide students with the knowledge about the key ideas, institutions, and actors involved in global politics, skills (critical thinking, research, writing, and diplomacy), and attitudes (about human nature, society, and the world, reflecting Christian ethical principles in foreign affairs) needed in order to impact the world for Jesus Christ in the diverse callings of politics, missions, business, and others.

**Minor Learning Outcomes**

Upon completion of the International Relations minor students will be able to:

1. Demonstrate a working knowledge of fundamental theories in international relations and will demonstrate basic familiarity with key global institutions, actors, and world geography (ULO 1).
2. Justify foreign policy prescriptions and evaluate international issues based on scriptural and ethical principles (ULO 2).
3. Demonstrate basic competence in both policy analysis of international issues and in professional communication (ULO 3).

**Minor Requirements**

A Minor in International Relations is offered with the completion of 18 credits. For Political Science majors, no more than 6 credits from the major may count toward this minor.

**Core Requirements (6 Credits)**

- POSC 207 International Relations (Credit(s): 3)
- POSC 308 Foreign Policy and Diplomacy (Credit(s): 3)

**Elective Requirements (12 Credits)**

Choose 12 credits from the following. Credits for Experiential Learning (see below) may count toward the 12 required credits in this section.

- POSC 309 National Security Strategy and Military Affairs (Credit(s): 3)
- POSC 317 Politics of Global Terrorism (Credit(s): 3)
- POSC 365 Wealth and Justice (Credit(s): 3)
- POSC 407 International Organizations and Political Economy (Credit(s): 3)
- POSC 409 Strategic Intelligence (Credit(s): 3)
- POSC 415 Human Rights: Justice and Foreign Policy (Credit(s): 3)

Students may choose one of the following:

- POSC 453 The Islamic City (Credit(s): 3)
- POSC 454 Arab-Israeli Conflict (Credit(s): 3)
- POSC 455 History of Israel and Zionism (Credit(s): 3)

**Experiential Learning Courses**

Students may only apply 6 credits of the following courses. Credits earned from experiential learning count toward the 12 elective credits needed to complete the minor.

- POSC 490 Internship in Political Science (Credit(s): 1–8)
- POSC 240 Liberty and the Free Market in England (Credit(s): 3)

Off-campus study experience (Limit of 3 credits)

Students in the IR minor are strongly encouraged to either study abroad for a semester, or to participate in a faculty-led study tour with the Political Science Department, such as POSC 240.

### 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 (Credit(s): 3)

**Core Requirements**

- INCS 233 Foundations for Global Studies (Credit(s): 3)
- INCS 322 Intercultural Adjustment (Credit(s): 3)
- INCS 324 Introduction to Islam and Islamic Theology (Credit(s): 3)
- INCS 325 Popular Islam (Credit(s): 3)
- INCS 447 Approaches to the Islamic World (Credit(s): 3)

All students completing a minor are required to take the following as a Bible or Intercultural Studies elective:

- BBST 458 Theology of Mission (Credit(s): 3)
- INCS 450 Theology of Mission (Credit(s): 3)

**Elective Requirements**

- 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)

If only one history course is chosen, then choose one additional Islamic elective:

- INCS 419 Sufism (Credit(s): 3)
- INCS 434 Islam in America and the West (Credit(s): 3)
- INCS 448 Topics in Islamic Studies (Credit(s): 1–3)
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: Credit(s): 3.
- JOUR 107 Introduction to Convergence: Credit(s): 3.
- JOUR 267 Media Career Readiness: Credit(s): 1.
- JOUR 300 Practicum: Credit(s): 1.

Elective Requirements
Choose one of the following:
- JOUR 111 Introduction to Public Relations: Credit(s): 3.
- JOUR 220 Introduction to Visual Media: Credit(s): 3.
- JOUR 236 Introduction to Broadcast Journalism: Credit(s): 3.

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.

Twenty credits beyond the general education requirement must be completed; at least 12 of these credits must be upper-division. All courses for the minor must be 200-level or higher, with the exception of:

- PEED 180 Recreation Leadership and Programming

Core Requirements
- BIOS 254 Human Anatomy: Credit(s): 4.
- PEED 301 Kinesiology: Credit(s): 3.

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: Credit(s): 4.
- MATH 204 Introduction to Abstract Math: Credit(s): 3.
- MATH 205 Calculus III: Credit(s): 4.
- MATH 291 Linear Algebra: Credit(s): 3.
- CSCI 105 Introduction to Computer Science: Credit(s): 3.

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

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: Credit(s): 3.
- HIST 441 History of the Middle East and Islam I: Credit(s): 3.
- HIST 442 History of the Middle East and Islam II: Credit(s): 3.
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 exegesis (text 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</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 444</td>
<td>History of the Expansion of Christianity</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 333</td>
<td>Principles of Church Multiplication</td>
<td>3</td>
</tr>
<tr>
<td>INCS 334</td>
<td>Church Planting Models and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>INCS 338</td>
<td>Urban Church Planting Models: L.A. Excursion</td>
<td>3</td>
</tr>
<tr>
<td>INCS 410</td>
<td>Frontier Missiology</td>
<td>3</td>
</tr>
<tr>
<td>INCS 451</td>
<td>Principles of Evangelism and Church Growth</td>
<td>3</td>
</tr>
</tbody>
</table>

All students completing a minor are required to take the following as a Bible or Intercultural Studies elective:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 458</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
<tr>
<td>INCS 450</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

Choose 6 credits of Intercultural Studies courses (beyond what may have already been taken to fulfill one of the requirements above):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 324</td>
<td>Introduction to Islam and Islamic Theology</td>
<td>3</td>
</tr>
<tr>
<td>INCS 332</td>
<td>Peoples of the World</td>
<td>3</td>
</tr>
<tr>
<td>INCS 333</td>
<td>Principles of Church Multiplication</td>
<td>3</td>
</tr>
</tbody>
</table>

INCS 334 Church Planting Models and Strategies Credit(s): 3.
INCS 338 Urban Church Planting Models: L.A. Excursion Credit(s): 3.
INCS 342 World Christianity Credit(s): 3.
INCS 360 Short-Term Mission Leadership Credit(s): 3.
INCS 410 Frontier Missiology Credit(s): 3.
INCS 447 Approaches to the Islamic World Credit(s): 3.
INCS 448 Topics in Islamic Studies Credit(s): 3.
INCS 451 Principles of Evangelism and Church Growth Credit(s): 3.
INCS 456 World Religions Credit(s): 3.
INCS 457 Urban Research Credit(s): 3.
INCS 458 Village and Tribal Cultures 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.
INCS 480 Directed Research Credit(s): 1–3.
INCS 490 Practical Mission Training Credit(s): 1–6.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 141</td>
<td>Applied Music</td>
<td>1</td>
</tr>
</tbody>
</table>

Must take 4 credits in principle instrument, composition or voice, through proficiency: level 224.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 200</td>
<td>Concert Music</td>
<td>0</td>
</tr>
</tbody>
</table>

Must take 4 semesters.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 323</td>
<td>Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 118</td>
<td>Keyboard II</td>
<td>1</td>
</tr>
</tbody>
</table>

for non-keyboard minors.***

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 261</td>
<td>Keyboard Sight Reading I</td>
<td>1</td>
</tr>
</tbody>
</table>

for keyboard minors.

**Entry-level standard required.
***Sophomore B.A. music degree proficiency required. See Conservatory Office for standards description.

Ensemble 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 Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 324</td>
<td>Introduction to Islam and Islamic Theology</td>
<td>3</td>
</tr>
<tr>
<td>INCS 332</td>
<td>Peoples of the World</td>
<td>3</td>
</tr>
<tr>
<td>INCS 333</td>
<td>Principles of Church Multiplication</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:

- PHIL 210 Introduction to Logic
- PHIL 220 Introduction to Philosophical Argument and Writing
- PHIL 230 Introduction to Practical Wisdom
- PHIL 231 Practical Wisdom Lab I

Elective Requirements
Choose 4 courses from the following:

- PHIL 301 Greek and Roman Philosophy
- PHIL 302 Medieval Philosophy
- PHIL 303 Modern Philosophy
- PHIL 306 Philosophy of Religion
- PHIL 307 Metaphysics and Epistemology
- PHIL 308 Ethics

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>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>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>
</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>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</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>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 204</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</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.
courses, if their schedules permit it, even though their General Education is otherwise fulfilled in the Torrey program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 281</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 108</td>
<td>United States History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 109</td>
<td>United States History Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 210</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 214</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>POSC 204</td>
<td>Principles of Economics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Requirements**

Choose 18 credits from the courses listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 307</td>
<td>The Colonial Period, American Revolution, 1607–1800</td>
<td>3</td>
</tr>
<tr>
<td>HIST 308</td>
<td>American Democracy, Civil War and Reconstruction, 1800–1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 401</td>
<td>The Rise of Modern America, 1877–1920</td>
<td>3</td>
</tr>
<tr>
<td>HIST 402</td>
<td>The United States Since 1920</td>
<td>3</td>
</tr>
<tr>
<td>POSC 406</td>
<td>Legislation</td>
<td>3</td>
</tr>
<tr>
<td>POSC 480</td>
<td>Studies in Political Science</td>
<td>1–3</td>
</tr>
</tbody>
</table>

And:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 360</td>
<td>Economic History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>POSC 360</td>
<td>Economic History of the United States</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>HIST 410</td>
<td>American Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>POSC 410</td>
<td>American Constitutional Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Recommendations**

Additional courses can supplement preparation depending on the student’s individual areas of interest.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 181</td>
<td>Introduction to Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 361</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>COMM 254</td>
<td>Communication Theories</td>
<td>3</td>
</tr>
</tbody>
</table>

**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**

<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>HIST 208</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 214</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 401</td>
<td>History of Science</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 402</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

And take at least one of the following courses, which also count towards their Bible elective(s):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 311</td>
<td>Biblical Backgrounds</td>
<td>3</td>
</tr>
<tr>
<td>BBST 360</td>
<td>Pentateuch</td>
<td>3</td>
</tr>
<tr>
<td>BBST 312</td>
<td>Principles of Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>BBST 320</td>
<td>Methods of Bible Study</td>
<td>3</td>
</tr>
</tbody>
</table>

A Science and Theology minor is available for non-science majors who take the following background science courses, in addition to the above:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Principles of Organic and Biochemistry</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 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 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>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>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Requirements**

The following course is required for the minor and may be applied toward the 18 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 206</td>
<td>Psychology and Christian Thought</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements**

Choose 15 credits of psychology electives, 12 of which must be upper-division.
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 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): 3.
- LEDU 436 Secondary Curriculum Credit(s): 3.
- LEDU 437 Secondary Curriculum Fieldwork Credit(s): 1.

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 SJHR 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.

Students enrolled in the Social Justice, Human Rights and Conflict Transformation minor are required to take BBST 465 as "Justice, Advocacy and the Kingdom of God," or another approved Integration Seminar topic (see minor advisor).

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.
- INCS 332 Ethnic and Minority Groups Credit(s): 3.
- INCS 348 Social Change in the Developing World Credit(s): 3.
- INCS 352 Social Inequality: Race, Class and Gender Credit(s): 3.
- INCS 360 Topics in Social Justice and Human Rights Credit(s): 3.

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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 220</td>
<td>Basic Spanish for Heritage Learners</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 322</td>
<td>Advanced Spanish for Heritage Learners I</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 323</td>
<td>Advanced Spanish for Heritage Learners II</td>
<td>3</td>
</tr>
</tbody>
</table>

Language learners must take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 330</td>
<td>Advanced Spanish Conversation and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

All students must choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

All students must choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 366</td>
<td>Survey of Hispanic Literature</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 396</td>
<td>Introduction to Hispanic Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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

Choose 6 credits of upper-division courses. At least 3 credits must be at the 400-level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 334</td>
<td>Community Spanish</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 385</td>
<td>Spanish Literature</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 410</td>
<td>Spanish American Literature</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 420</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 471</td>
<td>Teaching Assistant Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 475</td>
<td>Directed Research</td>
<td>1–3</td>
</tr>
<tr>
<td>HUFS 480</td>
<td>Senior Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>HUFS 485</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 490</td>
<td>Seminar in Hispanic Studies</td>
<td>1–3</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INAL 300</td>
<td>Introduction to Language and Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may take the cross-listing of INCS 310 or ENGL 351 to fulfill the INAL 300 requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE 309</td>
<td>Grammar for English Teachers</td>
<td>3</td>
</tr>
<tr>
<td>INTE 421</td>
<td>Introduction to TESOL: Adult</td>
<td>3</td>
</tr>
</tbody>
</table>

Student may take the cross-listing of ENGL 353 to fulfill the INTE 421 requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE 427</td>
<td>Materials Evaluation and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>INTE 441</td>
<td>Intercultural Communication for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>INTE 460</td>
<td>Communicating Values Through TESOL</td>
<td>1</td>
</tr>
<tr>
<td>INTE 492</td>
<td>Practicum in TESOL I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Theatre, Minor

#### Minor Requirements
A minor in Theatre requires a completion of 22 credits.

### Core Requirements (10 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 109</td>
<td>Production Practicum</td>
<td>2</td>
</tr>
<tr>
<td>COMM 264</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 409</td>
<td>Production Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>COMM 468</td>
<td>Drama for Christian Ministry</td>
<td>3</td>
</tr>
</tbody>
</table>

### Elective Requirements (12 Credits)

Choose 12 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 162</td>
<td>Voice and Speech for Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>
COMM 164 Introduction to Acting
COMM 215 Theatrical Makeup
COMM 216 Topics in Theatre
COMM 232 Costume Study and Construction
COMM 241 Introduction to Technical Theatre
COMM 280 Oral Interpretation
COMM 345 Lighting and Sound for Theatre
COMM 369 Intermediate Acting
COMM 391 Directing Theatre
COMM 405 Dramatic Theory
COMM 419 Dramatic Design and Criticism
COMM 435 Playwriting for Performance
COMM 440 Communication Internship
COMM 450 Communication Practicum
COMM 463 Advanced Acting Workshop
COMM 470 Communication Seminar

Topics related to Theatre only, for example Stage Management.

COMM 477 London Theatre Study Tour
COMM 480 Directed Research
MUSC 100 Keyboard I
MUSC 102 Voice Class
MUSC 153 Sight-Singing and Dictation I

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 and the Liberal Studies, Multidisciplinary 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.

Prerequisite Courses
A paid Taskstream subscription is required.

LEDU 301 Introduction to Teaching

Credit(s): 3.

Core Requirements
A paid Taskstream subscription is required.

Choose 12 credits from the following:

LEDU 361 Issues in Special Education
LEDU 362 Assessment and Evaluation of Exceptional Learners
LEDU 363 Teaching Students with Mild Disabilities in Inclusive Settings
LEDU 364 Behavior and Classroom Management for Students with Special Needs
LEDU 369 Introduction to Autism Spectrum Disorders

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.

Child Development Permits

The School of Education offers an Early Childhood 12-credit concentration within the context of the Liberal Studies, Elementary Education major and the Liberal Studies, Multidisciplinary 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. Requirements, including coursework, will vary according to the Child Development Permit desired. See an Advisor in the School of Education.

Prerequisite Courses

PSYC 200 Introduction to Psychology
LEDU 301 Introduction to Teaching
LEDU 335 Child Development: Birth through Adolescence

Credit(s): 3.

Credit(s): 3.

Credit(s): 3.

Core Requirements

A paid Taskstream subscription is required.

LEDU 356 Early Childhood Curriculum
LEDU 357 School/Family/Community Partnerships in Early Childhood Urban Settings
LEDU 358 Classroom Management in Early Childhood Settings
LEDU 359 Observation and Assessment of Young Children
LEDU 360 Early Childhood Practicum

Credit(s): 3.

Credit(s): 3.

Credit(s): 3.

Credit(s): 3.

Credit(s): 3.

Credit(s): 3.
Professional Teacher Preparation Program - Undergraduate

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, and 3).

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

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  Credit(s): 3.
- LEDU 330 Psychological Foundations of Education  Credit(s): 3.
- LEDU 341 Methods of Teaching Linguistically Diverse Students  Credit(s): 3.
- And either:
  - LEDU 420 Elementary Reading/Language Arts  Credit(s): 3.
  - LEDU 425 Secondary Content Area Reading  Credit(s): 3.
- And either:
  - LEDU 431 AND Elementary Curriculum  Credit(s): 3.
  - LEDU 432 Elementary Curriculum Fieldwork  Credit(s): 1.
  - OR
  - LEDU 436 AND Secondary Curriculum  Credit(s): 3.
  - LEDU 437 Secondary Curriculum Fieldwork  Credit(s): 1.

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 Elementary Student Teaching I  Credit(s): 6.
- LEDU 442 Elementary Student Teaching II  Credit(s): 6.
- OR
- LEDU 450 AND Secondary Student Teaching I  Credit(s): 6.
- LEDU 452 Secondary Student Teaching II  Credit(s): 6.

Admission Application
Students who wish to complete the undergraduate Teacher Preparation Program must formally apply for admission to the Teacher Preparation Program during LEDU 301 - Introduction to Teaching.

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.

Taskstream Subscription
Candidates must have a paid subscription to Taskstream while taking teacher preparation courses, pedagogy courses, and student teaching.

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:
- LEDU 433 Single Subject Pedagogy  Credit(s): 2.

Elementary Candidates:
- LEDU 309 Elementary Math/Science Methods  Credit(s): 2.
LEDU 336 Elementary Health Curriculum and Methods  
LEDU 337 Elementary History-Social Science Curriculum and Methods  
LEDU 380 Children’s Literature  
ARTS 306 Elementary Art Workshop  
MUSC 310 Elementary Music Workshop  
PEED 201 Elementary Physical Education Methods and Activities

**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 also 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.

**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.

**Basic Skills Requirement**
Passage of California Basic Educational Skills Test (CBEST) or equivalent is required. This requirement must be met prior to applying for student teaching.

**RICA Exam**
Passage of the Reading Instruction Competence Assessment (RICA) exam is required for candidates earning a Preliminary Multiple Subject Teaching Credential. This requirement must be met prior to applying for a preliminary teaching credential.

**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.

**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.

**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.

**Professional Dispositions and Competencies Evaluations**
Candidates must demonstrate high performance in each Professional Dispositions and Competencies Evaluation for teacher preparation and pedagogy 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.

**Fieldwork Evaluation**
Candidates must obtain good to excellent scores in each fieldwork evaluation for teacher preparation coursework, including student teaching.

**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 either HIST 108 - United States History to 1865 or POSC 225 - Survey of American Government with a grade of "C" or better. Students receiving AP college credit for either HIST 108 or POSC 225 will also 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.

**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.

**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.

**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 - Integration Seminar: “Christian Philosophy of Education” must also be completed. Torrey students will complete YMDT 490 - Selected Readings and Topics: "Philosophy of Education" in place of BBST 465. Application information may be obtained from the ACSI liaison in the School of Education Office.
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 fundamental skills of signs and fingerspelling from the ASL perspective for communication with the deaf. Prerequisite(s): HUFA 101 or equivalent. Note(s): Approved for General Education Foreign Language credit. Grade Mode: A. Credit(s): 4.

Anthropology

A division of Cook School of Intercultural Studies

Faculty
Dean: Bulus Galadima, Ph.D.
Chair: Paul Langenwalter
Professor(s): Hayward
Associate Professor(s): Campbell, Decker, Greene, McMahan, Pennoyer, Pittle
Assistant Professor(s): 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. Note(s): Approved for General Education Behavioral Science credit. 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): Approved for General Education Science credit. 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. Lecture/Lab Hours: 3 lab hours. Note(s): Approved for General Education Science credit. 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 Archaeoastronomy: Reading basic Maya Hieroglyphic inscriptions and codices. Ancient Mesoamerican archaeo-astronomical 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 Merotic, Rongorongo; Mayan, Zapotec and Epi-Olmec; Indus Valley, the Phaistos Disk, the Voinich 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 (concurrent 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
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. 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.

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. Moral, 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 - 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 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, Pisdian 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 ethnophilosophies of mind, soul and spirit. When Offered: Fall. Grade Mode: A. Credit(s): 1–3.

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, symbolic, 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 ethnic cleansing, 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 mentor. Grade Mode: A. Credit(s): 1–6.

Applied Linguistics
A division of Cook School of Intercultural Studies

Faculty
Dean: Bulus Galadima, Ph.D.
Chair: John Liang, Ph.D.
Professor(s): Lessard-Clouston, Purgason
Associate Professor(s): Liang
Assistant Professor(s): Barber, Floyd

Courses
INAL 300 - Introduction to Language and 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. Cross-listed: ENGL 351, INCS 310. Grade Mode: A. Credit(s): 3.

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 become 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 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 neoliterate 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): ENGL 351 or INAL 300 or INCS 310. 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.
Applied Psychology

A division of Rosemead School of Psychology

Faculty

Dean: Clark D. Campbell, Ph.D.
Undergraduate Chair: Peter C. Hill, Ph.D.
Associate Professor(s): Van Lant

Courses

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 330 - 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 335 - 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-psydynamic, 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.
Professor(s): Callis, Krammes
Associate Professor(s): 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): Approved for General Education Fine Arts credit. Fee: $10. Grade Mode: A. Credit(s): 3.

ARTS 107 - Drawing I
An introduction to drawing, perspective, line, shape, value, texture and composition. Note(s): Approved for General Education Fine Arts credit if 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): Approved for General Education Fine Arts credit if 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 devoted to examining, exploring, and applying two-dimensional design concepts, including color theory and composition. Prerequisite(s): Approved for General Education Fine Arts credit if taken at Biola University. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 111 - 3-D Design
A foundational course devoted to examining, exploring, and applying three-dimensional design concepts, construction and composition. Note(s): Approved for General Education Fine Arts credit if taken at Biola University. Fee: $60. 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. Fee: $30. Grade Mode: A. Credit(s): 3.

ARTS 126 - History of Western Art II: Baroque through Modernism
The second of a two-part survey of Western visual art and architecture, this course explores the great contributions to this tradition from the seventeenth century through the mid-twentieth century. Works of art are discussed in terms of style, meaning, and social context. Prerequisite(s): 116. Fee: $30. Grade Mode: A. Credit(s): 3.

ARTS 210 - Sculpture I
Introduction to the methods, materials, and tools of sculpture and general concepts of sculptural form. Prerequisite(s): 111. Note(s): Approved for General Education Fine Arts credit if taken at Biola University. 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): Approved for General Education Fine Arts credit if 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): 107. Note(s): Approved for General Education Fine Arts credit if taken at Biola University. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 221 - 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. Note(s): Highly recommended that students own or have access to both 35mm film and digital SLR cameras. Approved for General Education Fine Arts credit if taken at Biola University. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 304 - Ceramics II
Continued individual development in all areas of ceramics. Introducing vessel construction from hand-built techniques, low fire glaze applications and an introduction in firing the kilns. Prerequisite(s): 211. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 305 - Sculpture II
Emphasizes sculptural aesthetics and appropriate technology. Focus on formulating a conceptual and technical basis for work. Prerequisite(s): 210. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 306 - Elementary Art Workshop
Developing and preparing art assignments suitable for elementary school pupils. Prerequisite(s): LEDU 301 Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 307 - Drawing II
Exploration of the overlapping relationships of traditional and experimental methods of drawing: to include processes, tools, and surfaces. Concentration on issues of formal, narrative, and symbolic development with emphasis placed on finished works of art. Prerequisite(s): 107, 108. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 308 - Painting II
Introduction to non-representational acrylic painting techniques. Emphasis on issues of color and design as applied to abstract, organic, geometric, and pattern abstraction. Prerequisite(s): 213. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 311 - Modernity: Realism to Surrealism
The history of painting, sculpture and architecture from 1850 to 1940. Major aesthetic issues that shaped 20th Century art and influenced the early 21st Century will be examined. Prerequisite(s): 116, 126. Fee: $50. Grade Mode: A. Credit(s): 3.

ARTS 314 - Integrated Design I
Students develop methods of visual communication that draw on the cumulative experience of 2-D, 3-D, and 4-D coursework. Through the use of digital/analog tools and media, students develop a conceptual and technical basis for work. Prerequisite(s): 112. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 315 - Contemporary Art Trends
A study of art produced since World War II, focusing on current movements within the international art community. Prerequisite(s): 311. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 316 - Photography II-Studies in Color
A studio exploration of color photography using digital and film techniques. Emphasis placed on color theory, contemporary issues, and the technical skills of artificial lighting and professional digital printing workflow. Prerequisite(s): 221. Note(s): Highly recommended that students own or have access to digital SLR camera. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 317 - Typography I
A study of the 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): 110. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 319 - Figure Studies II
Extensive investigation of the figure. Emphasis is placed on a broad approach to understanding and interpreting the human figure. Prerequisite(s): 108. Fee: $60. Grade Mode: A. Credit(s): 3.

ARTS 321 - Historical Development of Design
An investigation of issues and ideas in the history of design, focusing on the development of the image from the icon to motion graphics. Individual designers and significant design movements will be covered. Fee: $60. 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): 112. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 333 - Graphic Design Forms I
A critical exploration of current graphic design forms emphasizing core design competencies including color theory, image-text integration and problem solving. A variety of software applications such as Adobe Illustrator, Photoshop and InDesign are used in investigating mass media and examining particular strategies, imagery and delivery. Prerequisite(s): 314, 317, 423. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 334 - Photography III-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): 221. 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 dimensions, exploring the possibilities of conceptually-based typographic design. Prerequisite(s): 317. Fee: $90. Grade Mode: A. Credit(s): 3.
ARTS 431 - 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): 112. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 434 - Contemporary Photographic Practices
Advanced studio exploration in contemporary photographic trends, including mixed media, installation, collaboration, and various new media. Prerequisite(s): 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 438 - 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): 112. Note(s): Students are recommended to provide their own video cameras. Fee: $90. Grade Mode: A. Credit(s): 3.

ARTS 450 - 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 on 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. Fee: $60. 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.
Professor(s): Berding, Curtis, Horner, Huffman, Langer, Lunde, Pierce, Talley, Thoennes, M. Williams
Associate Professor(s): Anizor, Draycott, Jung, Lee-Barnewall, Lister, Lockett, McKinley, McMartin, Oakes
Assistant Professor(s): Petitfils, Trimm, Volkmer, T. Williams

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 BBST 109 (3 credits) and BBST 110 (3 credits). These exams may be taken only during the student’s first year at Biola. Also, if the student has taken the course (or even a portion of it), the student is not eligible to take the corresponding 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: CEED 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’s life and 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 350 - 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 BLGR 101 and 102; or BLUE 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; and BLGR 101 and 102; or BLUE 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
Study of God’s redemptive acts in Scripture on behalf of mankind, with application to the mission of the church today. Cross-listed: INCS 450. Prerequisite(s): 103, 105, 109, 110, 251, 254, 306. Grade Mode: A. Credit(s): 3.

BBST 465 - Integration Seminar
Senior level capstone seminar in which the student will study 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.

BBST 414 - Systematic 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 BLGR 101 and 102; or BLUE 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
Study of God’s redemptive acts in Scripture on behalf of mankind, with application to the mission of the church today. Cross-listed: INCS 450. Prerequisite(s): 103, 105, 109, 110, 251, 254, 306. Grade Mode: A. Credit(s): 3.

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Senior level capstone seminar in which the student will study 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.
BIOS 211 - Nutrition
A detailed study of the basic nutritional needs of humans: water, carbohydrates, lipids, proteins, vitamins and minerals. Also included is a coverage of certain nutritional issues such as health foods, megavitamins, obesity and food additives, as well as computer-aided personal diet-analysis assignment. Note(s): Approved for General Education Science credit. Grade Mode: A. Credit(s): 4.

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 110 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): 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 254 - Human Anatomy
An introduction to the basic structure and function of the human body. Laboratory emphasis varies from section to section to meet the needs of the different majors. Lecture/Lab Hours: Three hours lectures, one hour pre-lab, three hours laboratory. Note(s): Cadavers are used. Fee: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 262 - 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 systems analysis and electrophysiology. Lecture/Lab Hours: Three hours lecture, one hour pre-lab, three hours laboratory. Prerequisite(s): CHEM 106 or CHEM 112 or CHEM 120. 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 or CHEM 120. 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. Lecture/Lab Hours: Two hours lecture, three hours laboratory. Prerequisite(s): BIOS 100 and 110; or BIOS 112 and 114. Fee: Lab $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 problems and issues that require deep 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, remotessensing 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 310 - Prosecution
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 111 and 112; or BIOS 254 or BIOS 236. 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, or CHEM 321 and 322. Grade Mode: A. Credit(s): 3.

BIOS 314 - Nutrition and Metabolism
Study of molecular structure, absorption and cellular use of macro and micronutrients 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): BIOS 111 and 113; CHEM 301; or CHEM 320, or CHEM 321 and 322. 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 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 subtests 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, or CHEM 321 and 322. 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 Interm 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 Interm 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 classroom samples with 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 $110. 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, BHEB, 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: Lab $75. Grade Mode: A. Credit(s): 4.

BIOS 450 - Directed Research
Literature and laboratory or field research of a specific subject or technique in biology; advanced students gain experience in experimental design, laboratory investigation and technical writing. 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.

Business Administration
A division of the Crowell School of Business

Courses

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 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 monoplistic 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.
BUSB 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.

BUSB 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.

BUSB 220 - Management Information Systems
Students will study Information systems, their design, implementation and contribution to management planning, decision-making and control. The impact of information systems on the personal and spiritual lives of students as well as their impact on broader society will also be covered. Students will learn relevant business software applications through hands-on lab assignments. Grade Mode: A. Credit(s): 3.

BUSB 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.

BUSB 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.

BUSB 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.

BUSB 240 - Principles of Management
Presents a conceptual overview of the principles of management. The functions of planning, organizing, leading and controlling 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.

BUSB 301 - Business Writing and Case Analysis
Provides an 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 and developing critical thinking by means of case analysis and analytical reports. 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): BUSN 220. ENGL 100 or 112; and ENGL 113. 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.

BUSB 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): 105, 220. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSB 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.

BUSB 308 - Business Technology Practicum
Under the guide of an instructor, students will learn how to design and build a personal computer, load an operating system, install software, and troubleshoot the associated problems. Students who have experience building a personal computer will be given the option of an alternative project. Prerequisite(s): BUSN 220. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSB 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): 312. Grade Mode: A. Credit(s): 3.

BUSB 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. Grade Mode: A. Credit(s): 3.

BUSB 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. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSB 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. Prerequisite(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSB 316 - Federal Income Tax for Partnerships, Corporations and Estates
An explanation of the federal income tax law as it relates to partnerships and corporations. Estate taxes are reviewed with a historical perspective. Prerequisite(s): BUSN 314. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSB 317 - Accounting Information Systems
The study of computer based systems for the collection, organization, and presentation of accounting information. Prerequisite(s): BUSN 314, 311. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSB 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. Prerequisite(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSB 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: BBST 465. Prerequisite(s): Acceptance into the Crowell School of Business. Note(s): This course does not meet general education requirements. Grade Mode: A. Credit(s): 3.

BUSB 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 models to solve common production (product-based) problems, including techniques of quality management, and a consideration of Christian principles of stewardship in the production and operations management process. Prerequisite(s): 220. Acceptance into the Crowell School of Business. Fee: $10. Grade Mode: A. Credit(s): 3.

BUSB 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. Prerequisite(s): Acceptance into the Crowell School of Business. Note(s): Business Administration minors should seek Crowell School of Business to add the course. 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. Understanding of the promotion mix including public relations, publicity, and sales promotion. Prerequisite(s): 230 or 231. 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 tacician 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. 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. 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. Prerequisite(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. 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. Prerequisite(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 370 - Business Finance
An examination and evaluation of financial decision making in the Corporate environment valuing future cash flows, characterizing risk and return and evaluating options available to firms to finance their operations or fund growth opportunities. Students will learn how to analyze financial data to provide information to management on how to improve the financial performance of their firm. Prerequisite(s): 190, 212. 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. Prerequisite(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: JOUR or COMM 392. Prerequisite(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. 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 and 301. 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. 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 techniques. Prerequisite(s): 212, 220, 230 or 231, 370. 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. 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. 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. 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. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 416 - Women in Management
This course examines the status of women in management and discusses issues which women managers face, including differences in leadership styles, obstacles to advancement, and managing the challenges of women in leadership. The course also addresses themes of women in negotiations, communication styles, the work/life balance women seek, explores ways to leverage opportunities that arise, and discusses the critical effects of mentoring. Prerequisite(s): Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 418 - Consumer Behavior
This course covers major influences on the consumption process, including psychological, situational, and socio-cultural factors. Relationships are explored between conscious and unconscious factors influencing consumers. Specific topics include perception, attitudes, consumer value and satisfaction, motivation, personality, consumer culture, group influence, consumer decision-making perspectives, switching behavior, and consumer loyalty. Prerequisite(s): BUSN 230 or 231. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 421 - Leadership and Change
An examination and evaluation of personal and organizational leadership principles with practical application in contemporary leadership and management settings. Students will develop their ability to lead change productively. Students will study servant leadership, modeled by Jesus and learn how to apply servant leadership within organizational functions and environments. Prerequisite(s): 240. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 432 - Management 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): BUSN 220, 231. 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): BUSN 220, 231. 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. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 438 - 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): BUSN 432. 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. 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. 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, inter-activity, addressability, trust, and privacy. Topics include marketing research, consumer behavior, customer service, advertising, positioning, and web economics. Teaching methods include class lecture, readings, guest speakers, case studies, on-line activities, and a web-based marketing project. Prerequisite(s): 230 or 231. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 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. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 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. 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. 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 managing small profit and non-profit organizations. Prerequisite(s): 230 or 231; 370. 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; 370. Acceptance into the Crowell School of Business. Grade Mode: A. Credit(s): 3.

BUSN 472 - Capstone for International Business Concentration
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. There will also be a focus on career preparation and finishing the E-Portfolio. The student’s E-Portfolio must demonstrate completion of the cross-cultural/overseas experience required of all International Business concentration students. Prerequisite(s): BUSN 347, 375, and 403. Acceptance into the Crowell School of Business. Restriction(s): Must be an International Business (BUMG) concentration only. Note(s): Completion of international experience requirement. Passing this course with a “C” or better will satisfy the Crowell School of Business E-Portfolio Competency Requirement. No substitutions or transfers will be allowed in place of this course. Grade Mode: A. Credit(s): 3.

BUSN 473 - Capstone for Management Concentration
As the capstone for management concentration students, this course will explore advanced and current topics in management. Students will complete an academic service learning project, field study, or other experiential projects related to their future career interests. Students will complete an E-Portfolio including career preparation materials, demonstrate the ability to apply the principles and practice of ethical and responsible business behaviors consistent with Biblical leadership models. Prerequisite(s): BUSN 347, 403 and 421. Acceptance into the Crowell School of Business. Restriction(s): Must be a Management (BUMG) concentration only. Note(s): Passing this course with a “C” or better will satisfy the Crowell School of Business E-Portfolio Competency Requirement. No substitutions or transfers will be allowed in place of this course. Grade Mode: A. Credit(s): 3.

BUSN 474 - Capstone for Marketing Concentration
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 in a group marketing project. There will also be a focus on career preparation such as choosing an industry, developing LinkedIn pages, preparing resumes, sharpening interviewing skills and finishing E-Portfolio. Prerequisite(s): BUSN 432 and 435. Acceptance into the Crowell School of Business. Restriction(s): Must be Marketing (BUMK) concentration only. Note(s): Passing this course with a “C” or better will satisfy the Crowell School of Business E-Portfolio Competency Requirement. No substitutions or transfers will be allowed in place of this course. Grade Mode: A. Credit(s): 3.

BUSN 475 - Capstone for Marketing Management Concentration
As the capstone for marketing management concentration students, this course will explore advanced and current topics in both marketing and management. Students will complete an academic service learning project, field study, or other experiential projects related to their future career interests, develop an E-Portfolio including career preparation materials, research and write a marketing plan, and examine their own calling to integrate their faith in Jesus Christ to their future career. Prerequisite(s): BUSN 318 or 328; 334 or 344; 403. Acceptance into the Crowell School of Business. Restriction(s): Must be Marketing/Management (BUMG) concentration. Note(s): Passing this course with a “C” or better will satisfy the Crowell School of Business E-Portfolio Competency Requirement. No substitutions or transfers will be allowed in place of this course. 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. Prerequisite(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.

BUSN 491 - Capstone for Marketing Management Concentration
As the capstone course for the Marketing Management Concentration, this course will integrate the student’s learning into a comprehensive, practical approach to understanding and implementing marketing strategies in a business environment. 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. There will also be a focus on career preparation and finishing the E-Portfolio. The student’s E-Portfolio must demonstrate completion of the cross-cultural/overseas experience required of all International Business concentration students. Prerequisite(s): BUSN 347, 375, and 403. Acceptance into the Crowell School of Business. Restriction(s): Must be an International Business (BUMG) concentration only. Note(s): Completion of international experience requirement. Passing this course with a “C” or better will satisfy the Crowell School of Business E-Portfolio Competency Requirement. No substitutions or transfers will be allowed in place of this course. Grade Mode: A. Credit(s): 3.

BUSN 492 - 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. Prerequisite(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.

BUSN 493 - 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. Prerequisite(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.

BUSN 494 - 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. Prerequisite(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

Faculty
Chair: John Bloom, Ph.D.
Professor(s): Bloom, Silzel
Associate Professor(s): Chen, Yee
Assistant Professor(s): Johnson, Pichaj
Instructor(s): 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 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 092, 104, or 107 with at least a “B-”. Note(s): Approved for General Education Science credit. Fee: $100. Grade Mode: A. Credit(s): 4.

CHEM 106 - General Chemistry II
Continuation of General Chemistry I. Subjects include chemical kinetics, equilibrium, thermodynamics, solubility, acidity, acid-base chemistry, 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: $100. Grade Mode: A. Credit(s): 4.

CHEM 107 - Introduction to 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: Three hours lecture, weekly. Note(s): Approved for General Education Science credit. This course does not count towards the degree requirements in majors which need additional chemistry courses. 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): 3.

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, 105, or 107 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: $70. 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, TLC, GC, LC. Lecture/Lab Hours: Three hours laboratory weekly. Corequisite(s): CHEM 301. Fee: $130. 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: $130. Grade Mode: A. Credit(s): 1.

CHEM 321 - Basic Organic and Biochemistry
Covers the basic nomenclature, structure, properties and reactivity of organic compounds and biomolecules such as carbohydrates, proteins and nucleic acids. Includes radical reactions and other topics essential to environmental and biochemical studies. Lecture/Lab Hours: Three hours lecture weekly. Prerequisite(s): CHEM 106 with a grade of “C” or better. Corequisite(s): CHEM 322. 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 322 - Basic Organic and Biochemistry Lab
Lab techniques and experiments related to the Basic Organic and Biochemistry lecture course. Lecture/Lab Hours: Three hours laboratory weekly. Prerequisite(s): CHEM 106 with a grade of “C” or better. Corequisite(s): CHEM 321. Fee: $100. Grade Mode: A. Credit(s): 1.

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 302 or 320; or 321 and 322. Fee: $110. 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: $110. 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: Spring. Prerequisite(s): CHEM 302 with a grade of “C” or better; MATH 105. Grade Mode: A. Credit(s): 3.

CHEM 380 - Introduction to Physical Chemistry
Course introduces thermodynamics, 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): CHEM 106; MATH 105; PHSC 112 or 233. Grade Mode: A. Credit(s): 3.

CHEM 402 - Physical Chemistry I
Molecular energetics: the thermodynamic principles underlying energy changes in chemical systems and governing chemical reactions. Energetics of solutions, electrochemical cells, phase changes, and chemical equilibria are discussed. Quantum mechanics is introduced, including solutions to the time-independent Schrödinger equation, multi-electron systems, and polyatomic molecules. Prerequisite(s): CHEM 106; MATH 106; PHSC 112 or 233. Grade Mode: A. Credit(s): 3.

CHEM 405 - Physical Chemistry II
Building upon the thermodynamic and quantum mechanical foundation of Physical Chemistry I, this course applies quantum mechanics to Hartree-Fock theory and electronic, vibrational, and nuclear spectroscopies. Quantum effects are used to explain the origins of bulk material
properties, the behavior of ensembles of molecules, diffusion, kinetics, and complex reaction systems. Lecture/Lab Hours: Three hours lecture, three hours laboratory, weekly. Prerequisite(s): CHEM 402. Fee: $110. 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. 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: $110. 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. Note(s): Requires a written report. May be taken up to 3 times. 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
A 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. Lecture/Lab Hours: Six hours laboratory weekly. Prerequisite(s): CHEM 430 (concurrent registration permitted). Fee: $130. 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 $130. 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.
Professor(s): Carr, Eguizabal, Esqueda, Issler, Lawson
Associate Professor(s): Cardoza, Keehn, Kim
Research Professor(s): 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 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 conducting 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: TTCE 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 336 - 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 translation approaches and instruction in the use of computer-based biblical research tools with an emphasis on the use of these tools for the development of instruction. When Offered: Spring. Cross-listed: BBST 320. Prerequisite(s): BBST 103. 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 expectation, relationships and vocational opportunities. When...
CEED 412 - Missions Education in the Church
Basic administration of a program within the church's educational ministry through which missions is taught to all age levels. Cross-listed: TTEE 612. Note(s): By arrangement. Grade Mode: A. Credit(s): 2.

CEED 415 - Organization and Administration of Christian Ministries
An introduction to the biblical principles and current practice of management: planning, organizing, staffing, directing, and evaluating with special emphasis upon the application of these functions to church and parachurch administration. When Offered: Fall. Prerequisite(s): 150, 260. Grade Mode: A. Credit(s): 3.

CEED 416 - Curriculum Development
Essential principles in curriculum formulation including evolution of existing curricula and curriculum writing experience. Cross-listed: TTEE 616. Prerequisite(s): One of the age level courses: 372, 373 or 374. Note(s): By arrangement. Grade Mode: A. Credit(s): 2.

CEED 419 - Models of Children's Ministry
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: By arrangement. 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 are emphasized. Cross-listed: TTEE 716. Note(s): By arrangement. Grade Mode: A. Credit(s): 2.

CEED 430 - Camp Leadership
Study in the philosophy, objectives, leadership, program and administration of the Christian camp. Investigation into the trends of camping, both centralized and decentralized. Techniques in organizing and directing a camp program, including counselor training. Emphasizes utilization of camping to enhance church's ministry. When Offered: Interterm/Summer. Cross-listed: TTEE 683. Restriction(s): Must be Junior or Senior class. Fee: Fee may be required. 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: TTEE 661. Grade Mode: A. Credit(s): 2.

CEED 465 - 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

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):CEED 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.

CEED 482 - Advance Studies in Children's Ministries
In-depth analysis of issues related to leadership roles in children's ministry. Topics to include integration with family ministries, event planning, staff supervision, training volunteers, budget management, scheduling, counseling, and parent relations, etc. Students are required to be serving in a children's ministry location during the semester for a minimum of 10 hours per week. When Offered: Spring. Prerequisite(s): 465. Grade Mode: A. Credit(s): 2.

CEED 484 - Advanced Studies in Youth Ministries
In-depth analysis of issues related to leadership roles in youth ministry. Topics to include integration with family ministries, event planning, staff supervision, training volunteers, budget management, scheduling, counseling, and parent relations, etc. Students are required to be serving in a youth ministry location during the semester for a minimum of 10 hours per week. When Offered: By arrangement. Prerequisite(s): 465. Grade Mode: A. Credit(s): 2.

CEED 486 - Advanced Studies in Family Ministry
In-depth analysis of issues related to leadership roles in family ministry. Topics to include event planning, staff supervision, training volunteers, budget management, scheduling, counseling, and parent relations, etc. Students are required to be serving in a family ministry location during the semester for a minimum of 10 hours per week. When Offered: Spring. Prerequisite(s): 465. Grade Mode: A. Credit(s): 2.

Cinema and Media Arts

**Faculty**

**Program Director:** Jack Hafer

**Chair:** Michael Gonzales, Ph.D.

**Professor(s):** Fisher, Gonzales

**Associate Professor(s):** Medberry, Schmidt, Swain, Yamada

**Assistant Professor(s):** 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 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 form 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: $50. 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, strategies 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 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) 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. Focus will be given to features 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. Restriction(s): Must be a Cinema and Media Arts (CNMA) major. 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. Fee: $50. 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): 3.
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): 251, 262, 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: $70. 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, mobisodes, 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. Developing a master CD is the final project of the class. Prerequisite(s): 365. 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. Fee: $50. 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 class 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.

CNMA 447 - Advanced Screen Writing
Advanced work in writing and polishing dramatic scripts for television and motion pictures. Prerequisite(s): 359. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Grade Mode: A. Credit(s): 3.

CNMA 499 - The Role of the Producer
Producers make film and television happen. This course covers what a producer does to create a budget, to find financing, to manage the production process, and to market and distribute a film or television project. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Grade Mode: A. Credit(s): 3.

CNMA 450 - Cinema and Media Arts Practicum
Directed practical experience in the various fields of mass communication. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $50. Grade Mode: A. Credit(s): 1–3.

CNMA 451 - Audio Post Production for Film and TV
Development of advanced aesthetics and techniques in composing, editing and processing audio for film and television postproduction. Includes ADR, sound effects, surround sound and orchestra recording. Prerequisite(s): 359. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $50. Grade Mode: A. Credit(s): 3.

CNMA 452 - Motion Picture Post-Production
The final course in a three-course film production sequence (358, 359, 452). Emphasizes editing, music, sound effects, mixing, laboratory coordination, and distribution. Prerequisite(s): 359. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $50. Grade Mode: A. Credit(s): 3.

CNMA 453 - Beauty as Truth
This course will explore the idea of how to get one’s worldview into the story without ruining the story. It will study how story works to impact an audience, and how the filmmaker uses the many aspects of film apart from just dialogue to tell the story and shape the message. Restriction(s): Must be a Cinema and Media Arts (CNMA) major. Grade Mode: A. Credit(s): 2.

CNMA 455 - Media Management
Covers management strategies as applied to media companies, including television stations, cable systems, motion picture production companies, companies in the emerging technologies and ministry media. In addition, students will receive guidance geared toward final preparation for entering into executive positions in the entertainment industry. Projects include resumes, cover letters, interview and meeting techniques, reader coverage, and concludes with students pitching projects to current entertainment executives. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Grade Mode: A. Credit(s): 3.

CNMA 460 - Senior Media Project
Student produces a “calling card” project with advice and guidance from entertainment executives. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Fee: $50. Grade Mode: A. Credit(s): 3.

CNMA 477 - Mass Communication Theory
Social scientific theory in mass communication with emphasis on practical usefulness of theories. Restriction(s): Must be a Cinema and Media Arts (CNMA, MCFT) major. Grade Mode: A. Credit(s): 3.

CNMA 488 - Mass Communication Research
Methodology for mass communication research, including sampling, questionnaire design and introduction to statistics. Students conduct an audience analysis, focus groups and research project. A major goal is to become adept at reading and evaluating research reports. Cross-listed:
Communication Sciences and Disorders

**Faculty**

**Chair:** Matthew Rouse, SLP.D.

**Associate Professor(s):** Dantuma, Hernandez, Rouse

**Assistant Professor(s):** Clemons

**Courses**

**CODS 210 - Introduction to Human Disabilities**
Survey of various types of human disabilities with an emphasis on communication disorders. Explores the roles of Speech-Language Pathologists, Audiologists, Physical Therapists and Occupational Therapists in working with people with disabilities. 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: $40. Grade Mode: A. Credit(s): 3.

**CODS 328 - Fluency Disorders**

**CODS 331 - Speech and Language Development and Disorders (Birth to Syrs)**
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 (Syrs 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 460 - SLPA Clinical Internship
Internship course in which students work under the supervision of a licensed speech-language pathologist in order to gain experience in the field of speech-language pathology and earn hours that can be used to apply for a California Speech-Language Pathologist Assistant License. Prerequisite(s): CODS 331, 332, 439, 441, 442. 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.

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 160 - Theatre Appreciation
Appreciation of drama through an understanding of the components, terms, personnel, history, styles, and techniques of theatre. Note(s): Approved for General Education Fine Arts credit. 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 164 - Introduction to Acting
This course is designed for the beginning, pre-/non-theatre major, and is an examination of the theatre elements that relate directly to performing onstage, including rehearsal and performance techniques, stage movement, vocal techniques, stage terminology and script analysis. 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. Note(s): Approved for General Education Communication credit. Grade Mode: A. Credit(s): 3.

COMM 181 - Introduction to Argumentation and Debate
Effective oral communication: invention, analysis, evidence, methods of attack and defense and arrangement of ideas. Note(s): Approved for General Education Communication credit. 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 216 - Topics in Theatre
Selected topics vary, see class schedule for current offerings. Possible topics include: stage management, scene work, theatre history. Grade Mode: A. Credit(s): 1–3.

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 threedimensional scenery and their materials, and scene painting. Grade Mode: A. Credit(s): 3.

COMM 245 - 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 264 - Beginning Acting
This course offers a beginning study of the principles of contemporary acting techniques. Students will evaluate and demonstrate the acting theories of the Stanislavsky system of acting, as assessed by the 20th century American acting leaders, Uta Hagen and Stella Adler. Restriction(s): Must be a Theatre (COTH) or Communications Dramatic Arts (CODA) major. 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. Note(s): Approved for General Education Communication credit. Grade Mode: A. Credit(s): 3.
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**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 group 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 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 369 - Intermediate Acting**
This course features in-depth study and practice of acting skills with increased emphasis on the application of the principles and theories of creative acting, as assessed by the 20th century American acting leaders, Lee Strasberg and Eric Morris. Prerequisite(s): COMM 264. 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 Approved 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 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, metaphorical, 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.

**COMM 469 - Rhetoric of Media Studies**
Rhetorical criticism and evaluation of communicative messages in film, television, theatre, popular music, the popular press/books, and Internet. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

**COMM 470 - Communication Seminar**
Various aspects and problems in the fields of communication. Note(s): May be repeated with different course content. Grade Mode: A. Credit(s): 1–3.

**COMM 472 - Intercultural Communication**
Relationship between communication and culture with emphasis on factors affecting the quality and processes of interpersonal communication between persons of different cultures or subcultures. Cross-listed: INCS 420. Grade Mode: A. Credit(s): 3.

**COMM 473 - Communication and Diversity**

**COMM 474 - Advanced Studies in Communication Behavior**
Selected communication topics varied by semester. Sections offered include: gender studies, relational studies, family communication, leadership communication, and engaging worldviews. Note(s): May be repeated with different course content. Grade Mode: A. Credit(s): 3.

**COMM 477 - London Theatre Study Tour**

**COMM 480 - Directed Research**
Individual research in areas of communication determined in consultation with the instructor. Note(s): An Add/Drop Slip and Approved Course Form must be obtained at the Communication Studies Office. May be taken for a total of 3 credits. Grade Mode: A. Credit(s): 1–3.
Computer Science

Faculty

Chair: William R. Wade, Ph.D.
Professor(s): McCarty, Wade
Associate Professor(s): Lin

Courses

CSCI 103 - Computer Applications
Introduction to computer applications using programs such as Word, Excel, or PowerPoint. When Offered: Fall, spring. Note(s): May be repeated with a different topic. May not be counted toward the major. Does not count toward General Education. Grade Mode: A. Credit(s): 1.

CSCI 104 - The Nature of Computing

CSCI 105 - Introduction to Computer Science
Introduction to computer hardware and software. Problem solving methods. Elementary concepts of algorithm development. C++ programming. When Offered: Fall. Lecture/Lab Hours: Three hours lecture, one hour lab. Grade Mode: A. Credit(s): 3.

CSCI 106 - Data Structures
Linear lists, strings, arrays and orthogonal lists; graphs, trees, binary trees, multi-linked structures, searching and sorting techniques, dynamic storage allocation; applications. When Offered: Spring. Prerequisite(s): 105. Grade Mode: A. Credit(s): 3.

CSCI 220 - Computer Organization and Assembly Language Programming
Fundamentals of digital logic and the architecture of modern computer systems, machine level representation of data, memory system organization, structure of machine languages, assembly language programming. When Offered: Spring Prerequisite(s): 105. Grade Mode: A. Credit(s): 3.

CSCI 230 - Programming Languages
Organization and structure of programming languages. Runtime behavior and requirements of programs. Introduction to programming language specifications and analysis. Study of various alternative languages such as Java, C++, and Python. When Offered: Fall. Prerequisite(s): 106. Grade Mode: A. Credit(s): 3.

CSCI 311 - Operating Systems
Computer operating systems; topics include time sharing, process communication, memory management, storage allocation, interrelationships between the operating system and the architecture of computer systems. When Offered: Fall. Prerequisite(s): 106. Grade Mode: A. Credit(s): 3.

CSCI 335 - User Interface Design and Programming
User interface design, implementation, and evaluation; event-driven programming in GUI applications and web applications; user-centered design methodologies. When Offered: Alternate years. Prerequisite(s): 106. Grade Mode: A. Credit(s): 3.

CSCI 400 - Theory of Algorithms
Various types of algorithms, analytic techniques for the determination of algorithmic efficiency, NP-complete problems, complexity hierarchies, and intractable problems. When Offered: Alternate years. Prerequisite(s): 106, MATH 112. Grade Mode: A. Credit(s): 3.

CSCI 402 - Database Management
Integrated database systems, logical organization, data description language (DDL), data manipulation language (DML), of hierarchical networks and relational databases, overview of selected database management systems (DBMS). When Offered: Alternate years. Prerequisite(s): 230. Grade Mode: A. Credit(s): 3.

CSCI 430 - Computer Communications
Concepts of computer communications, local area networks, seven layers of communication protocols, global networks. When Offered: Spring. Prerequisite(s): 106. Grade Mode: A. Credit(s): 3.

CSCI 440 - Topics in Computer Science
Topics are selected from the following:
Compiler Theory: The theory of languages and their implementation. Systems Programming: Design and implementation of language translators and system utilities. Theory of Computation: Concepts from theoretical computer science, finite state concepts, decidability, computability, and Turing machines. Computer Graphics: Computer interactive graphics, software structures, screen display, and graphical techniques. Artificial Intelligence: Concepts and techniques of artificial intelligence, representation, search strategies, control, communication and perception, and applications. Prerequisite(s): 106. Note(s): Course may be taken multiple times for credit with different content. Grade Mode: A. Credit(s): 3.

CSCI 450 - Software Engineering
Concepts, principles, techniques, and documents of software engineering. Emphasis on systematic approaches to software engineering and the software life cycle. Team project required. When Offered: Spring. Prerequisite(s): 230, 311, and 430. Grade Mode: A. Credit(s): 3.

CSCI 480 - Research Seminar
Special studies in computer science. Restriction(s): Must be Senior class. Grade Mode: A. Credit(s): 1–3.

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.
Professor(s): Hetzel, O’Quinn, Sibold
Associate Professor(s): Bishop, Eastman, Johnson, LaBarbera, Stranske, Taylor, Vidaurre
Assistant Professor(s): 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: Paid Taskstream subscription required. Approximately $130 for livescan 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 grade of "B-" or higher. Fee: $25. Paid Taskstream subscription required for credential candidates. Grade Mode: A. Credit(s): 3.

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 grade of "B-" or higher. This course is designed to fulfill the University’s writing competency
LEDU 355 - Classroom Management in Early Childhood Settings
This course offers an overview of classroom behaviors and effective strategies for managing these behaviors in the classroom. It includes a review of learning and developmental theories. The course introduces 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): LEDU 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. Fee: Paid Taskstream subscription required. 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): LEDU 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. Fee: Paid Taskstream subscription required. 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 your children. Lecture/Lab Hours: A 75-hour fieldwork practicum component is required. Prerequisite(s): LEDU 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. Fee: Paid Taskstream subscription required. 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, 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. Fee: Paid Taskstream subscription required. 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. Fee: Paid Taskstream subscription required. 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. Fee: Paid Taskstream subscription required. 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): 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. Fee: Paid Taskstream subscription required. 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, theories, operating 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 devices 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 educational webpages and updated strategies on how to conduct Internet research. Students will design and create their own instructional webpage. 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. Fee: Paid Taskstream subscription required. 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
This course is designed to provide an understanding of the historical perspectives on children’s literature through picture books and young adult novels reflecting different genres. Literature representative of a variety of cultures and ethnic groups will be analyzed and discussed in order to strengthen cross-cultural understanding. Emphasis will be upon developing responses to literature through art, drama, and writing in order to strengthen children’s literary development in the elementary classroom. Prerequisite(s): ENG 100 or 112; 113; and one of the following: ENG 220, 230, 251, 252, 253, 281, 282, 283 or 290. Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Fee: Paid Taskstream subscription required for credential candidates. 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 field practicum component is required. Prerequisite(s): PSYC 200; LEDU 301, 330 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. Paid Taskstream subscription required. 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 field 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. Paid Taskstream subscription required. 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): LEDU 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. Paid Taskstream subscription required. 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. Fee: Paid Taskstream subscription required. Grade Mode: A. Credit(s): 1.

LEDU 433 - Single Subject Pedagogy
During interrelated activities in program coursework and fieldwork, Single Subject candidates relate the Common Core and 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 - Mathematics: During interrelated activities in program coursework and fieldwork, Single Subject Mathematics 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 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 achieving the fundamental goals of the state-adopted K–12 academic content standards for students in 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. Fees: $100. Paid Taskstream subscription required. 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): 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. Paid Taskstream subscription required. 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. 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. Fee: Paid Taskstream subscription required. 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. CalTPA #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. Paid Taskstream subscription required. Grade Mode: A. Credit(s): 6.

LEDU 442 - Elementary Student Teaching II
See LEDU 440. Prerequisite(s): 440 (concurrence registration permitted). Note(s): Special approval required. Restricted to formal application. Fee: Paid Taskstream subscription required. 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. CalTPA #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. Paid Taskstream subscription required. Grade Mode: A. Credit(s): 6.

LEDU 452 - Secondary Student Teaching II
See LEDU 450. Prerequisite(s): 450 (concurrence registration permitted). Note(s): Special approval required. Restricted to formal application. Fee: Paid Taskstream subscription required. 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.

English

Faculty
Chair: Aaron Adams, Ph.D.
Professor(s): Smith, Kleist
Associate Professor(s): Adams, Buchanan, Davidson, Maldonado, Park
Assistant Professor(s): Garcia, Matzke, Wang

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): Approved for General Education English credit. 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
Reading and discussion of ideas and methods in writing, stressing critical thinking, persuasion and evaluation; experience in writing a variety of expository and persuasive essays. Note(s): Approved for General Education English credit. Students scoring 470 or higher on the critical reading section of the SAT (or 19 ACT) exam may enroll in ENGL 112. Prerequisite to ENGL 113. Grade Mode: A. Credit(s): 3.

ENGL 113 - Studies in Critical Thinking and Writing II
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 and approved for General Education English credit. 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; 113; two unsuccessful attempts to complete GNUC 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. Note(s): Approved for General Education Literature credit. 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. Note(s): Approved for General Education Literature credit. 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. Note(s): Approved for General Education Literature credit. 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. Note(s): Approved for General Education Literature credit. 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. Note(s): Approved for General Education Literature credit. 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. Note(s): Approved for General Education Literature credit. 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. Note(s): Approved for General Education Literature credit. 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. Note(s): Approved for General Education Literature credit. 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. Note(s): Approved for General Education Literature credit. 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. Cross-listed: INAL 300, INC S 310. 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 multilingual 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 - Studies in 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. May be taken multiple times for credit for a total of 3 credits. 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.

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**French**

**Faculty**

**Chair:** Amy Obrist, Ph.D.
**Associate Professor(s):** Bryant
**Assistant Professor(s):** Hernandez, Velasquez

**HUFF 101 - Elementary French**
Basic principles of pronunciation and grammar, vocabulary drill, graded reading. From the beginning, classroom conversations in French. Lecture/ Lab Hours: Five hours each week. Prerequisite(s): Students with high school French should consult with the department for placement. Note(s): Approved for General Education Foreign Language credit. Students desiring to enroll in French should do so during the freshman and sophomore years. It is impossible to complete general education requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A. Credit(s): 4.
HUFF 102 - Elementary French
Basic principles of pronunciation and grammar, vocabulary drill, graded reading. From the beginning, classroom conversations in French. Lecture/Lab Hours: Five hours each week. Prerequisite(s): 101 or equivalent. Students with high school French should consult with the department for placement. Note(s): Approved for General Education Foreign Language credit. Students desiring to enroll in French should do so during the fresh and sophomore years. It is impossible to complete general education requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A. Credit(s): 4.

HUFF 201 - Intermediate French
Intermediate grammar and conversation, with emphasis on reading for meaning and speed. Class conducted in French. Lecture/Lab Hours: Five hours each week. Prerequisite(s): 102 or equivalent. Students with high school French should consult with the department for placement. Note(s): Approved for General Education Foreign Language credit. Students desiring to enroll in French should do so during the freshman and sophomore years. It is impossible to complete general education requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A. Credit(s): 4.

HUFF 202 - Intermediate French II
A continuation of Intermediate-level French, this course will cover typical aspects of French daily life with special emphasis on idioms, useful phrases and conversational patterns. Topics deal with true to life situations and practical aspects of the language. When Offered: Three hours each week. Not offered on a regular basis. Prerequisite(s): 201. Students with high school French should consult with the department for placement. Note(s): Students desiring to enroll in French should do so during the freshman and sophomore years. It is impossible to complete general education requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A. Credit(s): 3.

HUFF 230 - French Conversation and Composition
Provides intensive practice and instruction in French conversation at the high-intermediate level. It will help students develop a strong command of grammar structures, build their lexical repertoire, as well as orient them to the uses of formal and informal uses of French. Students will develop critical thinking skills and will be given the tools for approaching, and understanding a wide variety of texts, as well as develop strategies for expressing themselves with fluency and spontaneity in conversation. Students will also be guided through the writing process in order to guide them to produce well-structured texts in French. Prerequisite(s): HUFF 202. Note(s): This course will not be offered on a regular basis. Grade Mode: A. Credit(s): 3.

HUFF 299 - Faith, Life and Culture: Travel Practicum
Provides a historical and sociological examination of the role of 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.

HUFF 300 - Readings in French
Covers a variety of authors and topics to introduce students to reading literature in French, including a variety of Francophone texts. Literary genres covered may include narratives, poetry, drama as well as essays. Students will develop critical thinking skills and will be given the tools for approaching, and understanding a wide variety of texts, as well as develop strategies for expressing themselves with fluency and spontaneity in conversation. Students will also be guided through the writing process in order to guide them to produce well-structured texts in French. Prerequisite(s): HUFF 202. Note(s): This course is taught in French. Grade Mode: A. Credit(s): 3.

HUFF 330 - Advanced Conversation and Composition
This course will develop the students' 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 will be able to 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. Prerequisite(s): HUFF 230. Grade Mode: A. Credit(s): 3.

HUFF 360 - Topics in French and Francophone Literature and Culture
Provides an in-depth study of a topic of interest through French texts (literary and other) as a way to understand French literature, history and culture using advanced level communication skills. It will develop the student's command of grammar structures and build their lexical repertoire, as well as their ability to engage abstract thoughts and concepts. Lecture/Lab Hours: Three hours each week. Prerequisite(s): HUFF 330. Grade Mode: A. Credit(s): 3.

HUFF 400 - French Literature in Translation
Specialized studies on global literature focusing on authors, genres, periods, regions, or traditions from the French and Francophone world. Prerequisite(s): ENGL 100 or 112; ENGL 113; one 300-level ENGL course or one 300-level HUFF course. Grade Mode: A. Credit(s): 3.

General Studies

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 - Strategies for Academic and Personal Success
Instruction in success strategies for navigating the rigors of college and life beyond. Particular attention is given to time management, personal self-awareness, strengths based learning/learning, moderation, critical thinking, test-taking and holistic living. 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.

GNST 003 - Multicultural Mentorship Program
This two-semester program, Cultural Encounters, is designed to equip students from diverse backgrounds to better serve the Biola Community and society at large by exposing them to the basic concepts of leadership, diversity and multiculturalism. Note(s): Both semesters required of all SURGE Scholarship recipients. Grade Mode: C. Credit(s): 0.

GNST 004 - Gospel Choir
This multicultural experience focuses on the training in, and performance of, all categories of Gospel music. Grade Mode: C. Credit(s): 0.

GNST 101 - Introduction to Career Planning
This course will introduce students to the essential components in their career development. Students will have opportunity to identify their interests, skills and personality traits related to the world of work. Development of a resume, introduction to career and industry information and create an action plan to meet career goals are objectives of this class. Open to all students. Fee: $35. Grade Mode: A. Credit(s): 1–2.

GNST 102 - First Year Seminar
First Year Seminar is designed to introduce first-year students to the academic community and engage them in the unique aspects of Biola's biblically centered education. This discipline-linked course also provides an overview of the student's chosen major and a generalist offering is available for undeclared students. Required of all first-time students with fewer than 12 transferable credits from a college (excluding AP, IB, dual credit, or CLEP). Note(s): Required for graduation. Grade Mode: A. Credit(s): 1.

GNST 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. Note(s): May not be used to substitute for a General Education requirement. May not be counted toward any major. May be taken multiple times for credit with different content. Grade Mode: A. Credit(s): 1–3.

GNST 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. Note(s): May not be used to substitute for a General Education requirement. May not be counted toward any major. Grade Mode: A. Credit(s): 1–3.
Geography

Faculty

Chair: Daniel Christensen, Ph.D.
Professor(s): Rood
Associate Professor(s): Christensen, Dewey, Waller, Wamagatta

Courses

H GEO 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.

H GEO 310 - Studies in Geography
Continental areas studies by regions emphasizing physical, cultural, economic and historical dimensions which give geographic personality to individual regions and nations, or thematic topics such as globalization, demography, human rights or other topics. 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(s): Wilkins
Professor(s): Arnold, Berding, Helligman, Hubbard, Huffman, Lunde, Rhee
Associate Professor(s): Geringer, Lockett, Manning

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, exegete a biblical text accurately, and undertake individual research in biblical and extra-biblical literature. 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 taken multiple times 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.
Professor(s): Curtis, Finley
Assistant Professor(s): 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, exegete a biblical
text accurately, and undertake individual research in biblical and related background material. Two years of Hebrew (BLHE 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.

History

Faculty

Chair: Daniel Christensen, Ph.D.
Professor(s): Daniel Christensen, Dewey, Guerra, Lim, Waller, Wamagatta
Associate Professor(s): Rood

Courses

HIST 107 - United States History
Geographical expansion and development of the United States from its colonial foundations to present. Assessment of influence of Puritans, colonial experience, the industrialization, urbanization, 20th century wars and an expansive economy in shaping the American mind and American international relations. Restriction(s): Must be a Liberal Studies (LSEE) major. Grade Mode: A. Credit(s): 3.

HIST 108 - United States History to 1865
A survey of U.S. History from the time of European settlement, to the colonial period, to independence from Britain, the formation of the republic and the constitution, the issues of the early 1800s, and the Civil War. Note(s): Approved for General Education US History credit. Meets the United States Constitution requirements for California teacher certification. Grade Mode: A. Credit(s): 3.

HIST 109 - United States History Since 1865
A survey of U.S. history from Reconstruction, to the gilded age and progressive era, to the world wars, the cold war, and the present age. Major Supreme Court cases will be covered as will social and ethnic issues. Note(s): Approved for General Education US History credit. Grade Mode: A. Credit(s): 3.

HIST 115 - Perspectives on American History
Topics on the influence of Christianity in shaping the American mind. A discussion class is required along with this course. Grade Mode: A. Credit(s): 1–2.

HIST 207 - World Civilizations I
Highlights in the development of World civilization with an overview of Western, Asian, African and Latin American civilizations to 1500. Examination of comparative cultural contributions made in the arts, sciences, government and religions. Includes regional geographic studies. Note(s): Approved for General Education World History credit. Grade Mode: A. Credit(s): 3.

HIST 208 - World Civilizations II
Highlights in the development of World civilization with an overview of Western, Asian, African and Latin American civilizations since 1500.

Examination of comparative cultural contributions made in the arts, sciences, government and religions. Includes regional geographic studies. Lecture/Lab Hours: Three hours lecture, one hour discussion. Note(s): Approved for General Education World History credit. Grade Mode: A. Credit(s): 3.

HIST 215 - Perspectives on World Civilizations
Introduction to historical interpretation with reference to Christian understandings of history. Note(s): For clarification contact the Department of History and Political Science. Grade Mode: A. Credit(s): 1–2.

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.
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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 administrating 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 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 Czardom, 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 inaugrated 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, Wiemar 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: Bulus Galadima, Ph.D.
Chair: Alan McMahen, Ph.D.
Professor(s): Lessard-Clouston, Purgason, Starcher
Associate Professor(s): Campbell, Decker, Greene, Liang, McMahen, Pittle, Russell, Sappington, Yeh
Assistant Professor(s): Barber, Floyd, Langenwalter, Nehrbass

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. Cross-listed: ENGL 351, INAL 300. 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 thinking including the emergence of Islamic fundamentalism 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 Islam (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. Areas of specialty may include:
- History, People and Cultures of Latin America
- History, 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

Note(s): May be taken multiple times for credit with different content.
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 an area. A holistic approach to ministry designed to empower nationals for ministry and using teamwork with the investigation of spiritual gifts, skills and life experience. 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 missiological 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 to 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 Models
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 spring semester; and 354, actual field experience and portfolio, are completed in fall semester. Prerequisite(s): 347, 433, 435, 437. Grade Mode: A. Credit(s): 3.

INCS 354 - 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. Prerequisite(s): 352. Note(s): Required for all concentrations. Preparation for field internship, 354 is taken in spring semester; and 354, actual field experience and portfolio, are completed in fall semester after the internship. 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 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 exhort 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; sainthood, 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 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
Topics include:
- 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 sojourner 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 458. 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 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 occasionally 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. Restriction(s): Must be an Anthropology (ANTH) or Intercultural Studies (INCS) major. Grade Mode: A. Credit(s): 3.

INCS 467 - 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 methods of teaching multicultural populations and diverse populations worldwide. This primarily, but not exclusively, involves urban settings. 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, ethnomusiology, 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: Tamara Welter, Ph.D.
Professor(s): Cannon, Oleson, Welter
Associate Professor(s): Longinow, Tarpley
Assistant Professor(s): Kim

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 fast-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
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. Prerequisite(s): 106, 107; 230 or 231. Fee: $20. 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 deadline 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 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. Grade Mode: A. Credit(s): 3.

JOUR 315 - Religion, Culture and Media
An overview of the interplay of faith and journalism within urban and rural cultures in the United States. Students examine the ways media—Christian and secular—have told, and currently tell, the stories of people of faith and faith communities. The course emphasizes cross-cultural, racially diverse encounters for students, interaction of their Christian worldview with those of differing beliefs, and examination of journalistic approaches that are appropriate to truth-telling about the work of God in the world. Students’ work in the course involves field observation in Southern California and emphasizes research, discussion, basic interviewing, writing and storytelling through Web media. Prerequisite(s): 106, 107. Fee: $10. Grade Mode: A. Credit(s): 3.

JOUR 332 - Publication Editing and Management
Exploration of aesthetics and design with emphasis on copy editing and marking skills necessary for quality presentation of material in newspapers, magazines, newsletters and other journalistic venues. Extensive practice of copy editing with attention to style, grammar, punctuation, writing headlines, cutlines, selection of type, use of color and art. Prerequisite(s): 106. Fee: $50. Grade Mode: A. Credit(s): 3.

JOUR 333 - Travel Video Practicum
Students learn storytelling based on insight into a unique location using interviewing and video editing techniques to make that location, its people and culture understandable and approachable to audiences. An understanding of on-camera interviewing, script writing, videography and video editing are necessary to begin this course, though those areas will be refined in this practical, field/ work/ driven course. Prerequisite(s): 106, 236. Grade Mode: A. Credit(s): 3.

JOUR 334 - Producing and Writing for Broadcast News
Students learn the nuts and bolts for writing and producing a television newscast. The course observes life behind-the-scenes in a television newsroom. Students study the format for writing for television news, as well as how to stack a show, assign packages and stories, and how to produce in breaking news situations. Students also study the writing format for television news, as well as how to properly write a television news package. Prerequisite(s): 106, 107. Fee: $30. Grade Mode: A. Credit(s): 3.

JOUR 335 - Magazine and Free-Lance Writing
Principles of writing for targeted audiences that win readers and editors at niche and mainstream magazines. Students move articles from inception to querying through the revision processes of medium and long-form features and in-depth article writing. Course includes elements of business self-management, budgeting and copyright guidelines. Grade Mode: A. Credit(s): 3.

JOUR 337 - 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 342 - Visual Meaning
A research and discussion course exploring theories of visual knowledge, the making of meaning through visual languages, and the ways journalists and/or public relations professionals negotiate visual symbols and paradigms within disparate communities. The course analyzes digital SLR imaging, video imaging, and the uses of complementary elements alongside visuals including, but not limited to, text, audio and graphics. Cross-cultural elements of visual meaning can also be included depending on the semester. Prerequisite(s): JOUR 106, 107. Grade Mode: A. Credit(s): 3.

JOUR 374 - Photojournalism I
Explores reporting and documentation through the visual medium of still images. Students photograph assignments under working press conditions and advance their skills using the SLR camera. Prerequisite(s): 220. Fee: $80. Grade Mode: A. Credit(s): 3.

JOUR 348 - Publication, Web & Media Design
Examines the trends in design as they impact newspapers, magazines, broadcast and promotional material in applicable print, online and mobile form. It is expected that students have a basic ability with the Adobe Suite of products. Emphasis is on the design of cohesive multi-page (print or digital) publications, sites and/or apps. Examines editorial operations, production procedures, and the role of the art/design director. In the class' workshop setting, students are familiarized not only with theoretical ideas but also with practical considerations of design. Prerequisite(s): 249. Fee: $35. 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, characters, plot and the pacing of narrative to develop 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 publication 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): JOUR 230. Fee: $10. 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 socio-cultural aspects. Guest speakers 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 or Web 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, Philosophy and Ethics
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 internal and external audiences, devise strategies for guidance of executive leadership, and learn effective guidance of public opinion with integrity. The course incorporates use of pertinent media tools and role-playing presentations including case analysis and legislative 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 433 - 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-related 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 internship are required for the major. It is strongly recommended that students take this course 1 credit at a time. Grade Mode: A. Credit(s): 1–3.

JOUR 447 - Commentary, Opinion and Reviews
A lecture, discussion and writing course exploring the power and ethical implications of opinion in media. Students will learn how opinion journalism helped frame the cause of freedom in our nation's founding and how it has had a role in every major era in our nation's history. Students will also examine the role of opinion journalism today in social media, in public opinion polling, and in reviews of the Arts (e.g. music, dance, film, books, theatre productions) and of products in the marketplace (e.g. electronics, cars, hotels, restaurants). Students will examine, learn and demonstrate the techniques for critical thinking in effective opinion journalism in forms ranging from news or sports analysis to blogs, tweets, and social media platforms that implement opinion alongside, or consisting of, photos and video. Grade Mode: A. Credit(s): 3.

JOUR 458 - Public Relations and Journalism Research Methods
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'll shadow. 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.

**JOUR 466 - Photojournalism II**
Continues the exploration of reporting and interpreting the news through photos, photo documentaries, and photo analysis. Advanced techniques of visual reporting and interpreting news are explored. Working under deadline continues to be a part of the advanced course. Introduces the use of lighting techniques, including operation of portable and studio strobes. Prerequisite(s): 220, 347. Fee: $80. Grade Mode: A. Credit(s): 3.

**JOUR 470 - Journalism Seminar**
A rotating variety of topics and production experiences often employing special guests from within Journalism or Public Relations. Possible topics include, but are not limited to, Documentary Reporting, Political Journalism, PR Fund Raising, Event Planning, Cross-cultural journalism, advanced multimedia, or advanced photojournalism. Prerequisite(s): 106, 107, 220, 211 or 231 or 235 or 136 as pertinent to the seminar topic. Note(s): May be taken multiple times for a maximum of 6 credits. Fee: May involve lab fees. Grade Mode: A. Credit(s): 1–3.

**JOUR 480 - Directed Research**
Individual research in an area of Journalism or Public Relations determined in consultation with the instructor. Note(s): Special approval required. May be taken for a total of 6 credits. Grade Mode: A. Credit(s): 1–3.

**JOUR 486 - Media Narrative Project**
Students in this mastery-level course will 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 towards the needs and solutions being sought to help the marginalized and alienated within and around the American evangelical church and/or internationally. Projects will include reporting through written and visual form, and as needed, video storytelling and web development that enhances audience understanding of the book’s topic. Prerequisite(s): JOUR 231 or 249 or 347. Fee: $50. Grade Mode: A. Credit(s): 3.

**JOUR 488 - Visual Capstone**
A culmination of the visual student’s academic career. This course is the laboratory where visual students transition from student to master of their craft, bringing together journalism fundamentals, approaches to storytelling, and technology and techniques necessary to produce visual material in various forms. Students bring their mastered understanding of craft together with their developed ability to think critically concerning their faith and the world around them, to ultimately produce intensive final projects of their choosing. Students will consider business practices as they develop proposals, researching their areas of focus and considering experts and best practices for their final projects. Prerequisite(s): JOUR 348 or 466. Grade Mode: A. Credit(s): 3.

**JOUR 495 - Senior Portfolio**
A course guiding students in preparation, management and presentation of defense of three-fold competency in the senior portfolio required for graduation in the major. The portfolio measures learning in professional, leadership-based, and biblical integration outcomes. Students are advised to take this course in the semester prior to their intended semester of graduation. Restriction(s): Must be a Senior Journalism and Integrated Media (JOUR) major. Note(s): Students must earn a “C” or better in the course for it to count toward the major. Students may revise the portfolio if its deficiencies are remediable in the short-term. Students whose portfolios need more extensive revision may repeat this course if necessary. Grade Mode: A. Credit(s): 1.

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**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): Approved for General Education Physical Education activity credit. 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, soccer, softball, swimming, tennis, karate, self defense, Rape Aggression Defense Systems (RADS), volleyball, water polo and weight training. Note(s): Approved for General Education Physical Education (PE) activity credit. 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 PE activity credit. *First Aid/CPR does not count as PE activity credit. Fee: $15 (exceptions: archery and Rape Aggression Defense Systems (RADS), $35; disc golf, $40; bowling, $50; golf, $45; backpacking, and rock climbing, $85; snowboarding/skiing $975). Grade Mode: A. Credit(s): 1.

**PEED 118 - Varsity Athletics**
Reserved for intercollegiate athletic teams. Enrollment during the registration period necessary. Grade Mode: A. Credit(s): 1.

**PEED 130 - Intermediate Physical Education Skills and Techniques**
Intermediate skills, individual and team strategy and rules in selected activity classes. Prerequisite(s): 110. Note(s): Approved for General Education Physical Education activity credit. Fee: $15 (exceptions: bowling, $50; golf, $45). Grade Mode: A. Credit(s): 1.

**PEED 140 - Physical Education Skills and Techniques: Aquatics**
Fundamental and advanced techniques of individual skills. Lifeguard training, water safety instruction (WSI), water polo. Prerequisite(s): Prerequisite or co-requisite for Lifeguard Training: First Aid/CPR. Prerequisite for WSI: Valid EWS or Lifeguard Training Certificate or equivalent. Note(s): Approved for General Education Physical Education (PE) activity credit. Note: First Aid/CPR does not count as PE activity credit. Fee: $15. 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. Note(s): Approved for General Education Physical Education activity credit. Fee: $15 (exceptions: bowling, $50; golf, $45). Grade Mode: A. Credit(s): 1.

**PEED 180 - Recreation Leadership and Programming**
Basic qualifications of the successful leader of recreational groups; aims of a successful program; techniques of organizing and supervising the program. Note(s): Recommended for youth club leaders and directors, and playground and camp assistants. Grade Mode: A. Credit(s): 2.

**PEED 201 - Elementary Physical Education Methods and Activities**
Understanding, planning programs and implementing a range of fundamental movement and fitness activities designed for the elementary child: preparation for the upper-division methods course. Restriction(s): Must be a Liberal Studies (LSEE) or Physical Education (PEED) major. Grade Mode: A. Credit(s): 2.

**PEED 205 - Foundations in Physical Education and Kinesiology**
A historical review of physical education and kinesiology; objectives of physical education; development of a basic philosophy and background for professional development. Grade Mode: A. Credit(s): 3.

**PEED 213 - Fundamental Principles of Physical Fitness**
Foundational principles of physical fitness for enhancing cardio-respiratory endurance, muscular strength, flexibility, body composition, and overall physical wellness will be explored. Knowledge, skills, and abilities necessary to develop, implement, and manage basic fitness programs for individualized applications in apparently healthy individuals will be developed. Students will be participating in practical learning opportunities that are designed to demonstrate, assess and enhance parameters of physical fitness, using equipment and technology suitable for academic understanding of physical fitness and human performance principles in a variety of settings. Prerequisite(s): BIOS 254. Note(s): This course will fulfill part of the General Education PE requirement for Kinesiology majors only. Fee: $30. Grade Mode: A. Credit(s): 2.
PEED 301 - Kinesiology
Human movement with emphasis on the structure and function of the skeletal, muscular and nervous systems, with simple mechanical principles involved in movement skills. Prerequisite(s): BIOS 254. Grade Mode: A. Credit(s): 3.

PEED 302 - Exercise Physiology
Basic physiological concepts of muscular exercise with emphasis on the acute responses and chronic adaptations of the neuromuscular, circulatory and respiratory systems. Prerequisite(s): BIOS 254, 281. Grade Mode: A. Credit(s): 3.

PEED 303 - Exercise Physiology Laboratory
Laboratory and field applications of testing in exercise physiology. Theory and skills in fitness assessment will be covered, along with analyses of test results. Prerequisite(s): PEED 302 (Concurrent registration permitted). Fee: $35. Grade Mode: A. Credit(s): 1.

PEED 307 - Measurement and Evaluation in Kinesiology
Lecture, laboratory and field experience in the development, evaluation and application of tests in kinesiology and physical education; use and interpretation of elementary statistics. Prerequisite(s): MATH 210, or 318, or equivalent. Fee: $25. Grade Mode: A. Credit(s): 3.

PEED 329 - Psychology of Coaching Sport and Human Movement
The study of applied Sport Psychology, learning, motivation, social interaction, mental training for performance, applying behavioral skills for physical activity promotion, and specific psychological rehabilitation strategies. Grade Mode: A. Credit(s): 3.

PEED 335 - Health Concepts
Physical fitness and disease; nutrition and obesity; mental health and stress management; substance abuse (drugs, tobacco and alcohol); human sexuality. Supports the teacher certification requirement in health for physical education majors. Lecture/Lab Hours: Three hours lecture. Note(s): The course is designed for majors in kinesiology and physical education. Not for the general education requirement in the sciences. Grade Mode: A. Credit(s): 3.

PEED 343 - Techniques of Teaching and Coaching Basketball
The theory, fundamentals, strategies, and techniques of teaching and coaching basketball. When Offered: Fall. Grade Mode: A. Credit(s): 2.

PEED 344 - Techniques of Teaching and Coaching Soccer
The theory, fundamentals, strategies, and techniques of teaching and coaching soccer. When Offered: Fall. Grade Mode: A. Credit(s): 2.

PEED 345 - Techniques of Teaching and Coaching Tennis
The theory, fundamentals, strategies, and techniques of teaching and coaching tennis. When Offered: Spring. Grade Mode: A. Credit(s): 2.

PEED 346 - Techniques of Teaching and Coaching Volleyball
The theory, fundamentals, strategies, and techniques of teaching and coaching volleyball. When Offered: Spring. Grade Mode: A. Credit(s): 2.

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 422 - Biomechanics
The study of biomechanics with respect to the effects of forces, structure, and motion, on and within the human body. Emphasis on both qualitative and quantitative analyses of human movement. Prerequisite(s): PEED 301 and PHSC 111. Fee: $15. Grade Mode: A. Credit(s): 3.

PEED 434 - Leadership in Sport and Human Movement
A study and application of the core competencies of Transformational Leadership. Contemporary leadership settings in sport, fitness, health promotion and therapy will be given intentional focus. The objective will be to assist leaders and managers to achieve maximum effectiveness in their organizations. Students will have the opportunity to develop the knowledge and capacity to integrate their faith and to apply it to leadership in real life situations in sport and human movement. 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.
Associate Professor(s): Bryant
Assistant Professor(s): 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. Note(s): Approved for General Education Foreign Language credit. 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. Note(s): Approved for General Education Foreign Language credit. 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. Note(s): Approved for General Education Foreign Language credit. 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(s): Wade
Associate Professor(s): Lin, Stangl, Wilson
Assistant Professor(s): 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): Approved for General Education Math credit. May not be counted toward the major. Grade Mode: A. Credit(s): 3.

MATH 102 - Topics in Mathematics
Topics in mathematics selected from general education mathematics classes. Arranged in conjunction with the individual needs of the student. Note(s): Approved for General Education Math credit. Grade Mode: A. Credit(s): 1–2.

MATH 103 - Calculus for Management Sciences
Fundamental principles of differential and integral calculus. Applications chosen mainly from the management sciences. When Offered: Fall, Spring. Note(s): Approved for General Education Math credit. Business Majors must pass online Pre-Business Calculus Course (free/no credit) prior to taking the course. Grade Mode: A. Credit(s): 3.

MATH 105 - Calculus I
Limits, differentiation and integration of rational and trigonometric functions, with applications. When Offered: Fall. Prerequisite(s): Four years of high school mathematics. Note(s): Approved for General Education Math credit. Grade Mode: A. Credit(s): 4.

MATH 106 - Calculus II
Differentiation and integration of logarithmic, exponential and inverse trigonometric functions; various methods of integration; infinite sequences and series; parametric equations, polar coordinates. When Offered: Spring. Prerequisite(s): 105. Grade Mode: A. Credit(s): 4.

MATH 112 - 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): 3.

MATH 117 - 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 an Education (INED, LSEE, LSMAD) major. Note(s): Cannot be counted toward the Mathematics major. Grade Mode: A. Credit(s): 3.

MATH 118 - 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 an Education (INED, LSEE, LSMAD) major. Note(s): Cannot be counted toward the Mathematics major. Grade Mode: A. Credit(s): 3.

MATH 120 - The Nature of Mathematics
Selected topics in mathematics with consideration of historical development and related philosophical issues. Designed to meet the general education requirement in mathematics for liberal arts students. When Offered: Fall. Spring. Note(s): Approved for General Education Math credit. May not be counted toward the Mathematics major. Credit given for either 120 or 130, not both. Grade Mode: A. Credit(s): 3.

MATH 130 - Honors Nature of Mathematics
A historical, thematic and integrative study of the nature of mathematics using selected topics. Readings in primary source material. Mathematical content includes number theory, geometries and concepts of calculus. Prerequisite(s): 101 or equivalent. Note(s): Approved for General Education Math credit. May be counted toward the Mathematics minor. Credit given for either 120 or 130, not both. Grade Mode: A. Credit(s): 3.

MATH 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, index numbers. When Offered: Fall. Spring. Note(s): Approved for General Education Math credit. Grade Mode: A. Credit(s): 3.

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 210 - Introduction to Probability and Statistics
Nature of statistical methods, description of sample data, fundamental concepts of probability, probability distributions, sampling, estimation, correlation and regression, application of same. When Offered: Fall, Spring. Note(s): Approved for General Education Math credit. Grade Mode: A. Credit(s): 3.

MATH 291 - Linear Algebra
Topics from matrices, determinants, linear transformations and vector spaces. When Offered: Fall. Prerequisite(s): 106 or consent. Grade Mode: A. Credit(s): 3.

MATH 305 - Introduction to Real Analysis I
The real number system, elementary topological concepts in Cartesian spaces, convergence, continuity, derivatives and integrals. When Offered: Alternate years. Prerequisite(s): 204 and 205. Grade Mode: A. Credit(s): 3.
MATH 315 - Abstract Algebra I
Introduction to abstract algebra with topics from elementary ring, field and group theories. Emphasis on ring of integers, congruences, polynomial domains, permutation groups. When Offered: Alternate years. Prerequisite(s): 204 and 291. Grade Mode: A. Credit(s): 3.

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-parameters; survival analysis; discussion of the use of statistics in journal articles. Note(s): Approved for General Education Math credit. 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
Theorems of Pythagoras, incenters, circumcenters, circles, Euler line, Fermat center. Compass constructions. Solid geometry, Spherical geometry of arcs. Coordinate geometry. When Offered: Alternate years. Grade Mode: A. Credit(s): 3.

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 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.
Professor(s): Boespflug, Feller, Huling, Hung, Liesch, Robison
Associate Professor(s): Denham, Owen, Park, Stewart, Zeller
Assistant Professor(s): 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. Approved for General Education Fine Arts credit. 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. Approved for General Education Fine Arts credit. 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. Approved for General Education Fine Arts credit. 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. Approved for General Education Fine Arts credit. 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. Approved for General Education Fine Arts credit. 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. Approved for General Education Fine Arts credit. 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: A. 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. Approved for General Education Fine Arts credit. 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: A. 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: A. 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 submedian 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 triads/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 $356. 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 $712. 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 solfege. 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
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 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) minor. Grade Mode: A. Credit(s): 2.

MUSC 200 - Concert Music
Attendance at specified number and types of concerts each semester. Note(s): Four semesters required for graduation. Grade Mode: C. Credit(s): 0.

MUSC 205 - Introduction to Music Education
Introduces prospective music teachers to the history, philosophy and function of music education. Students investigate and discuss current
educational practice, including standards, testing and assessment, as well as current issues and concerns. 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): Must submit Certificate of Clearance forms and valid TB results. Credential candidates must pass this course with a grade of Fee: $140. Grade Mode: A. Credit(s): 2.

MUSC 211 - Improvisation for Non Keyboardists: Concepts/Practices
A skill improvement course focusing on rhythmic freedom and melodic embellishment. Hymns and worship choruses used as templates. Prerequisite(s): 163, 164. Grade Mode: A. Credit(s): 2.

MUSC 217 - Improvisation for Keyboardists: Concepts/Practices
Focus on contemporary chords, voicings, and progressions; transposition; modulation; musical style. Hymns and worship choruses used as templates. Prerequisite(s): 163, 164. Grade Mode: A. Credit(s): 2.

MUSC 251 - Song Literature I
This is the first of two semesters in the survey of song literature from the Middle Ages through the 20th century. This course will cover the history of solo song literature from the Middle Ages through the Classical period, and the history of the German lied from Schubert to Schonberg. Emphasis will be placed on how solo song influences or is influenced by major style trends of the various periods. Grade Mode: A. Credit(s): 1.

MUSC 252 - Song Literature II
This is the second of two semesters in the survey of song literature from the Middle Ages through the 20th century. This course will cover the history of French, British and American song from the 19th through the 20th centuries, as well as songs of prominent composers in the National schools. Prerequisite(s): 251. Grade Mode: A. Credit(s): 1.

MUSC 253 - Lyric Diction III
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 accurately pronounce and articulate foreign languages, and to know the meaning of every word in the text in order to convey it accurately. In the third semester (MUSC 253) French diction and grammar will be covered. Prerequisite(s): 152. Grade Mode: A. Credit(s): 1.

MUSC 254 - Lyric Diction IV
This semester will be a review of the pronunciation and grammar of all languages covered in the first three semesters, and will cover the pronunciation of Latin and Spanish, as well as the proper pronunciation and articulation of the English language. Prerequisite(s): 253. Grade Mode: A. Credit(s): 1.

MUSC 261 - Keyboard Sight Reading I
Analysis of sight reading skills and procedures. Emphasis on development of ability to read with musical understanding and adequate fluency at first sight. Grade Mode: A. Credit(s): 1.

MUSC 262 - Keyboard Sight Reading II
Continuation of Keyboard Sight Reading I. Analysis of sight reading skills and procedures. Emphasis on development of ability to read with musical understanding and adequate fluency at first sight. Prerequisite(s): 261. Grade Mode: A. Credit(s): 1.

MUSC 270 - Song Writing I
Craft imagery, rhymes, melodies; set words to rhythms; use power progressions, harmonic colors; achieve contrast within the verse, chorus, and bridge format. Prerequisite(s): 154. Grade Mode: A. Credit(s): 2.

MUSC 271 - Song Writing II
Continuation of Song Writing I. Craft imagery, rhymes, melodies; set words to rhythms; use power progressions, harmonic colors; achieve contrast within the verse, chorus, and bridge format. Prerequisite(s): 270. Grade Mode: A. Credit(s): 2.

MUSC 280 - 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 281 - Movement and Dance for Musical Theatre
The study of specific styles of movement used in musical theatre performance. Included will be tap, jazz and a combination of other basic dance styles common to musical theatre performance. This activity class requires a fee and does not meet the general education requirement in Physical Education. Grade Mode: A. Credit(s): 1.

MUSC 287 - Hymnology
Exploration of theological and narrative content of major classic and modern hymns. Memorization of several hymns, and learning ways to communicate content effectively. Grade Mode: A. Credit(s): 1.

MUSC 300 - Concert Music
Attendance at specified number and types of concerts each semester. Three semesters of this course are required for graduation with a B.M. degree. Grade Mode: C. Credit(s): 0.

MUSC 307 - Music History and Literature: Medieval Through Early Baroque
A historical and critical study of the period including important contributions in musical literature, theory and performance practice. Special attention will be given to the analysis of selected vocal and instrumental works. Prerequisite(s): 164. Fee: $43. Grade Mode: A. Credit(s): 2.

MUSC 308 - Music History and Literature: Mid-Baroque Through Classic
A historical and critical survey of the period including important contributions in music literature, theory and performance practice. Special attention will be given to the analysis of selected vocal and instrumental works. Prerequisite(s): 307. Fee: $43. Grade Mode: A. Credit(s): 2.

MUSC 309 - Music History and Literature: Late Romantic Through Early 20th Century
A historical and critical survey of the period including important contributions in music literature, theory and performance practice. Special attention will be given to the analysis of selected vocal and instrumental works. Prerequisite(s): 308. Fee: $43. Grade Mode: A. Credit(s): 2.

MUSC 310 - Elementary Music Workshop
Instruction in materials for teaching music in the elementary school. Prerequisite(s): LEDU 301. Note(s): Non-music majors. Grade Mode: A. Credit(s): 2.

MUSC 312 - Music Theory/History and Literature of the 20th Century
The study of 20th century theory practice and compositional techniques within the context of the broad range of 20th century music literature. Prerequisite(s): 309. Fee: $43. Grade Mode: A. Credit(s): 3.

MUSC 321 - Marching Band Lab
Workshop in preparation for teaching marching band principles and techniques in the intermediate and secondary schools. Grade Mode: A. Credit(s): 1.

MUSC 323 - Basic Conducting
Basic conducting skills; the psychology of conducting; observation of choral and orchestral rehearsals. Prerequisite(s): 364. Restriction(s): Must be a Junior or Senior class Music major or minor. Grade Mode: A. Credit(s): 2.

MUSC 324 - Advanced Studies in Conducting
One or more sections offered periodically in the areas of choral and instrumental conducting. Continuation of the objectives of MUSC 323 related specifically to the technical and interpretative skills of either choral or instrumental conducting. Prerequisite(s): 323. Grade Mode: A. Credit(s): 2.

MUSC 328 - General Music Methods
An introduction to teaching general music in both elementary and secondary school situations in accordance with national and state standards for music education. Prerequisite(s): 205. Grade Mode: A. Credit(s): 2.

MUSC 330 - Contemporary Music Issues
One or more courses offered periodically in such areas as: arranging, songwriting, performance practice, electronic technology. An analysis and activity course that examines contemporary music as it relates to composing, arranging and performing in pop and jazz styles. Issues addressed will include pop and theatre songwriting, vocal and small instrumental ensemble arranging and the performance of contemporary styles as they relate to their use in school and church settings. Prerequisite(s): 163, 164. Note(s): May be taken multiple times with different content. Grade Mode: A. Credit(s): 1–3.

MUSC 332 - Music for Children
Pre-professional course designed for music majors who plan to qualify for the state K–12 single subject teaching credential in music. Students learn and practice skills important for teaching elementary music lessons. Explores the history and philosophy of American music education, emphasizing influences of Dalcroze, Kodaly, Orff and Suzuki. Prerequisite(s): 205. Restriction(s): Must be a Music Education major. Grade Mode: A. Credit(s): 2.
MUSC 338 - Secondary Music Methods
Methods and materials for teaching secondary music in grades 6–12. Prerequisite(s): 205. Grade Mode: A. Credit(s): 2.

MUSC 340 - Special Studies: Theory/Composition
One or more courses offered periodically in such areas as arranging, jazz theory, advanced computer music. Prerequisite(s): 363, 364. Grade Mode: A. Credit(s): 2–3.

MUSC 341 - Counterpoint
Emphasis on 18th century two- and three-voice techniques. Analysis of representative literature and writing of short style pieces. Prerequisite(s): 363, 364. Grade Mode: A. Credit(s): 2.

MUSC 342 - Orchestration
A study of orchestral instruments with emphasis on a working knowledge of ranges and idiomatic qualities/capacities of each. Included are numerous scoring projects. Prerequisite(s): 363, 364. Grade Mode: A. Credit(s): 2.

MUSC 343 - Form and Analysis I
The analysis of music from the various common practice periods, with emphasis on fundamental formal structural concepts and processes. Prerequisite(s): 363, 364. Grade Mode: A. Credit(s): 2.

MUSC 344 - Analysis of 20th Century Music
Focuses on developing tools for practical analysis of 20th Century music. Class time will be spent discussing and exercising some of the many styles and techniques developed in that period, along with approaches for interpreting and reproducing. Prerequisite(s): 343. Grade Mode: A. Credit(s): 2.

MUSC 346 - Pop Theory for Contemporary Worship I
Knowledge and use of standard and emerging pop symbols. The creation of worship charts, lead sheets, chord substitutions, simplified hymn harmonizations, modulations, segues, intros, outros, turnarounds. Prerequisite(s): 364. Restriction(s): Must be a Music in Worship (MUWM) major. Grade Mode: A. Credit(s): 2.

MUSC 347 - Music Technology and Production
Emphasis on MIDI, notation and sequencing software, score and part preparation, editing and mastering of recordings, electronic music history, and basic acoustics. 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 353 - Sight-Singing and Dictation III
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 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 films/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 (MUWM, MUWO) major or a Contemporary Worship Music (MUCW) 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
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 - Music 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): 2.

MUSC 490 - Senior Recital

Nursing

Faculty

Interim Director: Anne L. Gewe, M.S.N, Ph.D.
Professor(s): Gewe
Associate Professor(s): Bacon, Callis, Campbell, Dixon, Kobayashi, Staffe, Van Niekerk
Assistant Professor(s): Fallon, Neigergemman
Instructor(s): 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 Nursing of the Patient/Family I - Theory. 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): 1.

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): 360. 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 case to multicultural clients in a critical care setting. Corequisite(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/preceptor 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
Introduction to the role of the nurse in the community. Clinical application of NURS 461 theory, clinical site/preceptor availability. Corequisite(s): 460, 461. Note(s): Must earn at least a "C" (2.00) for credit. Course may be challenged for the credits listed. Fee: $90. Grade Mode: C. Credit(s): 2.

NURS 465 - 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): 2.
PHIL 210 - Introduction to Logic
A general introduction to logic covering both deductive and inductive inference, and the analysis of arguments in ordinary language. Note(s): Approved for General Education Philosophy credit. Grade Mode: A. Credit(s): 3.

PHIL 211 - Introduction to Ancient Philosophy
An introduction to philosophy through a study of the earliest period of philosophical development in the West, covering the Pre-Socratics through the Neo-Platonists. Note(s): Approved for General Education Philosophy credit. 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. Note(s): Approved for General Education Philosophy credit. 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. Note(s): Approved for General Education Philosophy credit. Grade Mode: A. Credit(s): 3.

PHIL 214 - Introduction to Philosophy
A general introduction to the nature, problems, methods, concepts, and divisions of philosophy. Note(s): Approved for General Education Philosophy credit. 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. Note(s): Approved for General Education Philosophy credit. 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. Note(s): Approved for General Education Philosophy credit. 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. 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): 3.

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 or 220. 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 211 or 213 or 214 or 215 or 216 or 220. 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 211 or 212 or 214 or 215 or 216 or 220. 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 or 220. 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 211 or 212 or 213 or 214 or 215 or 216 or 220. 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 211 or 212 or 213 or 214 or 215 or 216 or 220. Grade Mode: A. Credit(s): 3.

PHIL 330 - Studies in Wisdom Traditions
An intensive study of one or more wisdom traditions. Prerequisite(s): PHIL 210 or 211 or 212 or 213 or 214 or 215 or 216 or 220. 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): PHIL 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): PHIL 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): PHIL 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): PHIL 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): PHIL 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): PHIL 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): PHIL 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.
### Physical Science

#### Faculty
- **Chair:** John Bloom, Ph.D.
- **Professor(s):** Bloom, Silzel
- **Associate Professor(s):** Chen, Yee
- **Assistant Professor(s):** Johnson, Pichaj
- **Instructor(s):** 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 non-science majors. 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: $70. 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: $80. 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. Note(s): Approved for General Education Science credit. 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): Approved for General Education Science credit.

Counts toward the General Education Science requirement for all majors except Communication Disorders. Fee: $40. 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: $80. 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 designed 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: $85. 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: $85. 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 laboratory weekly. Prerequisite(s): 115 (concurrent registration permitted). Note(s): Approved for General Education Science credit. Fee: $70. 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: $70. Grade Mode: A. Credit(s): 1.

**PHSC 124 - Data Analysis and Presentation**
- This course is intended for Chemistry, Physics and Engineering Department 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: $70. Grade Mode: A. Credit(s): 1.

**PHSC 132 - 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): Primarily for Physical Science and Engineering Physics majors. 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: $85. 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: $110. 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: $85. 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: $100. 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: $130. Grade Mode: A. Credit(s): 5.

PHSC 322 - Circuits and Instrumentation II
Boolean algebra and relevant theorems and design practices covering discrete devices, application-specific integrated circuits, and programmable logic devices. Both lecture and laboratory sessions will be integrated into the class meeting times as required. Lecture/Lab Hours: Two hours lecture; three hours laboratory, weekly. Prerequisite(s): PHSC 321. Fee: $120. Grade Mode: A. Credit(s): 3.

PHSC 326 - Sciences CSET Preparation
Review of the subject matter in the California Subject Examinations for Teachers (CSET) Science subtests exam. 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 112 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, binding, 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, BISO, BISI) major. Note(s): May be taken for a total of 6 credits. Fee: May involve lab fees of up to $130. 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, BISO, BISI) major. Fee: May involve lab fees of up to $130. 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, BISO, 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: $130. Grade Mode: A. Credit(s): 3.
Political Science

Faculty

Chair: Scott Waller, Ph.D.
Associate Professor(s): Copeland, Guerra, Waller

Courses

POSC 204 - Principles of Economics
Micro and macro economic terms and concepts of economic reasoning with an emphasis on the application of these concepts to current economic issues, including: the elements of America’s market economy including supply and demand, profit, competition, pricing, incentives, private property and the debate between free market and regulation; the relationship between politics and economics; the U.S. labor market and aggregate economic behavior and policy; and international trade, and global regulation and cooperation. Grade Mode: A. Credit(s): 4.

POSC 206 - Comparative Government
The elements and theories of states, citizenship, political parties and representation as illustrated in various political systems. Special emphasis on current elections, political movements and challenges to the political order. Grade Mode: A. Credit(s): 3.

POSC 207 - International Relations
A survey of national-state system; forces affecting international relations; sources of conflict in world politics, and their solution by power politics and international cooperation. An historical view of theoretical frameworks and diplomatic history along with a survey of contemporary topics including: globalization, state-building, public diplomacy and engagement in issues of religious and political freedom and human rights. Grade Mode: A. Credit(s): 3.

POSC 225 - Survey of American Government
The history, organization and function of the legislative, judicial and executive branches of the American government. Includes one hour per week involving students in a local government civic service or life experience activity. Satisfies the state requirement in institutions in American history. Note(s): Approved for General Education US History credit. Meets the requirement for United States Constitution for California teacher certification. Grade Mode: A. Credit(s): 3.

POSC 230 - Perspectives on American Government
Contemporary issues in American government and politics as seen from a Christian perspective. Grade Mode: A. Credit(s): 1–2.

POSC 240 - Liberty and the Free Market in England
This travel course engages students with principles of liberty and the free market, their application in the Industrial Age, and the challenges of modern free market England. The course is unique in its focus on the economics, politics, and philosophy of markets. Grade Mode: A. Credit(s): 3.

POSC 290 - Political Science Research Methods
This course will introduce students to the major elements of a Political Science research paper among them being: a thesis, a literature review, an annotated bibliography, and proper citations using the notes-bibliographic style from the Turabian/Chicago style guide. Each student will produce and develop a research project around their research question and produce a significant research paper that is the result of several drafts. Prerequisite(s): 225. Note(s): Required course for all Political Science majors. Grade Mode: A. Credit(s): 3.

POSC 301 - Fundamentals of Public Administration
Fundamentals of public administration; overview of the concepts, nature and scope of the field. Role of government in modern society and the nature of public business. Grade Mode: A. Credit(s): 3.

POSC 304 - Organizational Theory and Behavior
Key concepts central to organizing and changing public agencies to meet public social needs. Review of theories, managerial approaches and methodologies in public administrators. Grade Mode: A. Credit(s): 3.

POSC 306 - Public Policy

POSC 308 - Foreign Policy and Diplomacy
Examines the history of US foreign policy; foreign policy processes and theories; key global organizations; and comparative foreign policies of world powers. Prerequisite(s): POSC 207. Grade Mode: A. Credit(s): 3.

POSC 309 - National Security Strategy and Military Affairs
Introduces the Western way of war and the basic theories of key military strategists; explores contemporary problems in national security strategy such as WMD and cyberwar; and evaluates questions of just war and pacifism, and the ethics of modern military technology, from a Christian perspective. Prerequisite(s): POSC 207 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 317 - Politics of Global Terrorism
Explores the nature, origins, and history of modern terrorism; the motivations, organizations, and tactics of its perpetrators; and governmental responses to terrorism and related civil liberties and ethical issues. Grade Mode: A. Credit(s): 3.

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 works 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 365 - Wealth and Justice
Examines the moral, pragmatic, religious and philosophic arguments for democratic capitalism. Explores the rise of the free enterprise system, and evaluates what it assumes about human nature, society, the means of production, and the possibilities (and limits) of public policy. Connects these foundational arguments to Scripture on dignity and work, the economy, private property, theft, and pressing public policy issues. 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 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 409 - Strategic Intelligence
Examines the US intelligence community and the intelligence process, and provides students with introductory critical thinking and creative problem solving skills that are useful to intelligence professionals. Explores differences among foreign intelligence services, including cultural factors, and encourages reflection from the Christian perspective on ethical issues in intelligence. Prerequisite(s): POSC 308 or 309 Grade Mode: A. Credit(s): 3.

POSC 410 - American Constitution 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 460 - 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 12 credits with different content. Grade Mode: A. Credit(s): 1–3.

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.

PSOC 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): 3.

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 I
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.
Professor(s): Edwards, Grace, L. Hall, Hill, Strauss
Associate Professor(s): Elitti, Porter, Williams
Assistant Professor(s): Abouezzeddine, Brun, Bustamante-Millian, 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. Note(s): Approved for General Education Behavioral Science credit. 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. Acceptance into the Psychology Major. 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. Acceptance into the Psychology Major. Grade Mode: A. Credit(s): 4.

PSYC 307 - 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. Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. Grade Mode: A. Credit(s): 3.

PSYC 315 - Industrial/Organizational Psychology
A study of the principles of psychology in industrial and organizational settings. Prerequisite(s): 200. Acceptance into the Psychology Major. 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. Acceptance into the Psychology Major. 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. Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. 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. Acceptance into the Psychology Major. 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. Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. 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 BIOS 100 or 111. Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. 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. Prerequisite(s): Acceptance into the Psychology Major. 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,
Sociology

Faculty

Chair: LaDawn Johnson, M.S.W.
Professor(s): Christerson
Associate Professor(s): Collier-Goubil, Johnson, Yuen
Assistant Professor(s): Chan

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. Prerequisite(s): Approved for General Education Behavioral Science credit. 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. Prerequisite(s): SOCI 220. 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 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. Prerequisite(s): SOCI 220. 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. Prerequisite(s): SOCI 220. 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). Prerequisite(s): SOCI 220. 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. Prerequisite(s): SOCI 220. 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. Prerequisite(s): SOCI 220. 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. Prerequisite(s): SOCI 220. 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. Prerequisite(s): SOCI 220. 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. Prerequisite(s): SOCI 220. Fee: $75. 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. Prerequisite(s): SOCI 220. Note(s): Field-based course. Fee: $65. 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. Prerequisite(s): SOCI 220. Grade Mode: A. Credit(s): 3.
SOCI 435 - 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 in Western society, link sexuality to “micro” and “macro” levels of social relations, visit societal debates on sexuality, note the historical acquisition of sexuality by normative groups, gain information about alternative forms of sexuality, understand sexuality as an intersecting concept, and generally underscore sexuality as a social concept. 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. Prerequisite(s): SOCI 220. Grade Mode: A. Credit(s): 3.

SOCI 465 - Integration Seminar
Issues in the contemporary world addressed from an interdisciplinary social science and biblical perspective. Prerequisite(s): SOCI 220. Restriction(s): Must be Junior or Senior class. Grade Mode: A. Credit(s): 3.

SOCI 470 - Independent Study
The student must have the ability to assume responsibility for independent work and to prepare written and oral reports. Project selected in conference with faculty sponsor before registration; progress meetings held regularly. Prerequisite(s): SOCI 220. Restriction(s): Must be a Senior Sociology (SOCl) major. Grade Mode: A. Credit(s): 1–3.

Spanish
Faculty
Chair: Amy Obrist, Ph.D.
Associate Professor(s): Bryant Hernandez, Velasquez
Assistant Professor(s):

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): 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): Approved for General Education Foreign Language credit. Students who elect 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 proficieny. Note(s): Approved for General Education Foreign Language credit. 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, conversation, 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 in 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 - Basic Spanish for Heritage Learners
This course will build upon and further develop the informal knowledge of Spanish that heritage learners bring to the classroom—usually from family and neighborhood exposure to the language—and cultivate formal speaking, reading, and writing abilities. Prerequisite(s): Assessment and/or recommendation from a Spanish professor within the department. Note(s): Students are not expected to have any formal training in written Spanish prior to enrolling in this 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 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 strategies 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: Intermittent and Summer sessions. Prerequisite(s): 201. Fee: Additional fees may vary. Grade Mode: A. Credit(s): 3.

HUFS 322 - Advanced Spanish for Heritage Learners I
This course seeks to broaden the informal knowledge of Spanish that heritage learners bring to the classroom and focuses primarily on the development of formal speaking, reading, and writing abilities across a variety of topics and genres. Prerequisite(s): HUFS 220. Note(s): Students can take one or both courses in the series based upon the recommendation of their instructor or program advisor. Grade Mode: A. Credit(s): 3.

HUFS 323 - Advanced Spanish for Heritage Learners II
This course seeks to broaden the informal knowledge of Spanish that heritage learners bring to the classroom and focuses primarily on the development of formal speaking, reading, and writing abilities across a variety of topics and genres. Prerequisite(s): HUFS 220. Note(s): Students can take one or both courses in the series based upon the recommendation of their instructor or program advisor. Grade Mode: A. Credit(s): 3.

HUFS 330 - Advanced 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 afternoons, evenings, 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 366 - Survey of Hispanic Literature
The emphasis of this course is to examine and analyze specific authors and topics in Hispanic literature. The course will cover a variety of texts from Spain and Latin America composed of sections that correspond to the four main literary genres: fiction, poetry, drama and essay. The majority of each class session will be dedicated to readings, textual analysis, and writing on a broad selection of texts from different genres and periods. Prerequisite(s): HUFS 290. Note(s): This course will serve as a prerequisite to all 400-level literature courses. Grade Mode: A. Credit(s): 3.

HUFS 380 - 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. Prerequisite(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. Prerequisite(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.

**HUF 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.

**HUF 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.

**HUF 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.

**HUF 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.

**HUF 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 linguistics courses within the department. Prerequisite(s): 220 or 230 or 290. Grade Mode: A. Credit(s): 3.

**HUF 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). Prerequisite(s): HUF 366. Grade Mode: A. Credit(s): 3.

**HUF 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): HUF 366. 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.

**HUF 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): HUF 366. 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.

**HUF 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): HUF 366. 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.

**HUF 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 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 linguistics. Prerequisite: 230 or 290. Grade Mode: A. Credit(s): 3.

**HUF 435 - Teaching Spanish: CSET Preparation**
This course will focus on the aspects of the Spanish language, literature, and culture 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.

**HUF 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): HUF 322 or 330. Note(s): Placement in Spanish classes will be based on a mandatory department assessment. Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. Grade Mode: A. Credit(s): 3.

**HUF 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): HUF 290; HUF 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.

**HUF 471 - 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. Note(s): Special approval required. May be taken in conjunction with the HUF 480 and either HUF 475 or HUF 490 as 3 credits towards the 400-level elective requirement. Grade Mode: A. Credit(s): 1.

**HUF 475 - Directed Research**
Hispanic language or literature determined in consultation with the instructor. May be repeated for a maximum of three credits. Prerequisite(s): HUF 322 or 330. Grade Mode: A. Credit(s): 1–3.

**HUF 480 - Senior Portfolio**
This course will guide students in the preparation, management and presentation of the senior portfolio required for graduation in the major. The portfolio will demonstrate advanced oral and written proficiency as well as provide evidence of professional, bibliically integrative and cross-cultural competencies. Students are advised to take this course in the semester prior to their intended semester of graduation. 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.

**HUF 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.

**HUF 490 - Seminar in Hispanic Studies**
In-depth study of selected issues, themes or literary genres. Topics will vary. Prerequisite(s): HUF 290; HUF 322 or 330. Note(s): May be taken multiple times with different content. 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.
TESOL

A division of Cook School of Intercultural Studies

Faculty

Dean: Bulus Galadima, Ph.D.
Chair: John Liang, Ph.D.
Professor(s): Lessard-Clouston, Purgason
Associate Professor(s): Liang
Assistant Professor(s): 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): INAL 300 and INTE 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.

INTE 480 - 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 also discussed. Grade Mode: A. Credit(s): 3.

INTE 485 - Topics in TESOL
Topics are listed in the class schedule each semester. Prerequisite(s): 421. Note(s): Course may be taken multiple times for credit with different content. Grade Mode: A. Credit(s): 1–3.

INTE 486 - Topics in TESOL
Topics are listed in the class schedule each semester. Prerequisite(s): 421. Note(s): Course may be taken multiple times for credit with different content. Grade Mode: A. Credit(s): 1–3.

INTE 491 - 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. Grade Mode: A. Credit(s): 3.

INTE 492 - Practicum in TESOL I
Structured practice teaching in an ESL classroom under the supervision of a master teacher, plus weekly group discussion of issues in language pedagogy. Prerequisite(s): 421. Fee: $100. Grade Mode: A. Credit(s): 3.
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.
Professor(s): Bloom, Hazen
Associate Professor(s): C. Jones, K. Lewis, S. Smith
Assistant Professor(s): 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 program 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 undergraduate study.

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 generally are 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.

The Master of Arts in Christian Apologetics program provides Christians with the academic and personal preparation needed to effectively and intelligently proclaim and defend the essential doctrines of the Christian faith and the Christian worldview.

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. Demonstrate Christ-like character, so as to offer an effective defense of the gospel (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

1. Satisfactorily complete 36 semester credits as outlined in the curriculum below.
2. Maintain a 2.5 average with no grade below a “C” in all courses to be credited toward graduation. Students cannot graduate while on probation.
3. Complete a minimum of 24 credits in the degree program at Biola University.
4. 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.
5. Complete the entire program in no more than seven years.
6. 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).

Delivery Formats

This program offers distance-learning courses. Courses, seminars, conferences and related learning experiences generally are 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 often is employed for enhanced instructional effectiveness.

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 or directed study courses offer the opportunity to study one on one with outstanding theologians, apologists and biblical scholars. Residential students are limited to 6 credits in their degree program. Distance learning students are limited to 12 credits.

Core Requirements (23 Credits)

The M.A. in Christian Apologetics includes the following core courses:

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.
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 genre 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): CSAP 521. Special approval required for Modular Fall credits. 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): CSAP 521. Special approval required for Modular Fall credits. 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): CSAP 522. Special approval required for Modular Fall credits. 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 Patriotic, 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, miracles, 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 key historical figures in ethics in order to understand and effectively engage with contemporary ethical views and mindsets. 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 combinationalism) 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 and critique of key social issues with respect to the Christian worldview and techniques for the defense of the Christian position in public forums. Grade Mode: A. Credit(s): 1–3.

CSAP 651 - Comparative Religions
A survey of the beliefs, practices and sacred texts of the major non-Christian religious traditions of the East and West. Special attention is given to the critique of the various belief systems along with ways in which Christians can effectively communicate and defend the Gospel to people of other faiths. Cross-listed: ISL 556. Grade Mode: A. Credit(s): 2–3.

CSAP 653 - Cults of America
The distinctive features of the cults of America with their significance in the development of religious thought. Special attention is paid to their mistreatment of the central features of orthodox Christian doctrine and apologetic responses. Grade Mode: A. Credit(s): 1–3.

CSAP 655 - Mormonism: Doctrine and History
A survey of the doctrine and history of the Church of Jesus Christ of Latter-day Saints from 1820 to the present. Emphasizes Joseph Smith, Jr., the beginning of the church, Mormon doctrinal development and change and a critique and response vis-a-vis the Bible and the original Gospel of Jesus Christ. Grade Mode: A. Credit(s): 2.

CSAP 656 - The Occult
An overview of and Christian response to a range of occult ideas and practices. Topics include divination, ritual magic, sorcery, spiritism, witchcraft, Satanism, as well as occult elements in various New Age beliefs and practices. Grade Mode: A. Credit(s): 2–3.

CSAP 680 - Special Topics in Christian Apologetics
The program occasionally offers courses by special lecturers or visiting scholars to address their areas of expertise on an elective basis. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Note(s): May be taken multiple times for credit. Grade Mode: A. Credit(s): 1–3.

CSAP 691 - Seminar: In Defense of the Resurrection
An investigation of a wide range of issues that have been used through history to call into question the bodily resurrection of Jesus Christ, such as miracles, the nature of history, the historical reliability of the New Testament, contradictions in the resurrection accounts, and various naturalistic theories. Students will learn to respond to popular objections to the resurrection as well as formulate a positive case. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Note(s): Required of M.A.C.A. students. Grade Mode: A. Credit(s): 1–2.

CSAP 693 - C.S. Lewis Seminar
A reading and discussion course covering the breadth of Lewis’ work as one of the premier apologists of the 20th Century. Grade Mode: A. Credit(s): 2.

CSAP 694 - Seminar: Selected Topics
The program occasionally offers seminar courses by special lecturers or visiting scholars to address their areas of expertise on an elective basis. Prerequisite(s): Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Note(s): May be repeated for credit. Grade Mode: A. Credit(s): 1–3.

CSAP 695 - Directed Study
Supervised research and/or reading in selected areas of Christian apologetics. Grade Mode: A. Credit(s): 1–4.

CSAP 697 - Apologetics Project
A student-proposed project related to the defense of the Christian faith that may involve teaching, writing, research, debating, video/audio productions, etc. Grade Mode: A. Credit(s): 1–4.

CSAP 698 - Apologetics Internship
An approved internship with an apologetics organization or an apologetics-related ministry. Grade Mode: A. Credit(s): 1–4.

CSAP 699 - Apologetics Thesis
Original research and writing in an applicable apologetics topic. Subject, length, and due dates to be determined by the coordinating professor. Second reader provided. Note(s): May be taken multiple times for credit. Fee: $200. Grade Mode: O. Credit(s): 2.
Science and Religion

Faculty

Director: Craig J. Hazen, Ph.D.
Professor(s): Bloom, Hazen
Associate Professor(s): C. Jones, K. Lewis, S. Smith
Assistant Professor(s): 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 Christian faith 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 interest (e.g., science journalism, campus ministry). The baccalaureate degree must be from an accredited college or university with a minimum grade point average of 3.0 on a 4.0 scale.

Applicants must submit a brief written statement outlining their vocational objectives and how the degree might relate to those objectives.

Delivery Formats

This program offers distance-learning courses. Courses, seminars, conferences and related learning experiences are generally scheduled in the evening and on 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.

Science and Religion, M.A.

Program Learning Outcomes

Upon completion of the Master of Arts in Science and Religion, students will be able to:

1. Demonstrate an intellectual foundation in the historical, philosophical and theological issues that are relevant to the natural sciences, particularly where these disciplines interface with religious topics (ULO 1).

2. Demonstrate communication skills for presenting arguments in a winsome and gracious manner (ULO 2).

3. Identify a discipline-specific topic from the natural sciences and articulate how it interfaces with religion (ULO 3).

Graduation Requirements

1. Satisfactorily complete 36 semester credits as outlined in the curriculum below.

2. Maintain a 2.5 average with no grade below a “C” in all courses to be credited toward graduation.

3. Complete 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.

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.

4. Complete the entire program in no more than seven years.

5. 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).

Core Requirements (30 Credits)

The M.A. in Science and Religion program includes the following core courses:

Religious Studies (16 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSSR 510</td>
<td>Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>CSSR 514</td>
<td>History of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>CSSR 516</td>
<td>Authority of Scriptural Traditions</td>
<td>1–2</td>
</tr>
<tr>
<td>CSSR 519</td>
<td>Old Testament/Hebrew Literature</td>
<td>3</td>
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<tr>
<td>CSSR 520</td>
<td>New Testament Literature</td>
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<tr>
<td>CSSR 541</td>
<td>Christian Thought I</td>
<td>1–2</td>
</tr>
<tr>
<td>CSSR 542</td>
<td>Christian Thought II</td>
<td>1–2</td>
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</tbody>
</table>

Students who already have a strong background in Bible may, with advisor approval, take additional approved electives in place of the required credits.

Science and Religion (8 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSSR 529</td>
<td>Historical Perspectives in Science and Religion</td>
<td>1–2</td>
</tr>
<tr>
<td>CSSR 530</td>
<td>Darwin, Evolution, and Design</td>
<td>1–2</td>
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<tr>
<td>CSSR 631</td>
<td>Modern Physics, Cosmology, and Design</td>
<td>1–2</td>
</tr>
<tr>
<td>CSSR 651</td>
<td>Intelligent Design Seminar</td>
<td>1–2</td>
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</tbody>
</table>

Philosophy Overview (6 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSSR 540</td>
<td>Metaphysics and Epistemology</td>
<td>1–3</td>
</tr>
<tr>
<td>CSSR 547</td>
<td>Philosophy and Theology of Science</td>
<td>1–3</td>
</tr>
</tbody>
</table>

Students who already have a strong background in philosophy may, with advisor approval, take additional approved electives in place of the required credits.

Elective Requirements (6 Credits)

Science and Religion, Philosophy or Religious Studies: 6 credits
Courses

Science and Religion (CSSR)

CSSR 510 - Research Methodologies
Research skills for use of library, Internet and other 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 Patristic, 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 S16 or S17 are 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 - Interpretative 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 S16 or S17 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 from antiquity through the twenty-first century and its interaction with Christianity. Emphasis is on key historical movements that continue to shape the modern dialogue. 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 realist/antirealist debate; the nature, formation, use and confirmation of scientific laws and theories; scientific 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): 1–2.

CSSR 548 - 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 601 - 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, miracles, 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 key historical figures in ethics in order to understand and effectively
engage with contemporary ethical views and mindsets. 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**
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.

**CSSR 699 - Science and Religion Thesis**
Original research and writing in an applicable topic. Subject, length, and due dates to be determined by the coordinating professor. Second reader provided. Note(s): May be taken multiple times for credit. Fee: $200. Grade Mode: C. Credit(s): 2.
Talbot School of Theology

Faculty

Dean: Clinton E. Arnold, Ph.D.
Dean of the Faculty: Scott B. Rae, Ph.D.
Associate Dean: Douglas W. Geringer, M.Div.,
Hughman, Ph.D.
Assistant Dean: Aaron F. Devine, M.A.
Distinguished Professor(s): Moreland, Wilkins
Emeriti Faculty: Dirks, Leyda, Holloman,
Johnson, Rigsby
Professor(s): Arnold, Berding, Boersema,
Carr, Coe, Curtis, Edwards,
Eguizabal, Esqueda, Finley,
Ganssle, Geivett, Gomes,
Hagg, Hellerman, Horner,
Hubbard, Huffman, Hutchison,
Issler, Langer, Lawson, Lunde,
McIntosh, Pierce, Porter, Rae,
Rhee, W. Russell, M. Saucy,
Sunukjian, Talley, J. Ten Elshof,
Thoennes, M. Williams
Associate Professor(s): Anizor, B. Barber, Cardoza,
Draycott, Flashman, Geringer, Z.
Glaser, Hultberg, Jung, Keehn,
J. Kim, Lee-Barnnewall, Lister,
Lockett, Manning, McKinley,
McMartin, Naidu, Oakes,
Pickavance, Price, Seymour,
Shin, Song, Way
Assistant Professor(s): Petitfils, Strobel, Trimm,
Volkmer, T. Williams
Research Professor(s): Anthony, Craig, Wright
Professor at Large: DeWeese

Mission

The mission of Talbot School of Theology is the development of disciples of Jesus Christ whose thought processes, character and lifestyles reflect those of our Lord, and who are dedicated to disciple making throughout the world. Both the nature and the purpose of Talbot School of Theology are elaborated more specifically in the following paragraphs and further expanded at various places throughout the catalog as noted under each heading.

Theologically

The theological position of Talbot School of Theology is Christian, protestant, and theologically conservative. The school is interdenominational by nature and is thoroughly committed to the proclamation of the great historic doctrines of the Christian church. It definitely and positively affirms historic orthodoxy in the framework of an evangelical and premillennial theology that is derived from a grammatico-historical interpretation of the Bible. It earnestly endeavors to make these great doctrinal truths a vital reality in the spiritual life of this present generation. The seminary aims to train students who believe and propagate the great doctrines of the faith as they are summarized in our Statement of Doctrine and Explanatory Notes.

Spiritually

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 Ministry and Leadership
- Master of Arts in Christian Education
- Master of Arts in Spiritual Formation and Soul Care
- Master of Theology
- Doctor of Philosophy in Educational Studies
- Doctor of Ministry
- Doctor of Education in Educational Studies

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 (a) train students in 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) encourage students to exhibit and integrate the Double Knowledge of God and one’s self through application in their own process of spiritual transformation, and (c) practice relational and caring skills focused on developing communities of growth in the body of Christ.

Program Learning Outcomes
Upon completion of Talbot’s Spiritual Formation Focus, graduates will be able to:

1. Explain the basic elements of Spiritual Theology, namely, the nature, process, and practices of spiritual growth (ULO 1).
2. Demonstrate how knowledge of self integrates with knowledge of God in one’s own life (ULO 2).
3. Demonstrate relational skills that develop community (ULO 3).
4. Articulate how the biblical teaching on vocation shapes one’s own understanding of vocation and gainful employment (ULO 1, 2, 3).

Courses
Students are required to take three main courses in the Spiritual Formation Focus at Talbot (TTSF 501, 503 and 504). These courses will be completed sequentially during three semesters, beginning with the first semester at Talbot. Two semesters of individual Spiritual Direction/mentoring (TTSF 505, 506) 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 approximately twelve students will be formed in TTSF 501 and will remain together throughout the completion of the three courses in the Spiritual Formation Focus.

Spiritual Retreats
Students are required to take three retreats of varying length and content 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 and developing Christ-centered community. The second retreat is completed in the second semester in TTSF 503 for the purpose of exploring our human relationships in the body of Christ. The third retreat is taken in the third semester in TTSF 504, which focuses upon one’s vocation in relation to the various calls of God in one’s life, particularly one’s personal call to ministry.

Comprehensive Exam
All students within TTSF 504 will complete a comprehensive exam. This capstone exam will assess students’ knowledge and growth learned throughout the program, providing the opportunity to celebrate progress, discuss struggles, and if necessary, focus on appropriate changes.

Talbot’s Spiritual Formation Focus

Baccalaureate Celebration
Upon completion of a student’s Talbot degree program, there will be a celebration, commissioning and thanksgiving service. This evening service, attended by spouses, family members, mentors, and faculty, will focus on accomplishment, spiritual growth, thanksgiving, hooing, 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.

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. 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, 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 chaplany branches of the Army, Air Force or Navy, with eight weeks of active duty training optional during the summer vacation. A course in chaplainy 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

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 are 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 $75 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 distinctive:

- **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 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 iBT) as administered by the Educational Testing Service at the nearest overseas examination center. The minimum score for admission is a general score of 88 iBT or higher with a minimum subtest score of 22 in speaking and a minimum subtest score of 20 in writing for graduate admissions; 100 iBT for Th.M. students, D.Min students, ISF students and doctoral students. 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 100 iBT or over, and 4.0 or over on the TWE. However, those scoring between 88 iBT and 100 iBT 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 100 iBT 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 100 iBT, 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: 59–86 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**
- **3 credits** Philosophy
- **3 credits** Psychology

**Modern social institutions and problems**
- **6 credits** Social Science

**Cultural history**
- **6 credits** History
- **3 credits** Fine Arts

**Science and technology**
- **8 credits** Math/Science

**Modes of communication**
- **9 credits** English Composition and Literature
- **3 credits** Speech

Theological Understandings

- **6 credits** Bible Content and Interpretation
- **6 credits** Theological Methodology and Interpretation

Linguistic Skills

A minimum of **12 credits** in one of the following:
- French
- German
- Greek
- Hebrew
- Latin
- 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 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: **6 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.

**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 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
- TTCE Christian Education
- TTDE Doctor of Education
- TTHE Thesis
- TTHT Theology: Historical
- TTMN Doctor of Ministry
- TTNT New Testament Language and Literature
- TTOT Old Testament and Semitics
- TPPH Philosophy
- TTPM Theology: Philosophical and Moral
- TTPT Christian Ministry and Leadership
- TTRL Research Languages
- TTFS Spiritual Formation
- TTSS Research and Writing: Special Studies
- TTTH Theology: Systematic
- TTTS 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 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.

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 for 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: Israel

Faculty Administrator: Dr. Ken Way

The Talbot Bible Lands study tour is focused on the land of Israel which will be occasionally offered during the Summer session. See the faculty administrator for details about specific dates, syllabus and cost.

This study tour includes a survey of the physical features of the land of the Bible, stressing the correlation between geography, archaeology and biblical history. Preparatory map study and class previews provide the background prior to each trip in the field. Regions studied and visited include Jerusalem, Judean hill country, Benjamin/Samaria, Shephelah, Negev/Wilderness, Dead Sea region, Sharon plain, Jerzeel Valley, Lower/Upper Galilee, Golan, and the Sea of Galilee.

Students will be granted 3 graduate credits towards fulfilling their degree requirement of either: TTN 701/812 World of the New Testament or TTOT 745/TTBE 745 World of the Old Testament.

Talbot - Charles L. Feinberg Center for Messianic Jewish Studies

Director: Dr. Gregory Hagg

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 Asia 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 Doerksen 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.

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**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, triunity, works, and fatherhood) and biblical theology 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**

1. Satisfactorily complete all courses for a total of 18 semester credits as outlined in the curriculum below.

2. Obtain a 3.0 GPA with no grade below a “C-” in all courses to be credited toward graduation.
3. At least 9 credits must be taken at this seminary.
4. 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: 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.
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.
Choose one of the following:

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 513 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
1. Satisfactorily complete all courses for a total of 30 semester credits as outlined in the curriculum below.
2. Obtain a 3.0 GPA with no grade below a “C-” in all courses to be credited toward graduation.
3. At least 24 credits must be taken at this seminary. Transfer courses will be considered on a case by case basis.
4. 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.
Spiritual Formation, Certificate

Mission
The Certificate in Spiritual Formation is an introductory yet intensive, integrative program within the Institute for Spiritual Formation at Talbot School of Theology, designed to assist individuals in their personal growth, provide some training in lay ministry of spiritual formation in the local church and give the student opportunity for more training in ministry.

The program is designed entirely around promoting growth in the believer’s inner life of faith and prayer with God in the context of a shared community and developed knowledge-base in the Word, spiritual formation and soul care. It focuses specifically on ways to deepen one’s knowledge and openness to God and the work as well as understanding of one’s self and others in order to grow toward conformity of character and inner life in the image of Christ. In order to accomplish this, the program has a substantial emphasis on understanding the dynamics of the Indwelling Holy Spirit as they interface human personality and relational dynamics.

These integrative endeavors are enhanced by the Institute’s diverse university-wide faculty that draws particularly upon Rosemead School of Psychology and Talbot School of Theology, bringing a wide range of expertise and experience to bear upon the process of human spiritual growth and soul care.

Certificate course work may later be applied toward a Master of Divinity or Master of Arts degree.

The mission of the Certificate in Spiritual Formation is to introduce believers to the processes involved in knowing themselves honestly and openly before God and one another in Truth, in cultivating intimacy with, growth in and obedience to Christ, in the training in lay ministry of spiritual formation in the local church which, in turn, gives opportunity for students to explore their calling and potential need for more training in ministry.

Learning Outcomes
As a result of this program, the student will:

1. Appreciate and begin to grow in the reality that true Christian spirituality is grounded in the Double Knowledge and encounter of God and Self. Students will begin to understand through experience and theory that growth in Christ is based upon an encounter with God and oneself in the Truth.

2. Understand the Word of God and its role as a primary datum for true Christian spirituality. Students will come to have a grasp and commitment to the Word of God as a primary source of truth for their understanding of spiritual formation and spiritual direction (through courses in theology, biblical studies and spiritual formation).

3. Integrate truth from the data of extra-biblical sources of wisdom and true Christian spirituality. Students will also come to have some minimal appreciation for the relevant information from the history of the church, spiritual classics, personal experience, the humanities and the social sciences relevant to spiritual growth.

4. Develop discernment regarding what is of truth or falsehood in light of various contemporary competing spiritualities. Students will begin to be able to discern truth and error, what is helpful and unhelpful in true Christian spiritual growth in light of various competing contemporary spiritualities.

5. Foster honest self-assessment and humility. Students will gain an honest understanding of themselves in the presence of God and truth through various experiential prayer projects, meditation on the Word, retreats, and spiritual direction.

6. Develop some minimal understanding of the sinful dynamics at work in one’s life and others. Students will become aware of the sinful dynamics that govern their lives and those they will be ministering to as well as a deeper appreciation of the origin of those dynamics from interaction with the Scriptures, psychological theory, philosophy, prayer projects and personal experience in retreats and spiritual direction.

7. Cultivate deeper intimacy with Christ in prayer. Students will personally nurture intimacy with 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
1. Satisfactorily complete all courses for a total of 26 semester credits as outlined in the curriculum below.
2. Obtain a 3.0 GPA with no grade below a “C-” in all courses to be credited toward graduation.
3. At least 13 credits must be taken at this seminary.
4. 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>Code</th>
<th>Course</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>TTSF 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>1-3</td>
</tr>
<tr>
<td>TTSF 521 should be taken for 3 credits.</td>
<td></td>
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<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 should be taken for 3 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTSF 532</td>
<td>Developmental Spirituality and Contemplative Prayer</td>
<td>2-3</td>
</tr>
<tr>
<td>TTSF 532 should be taken for 3 credits.</td>
<td></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 should be taken for 3 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>TTSF 672</td>
<td>Personal Retreat and Formation</td>
<td>1-4</td>
</tr>
<tr>
<td>TTSF 672 should be taken for 2 credits.</td>
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</tr>
</tbody>
</table>

And select one 3-credit course from:

- TTSF 621 Spiritual Formation and Theology Seminar
  Credit(s): 1-3

Or

- TTSF 701 Spiritual Formation Seminar
  Credit(s): 1-3

And select two 3-credit courses from:

- 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
- 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

Co-Curricular Requirements

See the Institute for Spiritual Formation section of the catalog for a full description.

- Didactic Therapy (Recommended)
- Faculty–Student Retreat

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>TTSF 672</td>
<td>Personal Retreat and Formation</td>
<td>1-4</td>
</tr>
</tbody>
</table>

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. 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, prophesies, bibliology, theology proper (including God’s nature, attributes, trinity, 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 word 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**

1. Satisfactorily complete all courses for a total of 32 semester credits as outlined in the curriculum below.
2. Obtain a 3.0 GPA with no grade below a “C-” in all courses to be credited toward graduation.
3. At least 24 credits must be taken at this seminary.
4. Complete the entire program in no more than five years.
5. 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.
6. 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

<table>
<thead>
<tr>
<th>Course Code</th>
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<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>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</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>

**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**

1. 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.
2. 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.
3. 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.
4. Obtain a 3.0 average with no grade below a “C-” in all courses to be credited toward graduation.
5. Complete the entire program in no more than five years.
6. 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:

**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. Integrate a sound understanding of Scripture with the contents of their respective emphasized disciplines (ULO 3).
2. 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).
3. (a) Explain the basic elements of Spiritual Theology, namely, the nature, process, and practices of spiritual growth (ULO 1); (b) demonstrate how knowledge of self integrates with knowledge of God in one’s own life (ULO 2); (c) demonstrate relational skills that develop community (ULO 3); (d) articulate how the biblical teaching on vocation shapes one’s own understanding of vocation and gainful employment (ULO 1, 2, 3).
4. Explain and evaluate the major trends in the history or current state of their respective emphasized disciplines (ULO 1).
5. 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).

All applicants must submit a written statement outlining their vocational objectives and how the degree might relate to those objectives.

For special admissions deadlines and requirements involved in the Spiritual Formation concentration, contact Graduate Admissions. Due to the limited enrollment in this concentration, all applicants will be personally interviewed.
1. Biblical and theological foundations.
2. Spiritual Formation Focus (SFF).
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>TTSS 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>2–3</td>
</tr>
</tbody>
</table>

Note: TTSS 501 must be taken for 3 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSS 503</td>
<td>Personal Foundations for Spiritual Formation</td>
<td>2–3</td>
</tr>
</tbody>
</table>

Note: TTSS 503 must be taken for 3 credits.

Concentration-Specific Requirements (19 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>TTPH 602</td>
<td>Elements of Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 501</td>
<td>Elements of Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 602</td>
<td>Elements of Hebrew II</td>
<td>3</td>
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</tbody>
</table>

Concentration-Specific Requirements (15 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
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</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>TTSS 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>2–3</td>
</tr>
</tbody>
</table>

Note: TTSS 501 must be taken for 3 credits.

Elective Requirements (14 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
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</thead>
<tbody>
<tr>
<td>TTBE 745</td>
<td>World of the Old Testament</td>
<td>2–3</td>
</tr>
<tr>
<td>TTBE 731</td>
<td>Exposition of Old Testament Segments or Themes</td>
<td>2–3</td>
</tr>
<tr>
<td>TTBE 732</td>
<td>Exposition of New Testament Segments or Themes</td>
<td>2–3</td>
</tr>
</tbody>
</table>

Biblical and Theological Studies/Diversified

Learning Outcomes
As a result of this program, the student will:

A. 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.

B. Be able to dialog with those who are outside of a biblically centered faith confidently and effectively, applying the knowledge of biblical doctrine to refute errors and to utilize practical techniques of dialog with the intent to reach those who “seek to know the reason for the hope that lies within you.”

C. Be able to articulate a clear theology/philosophy of educational ministry.

D. Have an understanding and appreciation for the teaching/learning process, utilizing a broad range of ministry methods and resources in educational ministry.

E. Be able to plan, administrate, and evaluate an effective educational ministry program at a basic level.

Learning Outcomes (33 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
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</thead>
<tbody>
<tr>
<td>TTBE 505</td>
<td>Talbot Spiritual Direction I</td>
<td>0</td>
</tr>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - 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>
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</tbody>
</table>

Concentration/Elective Requirements (33 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 505</td>
<td>Talbot Spiritual Direction I</td>
<td>0</td>
</tr>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - 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>

Up to 6 graduate elective credits may be taken in other schools of Biola University with advisor’s approval.

Concentrations with Curriculum

Bible Exposition

Learning Outcomes
As a result of this program, the student will:

A. Be able to identify the basic contents, backgrounds, and purpose of each book of the Old and New Testaments.

B. Be able to explain the general history and cultures relevant to the study of the Old and New Testament.

C. Be able to interpret and apply passages of the Old and New Testaments through use of the grammatical-historical method, including understanding the contribution of genre to the passage, ancient meaning and modern significance.

Concentration-Specific Requirements (19 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
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</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>TTSS 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>2–3</td>
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</tbody>
</table>

Note: TTSS 501 must be taken for 3 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSS 503</td>
<td>Personal Foundations for Spiritual Formation</td>
<td>2–3</td>
</tr>
</tbody>
</table>

Note: TTSS 503 must be taken for 3 credits.

Concentration-Specific Requirements (15 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 530</td>
<td>Elementary Principles of the Biblical Languages</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 703</td>
<td>The Church and Society</td>
<td>3</td>
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</tbody>
</table>

Select one 3-credit course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 556</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 726</td>
<td>Cults of America</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 602</td>
<td>Apologetics</td>
<td>3</td>
</tr>
</tbody>
</table>
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:

A. Be able to recall the key contents of the Old and New Testaments and will identify important historical and cultural background information relevant to the study of the Old and New Testaments.

B. Be able to exegete and apply a biblical text through the application of historical-grammatical hermeneutics.

C. 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.

D. Be able to explain the theory of “the sanctification gap” and will reflect upon the calling(s) of God in their lives.

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)
TTSF 501 Introduction to Spiritual Theology and Formation
TTSF 501 must be taken for 3 credits.
TTSF 503 Personal Foundations for Spiritual Formation
TTSF 503 must be taken for 3 credits.
TTSS 510 Theological Research Methodologies
TTTH 511 Theology I - Introduction: Revelation and Nature of God
TTTH 512 Theology II - Works of God, Angels, Man and Sin
TTTH 613 Theology III - Christ, Salvation and the Spirit
TTTH 614 Theology IV - The Church and Last Things

Concentration Specific Requirements (47 Credits)
TTBE 530 Elementary Principles of the Biblical Languages
TTBE 602 Genesis
TTBE 602 should be taken for 2 credits.
TTBE 726 Expositional Methodology in Daniel and Revelation
TTBE 731 Exposition of Old Testament Segments or Themes
TTBE 731 should be taken as the theme of Central Prophetic Passages for 2 credits.
TTBE 741 Issues in Biblical Exposition
TTBE 741 should be taken as the theme of Hermeneutical Principles for 2 credits.
TTC 600 Educational Ministry in the Church
TTHT 505 Patristic and Medieval Theology
TTHT 506 Reformation and Modern Theology
TTNT 701 The World of the New Testament
TTNT 701 should be taken for 2 credits.
TTNT 791 New Testament Seminar
TTNT 791 should be taken for 2 credits.
TTOT 745 World of the Old Testament
TTOT 745 should be taken for 2 credits.
TTOT 791 Old Testament Seminar
TTOT 791 should be taken for 2 credits.
TTHP 602 Apologetics
TTPS 703 The Church and Society
TTPS 730 Biblical Leadership and Management
TTTH 712 Current Theological Issues
TTTH 712 should be taken for 2 credits.
TTTH 720 Theology and Practice of Prayer
TTTH 720 should be taken for 2 credits.
TTTH 727 Cults in the Eurasian Context
TTTH 728 Theological Systems
TTTH 728 should be taken for 2 credits.
TTTH 771 Theology Seminar
TTTH 771 - Theo Sem: Kyiv Extension Capstone should be taken for 1 credit.

Elective Requirements (0 Credits)
There are no available elective credits in this concentration.

Co-Curricular Requirements
Participation in Spiritual Formation Labs (16 sessions). These discussion groups meet as an additional component of class time.

New Testament

Learning Outcomes
As a result of this program, the student will:

A. 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.

B. 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.

C. 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.

D. Be able to articulate key critical issues about the New Testament and give perspective on a reasonable and informed solution.

Concentration-Specific Requirements (21 Credits)
TTNT 501 Beginning Greek I
TTNT 502 Beginning Greek II
TTNT 503 Introduction to Exegesis
TTNT 604 Exegesis in the Gospels
TTNT 605 Exegesis in the Epistles
TTNT 701 The World of the New Testament
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
TTOT 604 Elements of Hebrew II
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:

A. 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.
B. 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.
C. 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.
D. 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.
E. 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 (18 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>TTNT 501</td>
<td>Beginning Greek I</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 603</td>
<td>Elements of Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 604</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>TTOT 745</td>
<td>World of the Old Testament</td>
<td>2–3</td>
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</tbody>
</table>

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.

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.

Collectively, graduates of our program should be providing visionary leadership, articulating a Christian worldview in various cultural contexts—at Christian colleges, in seminaries, and in parachurch ministries, for example—and should be penetrating the secular university and venues of popular culture, such as art, media, and music. Therefore, many graduates will qualify for admission to competitive doctoral programs in philosophy, ethics, religious studies, and other fields.

As a result of this program, the student will achieve the following learning outcomes (in addition to the core M.A. learning outcomes):

A. Graduates will be able to explain the importance of sustaining a vibrant intellectual life as part of an ongoing commitment to following Christ.
B. Graduates will be able to summarize and critique, in written form, professional philosophical literature published in specialized philosophical journals and with academic presses, and will be able to relate the material to professional philosophical literature to various aspects of a Christian worldview, for use either in a professional academic setting, in the local church, or through engagement with popular culture.
C. With respect to the history or current state of discipline (see core M.A. Learning outcome 4), graduates will be able to articulate:
   - three distinct normative ethical theories, namely utilitarianism, deontology, and virtue ethics, and the fundamental disagreements underlying disputes about beginning- and end-of-life ethics;
   - three theories of properties (realism, nominalism, and trope theory), the distinction between libertarian and compatibilist theories of free will, and the distinctions among substance dualism, property dualism, and physicalism;
   - the basic contours of a correspondence theory of truth and a foundationalist theory of the structure of knowledge;
   - two classical arguments for the existence of God, and the basic contours of the challenges to Christianity from the coherence of the Incarnation and the Trinity, from God’s foreknowledge, and from evil.

These learning outcomes will be measured through the evaluation of a portfolio submitted by and an oral exam taken by each student during the semester after which he or she will graduate from the M.A. Philosophy program. Details of the portfolio, oral exams, and how they will be evaluated can be found in the Talbot Philosophy Department office, and details about these requirements will be sent to students during their first semester enrolled in the program.

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. Students must complete in residence a minimum of 24 credits in the Philosophy concentration.

Concentration-Specific Requirements (24 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>TTPH 523</td>
<td>Metaphysics I</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 544</td>
<td>Epistemology I</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 547</td>
<td>The 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>
</tbody>
</table>

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Concentration-Specific Requirements (41 Credits)

TTTH 514. Students in the Spiritual Formation concentration will not take Core Requirements (19 Credits)

As a result of this program, students will:

• Develop the PLOs having to do with biblical integration (#1) and spiritual formation (#3) to a higher level of mastery.

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): 2–3.
TTSF 532 Developmental Spirituality and Contemplative Prayer Credit(s): 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 every term of enrollment.
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

See Institute For Spiritual Formation (Department) for full description.

• Didactic Therapy
• Faculty-Student Retreats
TTSF 585 - Personal Spiritual Direction Credit(s): 0.
TTSF 672 - Personal Retreat and Formation Credit(s): 1–4.

Theology

Learning Outcomes

As a result of this program, the student will:

A. 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.

B. 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.

C. 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).
Christian Education, M.A.C.E.

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. Critically assess the biblical, philosophical, and theological foundation of ministries within churches and parachurch organizations (ULO 1).
2. Identify and interpret the process of holistic spiritual development and learning for leadership, teaching, and interpersonal/intercultural relationships (ULO 1).
3. 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 3).
4. Integrate biblical perspectives and values toward others and Christian service into a values complex in order to articulate specific practices for an effective professional life (ULO 3).
5. Demonstrate skills in leadership administration (ULO 2).
6. Demonstrate skills in ministry functions (including: evangelism, discipleship, teaching, counseling and pastoral skills) (ULO 2).
7. 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
1. Satisfactorily complete 60 semester credits. See (D) below.
2. Take the courses prescribed in the Master of Arts in Christian Education curriculum.
3. 150 hours of supervised field ministry approved by a faculty advisor.
4. Complete the program in no more than five years.
5. Obtain a 3.0 average with no grade below a “C-” in all courses to be counted toward graduation.
6. 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.
7. 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:
• Executive Pastor
• Church Business Administrator
• Family Ministries
• Pastor of Adult Ministries
• Minister of Young Adults
• Minister of Youth
• Minister of Children
• Parachurch Staff
• Christian Camp Administration
• Discipleship and Teaching Pastor

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.

Advanced Standing
Applicants who have taken undergraduate courses in biblical or theological studies may request advanced standing based on collegiate work. See Admissions Requirements for details.

Core Requirements (51 Credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBB 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TBB 519</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TBB 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 508</td>
<td>Organizational Leadership</td>
<td>2–3</td>
</tr>
<tr>
<td>TTCE 523</td>
<td>Teaching Ministry</td>
<td>2–3</td>
</tr>
<tr>
<td>TTCE 556</td>
<td>Christian Formation and Discipleship</td>
<td>2–3</td>
</tr>
<tr>
<td>TTCE 558</td>
<td>Interpersonal Development</td>
<td>2–3</td>
</tr>
<tr>
<td>TTCE 608</td>
<td>Philosophy of Ministry</td>
<td>2–3</td>
</tr>
<tr>
<td>TTCE 690</td>
<td>Practicum in Ministry</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 707</td>
<td>Foundations of Pastoral Care and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>TTSF 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>2–3</td>
</tr>
</tbody>
</table>

Must be taken for 3 credits.

TTSF 503 - Personal Foundations for Spiritual Formation

Must be taken for 3 credits.

TTSF 504 | Spiritual Formation, Vocation, and the Disciplines | 0–2 |
TTSF 505 | Talbot Spiritual Direction I                      | 0–2 |
TTSF 506 | Talbot Spiritual Direction II                      | 0–2 |
TTTH 511 | Theology I - Introduction: Revelation and Nature of God | 3 |
TTTH 512 | Theology II - Works of God, Angels, Man and Sin    | 3 |
TTTH 613 | Theology III - Christ, Salvation and the Spirit    | 3 |
TTTH 614 | Theology IV - The Church and Last Things           | 3 |

Choose one of the following:

ISCL 520 - Interpersonal and Intercultural Adjustment Credit(s): 3.

ISCL 680 - The Local Church and World Missions Credit(s): 3.

TTPT 703 - The Church and Society Credit(s): 3.

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.
Must be taken for 3 credits.
- TTCE 679 Adult Development and Discipleship Credit(s): 2–3.
Must be taken for 3 credits.
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 in place of
- TTPT 707 Foundations of Pastoral Care and Counseling Credit(s): 2.

Children's Ministry
- TTCE 625 Staffing and Leadership in Children's Ministries Credit(s): 3.
- TTCE 652 Models and Trends in Children's Ministries Credit(s): 3.
One 3-credit Christian Education (TTCE) elective

Cross-Cultural Education Ministry
- ISCL 575 Multicultural Education Credit(s): 3.
Select two of the following courses:
- ISAN 671 Applied Anthropology Credit(s): 3.
- ISCL 531 Peoples of Ethnic America Credit(s): 3.
- ISCL 556 World Religions Credit(s): 3.
- ISCL 709 Intercultural Communication Credit(s): 3.
- ISCL 765 Cross-cultural Leadership Credit(s): 3.

Note: Students selecting this specialization should also take the following course:
- ISCL 520 Interpersonal and Intercultural Adjustment Credit(s): 3.

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 2.6–2.9 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)**

Students wishing to complete the accelerated program within one calendar year must take TT SF 501, 503 and 505 during the first semester and TT SF 504 and 505 during the second semester.

Christian Education core courses include:

- **TT CE 519** Leadership Coaching and Teambuilding  
  Credit(s): 2–3.
- **TT CE 556** Christian Formation and Discipleship  
  Credit(s): 2–3.
- **TT CE 639** Applied Ministry Research  
  Credit(s): 2–3.
- **TT CE 690** Practicum in Ministry  
  Credit(s): 3.
- **TT P T 707** Foundations of Pastoral Care and Counseling  
  Credit(s): 2.
- **TT SF 501** Introduction to Spiritual Theology and Formation  
  Credit(s): 2–3.

TTSF 501 must be taken for 3 credits.

- **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 I  
  Credit(s): 0.

Select one of the following courses:

- **IS CL 520** Interpersonal and Intercultural Adjustment  
  Credit(s): 3.
  - Students selecting the Cross-Cultural specialization take ISCL 520 to complete this requirement.
- **IS CL 680** The Local Church and World Missions  
  Credit(s): 3.
- **TT P T 703** The Church and Society  
  Credit(s): 3.

**CE Specialization (9 Credits)**

Select a CE Specialization from the options listed above.

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**Christian Ministry and Leadership, M.A.C.M.L.**

**Mission**

The Master of Arts in Christian Ministry and Leadership with concentrations in Pastoral Care and Counseling, Preaching and Pastoral Ministry, Sports Ministry, 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).

All applicants must submit a written statement outlining their vocational objectives and how the degree might relate to those objectives.

**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**

1. Satisfactorily complete 64–66 semester credits as outlined in the curriculum charts below.
2. 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.
3. 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.
4. Obtain a 3.0 average with no grade below a “C-” in all courses to be credited toward graduation.
5. Complete the entire program in no more than five years.
6. 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, Preaching and Pastoral Ministry, Sports Ministry, and 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.

Core Requirements (33 Credits)

<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>TTNT 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>
</tr>
<tr>
<td>TTSF 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>2–3</td>
</tr>
</tbody>
</table>

TTPT 609 - Expository Preaching may be taken for 1 or 2 credits. If taken for 2 credits, the second credit may count toward required elective credits.

Concentration-Specific Requirements (26 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSE 504</td>
<td>Spiritual Formation, Vocation, and the Disciplines</td>
<td>0</td>
</tr>
<tr>
<td>TTSE 505</td>
<td>Talbot Spiritual Direction I</td>
<td>0</td>
</tr>
<tr>
<td>TTSE 506</td>
<td>Talbot Spiritual Direction II</td>
<td>0</td>
</tr>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</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>

Concentration-Specific Requirements (26 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 604</td>
<td>Pastoral Care and Chaplaincy</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 628</td>
<td>Marital Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 693</td>
<td>Pastoral Care and Counseling Internship I</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 694</td>
<td>Pastoral Care and Counseling Internship II</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 695</td>
<td>Pastoral Care and Counseling Internship III</td>
<td>1–2</td>
</tr>
<tr>
<td>TTPT 695</td>
<td>may be taken for 1 or 2 credits. If taken for 2 credits, the second credit may count toward required elective credits.</td>
<td></td>
</tr>
</tbody>
</table>

TTPT 703    | The Church and Society                                 | 3       |
| TTPT 708    | Advanced Pastoral Counseling                           | 3       |
| TTPT 716    | Addressing Common Pastoral Counseling Concerns         | 3       |
| TTPT 725    | Counseling Troubled Families                           | 3       |
| TTPT 740    | Issues and Ethics in Ministry                          | 2       |

Elective Requirements (5–7 Credits)

Choose 7 credits of elective if not completing a thesis. Choose 5 credits of electives if choosing to complete a thesis. Consult the Talbot student handbook for preliminary steps that must be completed prior to enrolling in the thesis course. Thesis students will enroll in: TTHE 793 - Thesis First Draft: M.A. and TTHE 794 - Thesis Final Draft: M.A.

Up to 6 graduate elective credits may be taken in other schools in Biola University with advisor’s approval.

Below are suggested elective options:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>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>TTPT 626</td>
<td>Group Counseling Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 627</td>
<td>Premarital Preparation and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 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>

Preaching and Pastoral Ministry

The Preaching and Pastoral Ministry concentration is designed to equip students for leadership and preaching in church or parachurch settings. It aims to produce students who:

- model spiritual, emotional and relational health.
- prepare and present sermons demonstrating biblical accuracy, oral clarity and contemporary relevance.
- integrate biblical/theological knowledge and skill in Christian ministry.
- lead Christian communities in the tasks of the church: making and growing disciples, worshiping, praying, and impacting the broader community.

Greek Requirement

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. Taking TTNT 503 early in the degree is recommended, since it is a prerequisite for TTPT 609 - Expository Preaching.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 605</td>
<td>Exegesis in the Epistles</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 501</td>
<td>Beginning Greek I</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
<td>2</td>
</tr>
</tbody>
</table>

Combined B.A. + M.A. Track

Students in Biola University’s Bachelor of Arts in Biblical and Theological Studies with a concentration in Preaching and Pastoral Ministry may take graduate courses in their senior year, allowing the completion of a Bachelor of Arts and a Master of Arts in an accelerated format. See the Bachelor of Arts in Biblical and Theological Studies for the undergraduate portion of the accelerated B.A. + M.A. program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 605</td>
<td>Exegesis in the Epistles</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 510</td>
<td>Evangelism and Follow-Up</td>
<td>3</td>
</tr>
</tbody>
</table>
The Women’s Ministries concentration is designed to equip students with a biblical, theological and practical level for ministries of evangelism and discipleship through sports. Along with strengths in preaching, counseling, and pastoral leadership, students will be prepared to develop and lead effective outreach and equipping ministries within local churches and parachurch organizations, both nationally and internationally.

**Concentration-Specific Requirements (24 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTPT 609</td>
<td>Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 642</td>
<td>Administration and Organization of Sports Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 643</td>
<td>Cross-Cultural Sports Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 644</td>
<td>Twenty-First Century Models for Sports Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 645</td>
<td>Church and Sports Outreach Ministry Through History</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 646</td>
<td>Theology of Competition and Sport</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 647</td>
<td>Evangelism and Discipleship in Sports Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 700</td>
<td>Sports Ministry Internship</td>
<td>1–2</td>
</tr>
</tbody>
</table>

Elective Requirements (9 Credits)
Choose 9 credits of electives.

**Women’s Ministries**

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 strength in biblical content, cultural analysis and practical skills.

**Concentration-Specific Requirements (29 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTCE 514</td>
<td>Women and Men in Christian Ministry</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 609</td>
<td>Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 634</td>
<td>Foundations of Women’s Ministries</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 635</td>
<td>Toward a Philosophy of Ministry to Women</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 636</td>
<td>Evangelizing and Ministering to Women in the Present Culture</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 637</td>
<td>Family Issues in Women’s Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 638</td>
<td>Survey of Biblical and Historical Women in Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 639</td>
<td>Developing Leadership Teams</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements (4 Credits)
Choose 4 credits of electives.

**Sports Ministry**

The Sports Ministry concentration is designed to equip students at a biblical, theological and practical level for ministries of evangelism and discipleship through sports. Along with strengths in preaching, counseling, and pastoral leadership, students will be prepared to develop and lead effective outreach and equipping ministries within local churches and parachurch organizations, both nationally and internationally.

**Concentration-Specific Requirements (29 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTPT 691</td>
<td>Introduction to Field Education</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 602</td>
<td>Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 609</td>
<td>Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 610</td>
<td>Contemporary Biblical Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 691</td>
<td>Field Education III</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 703</td>
<td>The Church and Society</td>
<td>0</td>
</tr>
<tr>
<td>TTPH 602</td>
<td>Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 730</td>
<td>Biblical Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 741</td>
<td>Preaching Narrative Literature</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 742</td>
<td>Preaching the Wisdom and Poetic Literature of the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 791</td>
<td>Field Internship</td>
<td>0–2</td>
</tr>
</tbody>
</table>

Elective Requirements (2 Credits)
Choose 2 credits of electives.

**Spiritual Formation and Soul Care, M.A.S.F.S.C.**

**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, and obedience to Christ and to help mend souls by the living 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. 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).
2. (a) Explain the basic elements of Spiritual Theology, namely, the nature, process, and practices of spiritual growth (ULO 1); (b) demonstrate how knowledge of self integrates with knowledge of God in one’s own life (ULO 2); (c) demonstrate relational skills that develop community (ULO 3); (d) articulate how the biblical teaching on vocation shapes one’s own understanding of vocation and gainful employment (ULO 1, 2, 3).
3. Demonstrate competence in providing spiritual direction to others (ULO 2, 3).
4. Assess the situations in which one should refer a directee to psychological care (ULO 3).
5. Articulate the cultural and social dynamics involved in the ministry of spiritual direction (ULO 1, 3).

**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**

1. Satisfactorily complete 66 semester credits as outlined in the curriculum.
2. 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.
3. Obtain a 3.0 average with no grade below a "C-" in all courses to be credited toward graduation.
4. Complete the entire program in no more than five years.
5. Meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduation Graduation Check description in Admission, Enrollment and Graduation Requirements section).

**Core Requirements (66 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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 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 524</td>
<td>History and Theory of Christian Soul Care and Direction</td>
<td>2–3</td>
</tr>
<tr>
<td>TTSF 531</td>
<td>History and Traditions of Christian Spirituality</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 532</td>
<td>Developmental Spirituality and Contemplative Prayer</td>
<td>2–3</td>
</tr>
<tr>
<td>TTSF 543</td>
<td>Personal Foundations of Spirituality and Retreat</td>
<td>1–3</td>
</tr>
<tr>
<td>TTSF 544</td>
<td>Personality Development and Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 577</td>
<td>Soul Care Pre-practicum I and Professional Ethics</td>
<td>2–3</td>
</tr>
<tr>
<td>TTSF 578</td>
<td>Soul Care Pre-practicum II and Professional Referral</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>TTSF 621</td>
<td>Spiritual Formation and Theology Seminar</td>
<td>1–3</td>
</tr>
<tr>
<td>TTSF 642</td>
<td>Spiritual Disciplines Seminar</td>
<td>1–3</td>
</tr>
<tr>
<td>TTSF 645</td>
<td>Christian Virtue and the Spiritual Disciplines</td>
<td>2–3</td>
</tr>
<tr>
<td>TTSF 670</td>
<td>Intensive Journey Inward and Retreat</td>
<td>1–4</td>
</tr>
</tbody>
</table>

**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

**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.

**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. (a) Explain the basic elements of Spiritual Theology, namely, the nature, process, and practices of spiritual growth (ULO 1); (b) demonstrate how knowledge of self integrates with knowledge of God in one’s own life (ULO 2); (c) demonstrate relational skills that develop community (ULO 3); (d) articulate how the biblical teaching on vocation shapes one’s own understanding of vocation and gainful employment (ULO 1, 2, 3).

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 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 not had Greek but wish (or need) to take it in seminary may take Beginning Greek at Talbot and receive elective credit applicable toward the graduation requirement.

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:

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.

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 is 3.0 or higher. 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
1. Satisfactorily complete 96–98 semester credits. See (D) below.

2. Take the courses prescribed in the Master of Divinity curriculum.

3. Complete the requirements in one of the concentrations.

4. Submit an acceptable thesis (4 credits) chosen in consultation with the major advisor or, at the option of 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.

5. 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.

6. 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 Concentration is available on the Office of the Registrar’s website at: biola.edu/registrar/degree_requirements.

7. Must have a 2.5 cumulative GPA with no grade below a D-.
8. 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 503</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 605</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 501</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 502</td>
<td>2</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTOT 603 Elements of Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 604 Elements of Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 705 Exegesis in Genesis and Selected Passages</td>
<td>3</td>
</tr>
</tbody>
</table>

**Thesis Course Sequence**

If a student elects to write a thesis, the course "Thesis First Draft" will be taken at the completion of 80 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 (61 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTB 517 Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTB 519 Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTB 520 Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>THHT 505 Patristic and Medieval Theology</td>
<td>3</td>
</tr>
<tr>
<td>THHT 506 Reformation and Modern Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 503 Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 501 and 502 are prerequisites to this course.</td>
<td></td>
</tr>
<tr>
<td>TTNT 604 Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 605 Exegesis in the Epistles</td>
<td>3</td>
</tr>
<tr>
<td>TTTT 603 Elements of Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>TTTT 604 Elements of Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>TTTT 705 Exegesis in Genesis and Selected Passages</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 602 Apologetics</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTPT 591 Introduction to Field Education</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 609 Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 691 Field Education III</td>
<td>0</td>
</tr>
<tr>
<td>TTPT 692 Field Education IV</td>
<td>0</td>
</tr>
<tr>
<td>TTPT 707 Foundations of Pastoral Care and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>TTSF 501 Introduction to Spiritual Theology and Formation</td>
<td>2–3</td>
</tr>
<tr>
<td>TTSF 501 must be taken for 3 credits.</td>
<td></td>
</tr>
<tr>
<td>TTSF 503 Personal Foundations for Spiritual Formation</td>
<td>2–3</td>
</tr>
<tr>
<td>TTSF 503 must be taken for 3 credits.</td>
<td></td>
</tr>
<tr>
<td>TTSF 504 Spiritual Formation, Vocation, and the Disciplines</td>
<td>0</td>
</tr>
<tr>
<td>TTSF 505 Talbot Spiritual Direction I</td>
<td>0</td>
</tr>
<tr>
<td>TTSF 506 Talbot Spiritual Direction II</td>
<td>0</td>
</tr>
<tr>
<td>TTS 501 Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTTH 511 Theology I - Introduction: Revelation and Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 512 Theology II - Works of God, Angels, Man and Sin</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 613 Theology III - Christ, Salvation and the Spirit</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 614 Theology IV - The Church and Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Requirement Alternatives**

**Christian Ministry and Leadership**

For students anticipating a career teaching in higher education, any of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCC 790 Educational Practicum</td>
<td>1</td>
</tr>
<tr>
<td>TCC 791 Educational Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>Or TCC 790 Educational Practicum</td>
<td>1</td>
</tr>
<tr>
<td>TCC 792 Educational Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>may replace:</td>
<td></td>
</tr>
<tr>
<td>TTPT 791 Field Internship</td>
<td>0–2</td>
</tr>
<tr>
<td>TTPT 792 Field Internship</td>
<td>0–2</td>
</tr>
<tr>
<td>A written faculty advisor-approved petition must be filed with the Office of the Registrar.</td>
<td></td>
</tr>
</tbody>
</table>

**Bible Exposition**

For one of the three required Bible Exposition courses excluding the course listed below, the student may substitute 3 credits of Greek or Hebrew exegesis electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE 517 Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentrations**

**Christian Education**

**Mission and Learning Outcomes**

Provides preparation for a wide variety of local church ministries related to teaching and equipping believers and church attendees of all ages including curriculum development, volunteer training, retreats, small groups, life stage and gender ministries, and the like.

As a result of this program, the student will:

A. Understand and value the administrative and leadership dimensions of ministry based on solid biblical and theological foundations and develop skill in designing, implementing, and assessing educational ministry.

B. Gain a broad understanding and appreciation for the history of educational ministry and the theological and
philosophical underpinnings that have influenced its theory and practice and evaluate current educational practice in light of these understandings.

C. Engage in a supervised educational ministry experience leading to growth in personal maturity and character, developing skill in ministry leadership, and the understanding necessary to integrate and apply ministry theory.

D. Actively pursue and progress in a life-long process of personal spiritual development by nurturing a relationship with God, connecting in Christian community, growing in moral integrity, and engaging in vocational service in light of giftedness.

**Concentration-Specific Requirements (19 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 523</td>
<td>Teaching Ministry</td>
<td>2–3</td>
</tr>
</tbody>
</table>

Students with a strong educational psychology or teaching background may substitute another TTCE course in place of TTCE 523. Must be taken for 3 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 (16 or 18 Credits)**

**Thesis Track (16 Credits)**

Choose 6 credits of TTCE electives.

Choose 6 credits of general electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TT THE 797</td>
<td>Thesis First Draft: M.Div.</td>
<td>2</td>
</tr>
<tr>
<td>TT THE 798</td>
<td>Thesis Final Draft: M.Div.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Non-Thesis Track (18 Credits)**

Choose 6 credits of TTCE electives.

Choose 9 credits of general electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTCE 608</td>
<td>Philosophy of Ministry</td>
<td>2–3</td>
</tr>
</tbody>
</table>

Must be taken for 3 credits.

**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:

A. Give a persuasive and succinct presentation of how one comes to faith in Christ.

B. Design a training seminar on evangelism for laypersons in a local church.

C. Develop and apply specific skills for cross-cultural evangelism in the United States and abroad.

D. Analyze the changing context of American society, and develop ways of addressing various ethical/social issues.

E. Acquire the basic information and skills to plant a new church.

F. Learn the principles and procedures to cooperate with God in the growth of His churches.

G. 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>
</tr>
</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</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>
</tbody>
</table>

TTPT 791 must be taken for 0 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTPT 792</td>
<td>Field Internship</td>
<td>0–2</td>
</tr>
</tbody>
</table>

TTPT 792 must be taken for 1 credits.

**Elective Requirements (7 or 9 Credits)**

**Thesis Track (7 Credits)**

Choose 3 credits of general electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TT T 797</td>
<td>Thesis First Draft: M.Div.</td>
<td>2</td>
</tr>
<tr>
<td>TT T 798</td>
<td>Thesis Final Draft: M.Div.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Non-Thesis Track (9 Credits)**

Choose 9 credits of electives. The following courses are suggested for electives; however, students may chose other courses in consultation with their advisor:

<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 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:

A. Master the Hebrew language.

B. Develop competency in Hebrew exegesis.

C. Incorporate an understanding of Rabbinic thought and Old Testament Law in course studies and discipleship.

D. Employ knowledge of Jewish culture and values effectively in diverse ministry situations.
E. Develop skills of ministry specifically appropriate for the Jewish community, including the proficiencies that follow:

F. Students will be skilled in using Jewish liturgy in Messianic worship and practice (holidays, funerals, marriages, rites of passage, and music).

G. Students will speak and write with understanding about Jewish backgrounds of the Christian faith.

H. Students will be able to prepare biblical messages appropriate for the Messianic Jewish community.

I. Students will provide biblical pastoral counsel for the unique needs of the Messianic Jewish community.

J. As a result of personal experience, students will be able to describe the significance of modern Israel in the Jewish community.

Core Requirements (62 Credits)

Students enrolling in the Messianic Jewish Studies concentration will take the following core courses in place of the Core Requirements section listed above.

- TTBE 517 Hermeneutics and Bible Study Methods
- TTBE 519 Survey of Genesis–Malachi
- TTBE 520 Survey of Matthew–Revelation
- TTBE 726 Expositional Methodology in Daniel and Revelation
- TTHT 505 Patristic and Medieval Theology
- TTHT 506 Reformation and Modern Theology
- TTN 503 Introduction to Exegesis

TTNT 501 and 502 are prerequisites to this course.

TTNT 604 Exegesis in the Gospels
TTNT 501 Exegesis in the Epistles
TTOT 603 Elements of Hebrew I
TTOT 604 Elements of Hebrew II
TTPH 602 Apologetics
TTPH 591 Introduction to Field Education
TTPH 592 Field Education II
TTPH 602 Pastoral Ministry
TTPH 609 Expository Preaching
TTPH 619 Field Education III
TTPH 692 Field Education IV
TTSF 501 Introduction to Spiritual Theology and Formation

TTSF 501 must be taken for 3 credits.

TTSF 503 Personal Foundations for Spiritual Formation
TTSF 510 Theological Research Methodologies
TTTH 511 Theology I - Introduction: Revelation and Nature of God
TTTH 512 Theology II - Works of God, Angels, Man and Sin
TTTH 613 Theology III - Christ, Salvation and the Spirit
TTTH 614 Theology IV - The Church and Last Things

Concentration-Specific Requirements (31 or 36 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.

- TTHT 604 Jewish History
- TTNT 701 The World of the New Testament
- TTOT 607 Hebrew Exegesis I – Torah
- TTTH 622 Rabbinic Literature–Readings in Mishnah and Talmud

TTTH 797 Thesis First Draft: M.Div.

Elective Requirements (0 Credits)

There are no available elective credits in this concentration.

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:

A. Be able to exegate the social context in which they are called to serve.

B. Demonstrate an understanding of the Bible as a salvation history story that progressively reveals God as a missionary God.

C. 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.

D. 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.

E. Demonstrate passion for world missions by advocating for world missions throughout their entire sphere of influence.

F. Demonstrate skills of integrating theological and missiological insights in ministry by engaging in specific cross-cultural tasks in course assignments and the field internship.

G. 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)

ISAN 507 Cultural Anthropology
ISCL 751 Theology of Mission
ISCL 791 Field Internship
ISCL 791 should be taken for 1 credit.

TTCE 600 Educational Ministry in the Church

Credit(s): 3.
Elective Requirements (24 or 26 Credits)

**Thesis Track (24 Credits)**

Choose 12 credits of ISCL electives from one of the emphases below.

Choose 8 credits of general electives.

**Non-Thesis Track (26 Credits)**

Choose 12 credits of ISCL electives from one of the emphases below.

Choose 14 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>Credits</th>
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</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>
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**Applied Linguistics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</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>
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**Church Planting**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<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 765</td>
<td>Cross-cultural Leadership</td>
<td>3</td>
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**Crosscultural Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</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>
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</table>

**Linguistics and Biblical Languages**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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>
<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 648</td>
<td>Discourse and Text Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 650</td>
<td>Seminar in Linguistics and Biblical Exegesis</td>
<td>3</td>
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**Missiology**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 655</td>
<td>Contemporary Theology of Mission</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 680</td>
<td>The Local Church and World Missions</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 722</td>
<td>Spiritual Conflicts in Crosscultural Context</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 724</td>
<td>Issues in Spiritual Warfare</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 730</td>
<td>Directed Study</td>
<td>1–4</td>
</tr>
<tr>
<td>ISCL 742</td>
<td>History of the World Christian Movement</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 747</td>
<td>Christianity and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 750</td>
<td>Issues in Contextualization/Crosscultural Theology</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 752</td>
<td>Acts: Biblical and Missiological</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 755</td>
<td>Biblical Morality and Cultural Relativity</td>
<td>3</td>
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**Urban/Multi-Ethnic**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ISCL 520</td>
<td>Interpersonal and Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 531</td>
<td>Peoples of Ethnic America</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 559</td>
<td>Topics in Urban Studies</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 560</td>
<td>Urban Research and Study</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 568</td>
<td>Theology of the City</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 583</td>
<td>Poverty and the City</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 730</td>
<td>Directed Study</td>
<td>1–4</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
<td>3</td>
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</table>

**Pastoral and General Ministries**

**Mission and Learning Outcomes**

Provides preparation for a variety of professional ministries including pastor, associate pastor, youth pastor, women’s ministries, college and seminary teaching and other leadership roles. (Students anticipating a graduate or undergraduate teaching career will need to pursue advanced studies beyond the Master of Divinity program.)

As a result of this program, the student will:

A. **Spiritual Formation.** Understand the New Covenant life in Christ in order to better participate in this through the Spirit for the sake of transformation.

B. **Readiness for Ministry.** Assess readiness for ministry: cognitive, physical, emotional, relational, moral and spiritual.

C. **Character.** Behave Christianly by valuing and pursuing Christian character.

D. **Calling.** Embrace, value and appreciate the power and significance of his or her personal call to ministry.

E. **Exposition of the Word.** Demonstrate an accurate exposition of the Word of God.

F. **Doctrine.** Comprehend and apply to ministry situations the doctrines of systematic theology including the Doctrinal Statement of Talbot School of Theology.
Pastoral Care and Counseling

Concentration Specific Requirements (29 Credits)

As a result of this program, the student will:

- G. **Biblical Application.** Demonstrate the ability to convey and apply truths of Scripture to his or her own and others’ lives in effective ministry.
- H. **Communicating the Word.** Communicate the Word of God effectively to hearers.
- I. **Servant Leadership.** Practice and train others for servant leadership.
- J. **Love for People.** Develop a love for and commitment to serving God’s people.

**Concentration-Specific Requirements (22 Credits)**

- 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 792 Field Internship  (Credit(s): 0–2).

**Elective Requirements (13 or 15 Credits)**

**Thesis Track (13 Credits)**

- TTHE 797 Thesis First Draft: M.Div.  (Credit(s): 2).
- TTHE 798 Thesis Final Draft: M.Div.  (Credit(s): 2).

**Non-Thesis Track (15 Credits)**

Choose 15 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:

- A. Develop empathic listening skills, and the commitment to use and teach these skills in life and ministry.
- B. Be aware of their personal issues and the ability and commitment to develop a personal network for growth.
- C. Develop a commitment to and practice of sound ethical principles related to pastoral ministry.
- D. 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.
- E. 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.
- F. Develop understanding of ministry skills and be able to apply them in program development of pastoral ministry.
- G. Develop the ability in counseling to move people from relationship through realization to responsibility.
- H. 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).
- TTTE 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).
- TTPT 716 Addressing Common Pastoral Counseling Concerns  (Credit(s): 3).
- TTPT 725 Counseling Troubled Families  (Credit(s): 3).
- TTPT 740 Issues and Ethics in Ministry  (Credit(s): 2).

**Elective Requirements (7 or 8 Credits)**

Students electing to write a thesis reduce the overall program from 98 to 97 credits.

**Thesis Track (7 Credits)**

Choose 3 credits of general electives.

- TTTE 797 Thesis First Draft: M.Div.  (Credit(s): 2).
- TTTE 798 Thesis Final Draft: M.Div.  (Credit(s): 2).

**Non-Thesis Track (8 Credits)**

Choose 8 credits of general electives.

**Spiritual Formation**

**Mission and Learning Outcomes**

Provides preparation for ministries of spiritual formation, soul care, spiritual direction, and preaching to churches and parachurch organizations.

As a result of this program, the student will:

- A. Demonstrate competence in providing spiritual direction to others (ULO 2, 3).
- B. Demonstrate understanding of how to integrate spiritual formation into preaching (ULO 1, 3).
- C. In the M.Div Spiritual Formation Emphasis, students will develop the PLO having to do with spiritual formation (#4) to a higher level of mastery.

**Core Requirements (51 Credits)**

Students enrolling in the Spiritual Formation concentration will take the following core courses in place of the Core Requirements section listed above.

- TTBE 519 Survey of Genesis–Malachi  (Credit(s): 3).
- TTBE 520 Survey of Matthew–Revelation  (Credit(s): 3).
- TTBE 726 Expositional Methodology in Daniel and Revelation  (Credit(s): 3).
- TTHT 505 Patristic and Medieval Theology  (Credit(s): 3).
- TTHT 506 Reformation and Modern Theology  (Credit(s): 3).
- TTNT 503 Introduction to Exegesis  (Credit(s): 3).
- TTNT 501 and 502 are prerequisites to this course.
- TTNT 604 Exegesis in the Gospels  (Credit(s): 3).
- TTNT 605 Exegesis in the Epistles  (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).
- TTPT 602 Pastoral Ministry  (Credit(s): 3).
- TTPT 609 Expository Preaching  (Credit(s): 3).
- 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).
Co-Curricular Requirements

- Personal Spiritual Direction (TTSF 585)
- Didactic Therapy
- Faculty-Student Retreats
- Personal Retreats
- Student Progress Assessment
- Intensive Journey Inward Retreat (TTSF 670)

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.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 Bachelors degree, as well as a 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 16 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.

Graduation Requirements

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:

- TTHT 709 Contemporary Theology Credit(s): 2–3.

Theology (Concentration in Systematic Theology)

For students who want to take advanced coursework in Systematic Theology 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. 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 Options

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.
**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.

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. If the thesis is not completed, students will be moved to the non-thesis track; in this case, neither TTHE 891 - Thesis First Draft: Th.M. nor TTTH 892 - Thesis Final Draft: Th.M. will count toward completion of the Th.M. degree, and 6 credits of electives must be taken in their place.

**Ministry, D.Min.**

**Mission**

The Doctor of Ministry program is designed to equip ministry leaders for a high level of excellence in the practice of ministry.

**Program Learning Outcomes**

Upon completion of the Doctor of Ministry, students will be able to:

1. Integrate theological reflection with knowledge about the practice of ministry to assess the suitability of various solutions to a ministry problem (ULO 3).
2. Utilize library resources and appropriate social science research to develop a research-based solution to a ministry problem (ULO 3).
3. Implement a reasonable solution to a ministry problem (ULO 3).
4. Demonstrate Christian virtues and spiritual maturity in academic work (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 make their maximum 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. Students have twelve semesters to complete all program requirements including the doctoral project.

Talbot’s program is designed for people currently engaged in full-time ministry. 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.

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 Components**

**Year One Residency**
- Coursework (complete reading and assignments)
- Two-Week On-Campus Residency
- Spiritual Formation Module
- Post Residency Project

**Year Two Residency**
- Coursework (complete reading and assignments)
- Two-Week On-Campus Residency
- Post Residency Project

**Year Three Residency**
- Coursework (complete reading and assignments)
- Two-Week On-Campus Residency
- Post Residency Project

**Year Four Doctoral Project (with optional years 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

**Extension of Program**

Students are granted twelve semesters to complete the Doctor of Ministry Program. Extensions are not encouraged. 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 form, 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 form, 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 year at a time. 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, 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. Submit graduation forms to the Doctor of Ministry office a semester before intended graduation.

**Degree Specialty Tracks**
Specialty tracks for the Doctor of Ministry Degree include:
- Advanced Biblical Preaching
- 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
- Multiethnic Church Ministry
- Preaching the Literary Forms of the Bible

**Curriculum (39 Credits)**

**Core Requirements (3 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
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</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. Visas for international doctoral students are valid for four years.

**Concentrations (36 Credits)**

**Advanced Biblical Preaching Specialty Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TTMN 853</td>
<td>Foundations of Biblical Preaching</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 854</td>
<td>Communication and Persuasion in Preaching</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 855</td>
<td>Preaching Biblical Narratives</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 856</td>
<td>Preaching to Your Audience</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 876</td>
<td>Preaching Prophetic and Wisdom Literature</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 877</td>
<td>Preaching Apocalyptic Literature</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**Advancing the Church Specialty Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</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>
</tr>
<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>
</tr>
</tbody>
</table>

**Asian-American Ministry Specialty Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 800</td>
<td>Christ, Culture, and the Church I</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 804</td>
<td>The Personal Life of the Asian-American Leader</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 805</td>
<td>Christ, Culture, and the Church II</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>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 808</td>
<td>The Asian-American Mentor</td>
<td>6.0</td>
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**Discipleship for the 21st Century Specialty Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 821</td>
<td>The Biblical Context of Discipleship and the Person I</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 822</td>
<td>The Biblical Context of Discipleship and the Person II</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 823</td>
<td>Discipleship as the Ministry of the Church I</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 824</td>
<td>Discipleship as the Ministry of the Church II</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 825</td>
<td>Discipleship and Community Relationships I</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 826</td>
<td>Discipleship and Community Relationships II</td>
<td>6.0</td>
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</table>

**Effective Congregational Care Specialty Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 833</td>
<td>Developing Life Groups and Transforming Communities</td>
<td>6.0</td>
</tr>
<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 I</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 836</td>
<td>Developing Redemptive Family Ministries II</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 837</td>
<td>Ministering to People in Addictive Bondage</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 838</td>
<td>Ministering to People in the Wake of Crisis, Loss and Trauma</td>
<td>6.0</td>
</tr>
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</table>

**Engaging Mind and Culture Specialty Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 839</td>
<td>Understanding Worldviews and Culture I</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 840</td>
<td>Understanding Worldviews and Culture II</td>
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<tr>
<td>TTMN 841</td>
<td>Engaging Worldviews and Culture I</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 842</td>
<td>Engaging Worldviews and Culture II</td>
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</tr>
<tr>
<td>TTMN 843</td>
<td>Reclaiming Worldviews and Culture I</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 844</td>
<td>Reclaiming Worldviews and Culture II</td>
<td>6.0</td>
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</table>

**Executive Pastor Leadership Specialty Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TTMN 827</td>
<td>Foundations of Executive Management</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 828</td>
<td>Personal Strengths Assessment</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 829</td>
<td>Finances, Facilities and Fundraising</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 830</td>
<td>Legal and Ethical Issues in Executive Management</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 831</td>
<td>Personnel Development and Human Resource Management</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 832</td>
<td>The XP Tool Box</td>
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</table>

**Growing and Multiplying Churches in North America Specialty Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TTMN 845</td>
<td>Foundations of Biblical Church Growth and Multiplication</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 846</td>
<td>Evangelizing Secular Peoples</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 847</td>
<td>Turnaround Strategies</td>
<td>6.0</td>
</tr>
<tr>
<td>TTMN 848</td>
<td>Church Multiplication</td>
<td>6.0</td>
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<tr>
<td>TTMN 849</td>
<td>Growing Ministries in the &quot;New World&quot; I</td>
<td>6.0</td>
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<tr>
<td>TTMN 850</td>
<td>Growing Ministries in the &quot;New World&quot; II</td>
<td>6.0</td>
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</table>
Ministry Skills Specialty Track
TTMN 851 Discipleship I Credit(s): 6.
TTMN 852 Discipleship II Credit(s): 6.
TTMN 857 Expository Preaching Credit(s): 6.
TTMN 858 Narrative Preaching Credit(s): 6.
TTMN 859 Leadership I Credit(s): 6.
TTMN 860 Leadership II Credit(s): 6.

Multiethnic Church Ministry Specialty Track
TTMN 863 Foundations for Multiethnic Ministry Credit(s): 6.
TTMN 864 Principles and Procedures of Multiethnic Ministry Credit(s): 6.
TTMN 865 Models and Strategies for Multiethnic Congregations Credit(s): 6.
TTMN 866 Understanding the Peoples of Ethnic America Credit(s): 6.
TTMN 867 Multiethnic Dimensions of Missional Leadership Credit(s): 6.
TTMN 868 Leading and Managing Multiethnic Congregations Credit(s): 6.

Preaching the Literary Forms of the Bible Specialty Track
TTMN 869 Preaching the Bible Credit(s): 6.
TTMN 870 Preaching to Listeners Credit(s): 6.
TTMN 871 Preaching Narratives Credit(s): 6.
TTMN 873 Preaching Apocalyptic Literature Credit(s): 6.
TTMN 874 Preaching Poetic, Prophetic, Law and Proverb Credit(s): 6.
TTMN 875 Preaching the Gospels Credit(s): 6.

Educational Studies, Ed.D.

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).

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.

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.

Ph.D. - “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.

Ph.D. - “Limited Residential Track” 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.

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 Program Advisor 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 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 the maximum of 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 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
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) 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.
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.
5. 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.
6. 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.
7. Have completed at least three years of full-time vocational experience in educational ministry with evidence of leadership gifts and abilities.
8. Have completed at least three years of full-time vocational experience in educational ministry with evidence of leadership gifts and abilities.
9. 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.
10. Have completed at least three years of full-time vocational experience in educational ministry with evidence of leadership gifts and abilities.
11. 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.

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 6 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 that includes 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 6 credits per Fall and Spring semesters). The following course and dissertation registrations count as full-time student status without needing to reach the 6-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 Curriculum (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.

- 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 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.

Educational Studies, Ph.D.

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).

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.

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 coursework, 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
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.

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 identification, as regular graduate students. Students who do not fulfill all entrance requirements, may be able to enroll to pursue further study for personal enrichment, and who generally meet the doctoral admission requirements, 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 6 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 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 6 credits per Fall and Spring semesters). The following course and dissertation registrations count as full-time student status without needing to reach the 6-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 Curriculum (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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTDE 801</td>
<td>Philosophical Issues in Educational Studies</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 806</td>
<td>Theological Research and Integration for Educational Studies</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 807</td>
<td>Educational Research I: Descriptive Research and Statistics</td>
<td>3</td>
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<tr>
<td>TTDE 866</td>
<td>Educational Research II: Inferential Research and Statistics</td>
<td>3</td>
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<tr>
<td>TTDE 867</td>
<td>Educational Research III: Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 868</td>
<td>Educational Research IV: Interviewing and Focus Groups</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 877</td>
<td>Candidacy Exam Capstone</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 884</td>
<td>Doctoral Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

Talbot Faculty and Courses by Discipline

Bible Exposition (TTBE)

Faculty

Chair: John C. Hutchison, Ph.D.
Professor(s): Hagg, Hutchison, W. Russell
Associate Professor(s): 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.

TTBE 726 - Expositional Methodology in Daniel and Revelation
Application of expository method to selected passages from Daniel and Revelation. Discussion of crucial background and critical issues, book structures, interpretive difficulties, practical implications and various approaches to understanding the text of each book. Prerequisite(s): TTBE 517 or TTSE 517. Grade Mode: A. Credit(s): 3.

TTBE 731 - Exposition of Old Testament Segments or Themes
These electives (TTBE 731, 732, 733) will be offered in cycle, with the breadth of the scope of each offering determined by: 1) the expertise of available faculty; 2) current issues of scholarly and practical importance; and 3) balance in regard to recent offerings. Grade Mode: A. Credit(s): 2–3.

TTBE 732 - Exposition of New Testament Segments or Themes
These electives (TTBE 731, 732, 733) will be offered in cycle, with the breadth of the scope of each offering determined by: 1) the expertise of available faculty; 2) current issues of scholarly and practical importance; and 3) balance in regard to recent offerings. Grade Mode: A. Credit(s): 2–3.

TTBE 740 - Advanced Hermeneutics
A seminar focusing upon issues in philosophical hermeneutics and the philosophy of language with special attention to the nature of the Bible and its application. Prerequisite(s): TTBE 517. Grade Mode: A. Credit(s): 2–3.

TTBE 741 - Issues in Biblical Exposition
A seminar focusing on selected technical and practical issues in the field of biblical exposition. Prerequisite(s): TTBE 726. Grade Mode: A. Credit(s): 2–3.

TTBE 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. Grade Mode: A. Credit(s): 2–3.

TTBE 750 - Old Testament Wisdom and Poetry
An expository study of key passages and themes in Psalms, Proverbs, Job and Ecclesiastes. Special emphasis is given to the characteristics of Old Testament poetry, the unique purposes of Old Testament wisdom and hymnic literature and the theological relevance of each book in ministry today. Grade Mode: A. Credit(s): 2–3.

TTBE 770 - The Life of Christ
A chronological and expositional study of Jesus Christ’s life on earth, emphasizing the historical, cultural and theological interpretation of key events and teachings in Christ’s life, as well as the similarities/differences of the four gospel accounts. Grade Mode: A. Credit(s): 2–3.

TTBE 806 - Bible Exposition Seminar
Special course work for TTBE majors who wish to study a particular area of Bible exposition. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 3.

TTBE 811 - Exposition of Central Prophetic Passages
A special concentration on exposition of selected prophecies with regard to culture, views and the integration of the passages with an overall biblical picture. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 3.

TTBE 880 - Directed Research
Supervised research in selected areas of biblical studies. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 1–4.

TTBE 891 - Research Seminar
Discussion and application of the central areas of Bible Exposition 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.

TTBE 892 - Research Seminar
Discussion and application of the central areas of Bible Exposition research and related fields of study. Instruction in research, including the identification of a problem, the steps undertaken to resolve a problem, and writing the results. Note(s): A second semester taken to continue research in an area of interest. Grade Mode: A. Credit(s): 2.

Christian Education (TTCE)

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 511 - Foundations of Leadership
Investigation into leadership theory and practice leading to the development of a biblicocentric 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): 2–3.

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
TTCE 523 - Teaching Ministry
Investigation into the major issues of educational psychology, including learning theory, motivation, learning styles and instructional methodology 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 543 - Counseling Adolescents and Their Parents
An overview of the issues related to providing pastoral counseling to adolescents and their parents including addictive behavioral problems, abnormal developmental concerns, intervention and enrichment counseling and awareness of when and to whom to refer adolescents for professional therapy. When Offered: Spring, even years. Grade Mode: A. Credit(s): 2.

TTCE 554 - Theological and Theoretical Foundations of Human Nature and Development
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.

TTCE 555 - Parachurch Youth Ministry
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.

TTCE 556 - Christian Formation and Discipleship
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.

TTCE 558 - Interpersonal Development
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.

TTCE 562 - Personal and Interpersonal Development
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.

TTCE 566 - Youth Group Development and Programming
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.

TTCE 570 - Special Studies in Christian Education
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.

TTCE 600 - Educational Ministry in the Church
Analysis of ministries of education 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.

TTCE 608 - Philosophy of Ministry
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 and 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.

TTCE 612 - Missionary Education
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.

TTCE 616 - Principles of Curriculum Development

TTCE 622 - Theology, History and Philosophy of Ministry
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.

TTCE 624 - Child Development and Teaching I (Birth–Age 5)
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.

TTCE 625 - Staffing and Leadership in Children's Ministries
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.

TTCE 626 - Child Development and Teaching II (Ages 6–12)
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.

TTCE 633 - Christian Education Research: Study of Church in Culture
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.

TTCE 635 - Models of Children’s Ministry
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.

TTCE 636 - Independent Study
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.

TTCE 637 - Independent Study
In-depth investigation of a topic under the guidance of the Christian Education department using standard research procedures. Topic
and ministry emphasized. When Offered: Fall, odd years. Note(s): Required
Emphasis on the leadership role in the local church, college campuses and
renewal, growth, and impact. When Offered: Fall, generally on odd years.
ministries. Special emphasis on the effective negotiation and the execution
leadership of Christian ministries, including church and their educational
responsibilities, and competencies required for the effective executive
context of cultural trends affecting children, families, and the church.

Students explore a survey of the history of religious education from
biblical times to present day. Addresses the area of children's spiritual
learning experiences. The field of children's ministries is analyzed in the
formation, the process of curriculum planning, and evaluating teaching/

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: Fall, even years. Grade Mode: A.
Credit(s): 2.

Emphasis on the development of critical thinking skills and writing.

Analysis of single adult ministries with a multi-faceted look at the
trends and issues within the single adult ministry. The potential of adults.
When Offered: Fall, generally on even years. Grade Mode: A. Credit(s): 3.

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.

Guiding student ministry leaders in developing and implementing the
theological and practical elements of ministry. Students will develop
a proactive model for nurturing the spiritual growth of single adults.

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.

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.

Selected topics in the field of children's 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.

Structured field experience in a C.E. ministry field site with an approved
supervisor. Focus on the assessment and development of students' spiritual
gifts and personal skills. Minimum 10 hours per week field
involvement. When Offered: Each semester. Note(s): Required of M.A.C.E.
students. Grade Mode: A. Credit(s): 1.

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.

Investigation of single adult ministries in the context of the local church.
Emphasis in the development of an effective single adult ministry.
Various proven and experimental models of single adult ministries will be
examined. Note(s): Elective. By arrangement. Grade Mode: A. Credit(s): 2.

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

1. Strategic Ministry Leadership
2. Practicum in Ministry
3. Practicum in Ministry I
4. Practicum in Ministry II
5. Ministry to Single Adults
6. Friendship and Community: Contexts for Growth
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: Fall. 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. 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 (TTPT)**

**Faculty**
- **Chair:** Don Sunukjian, Th.D., Ph.D.
- **Professor(s):** Boersma, Edwards, Hagg, McIntosh, Sunukjian, J. Ten, Elishof
- **Associate Professor(s):** Flashman, 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 and M.A.C.M.L. (Preaching and Pastoral Ministry) 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. and M.A.C.M.L. programs. Note(s): Required of M.Div. students and M.A.C.M.L. (Preaching and Pastoral Ministry) students. 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, and M.A.C.M.L. (Preaching and Pastoral Ministry) 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. and M.A.C.M.L.: TTBE 517, TTNT 503; M.A.: TTBE 517. Note(s): Required of M.Div. students and M.A.C.M.L. (Preaching and Pastoral Ministry, Women’s Ministries, Sports Ministry) 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, and M.A.C.M.L. (Preaching and Pastoral Ministry) 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 premarital counseling are stressed and demonstrated. Emphasis on the use of TTTA, 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 642 - Administration and Organization of Sports Ministry
The core competencies required for the establishment of the vision, mission, structural expediency, strategies, plans and implementation of a sports ministry. Includes a focus on the dynamics of multiple staff ministries, the biblical principles of leadership, and the entrepreneurial skills of fundraising and revenue stream strategies. Note(s): Required of M.A.C.M.L. (Sports Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 643 - Cross-Cultural Sports Ministry
An understanding of the context of sport and ministry in the various cultures of the world and from different ethnic perspectives. Involves an examination of multiple world religions and political systems and the impact sport has in these contexts in relation to missional models. Note(s): Required of M.A.C.M.L. (Sports Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 644 - Twenty-First Century Models for Sports Ministry
An examination of the impact of the YMCA model on sports ministries today, and an evaluation of scores of contemporary sports ministries according to the five major values of proclamation, worship, mission, service, and equipping. Note(s): Required of M.A.C.M.L. (Sports Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 645 - Church and Sports Outreach Ministry Through History
An historical overview of sports history, including the interaction between the 1st century sporting world and the early church, 3rd-5th century Celtic evangelists and their missional methodology, and the influence of American culture and two world wars on the emergence of para-church sports ministries in the second half of the 20th century. Note(s): Required of M.A.C.M.L. (Sports Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 646 - Theology of Competition and Sport
Development of a biblically based theological and philosophical foundation for competition and sports ministry, through a study of New Testament words and passages, that in turn will lead to relevant methodological models. Provides a template for how competitors can live out their faith in secular sporting realms. Note(s): Required of M.A.C.M.L. (Sports Ministries) students. Grade Mode: A. Credit(s): 3.

TTPT 647 - Evangelism and Discipleship in Sports Ministry
An overview of evangelism and discipleship principles, practitioners, and models for the purpose of encouraging students to envision a strategic outreach methodology designed to mobilize and equip local churches in making disciples, planting churches, and expanding missions. Includes the development of sports related devotions, messages, and evangelistic Bible studies. Note(s): Required of M.A.C.M.L. (Sports 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): M.Div.: TTPT 591, 592. M.A.C.M.L. (Pastoral Care and Counseling) student: TTPT 591. Restriction(s): Must be an M.Div. or M.A.C.M.L. (Pastoral Care and Counseling) student. Note(s): M.Div. Pastoral Care and Counseling students 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 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 693. 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 the Fall of 2011. Note(s): Suggested 1 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 700 - Sports Ministry Internship
Directed experience in researching, developing, administering, and evaluating sports ministries. Restriction(s): Must be an M.A.C.M.L. (Sports Ministry) student. Note(s): May be taken for a total 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, Sports Ministries; Preaching and Pastoral Ministry may take TTPH 602 instead), 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): TTPH 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 course, 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 - Counseling Troubled Families
A comparison of positive and negative family systems in Scripture, in theory and in church life. The development of a team approach to intervention, enrichment and equipping for ministry to families. 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 contexts and distort 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 and M.A.C.M.L. (Preaching and Pastoral Ministry) 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): Required of M.A.C.M.L. (Preaching and Pastoral Ministry) students. 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): Required of M.A.C.M.L. (Preaching and Pastoral Ministry) students. 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 phenomena. 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): M.Div.: TTPT 591, 592, 691, 692 and completion of 48 hours of the M.Div. program. M.A.C.M.L. (Pastoral and Pastoral Ministry): TTPT 591, 691. Restriction(s): Must be an M.Div. (Pastoral and General Ministries, Evangelism and Discipleship) or M.A.C.M.L. (Pastoral and Pastoral Ministry) student. 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. (TTDE)

Faculty
Director: Kevin Lawson, Ed.D.
Professor(s): Carr, Eguizabal, Esqueda, Issler, Lawson
Associate Professor(s): Cardoza, Cunningham, 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. Course explores the interrelationship of knowledge, faith, intellect, personality, morality, and culture as it relates to the process of Christian sanctification. Provides theological and theoretical 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 - Theoretical 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 developing a deep relationship with God. Based on scriptural teaching about knowing God, it is geared particularly for those preparing for or engaged in Christian ministry. Topics include barriers that hinder us and what spiritual disciplines and practices may be used to nurture a deeper friendship with God. 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 promising 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 theoretical 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, curriculum 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 higher education 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 skill 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): 3.

TTDE 868 - Educational Research IV: Interviewing and Focus Groups
An advanced hands-on field 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): 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.
### Ministry, D.Min. (TTMN)

#### Faculty

**Director:** D. Bruce Seymour, D.Min.

**Distinguished Professor(s):** Moreland, Sunukjian, Wilkins

**Professor(s):** Edwards, McIntosh, Porter

**Associate Professor(s):** Shin, Song

**Professor at Large:** DeWeese

#### Courses

**TTMN 800 - Christ, Culture, and the Church I**

This course will explore the issues and challenges that Asian-American leaders 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**

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 class 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 employ 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 in a different city. The goal of this course is for students to enhance their ability to evaluate the cultural adaptation of a ministry. Students interact with mission 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 developmental experts guide students to elaborate the working relationship between family and church discipleship 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 relationships between the local church and various external communities, including parachurch ministries. Veteran Christian leaders guide students through an examination of strategies to build 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. Students prepare 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 ministers. Students design 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/or 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 firestorms. 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 explore 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 post-modern 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 I
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, and discusses culturally significant books, movies, events and leaders. This course will also probe the issue of Christocentric versus Theocentric preaching. Students will learn how to interpret and communicate the narrative passages of scripture in a way that is congruent with the biblical text itself. They will also have the opportunity to prepare and deliver a didactic sermon from the epistles and receive feedback. 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 and apply ideas for turning around declining churches and renewing ones that have lost their vision and vitality. Students will be introduced to the procedures for writing articles for publication. 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 853 - Foundations of Biblical Preaching
This course will provide a complete overview of the process of preparing biblical sermons from start to finish. It will emphasize the importance of understanding the literary forms of the Bible in hermeneutics and exegesis. Students will learn to move from the text to the sermon, create outlines, and shape their sermons for maximum impact. They will also have the opportunity to prepare and deliver a didactic sermon from the epistles and receive feedback. Grade Mode: A. Credit(s): 6.

TTMN 854 - Communication and Persuasion in Preaching
This course will provide advanced training in the art of persuasion through the study of communication theory. It will explore techniques and tools for keeping sermons relevant, clear, interesting and fresh. Students will learn how to choose and organize the resources they will need to prepare sermons. They will also have the opportunity to prepare and deliver a didactic sermon from the epistles and receive feedback. Grade Mode: A. Credit(s): 6.

TTMN 855 - Preaching Biblical Narratives
A comprehensive study of the unique literary characteristics of narrative literature in both the Old and New Testaments. Students will learn how to interpret and communicate the narrative passages of scripture in a way that is congruent with the biblical text itself. They will also have the opportunity to prepare and deliver a didactic sermon from a narrative section of scripture and receive feedback. Grade Mode: A. Credit(s): 6.

TTMN 856 - Preaching to Your Audience
In this course, students will learn how to understand their audience and respond to challenges such as gender, vocation, age and culture. This course will also probe the issue of Christocentric versus Theocentric preaching. Students will learn to prepare topical sermons to address the specific needs and life situations of their audience. They will also have the opportunity to prepare and deliver a sermon from a narrative section of scripture and receive feedback. 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 congruent with Scripture and well-suited for their current ministry environment. Grade Mode: A. Credit(s): 6.

TTMN 863 - Foundations for 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 preach 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 preaching in class without notes. Grade Mode: A. Credit(s): 6.

TTMN 876 - Preaching Prophetic and Wisdom Literature
A comprehensive study of the unique literary characteristics of the Prophets, Psalms, and Wisdom Literature in the Old Testament. Students will learn how to interpret and communicate these passages in a way that is congruent with the biblical text itself. They will also have the opportunity to prepare and deliver a sermon from the prophetic literature and receive feedback. Grade Mode: A. Credit(s): 6.

TTMN 877 - Preaching Apocalyptic Literature
A comprehensive study of the unique literary characteristics of the Apocalyptic Literature in both the Old and New Testaments. Students will learn how to interpret and communicate these passages in a way that is congruent with the biblical text itself. They will also learn about creative preaching forms as well as addressing the challenges of balance in the preacher’s personal life. They will also have the opportunity to prepare and deliver a sermon from the prophetic literature and receive feedback. 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: D. 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 prepared according to guidelines available in the D.Min. office and 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.
Missions and Intercultural Studies for Talbot

A division of the Cook School of Intercultural Studies

Faculty

Chair: Thomas J. Sappington, Th.D.
Professor(s): Lessard-Clouston, Purgason, Starcher
Associate Professor(s): Campbell, Decker, Greene, Liang, McMahan, Pittle, Sappington, Yeh
Assistant Professor(s): S. Barber, Bongoyok, Dzubinski, Floyd, Langenwalter

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 756 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.

New Testament Language and Literature (TTNT)

Faculty

Chair: Moyer Hubbard, D.Phil.
Distinguished Professor(s): Wilkins
Professor(s): Arnold, Hellerman, Hubbard, Rhee
Associate Professor(s): Geringer, Hultberg, Manning

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 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. or M.A.C.M.L. (Preaching and Pastoral Ministry) programs unless the student takes it 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. or M.A.C.M.L. (Preaching and Pastoral Ministry) programs unless the student takes it 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
TTNT 604 - Exegesis in the Gospels
Exegetical study of select passages from the Greek text of the gospels. Application of exegetical methodology and discussion of background issues, including historical backgrounds, composition, authorship, and distinctives of each book. Special attention given to assessment of modern critical methods for the interpretation of the biblical text. Prerequisite(s): TTNT 503. Note(s): Required of M.Div., M.A. (Bible Exposition, New Testament) students, and M.A.C.M.L. (Preaching and Pastoral Ministry; students may take NT 605 instead). Grade Mode: A. Credit(s): 3.

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 503. 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 critical 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 - Johanneine Theology
Theology of the Johanneine writings, with emphasis upon the concepts that the writer himself emphasizes. 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 503. 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): May be continued for a second semester as warranted. 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, ethical 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 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 822 - Seminar in the Gospels
Advanced study of one or more of the gospels. Special attention given to critical and exegetical issues problems associated with a particular gospel(s). Prerequisite(s): TTNT 503, 604. 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 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.

TTNT 880 - Directed Research

TTNT 890 - Advanced 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 for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A. Credit(s): 1–4.

TTNT 891 - Research Seminar
Discussion and application of the central areas of New Testament research and related fields of study. Instruction in research methodology, including the identification of a problem, the steps taken to resolve it, and writing the results. Fee: $50. Grade Mode: A. Credit(s): 3.

TTNT 892 - Research Seminar
Discussion and application of the central areas of New Testament research and related fields of study. Instruction in research methodology, including the identification of a problem, the steps taken to resolve it, and writing the results. Grade Mode: A. Credit(s): 2.

Old Testament and Semitics (TTOT)

Faculty

Chair: Thomas J. Finley, Ph.D.
Professor(s): Curtis, Finley, Hagg
Associate Professor(s): Z. Glaser

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 – Nevilim
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 authorship of this division of the Hebrew 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 609 - Hebrew Exegesis III - Ketuvim
Emphasis is placed upon the Hebrew language in the Writings, or Hagiographa of the Old Testament Hebrew Scriptures. Special attention will be given to the characteristics and interpretation of Hebrew poetry and proverbs, along with the application of the wisdom literature of the Bible. Particular emphasis will also be given to texts that relate to the Messiah of Israel and His mission to Israel. Additional discussion will focus on the use of these texts in the New Testament. The character, extent, and authorship of this division of the Hebrew 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 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): TBBE 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. Elective are offered by rotation and on request. Grade Mode: A. Credit(s): 3.

TTOT 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.

TTOT 730 - The Dead Sea Scrolls
A survey of the discoveries, the origin of the Qumram Community, its belief and practices and the relationship of the finds to Old and New Testament studies. 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.

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.
Courses

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, TNT 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 methodology, 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 (TTPH)

Faculty

Chair: Scott B. Rae, Ph.D.

Distinguished Professor(s): Moreland

Professor(s): Ganssle, Geivett, Horner, Rae

Associate Professor(s): Pickavance

Research Professor(s): Craig

Professor at Large: DeWeese

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/antirealistic 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 ethical theories and systems from within a Christian framework. Emphasis will be placed on Aristotle, Augustine, Aquinas, the utilitarians and Kant, and a study of various issues in metaethics and normative ethics, as well as an investigation of ethical decision-making and case studies. 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 dialog. 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 theism 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 issues. 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.
**Research Languages (TTRL)**

**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 (TTSS)**

**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 a prerequisite with ENGL 161. Required of all M.Div. and M.A. students, except MAC (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 of (TTSF)**

**Faculty**

- **Chair:** John Coe, Ph.D.
- **Associate Chair:** Betsy Barber, Psy.D.
- **Professor(s):** Coe, Porter, W. Russell, J. Ten Elshof
- **Associate Professor(s):** B. Barber
- **Assistant Professor(s):** Strobel

**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 developing 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 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): TTSF 501. Corequisite(s): TTSF 503. Restriction(s): Spiritual Formation Focus course; not open to ISF students. Note(s): Two semesters of spiritual direction must be completed for the Spiritual Formation Focus requirement (TTSF 506 after completion of TTSF 505). Students are required to meet with an approved spiritual director a minimum of four times per semester. Required of all Talbot students not in a Spiritual Formation academic program. Fee: $120. Grade Mode: C. Credit(s): 0.

TTSF 506 - Talbot Spiritual Direction II

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): TTSF 505. Restriction(s): Spiritual Formation Focus course; not open to ISF students. Note(s): Two semesters of spiritual direction must be completed for the Spiritual Formation Focus requirement (TTSF 506 after completion of TTSF 505). 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. 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 genre, 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 soul care, mentoring and direction from a biblical, experiential and psychological perspective. Specific focus is on assisting others in deepening their relationship with God through increased sensitivity and responsiveness to the Holy Spirit’s presence and work in all areas of life (including the common and ordinary). Attention is also given to understanding the personal dynamics at work within and between the guide and directed ones 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 the more specific discipline of spiritual direction.
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): 2–3.

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 (psychodymamic and existentialist). 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 M.A. and M.Div. 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 empathic listening, interpersonal skills and basic spiritual guidance techniques that form the basis of effective spiritual direction. Attention is also given to the development of discernment in order to cooperate with the Holy Spirit in His ministry. Provides a beginning framework for understanding issues in professional ethics. Emphasizes a small, interactive group format for the development of skills. Prerequisite(s): Student must have completed at least 9 credits in order to enroll in Pre-practicum I which are TTSF 521 and TTSF 543. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): For M.Div. and M.A. Soul Care students only. A passing grade for this course is B or better. In addition, students will be evaluated to determine whether they will advance to Pre-practicum II, repeat Pre-practicum I, take an SF elective (for M.Div. students) or have the option to transfer to the M.A. Concentration program (for M.A. Soul Care 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 empathic listening, interpersonal skills and basic spiritual guidance techniques. Direct observation and taping of the student’s first clinical spiritual direction practicum in the university’s Center for Spiritual Renewal provide a supervised introduction to the spiritual direction process. It also educates students to recognize more severe disorders that require psychological or psychiatric referral. Prerequisite(s): TTSF 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 if they will advance to Practicum I, repeat Prepracticum course(s), transfer to TTP 791/792 Field Internship (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 TTSF 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 experience of sermon preparation and preaching. Focus will be on personal prayer and preparation of the heart in sermon preparation and in understanding and relating to the spiritual dynamics of the audience in listening and responding to the Word. 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 TTP 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 M.A. 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 oneself 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.

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 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.

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 formation 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 manifestations 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 703 - Spiritual Friendships and Community
This course explores the place of community and human intimacy in happiness and our journey to God. Attention is given to the varied nature and types of spiritual relationships that exist in the body of Christ, destructive dynamics that hinder healthy friendships, and ways to foster this unique love in light of our general commitment to love one another under God. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 3.

TTSF 704 - God, Evil and Suffering in the Life of Prayer
A theoretical and personal (theological-psychological) exploration into the nature of God, His sovereignty and purposes as they relate to evil, human growth and suffering and our life of prayer with God. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 3.

TTSF 705 - Prayer Seminar
Exploration of prayer in the Scriptures and how the Church throughout history understood the relationship of prayer to personal and corporate growth. Attention is given to identifying various psychological defenses which may emerge in the life of prayer. Topics may include prayers in the Bible, liturgical prayer, lectio divina, recollection, centering prayer, the Jesus prayer, conversational prayer, prayer in the family, etc. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 3.

TTSF 707 - Personality Dynamics and Spirituality
An introduction to the personality dynamics involved in interpersonal relationships, including one’s relationship with God. Special attention is given to styles of being and relating, defense mechanisms that hinder growth and maturity, and the dynamics of guilt, anxiety, anger and forgiveness. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 3.

TTSF 709 - Existential Spirituality and Soul Care
Exploration of a depth-existential approach to understanding the person, particularly as it interfaces with Christian Spirituality and theology. Attention is given to key themes in existential spirituality and psychology such as anxiety, despair, hope, self, ego, transference, insight, meaning, love, freedom, feelings, journey and the nature of “encounter.” Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 3.

TTSF 711 - 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.

TTSF 713 - Integration, Wisdom and Spiritual Formation
An introduction to the nature of integration of faith and learning, particularly as it relates to the life of wisdom, prayer and spiritual formation of the believer. Emphasis is given to Old Testament Wisdom Literature and its understanding of integration and the wise life in relation to God, creation and the overall process of spiritual formation. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Grade Mode: A. Credit(s): 3.

TTSF 740 - Spiritual Formation Project/Thesis
Students in the M.A. Concentration in SF (only) are required to complete a Master's Project/Thesis in the area of Spiritual Formation or Spiritual Guidance (includes 3 credits for writing and 1 credit for personal growth exploration). The Project-Thesis must involve both a theoretical and practical-experiential dimension in consultation with thesis advisor. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): May be fulfilled in two semesters. Grade Mode: V. Credit(s): 1–4.

TTSF 750 - Directed Study
Supervised research, research, retreat or experiential practice. Developed and approved in conjunction with ISF faculty and advisor. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): May be taken multiple times for credit with different content. Grade Mode: A. Credit(s): 1–4.

TTSF 767 - Soul Care Practicum I
Students practice and complete a designated number of hours of individual spiritual mentoring of others while enrolled in Soul Care Practicum I. Work is done at a faculty approved site (Biola, church setting etc.) under the supervision of faculty. This also includes a weekly small group which focuses on theoretical training as well as individual supervision and training throughout the semester to foster personal growth and insight into the work of doing spiritual mentoring. Prerequisite(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 768 - 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 769 - Soul Care Post-Practicum
A continuation of supervised practicum experience. Students who have successfully completed Pre-practicum I and II and Practicum I and II may continue in individual and group spiritual direction at various sites and with increased responsibility. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): By arrangement only. If taken for 3 credits, may be used as substitute for TTSF 701 Spiritual Formation Seminar. Grade Mode: A. Credit(s): 1–3.

TTSF 701 - Spiritual Formation Seminar
Yearly required seminars during Intermitt are offered under this course designation which focus upon some issue, controversy or dimension in the area 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 M.A. students. Grade Mode: A. Credit(s): 1–3.

TTSF 703 - 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 the retreat. The second half (2 credits for M.A. concentration only), taken late in the program, and after completing the retreats, 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 which focuses on theoretical training as well as individual supervision and training throughout the semester to foster personal growth and insight into the work of doing spiritual mentoring. Prerequisite(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 678 - 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 679 - Soul Care Post-Practicum
A continuation of supervised practicum experience. Students who have successfully completed Pre-practicum I and II and Practicum I and II may continue in individual and group spiritual direction at various sites and with increased responsibility. Restriction(s): Institute for Spiritual Formation program course; open to students in Spiritual Formation academic programs only. Note(s): By arrangement only. If taken for 3 credits, may be used as substitute for TTSF 701 Spiritual Formation Seminar. Grade Mode: A. Credit(s): 1–3.
Theological Studies Digital Courses (TTS)

For information about Theological Studies Digital Courses, visit the Talbot School of Theology - Graduate 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. Hurbert, 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 Mabery-Foster, Ph.D. Study of ministry to and by women. Includes biblical foundations for women and principles for evangelizing, discipling and counseling women. Focus on the history of women’s ministries in the church, the role of women’s ministries in the New Testament, and the contemporary cultural context for women’s ministries. Students learn how to minister to specific women’s groups, such as singles, homemakers, those in the workplace and those who are hurting. 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 achievement, organization, delegation, human relations, group dynamics, supervision and the training of other leaders. Though the principles are universal, the focus of the course is the Christian organization, particularly the local church. Grade Mode: A. Credit(s): 2.

**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 in Churches and Christian Organizations**
Kenneth O. Gangel, Ph.D. Samuel D. Canine, Ph.D. An examination of the process of interpersonal communication and conflict management in human relationships within Christian organizations, with attention given to communication models, self-concept, non-verbal messages, stress and other strategies that will assist the Christian leader in developing interpersonal communication skills and the productive use of conflict. Grade Mode: A. Credit(s): 2.

**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 ministry. 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, pastoring and raising a family in the city, and planting urban churches. Grade Mode: A. Credit(s): 2.

**TTTS 584 - Missionary Encounter with World Religions**
Harvie M. Conn, Th.M., Litt.D. An introduction to the theology of religions. A biblical theology of religions is developed against the background of extensive study of current models of approach. Using major religious systems as examples, five characteristics of all religions are sketched. Some practical suggestions for evangelistic approach are proposed. 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. Covers 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, Th.D. The course focuses on 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 presuppositions, self-authenticating mystical experiences and hypothesis/verification. Students are encouraged to integrate the strengths of the varied approaches. The last three lectures, exhibiting the lecturer’s synthesis, are entitled: “Why I Believe in God,” “Why I Believe in Jesus Christ” and “Why I Believe the Bible.” Grade Mode: A. Credit(s): 3.
Talbot Faculty and Courses by Discipline

TSTS 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.

TSTS 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.

TSTS 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.

TSTS 624 - The Epistle to the Romans
Harold W. Hoehe, 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.

TSTS 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 to equip him/her to “encourage one another daily.” Grade Mode: A. Credit(s): 3.

TSTS 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.

TSTS 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.

TSTS 706 - Understanding the Old Testament
Bruce K. Waltke, Th.D., Ph.D. A survey of the history of salvation in the Old Testament especially as it relates to the universal of Old Testament theology, i.e. the rule of God or the establishment of God’s kingdom upon the earth. A working knowledge of Hebrew considered to be helpful but not required for this course. Grade Mode: A. Credit(s): 3.

TSTS 707 - The Book of Proverbs
Bruce K. Waltke, Th.D., Ph.D. An exegetical study of the Book of Proverbs in both its cultural and historical setting and its literary setting with attention to its critical and hermeneutical problems. To get the full benefit out of the course, a knowledge of Hebrew is required for seminary credit. Grade Mode: A. Credit(s): 4.

TSTS 709 - The Christian and Old Testament Theology
Walter C. Kaiser, Jr., Ph.D. A biblical and theological study of the foundational theology applied by the Old Testament for the New Testament and the Christian Church. This study identifies and inductively derives the center or focal point for the theology of both the Old and New Testaments. It also deals with the amount of continuity and discontinuity between the Old and New Testaments. Included are the topics of saving faith, the people of God, the role of the law of God, the worship of God, the doctrine of atonement, relationship between the law and wisdom theology, kingdom of God, the Messiah, the inclusion of the Gentiles, the theology of the Holy Spirit and the preparation of the new covenant. Grade Mode: A. Credit(s): 3.

TSTS 711 - The Book of Isaiah
Allen P. Ross, Ph.D. An exegetical study of the theology and literature of Isaiah. Includes a survey of Isaiah and develops skills for exeglical exposition. Key chapters studied are the Prophetic Immanuel (7), the Message of Hope (40), and the “Suffering Servant” (53) are examined. Includes a study of how the theology of the Messianic is integral to successful Christian life and ministry. Grade Mode: A. Credit(s): 3.

TSTS 718 - The Gospel of Luke

TSTS 720 - The Sermon on the Mount
John R. Stott, M.A., D.D. The course, originally presented at Trinity Evangelical Divinity School, is a consecutive exposition of Jesus’ Sermon on the Mount in Matthew 5–7. The emphasis is upon the distinctive character that is expected of the Christian and upon the authority of the Lord Jesus Christ. For the student desiring seminary credit, a programmed syllabus requires an expository and ready study with emphasis on the practical and spiritual application of the Sermon on the Mount and upon the theological issues and historical interpretations of that passage. Grade Mode: A. Credit(s): 2.

TSTS 722 - The Parables of Jesus
Craig L. Blomberg, Ph.D. Methods of interpreting Jesus’ parables are surveyed and then an eclectic model drawing on the best insights of each is applied to each of the major narrative parables in the gospels. Conclusions are drawn concerning the theology and significance of this portion of Jesus’ teaching. Grade Mode: A. Credit(s): 2.

TSTS 723 - The Acts of the Apostles
Darrell L. Bock, Ph.D. An exegetical examination of the Acts of the Apostles with concentration on the biblical theology of the Book of Acts, the historical background of events, and the theological emphasis of the speeches. Special attention is given to the relationship between the Church and Israel in the early church era. This course assumes a basic skill in Greek exegesis. The ability to make grammatical evaluations and to do Greek word studies is recommended. Grade Mode: A. Credit(s): 3.

TSTS 727 - The Pastoral Epistles
John R. Stott, M.A., D.D. An exposition of I and II Timothy and Titus. Emphasis on the authority of Paul and his message and the need to guard that message, as well as the responsibilities of the local church and its leaders. Grade Mode: A. Credit(s): 3.

TSTS 763 - Augustine and Medieval Theology
Scott T. Carroll, Ph.D. A comprehensive introduction to Augustine’s life, works and legacy in the medieval church. Details his youth, conversion, literary works and his battles against the emerging heresies of the time. Students evaluate his contribution to the development of medieval theology and are encouraged to apply those contributions to their current lives and ministries. Grade Mode: A. Credit(s): 3.

TSTS 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.

TSTS 766 - The Doctrine of Man and Sin
Roger R. Nicolle, Th.D., Ph.D. The Reformed Doctrine concerning the origin of humanity and the influx of sin into the world is explained. The course addresses the issues raised by the theory of evolution as it relates to the creation of humanity. It explains the effects of the Fall in the Garden on our current condition. In addition, detail is given to the promise of the restoration of our original image in the likeness of Christ. Grade Mode: A. Credit(s): 3.

TSTS 767 - The Doctrine of Salvation
Roger R. Nicolle, 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-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, Molmann, Pannenberg and "the feminist" Catherine Moowy Luguna) 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 Edward's 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. 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 the 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 Tieneu, 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 (TTHT)

Faculty

Professor(s): Gomes
Associate Professor(s): 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.

TTHT 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 on the contribution of the medieval doctors to 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.
Theology: Systematic (TTTH)

Faculty

Professor(s): Coe, Gomes, Issler, M. Saucy
Associate Professor(s): 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 512 - 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.
TTTH 613 - Theology III - Christ, Salvation and the Spirit

TTTH 614 - 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 620 - 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 622 - Theology of the Siddur
A detailed study of the tenets of Roman Catholicism includes reading from representative Roman Catholic literature with particular attention given to the relationship of biblical revelation. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 3.

TTTH 712 - Current Theological Issues
An intensive study of the thought of particular contemporary theologians, prominent theological or religiously significant ethical issues in the light of biblical revelation. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

TTTH 713 - Johannine Theology
The theology of the Johannine writings, with emphasis upon the concepts that the writer himself emphasizes. Cross-listed: TTNT 757. Prerequisite(s): TTNT 501, 502. Note(s): Elective for Th.M. students. Grade Mode: A. Credit(s): 2–3.

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 sin 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): 2–3.

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): 2–3.

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): 2–3.

TTTH 727 - 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 727 - Cults in the Eurasian Context
The distinctive features of the cults in the Eurasian context 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 students in the Talbot MA program with a concentration in Biblical and Theological Studies Diversified (Kyiv Extension). Offered only at the New York extension site. Grade Mode: A. Credit(s): 2.

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): 2–3.

TTTH 729 - The 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): 2–3.
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 apologetics. 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 (TTHE)

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 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): Special approval required. 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): Special approval required. 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. Note(s): Special approval required. Grade Mode: C. Credit(s): 2.

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. Note(s): Special approval required. 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. Note(s): Special approval required. 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. Note(s): Special approval required. Grade Mode: D. Credit(s): 3.

TTHE 892 - Thesis Final Draft: Th.M.
Required for all Th.M. students electing to write a thesis. Note(s): Special approval required. 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. Note(s): Special approval required. Fee: $100. Grade Mode: V. Credit(s): 0.
Institute for Spiritual Formation
Institute for Spiritual Formation

The Institute for Spiritual Formation (ISF) is an interdisciplinary endeavor emerging from Talbot School of Theology and Rosemead School of Psychology to service various training and mentoring needs in spiritual formation at Biola University and the community beyond through student/faculty training and spiritual direction, the development of academic programs and the development of lay-church training. Its central aim is to integrate an in-depth integrative theology of spiritual formation with an understanding of the human and divine processes and dynamics involved in spiritual growth, soul care and mentoring in the church. Its ministries focus on ways to deepen believers’ knowledge and openness to God and His work as well as an understanding of one’s self and others in order to grow toward conformity of character and inner life in the image of Christ. Thus, ISF attempts to train a generation of servants who are equipped both to understand and participate in the process of spiritual growth from a theological, integrative and experiential perspective, within the context of a developing mentoring community, with the end that students are better equipped to help others in the church in this process. To accomplish these goals, ISF draws upon the expertise of an integrative faculty from Talbot (where ISF is administratively housed), Rosemead School of Psychology and eventually a host of creation disciplines, schools and departments in the University in creating a variety of related ministries:

Academic Programs

The Institute for Spiritual Formation is fundamentally committed to developing academic programs in spiritual formation and soul care-mentoring across the University in conjunction with Talbot School of Theology.

1. Offering the M.Div. Spiritual Formation 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 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.

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.
Rosemead School of Psychology

CLARK D. CAMPBELL, PH.D., DEAN
Rosemead School of Psychology

Faculty

Dean: Clark D. Campbell, Ph.D.
Professor(s): Anderson, Bland, Cimbroa, Coe, Edwards, E. Hall, T. Hall, Hill, Pike, Porter
Associate Professor(s): Canada, Elitt, McMartin, Steinmeier, Van Lant, Williams
Assistant Professor(s): Abouezzeddine, Brun, Bustamante-Millán, Crawford, Lee-Kim, Poston, Wang
Special Appointment Faculty: Grace, Lewis, 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 emphasis 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.

Psy.D. PROGRAM

The goal of the Psy.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.

Develop requisite knowledge, skills, and attitudes in forming and maintaining professional relationships.

Develop requisite knowledge, skills, and attitudes in psychological assessment.

Develop requisite knowledge, skills, and attitudes in human diversity.

Develop requisite knowledge, skills, and attitudes in psychological consultation and supervision.

The goal of the Psy.D. program is to produce clinical psychologists who can generate applied research that serves psychological practitioners and society at large.

Develop requisite knowledge, skills, and attitudes in conducting and producing applied research.

Develop requisite knowledge, skills, and attitudes for understanding, critiquing, and applying research.

The goal of the Psy.D. and Ph.D. programs is to produce clinical psychologists who, by knowledge and training, can meet the psychological needs of the Christian community.

Develop enhanced knowledge, skills, and attitudes in relating biblical and theological concepts to theory, research, and practice.

* Italic denotes different training emphases between the two doctoral programs.
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.

**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/financialaid.

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 admission. Specific information regarding the internship agencies is available in the Rosemead Student Handbooks.

**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 dissertation committees 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*
some of the growth-producing aspects of interpersonal training therapy. As participants, students personally experience During the second year, students usually participate in interpersonal and personal growth. The first year activities include active training of settings. In order to meet this need, Rosemead has developed a sequence of experiences designed to promote personal growth and methods of psychology can make to the Church’s role of ministering to the whole person.

Family/Child
Students desiring to focus their professional practice on children, couples or families may take 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 intern 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 students have recently received or are currently receiving supervised clinical experience in the following agencies:

- Albany Psychological Internship Consortium, Albany, NY
- Alhambra’s Psychological Clinic, Alhambra, CA
- Allendale Association, Lake Villa, IL
- Alpha Center, Placentia, CA
- Asian-Pacific Counseling and Treatment Centers, Los Angeles, CA
- Association for the Help of Retarded Children, New York, NY
- Augustus F. Hawkins Community Mental Health Center, Los Angeles, CA
- Behavioral Health Center, Charlotte, NC
- Bellefaire Jewish Children’s Bureau, OH
- Biola Counseling Center, La Mirada, CA
- California Polytechnic State University, San Luis Obispo, CA
- California State University, Long Beach, CA
- California Youth Authority, East Los Angeles, CA
- California Youth Authority, Norwalk, CA
+ Center for Aging Resources, Pasadena, CA
+ Center for Brain Aging and Research, Irvine, CA
+ Center for Individual and Family Therapy, Orange, CA
+ Central Texas Veterans Health Care System, Temple, TX
+ Centralia School District, Buena Park, CA
+ Chicago Area Christian Training Consortium, Chicago, IL
+ Child and Family Guidance Center, Northridge, CA
+ Child Guidance, IA
+ Children’s Hospital of Los Angeles, Los Angeles, CA
+ Children’s Hospital of Orange County, Orange, CA
+ Children’s Hospital, Denver, CO
+ Colorado State University, Boulder, CO
+ Connecticut Valley Hospital, CT
+ Convalescent Hospital for Children, NY
+ Crestwood Children’s Center, Rochester, NY
+ Dallas Child Guidance, Dallas, TX
+ Danielson Institute, Boston University, Boston, MA
+ DiRosa Family Medical Health Center, Culver City, CA
+ Duchess County Department of Mental Health, NY
+ East Whittier High School, Whittier, CA
+ East Whittier School District, Whittier, CA
+ Elmcrest Psychiatric Institute, CT
+ Ethan Allen School, Waltham, MA
+ Federal Correctional Institution, NC
+ Federal Medical Center, Rochester, MN
+ Federal Medical Center, Fort Worth, TX
+ For The Child, Long Beach, CA
+ Fountain Valley School District, Fountain Valley, CA
+ Garden Grove Unified School District, Garden Grove, CA
+ George Washington University, Washington, DC
+ Grand Valley State University Career Planning and Counseling Center, Allendale, MI
+ Greater Long Beach Child Guidance Center, Long Beach, CA
+ HELP Group, Sherman Oaks, CA
+ Hacienda-La Puente Unified School District, La Puente, CA
+ Harbor-UCLA Medical Center, Torrance, CA
+ Harvard Medical School, Boston, MA
+ Hudson River Region, NY
+ Huron Valley Center, Ypsilanti, MI
+ Illinois Masonic Medical Center, Chicago, IL
+ Ingham Counseling Center, MI
+ Institute of Living, CT
+ Irvine School District, Irvine, CA
+ Jefferson County Internship Consortium, Louisville, KY
+ Jerry L. Pettis Memorial V.A. Medical Center, Loma Linda, CA
+ John Umstead Hospital, Butner, NC
+ Judge Baker Guidance Center, MA
+ Kaiser Permanente, Los Angeles, CA
+ Kaiser Permanente San Diego, CA
+ Kent State University, OH
+ Little Lake City School District, Norwalk, CA
+ Loma Linda University Medical Center, Loma Linda, CA
+ Los Angeles County Dept of Mental Health, Crisis Evaluation Unit
+ Los Angeles County-USC Medical Center, Los Angeles, CA
+ Los Nietos School District, Whittier, CA
+ Manhattan Psychiatric Center, New York City, NY
+ Massachusetts Mental Health Center, Boston, MA
+ Memphis Clinical Psychology Consortium, TN
+ Metropolitan Detention Center, Los Angeles, CA
+ Metropolitan State Hospital, Norwalk, CA
+ Mountain View School District, Ontario, CA
+ Neurological Institute/N. Broward Medical Center, Pompano Beach, FL
+ Newton Memorial Hospital, NJ
+ Norfolk Regional Center, NE
+ Northeast Ohio University, College of Medicine, Akron, OH
+ Northern Arizona University, Flagstaff, AZ
+ Northwestern University Medical School, IL
+ Norwalk/La Mirada Unified School District, Norwalk, CA
+ Norwich University, Northfield, VT
+ New York Harbor Health Care System, Brooklyn, NY
+ O’Grady Residency in Pediatric Psychology, OH
+ Orange County Mental Health Children and Youth Center, Placentia, CA
+ Ottawa Hospital General Campus, Ottawa, ON, Canada
+ Pacific Clinics Asian-Pacfic Family Center, Pasadena, CA
+ Pacific Clinics Adult and Child Outpatient Services, Duarte, CA
+ Patton State Hospital, Patton, PA
+ Philhaven Hospital, Mt. Gretna, PA
+ Pine Rest Christian Hospital, MI
+ Presbyterian Hospital, TX
+ Psychological Services Center, Portland, OR
+ Richmond Maxi-Center, Richmond, VA
+ San Bernardino County Department of Behavioral Health, Rialto, CA
+ San Fernando Valley Child Guidance Center, Northridge, CA
+ San Marino School District, San Marino, CA
+ Santa Fe Springs School District, Santa Fe Springs, CA
+ Seacoast Mental Health Center, Portsmouth, NH
+ Shasta County Mental Health Service, NIMH, Shasta, CA
+ Sharp Healthcare, San Diego, CA
+ Silas B. Hayes Army Community Hospital
+ Spokane Community Mental Health, Spokane, WA
+ Spring Grove Hospital Center, Catonsville, MD
+ Spring Shadows Glen, TX
+ St. Elizabeth’s Hospital NIMH, Washington, DC
+ St. John’s Child and Family Development Center, Santa Monica, CA
+ State Of New Jersey Department of Mental Health, NJ
+ Stony Brook State University of New York, Stony Brook, NY
+ Switzer Center, Torrance, CA
+ Terrell State Hospital Consortium, TX
+ Texas Tech University Counseling Center, Lubbock, TX
+ Torrance State Hospital, PA
+ UCLA Counseling Center, Irvine, CA
+ UCLA Institute for Memory Impairments and Neurological Disorders (MIND), Irvine, CA
+ UC Irvine Medical Center, Orange, CA
+ UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA
+ UCLA Student Psychological Services, Los Angeles, CA
+ Ulster County Mental Health Child Adolescent Services, NY
+ United States Air Force Malcolm Grow Medical Center, Andrews AFB, MD
+ United States Air Force Wilford Hall Medical Center, Lackland AFB, San Antonio, TX
+ United States Air Force Wright-Patterson USAF Medical Center, Toledo, OH
+ United States Army Dwight D. Eisenhower AMC, Augusta, GA
+ United States Army Madigan Army Medical Center, Tacoma, WA
+ United States Army Tripler Army Medical Center, Honolulu, HI
+ United States Army Walter Reed Medical Center, Washington, DC
+ United States Army William Beaumont Medical Center, TX
+ United States Navy National Medical Center, Bethesda, MD
+ United States Navy Medical Center, San Diego, CA
+ University of California Counseling Center, Irvine, CA
+ University of California Counseling Center, Santa Barbara, CA
+ University of California Counseling Center, Los Angeles, CA
+ University of California Counseling Center, Riverside, CA
+ University of California Counseling Center, San Francisco, CA
+ University of Colorado Health Sciences Center, Denver, CO
+ University of Colorado Wardenburg Health Center, Boulder, CO
+ University of Denver Counseling and Behavioral Health Center, Denver, CO
+ University of Illinois Counseling Center, IL
+ University of Kansas Counseling and Psychological Services, Lawrence, KS
+ University of Manitoba, Winnipeg, Manitoba, Canada
+ University of Massachusetts, Amherst, MA
+ University of South Carolina, SC
+ University of South Florida Counseling Center for Human Development, Tampa, FL
+ University of Tennessee, Knoxville, TN
+ University of Texas Medical School, TX
+ University of Utah, Neuropsychiatric Institute, Salt Lake City, UT
+ University of Virginia Elson Student Health Center, Charlottesville, VA
+ University of Washington/Psychiatry and Behavioral Sciences, WA
4. As in most graduate programs in psychology, competition is keen. Applicants must comply with the following:

- Access the application online at rosemead.edu.
- Persons interested in attending Rosemead should request application forms from the Director of Admissions or may access the application online at rosemead.edu.
- As in most graduate programs in psychology, competition is keen.
- In order to be admitted to full graduate standing, the applicant must comply with the following:

  1. Possess a baccalaureate degree from an accredited college or university with an average grade of at least "B" for the junior and senior years, i.e., 3.0 on a 4.0 scale.
  2. Present an undergraduate program with either a major in psychology or its functional equivalent (30 semester hours of credit in psychology). This should include at least one course in: General (introductory) psychology; statistical methods; experimental psychology; abnormal psychology; theories of personality; and 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 applicant 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>
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</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        | 0.00
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>
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<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
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<tr>
<td>US</td>
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</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.

Theology Reduction
Students entering Rosemead with a minimum of 30 undergraduate credits of Bible and/or Theology from accredited Christian colleges or universities may be eligible for a reduction of required Theology courses. To qualify for this reduction students must have earned no lower than a “B-” grade in the undergraduate coursework. Content of the undergraduate courses must be compatible with the Theology course(s) being waived. Reduction credits will be determined by the Registrar’s Office in consultation with Rosemead’s Admissions and Academic Qualifications Committee.

Unofficial Withdrawal
A student who fails to register in any given semester without arranging for a leave of absence or formal withdrawal is eliminated from the program by default.

Leave of Absence
Inactive students are those who have requested and been granted a leave of absence from their program. A leave of absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program. Change of status forms are available from the Rosemead Office.

A leave of absence must be renewed by petition each semester and may not exceed two consecutive semesters. A leave of absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. The committee responsible for processing readmission requests is the Admissions and Academic Qualifications Committee. Each leave of absence must receive the approval of the student’s advisor and the final approval of the Dean. Students on leave are required to register for RSPY 790 - Leave of Absence for each term.

Terminated Students
A person whose program has been terminated may make reapplication to the program a minimum of two years after termination.

The reapplication should be in the form of a letter and include a new application form, at least two current references and any desired supporting materials. The letter should be addressed to the Rosemead Admissions Committee stating the reasons for requesting readmittance as well as any other issues deemed relevant by the applicant. The letter should directly address the causes for program termination. The application will be considered with the regular admissions pool.

The admissions committee will review the request and may take one of two actions:
- Deny the request; or
- Approve the request and refer to faculty for final approval or disapproval. The results of the faculty decision will be communicated to the applicant by the Dean.

Readmission Procedures
A student who has attended Biola University and has dropped out for one semester or longer will be required to file an application for readmission and pay a fee of $15.

Readmission requires the submission of a formal petition for readmission, action by the Admissions and Academic Qualifications Committee, and final approval of the Dean. This policy is in effect for students in any status, including internship and dissertation.

Graduation Requirements
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 psychology.

Psychotherapy Laboratory (RSLB)
This series of elective courses is designed to effect a working integration of conceptual and experimental aspects of psychotherapy. Ph.D. students are required to take 12 credits of RSLB courses, and Psy.D. students, 21 credits. Each course includes both course work and supervised clinical experience within the psychotherapy model followed in the specific course. Completion of RSPY 501, 515 and 680 or 681 and 682 or their equivalent is required before enrollment in these courses is permitted. All RSLB courses have limited enrollments. Students must have access to appropriate client pools through their practica unless clients are obtained through the RSLB course.

Theology/Biblical Studies (RSTH)
This series of courses provides students with essential biblical and theological understanding prerequisite to effective integration of the disciplines of psychology and theology. (18 credits required.)

Integration of Psychology and Theology (RSTP)
Rosemead’s curriculum is distinguished by a series of seminars designed to investigate the mutual relationships between theological and psychological concepts and data. These seminars constitute an essential part of Rosemead training and offer students an opportunity to become involved in a creative application of shared insights from these related disciplines. Each student must take RSTP 500 and additional integration seminars to total 12 credits.

Intercultural Studies (ISCL)
Students may apply up to 6 credits of the following courses toward the psychology graduation requirement. These courses are not substitutes for required Rosemead courses. Course descriptions are given under the Cook School of Intercultural Studies section of the catalog.

<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 747</td>
<td>Christianity and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Psychology, Psy.D.

Mission
The mission of the Doctor of Psychology 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 Psychology 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)
• 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:

1. A minimum of 45 semester credits in psychology (including practicum and psychotherapy lab courses).
2. A minimum of 9 semester credits in theology, 3 credits in statistics, and 3 credits in ethics.
3. A minimum of one year of resident graduate work (the final semester must be in residence).
4. 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 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
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.

**Core Requirements (89 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSDS 711</td>
<td>Doctoral Research Seminar I</td>
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<tr>
<td>RSDS 712</td>
<td>Doctoral Research Seminar II</td>
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<tr>
<td>RSDS 713</td>
<td>Doctoral Research Seminar III</td>
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<tr>
<td>RSPY 501</td>
<td>Introduction to Psychotherapy</td>
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<td>RSPY 502</td>
<td>Advanced Statistics</td>
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<td>RSPY 515</td>
<td>Introduction to Psychopathology</td>
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<td>RSPY 530</td>
<td>History and Systems of Psychology</td>
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<td>RSPY 561</td>
<td>History of Psychoanalytic Thought</td>
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<td>RSPY 601</td>
<td>Research Design</td>
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<tr>
<td>RSPY 603</td>
<td>Cognitive-Affective Aspects of Behavior</td>
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<td>RSPY 607</td>
<td>Biological Aspects of Behavior</td>
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<td>RSPY 608</td>
<td>Social Psychology</td>
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<tr>
<td>RSPY 615</td>
<td>Advanced Developmental Psychology</td>
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<tr>
<td>RSPY 620</td>
<td>Seminar in Multicultural Issues</td>
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<td>RSPY 625</td>
<td>Multicultural Issues in Clinical Psychology</td>
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<tr>
<td>RSPY 641</td>
<td>Measurement and Assessment I: Cognitive Assessment</td>
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<td>RSPY 642</td>
<td>Measurement and Assessment II: Personality</td>
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<tr>
<td>RSPY 643</td>
<td>Measurement and Assessment III: Performance-Based Measure (Rorschach)</td>
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<td>Pre-practicum I</td>
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<td>RSPY 682</td>
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<td>RSPY 688</td>
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<td>RSPY 695</td>
<td>Practicum V</td>
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<td>RSPY 696</td>
<td>Practicum VI</td>
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<tr>
<td>RSPY 711</td>
<td>Seminar in Ethical and Professional Issues</td>
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</tr>
<tr>
<td>RSPY 713</td>
<td>Principles and Practices in Clinical Supervision</td>
<td>2.0</td>
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</table>

**Elective Requirements (44 Credits)**

Students must take the following for elective credit:

- Psychology Electives (RSPY only): 12 credits
- Integration Electives (RSTP): 11 credits
- Psychotherapy Lab Electives (RSLB): 21 credits

**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)
   - research methodology (2.A.a)
   - Bible, theology, and integration (3.A.a,b)

2. 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)
2. 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:

1. A minimum of 45 semester credits in psychology (including practicum).
2. A minimum of 9 semester credits in theology, 3 credits in statistics, and 3 credits in ethics.
3. A minimum of one year of resident graduate work (the final semester must be in residence).
4. 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.
Core Requirements (97 Credits)

RSDS 721  Dissertation Research  Credit(s): 1–10.  Will be taken for a total of 12 credits.
RSPY 501  Introduction to Psychotherapy  Credit(s): 2.
RSPY 502  Advanced Statistics  Credit(s): 3.
RSPY 515  Introduction to Psychopathology  Credit(s): 3.
RSPY 530  History and Systems of Psychology  Credit(s): 2.
RSPY 561  History of Psychoanalytic Thought  Credit(s): 2.
RSPY 601  Research Design  Credit(s): 3.
RSPY 603  Cognitive-Affective Aspects of Behavior  Credit(s): 3.
RSPY 607  Biological Aspects of Behavior  Credit(s): 3.
RSPY 608  Social Psychology  Credit(s): 3.
RSPY 611  Research Apprenticeship I  Credit(s): 2.
RSPY 612  Research Apprenticeship II  Credit(s): 2.
RSPY 613  Research Design Lab  Credit(s): 0.
RSPY 615  Advanced Developmental Psychology  Credit(s): 3.
RSPY 620  Seminar in Multicultural Issues  Credit(s): 0.  May be taken twice for credit.
RSPY 625  Multicultural Issues in Clinical Psychology  Credit(s): 3.
RSPY 641  Measurement and Assessment I: Cognitive Assessment  Credit(s): 3.
RSPY 642  Measurement and Assessment II: Personality  Credit(s): 3.
RSPY 681  Pre-practicum I  Credit(s): 1.
RSPY 682  Pre-practicum II  Credit(s): 2.
RSPY 688  Practicum Consultation  Credit(s): 0.  RSPY 688 must be taken four times alongside RSPY 691–694. In addition, it must be taken with any Practicum Electives (RSPY 697–699).
RSPY 691  Practicum I  Credit(s): 3.
RSPY 692  Practicum II  Credit(s): 3.
RSPY 693  Practicum III  Credit(s): 3.
RSPY 694  Practicum IV  Credit(s): 3.
RSPY 704  Advanced Research Design  Credit(s): 3.
RSPY 708  Structural Equation Modeling  Credit(s): 3.
RSPY 711  Seminar in Ethical and Professional Issues  Credit(s): 3.
RSPY 713  Principles and Practices in Clinical Supervision  Credit(s): 2.
RSPY 715  Training Therapy (Interpersonal)  Credit(s): 0.  Must be taken at least two times.
RSPY 716  Training Therapy (Individual)  Credit(s): 0.  Must be taken at least two times.
RSTH 515  Theological and Psychological Anthropology I  Credit(s): 2.
RSTH 516  Theological and Psychological Anthropology II  Credit(s): 2.
RSTH 540  Theology I: Theoretical Foundations of Integration  Credit(s): 2.
RSTH 550  Theology II: Spiritual Theology and the Dynamics of Change  Credit(s): 3.
RSTH 613  Theology III: Spiritual Theology and the Dynamics of Change II  Credit(s): 3.
RSTH 615  Theology V: The Kingdom of God and Human Flourishing  Credit(s): 3.
RSTN 731  Full-Time Internship in Clinical Psychology  Credit(s): 0.  Will be taken twice.
RSTN 733  Internship in Clinical Psychology-Continuation  Credit(s): 0.
RSTP 500  Psychotherapy and Religion  Credit(s): 1.

Elective Requirements (36 Credits)

Students must take the following elective credit:
- Practicum Electives (RSPY 697–699): 3 Credits
- Psychology Electives (RSPY only): 10 credits
- Integration Electives (RSTP): 11 credits
- Psychotherapy Lab Electives (RSLB): 12 credits

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 718  Doctoral Research Seminar I
This is the first of a two course sequence which Psy.D. students take as a partial fulfillment of their doctoral research competency. This course includes a review of research methods in clinical psychology and experience in critically reviewing current clinical research. Note(s): Required for Psy.D. Grade Mode: A. Credit(s): 3.

RSDS 719  Doctoral Research Seminar II
Building on RSDS 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 613 - 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 633. Note(s): Elective. Grade Mode: A. Credit(s): 2.

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 participation in individual training therapy. Corequisite(s): RSLB 631. 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): RSLB 643. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSLB 654 - Clinical Neuropsychology
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): RSLB 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 with 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
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, Sînicoar, 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): RSLB 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 in the specific modality to be considered. Note(s): May be retaken 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. 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 Note(s): Required of Psy.D., Ph.D. This graduate level course may be taken by upper level graduate majors with consent of the department chair obtained through a permission request form from the Psychology Department (see PSYC 440). Grade Mode: C. Credit(s): 3.

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): 3.

RSPY 601 - Research Design
Covers the design and analysis of quantitative, qualitative, and mixed methods research. Basic principles of sampling, measurement, design validity, reliability, multivariate analysis, and research ethics are presented. The role of research as it pertains to evidence based practice in clinical psychology and in the integration of psychology and theology are explored. Lecture/Lab Hours: A 0-credit lab component is required for Ph.D. students. Prerequisite(s): RSPY 502. Note(s): Required for Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSPY 603 - Cognitive-Affective Aspects of Behavior
Presents an overview of cognition and emotion in relation to human functioning. All topics will be covered from the perspective of recent advances in cognitive neuroscience. Topics include, but are not limited to perception, attention, memory, and vision as well as complex cognitive skills such as language, reasoning, and problem solving. Application to clinical practice is discussed when appropriate. Note(s): Required for Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSPY 605 - 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 experiences. Note(s): Elective. Grade Mode: A. Credit(s): 2–3.

RSPY 607 - Biological Aspects of Behavior
Examines the anatomy and function of the nervous system with special emphasis on brain neurotransmitters and hormones, reproductive behavior, sensory and motor functions, brain development and change, language, arousal and sleep, emotion, and psychological disorders. Current research methods pertaining to the above topics are included in the course materials. Note(s): Required for Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSPY 608 - Social Psychology
Problems and theories of the person in the social context, including person perception, interpersonal relations, role formation and differentiation, attitude formation, maintenance and change. Note(s): Required of Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSPY 611 - Research Apprenticeship I
Supervised experience in planning, conducting and reporting psychological research. The specific nature of the research project will be determined by the student with his or her advisor. Students will be required to submit a written review of literature and research proposal, conduct data gathering activities, analyze the data and submit a final report of the project in APA format. The required total of 4 credits must be completed by the beginning of the first semester of the third year in the program. Grade Mode: A. Credit(s): 2.

RSPY 612 - Research Apprenticeship II
Supervised experience in planning, conducting and reporting psychological research. The specific nature of the research project will be determined by the student with his or her advisor. Students will be required to submit a written review of literature and research proposal, conduct data gathering activities, analyze the data and submit a final report of the project in APA format. The required total of 4 credits must be completed by the beginning of the first semester of the third year in the program. Note(s): Required of Ph.D. Grade Mode: A. Credit(s): 2.

RSPY 613 - Research Design Lab
This lab is a complement to RSPY 601 for Ph.D. students. It focuses on the development of a specific research project in conjunction with the study of Research Design. Prerequisite(s): RSPY 502. Note(s): Required for Ph.D. students only. Co-registration in RSPY 601 is required. Grade Mode: C. Credit(s): 0.

RSPY 615 - Advanced Developmental Psychology
Concepts and processes involved in the development of the person throughout the lifespan are reviewed with emphasis on cultural variations. Major theoretical systems and empirical research specific to individual development are examined. Emphasis is upon the study of neurobiological, cognitive, and affective changes manifested throughout the lifespan. Prerequisite(s): A survey course (graduate or undergraduate) in development psychology, and RSPY 515. Note(s): Required of Psy.D., Ph.D. Grade Mode: A. Credit(s): 3.

RSPY 620 - Seminar in Multicultural Issues
This course provides an introduction into cultural factors that influence clinical work. Emphasis is placed on helping students gain awareness of their personal biases while developing sensitivity to differences between and within various culture groups. Note(s): Required of Psy.D., Ph.D. May be taken a total of 2 times for credit. Grade Mode: C. Credit(s): 0.

RSPY 625 - Multicultural Issues in Clinical Psychology
A consideration of the impact of social and cultural factors upon the utilization and delivery of health services in psychotherapy. Emphasis is upon helping students develop foundational competencies in working with culturally diverse clients. 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 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. 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 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 for students who have completed the following courses in the sequence: RSPY 631 Principles of Health Psychology and RSPY 641 Measurement and Assessment I. 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 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 631. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSPY 643 - 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.
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 objective and projective measures learned in previous Measurement and Assessment courses. The overall purpose of this course is for students to continue developing foundational competencies in the administration, scoring, and interpretation of the instruments included in two psychological assessment batteries, with a particular focus 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, object relations integration, family pathology/disfunction, 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. Note(s): This course or RSPY 680 required for Psy.D., Ph.D. 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’ assessments to promote 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 of Ph.D., Psy.D. Grade Mode: C. Credit(s): 0.

**RSPY 689 - Practicum Continuous Enrollment**

Students continuing a Fall or Spring practicum through Interterm or Summer will register for this 0-credit course. Registration in a Fall or Spring practicum and RSPY 688 is required. Prerequisite(s): RSPY 691. Grade Mode: C. Credit(s): 0.

**RSPY 691 - Practicum I**

Supervised clinical experiences including diagnostic and therapeutic activities with inpatient and outpatient clientele. Hospitals, private and public clinics, mental health organizations and schools and college counseling centers are utilized. Prerequisite(s): Successful completion of RSPY 680 or 682. Corequisite(s): RSPY 688. Note(s): RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C. Credit(s): 3.

**RSPY 692 - Practicum II**

Supervised clinical experiences including diagnostic and therapeutic activities with inpatient and outpatient clientele. Hospitals, private and public clinics, mental health organizations and schools and college counseling centers are utilized. Prerequisite(s): Successful completion of RSPY 680 or 682. Corequisite(s): RSPY 688. Note(s): RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C. Credit(s): 3.

**RSPY 693 - Practicum III**

Supervised clinical experiences including diagnostic and therapeutic activities with inpatient and outpatient clientele. Hospitals, private and public clinics, mental health organizations and schools and college counseling centers are utilized. Prerequisite(s): Successful completion of RSPY 680 or 682. Corequisite(s): RSPY 688. Note(s): RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C. Credit(s): 3.

**RSPY 694 - Practicum IV**

Supervised clinical experiences including diagnostic and therapeutic activities with inpatient and outpatient clientele. Hospitals, private and public clinics, mental health organizations and schools and college counseling centers are utilized. Prerequisite(s): Successful completion of RSPY 680 or 682. Corequisite(s): RSPY 688. Note(s): RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C. Credit(s): 3.

**RSPY 695 - Practicum V**

Supervised clinical experiences including diagnostic and therapeutic activities with inpatient and outpatient clientele. Hospitals, private and public clinics, mental health organizations and schools and college counseling centers are utilized. Prerequisite(s): Successful completion of RSPY 680 or 682. Corequisite(s): RSPY 688. Note(s): RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C. Credit(s): 3.

**RSPY 696 - Practicum VI**

Supervised clinical experiences including diagnostic and therapeutic activities with inpatient and outpatient clientele. Hospitals, private and public clinics, mental health organizations and schools and college counseling centers are utilized. Prerequisite(s): Successful completion of RSPY 680 or 682. Corequisite(s): RSPY 688. Note(s): RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C. Credit(s): 3.
RSPY 697 - 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 698 - 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 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 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, multway frequency analysis, multivariate analysis of variance and covariance, discriminant analysis, logistic regression, principal components analysis, and 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): 2.

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.

RSPY 714 - Clinical Psychopharmacology
A general overview of the drugs used in the treatment of mental disorders, including their specific indications, mechanism of action and effectiveness. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSPY 715 - Training Therapy (Interpersonal)
For official indication on the student’s transcript of required personal growth experience through interpersonal therapy. Students may choose group, marital or spiritual direction. Note(s): Required of all doctoral students. Grade Mode: C. Credit(s): 0.

RSPY 716 - Training Therapy (Individual)
For official indication on the student’s transcript of required personal growth experience through individual training therapy. Note(s): Required of all doctoral students. Grade Mode: C. Credit(s): 0.

RSPY 729 - Alcohol and Substance Abuse
Diagnosis, treatment planning, and recovery process for the alcoholic/ addict and family members will be the focus of the class. The disease model of addictions treatment and the utilization of 12-step support groups in the treatment of the recovering person and the family members will be presented. Other compulsive diseases will be discussed such as sexual addiction, eating disorders, etc. Class lecture, special speakers, and assigned reading will be the primary methods of instruction. Note(s): Meets California licensure requirement for training on alcohol and substance abuse. Elective. Grade Mode: A. Credit(s): 1–2.

RSPY 730 - Directed Research
Students may take special courses of study and/or pursue research projects that they design and carry out under the guidance of a resident faculty member. Individual or small group participation in a research project in psychology must be under the supervision of a faculty member. The student must submit an arranged course permission form giving a detailed outline of the research and other learning experiences of the course. Note(s): Required courses may not be taken through Directed Research. Elective. Grade Mode: V. Credit(s): 1–3.

RSPY 733 - The Self: Theological, Philosophical, Psychological and Crosscultural Perspectives
This course looks at philosophical, theological, psychological, and crosscultural views of the nature of the self. The course explores some of the biblical and philosophical terminology. It also explores the historical emphasis on the self, with a focus on its current emphasis in psychoanalytic psychology, and its development, and a psychological view of the true and false self. The western culture perspective on the self is compared with other cultures. Finally, a religious perspective on the true and false self is presented. Note(s): Elective. Grade Mode: A. Credit(s): 3.

RSPY 740 - Special Topics in Psychology
Occasional seminars are offered under this course description that specifically identify current issues relevant to the integration of theology and psychology. This designation is to be used for 1-4 day courses offered at various times per year. Grade Mode: C. Credit(s): 1–3.

RSPY 790 - Leave of Absence
For students who have been granted an official Leave of Absence from the doctoral program. Grade Mode: N. Credit(s): 0.

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 habituated 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 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 habituated personal sins), and a relational understanding of Christianity 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 concepts 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 psychology 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: Theological 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 will be placed on 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
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 616 - 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 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 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 praxis 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 Christ’s 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 (RSTP)

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 an 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 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 psychology.
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): RSTH 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 experimental awareness of that growth process. Prerequisite(s): RSTH 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): RSTH 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 distinctives of the Christian therapist and therapeutic 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): RSTH 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): RSTH 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: A. 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 and psychology. This designation is to be used for 1–4 day courses offered at various times per year. Grade Mode: C. Credit(s): 1–3.
Cook School of Intercultural Studies
BULUS GALADIMA, PH.D., DEAN
Cook School of Intercultural Studies

Faculty

Dean: Bulus Galadima, Ph.D.
Professor(s): Lessard-Clouston, Purgason, Starcher
Associate Professor(s): Campbell, Decker, Greene, Liang, McMahan, Pittle, Sappington, Yeh
Assistant Professor(s): S. Barber, Dzubinski, Floyd, McEwen, Nehrbass, 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 study 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 Ph.D 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/Bible 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

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 advisor 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 521</td>
<td>General Articulatory Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 523</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 525</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
<tr>
<td>And: ISAL 562</td>
<td>Field Methods in Second Language and Culture Learning</td>
<td>3</td>
</tr>
<tr>
<td>OR ISAL 654</td>
<td>Field Methods in Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
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<tbody>
<tr>
<td>ISAN 513</td>
<td>Comparative Folklore and Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 531</td>
<td>Sign, Symbol and Structure</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

TESOL, Certificate - Graduate

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE 509</td>
<td>Structure of English</td>
<td>3</td>
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<tr>
<td>ISTE 525</td>
<td>Introduction to TESOL—Adult</td>
<td>3</td>
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<tr>
<td>ISTE 527</td>
<td>Materials Evaluation and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 560</td>
<td>Communicating Values Through TESOL</td>
<td>1</td>
</tr>
<tr>
<td>ISTE 614</td>
<td>Second Language Acquisition</td>
<td>3</td>
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<tr>
<td>ISTE 692</td>
<td>Practicum in TESOL II</td>
<td>3</td>
</tr>
</tbody>
</table>

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 cross-cultural 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.
5. 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).

Core Curriculum (15 Credits)
- ISAN 521 Contemporary Anthropological Theory Credit(s): 3.
- ISAN 523 Ethnographic Research Methods Credit(s): 3.
- ISAN 601 Proseminar Credit(s): 3.
- ISAN 603 Master’s Thesis Credit(s): 3.

Required Core Seminar: Choose a 3-credit seminar in one of the following fields:
- ISAL 668 Seminar in Applied Linguistics Credit(s): 3.
- ISAN 691 Seminar in Advanced Archaeology Credit(s): 1–3.
- ISAN 693 Seminar in Advanced Physical Anthropology Credit(s): 1–3.

Electives (18 Credits)
Electives may be chosen from any of the five sub-fields of anthropology.

Bible/Theology (9 Credits)
Select three courses from TTBE/TTTH or similarly approved Talbot classes in Bible and/or theology upon the recommendation of the academic advisor and from the following list:
- Approved CSSR and ISAN theological and scientific approaches to the study of humanity courses;
- TTOT courses in language and/or cultures of the biblical world;
- Approved TTNT biblical backgrounds courses.

Pre-approved courses include:
- ISAN 546 Justice, Advocacy and the Kingdom of God Credit(s): 3.
- ISAN 557 Acts in Cross-cultural Perspective Credit(s): 3.
- ISAN 701 Topics in Biblical Theology from an Anthropological Perspective Credit(s): 3.
- ISAN 712 Cultural Context of 1st Century Palestine Credit(s): 3.
- ISCL 755 Biblical Morality and Cultural Relativity Credit(s): 3.
- TTNT 703 The Cultural Setting of the Gospels Credit(s): 2–3.
- TTNT 704 The Cultural Setting of Acts Credit(s): 2–3.
- TTNT 707 The Cultural Setting of Second Corinthians Credit(s): 2–3.
- TTNT 812 The World of the New Testament Credit(s): 3.
- TTOT 715 Studies in the History and Culture of Israel Credit(s): 2–3.
- TTOT 718 Archaeology of Palestine Credit(s): 2.

Applied Linguistics, M.A.

Program Learning Outcomes
Upon completion of the Master of Arts in Applied Linguistics, students will be able to:
1. Apply knowledge and skills as working applied linguists in areas such as language survey, literacy, Scripture in use, TESOL, and translation (ULO 1).
2. Identify concepts pertaining to language systems and related theory and practice in applied linguistics (ULO 1).
3. Exhibit personal and professional commitment to ethical and biblically informed practice in applied linguistics (ULO 2).
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 multidisciplinary 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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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ISAL 511</td>
<td>Applied Linguistics</td>
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<td>ISAL 68</td>
<td>Seminar in Applied Linguistics</td>
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<td>ISAL 679</td>
<td>Planning, Evaluation, and Research in Applied Linguistics</td>
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<td>ISAL 697</td>
<td>Comprehensive Examination</td>
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<td>ISAL 652</td>
<td>Field Methods in Second Language and Culture Learning</td>
<td>3</td>
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<tr>
<td>ISAL 654</td>
<td>Field Methods in Linguistics</td>
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</table>

Electives:
- 18 credits of ISAL or ISTE Electives
- 3 credits of Bible or World Perspectives Elective

Electives:

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<tr>
<th>Course Code</th>
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<tr>
<td>ISAL 641</td>
<td>Language Surveys</td>
<td>3</td>
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<td>ISAL 646</td>
<td>Sociolinguistics</td>
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<td>ISAL 654</td>
<td>Field Methods in Linguistics</td>
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<tr>
<td>ISAL 683</td>
<td>Topics in Linguistics</td>
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<tr>
<td>ISAL 684</td>
<td>Topics in Linguistics</td>
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Concentration in Language Surveys (18 Credits)
Elective: 6 credits

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<td>ISAL 543</td>
<td>Literacy in Social Context</td>
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<td>ISAL 544</td>
<td>Literacy Methods and Materials</td>
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<td>ISAL 546</td>
<td>Reading and Literacy Theory</td>
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<tr>
<td>ISAL 652</td>
<td>Field Methods in Second Language and Culture Learning</td>
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Elective: 3 credits

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<tr>
<td>ISAL 523</td>
<td>Introduction to Phonology</td>
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<tr>
<td>ISAL 622</td>
<td>Phonological Theory</td>
<td>3</td>
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</table>

Concentration in Scripture in Use (18 Credits)
Elective: 3 credits

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<th>Course Title</th>
<th>Credit(s):</th>
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<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>
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</tr>
<tr>
<td>ISAL 523</td>
<td>Introduction to Phonology</td>
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Concentration in TESOL (19 Credits)

<table>
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<tr>
<th>Course Code</th>
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<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>
</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 39-credit program. For the qualified applicant with extensive undergraduate work in intercultural studies/missions, it may be reduced to a minimum of 30 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 (15 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 742</td>
<td>History of the World Christian Movement</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 750</td>
<td>Issues in Contextualization/Crosscultural Theology</td>
<td>3</td>
</tr>
<tr>
<td>OR ISCL 751</td>
<td>Theology of Mission</td>
<td>3</td>
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Choose one of the following:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ISAN 761</td>
<td>Culture and Transformation</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 711</td>
<td>Dynamics of the Religious Experience</td>
<td>3</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>ISAN 523</td>
<td>Ethnographic Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 561</td>
<td>Economic Anthropology</td>
<td>3</td>
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<td>Social Anthropology</td>
<td>3</td>
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<tr>
<td>ISCL 560</td>
<td>Urban Research and Study</td>
<td>3</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>ISCL 520</td>
<td>Interpersonal and Intercultural Adjustment</td>
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</tr>
<tr>
<td>ISCL 709</td>
<td>Intercultural Communication</td>
<td>3</td>
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Bible/Theology (6 Credits)

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ISAN 535</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 529</td>
<td>Introduction to Communication, Culture, and Biblical Studies</td>
<td>3</td>
</tr>
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<td>ISCL 692</td>
<td>Practicum in TESOL II</td>
<td>3</td>
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<td>ISAN 761</td>
<td>Crosscultural Bible Studies</td>
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<td>Crosscultural Missions</td>
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</table>

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. Communicate a clear understanding of the dynamic nature of the gospel, the growing church, and how it is contextualized and communicated across cultures (ULO 1 and 3).

Program Requirements
The M.A. in Linguistics and Biblical Languages is a 39-credit program. For the qualified applicant with extensive undergraduate work in linguistics, biblical languages, or related fields, it may be reduced to a minimum of 30 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).

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 520</td>
<td>Interpersonal and Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 709</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Bible/Theology (6 Credits)

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 535</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 529</td>
<td>Introduction to Communication, Culture, and Biblical Studies</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 692</td>
<td>Practicum in TESOL II</td>
<td>3</td>
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Choose one of the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 761</td>
<td>Crosscultural Bible Studies</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 711</td>
<td>Crosscultural Missions</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 520</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 709</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
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 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 coursework, 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).

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.

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.
- TTNT 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.

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 presumes a significant level of ministry experience and personal maturation. The program intent is to provide an option for those who desire to enhance their ministry but whose circumstances of age and finances make a return to a baccalaureate program detrimental to their ongoing missions ministry.
3. Applicants usually will not have 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
1. Satisfactorily complete 58 semester credits as outlined in the curriculum.
2. At least 24 credits must be taken at this institution.
3. Obtain a 3.0 GPA on a 4.0 scale with no grade below “B” in all courses to be credited toward graduation.
4. Complete the entire program in no more than six years.
5. 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.
6. Successfully pass a comprehensive examination over coursework.
7. 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.
8. 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)
- ISAN 507 Cultural Anthropology Credit(s): 3.
- ISCL 520 Interpersonal and Intercultural Adjustment Credit(s): 3.
- ISCL 555 Introduction to World Missions Credit(s): 3.
- ISCL 709 Intercultural Communication Credit(s): 3.
- ISCL 727 Principles of Church Multiplication Credit(s): 3.
- ISCL 750 Issues in Contextualization/Crosscultural Theology Credit(s): 3.

Bible and Theology (21 Credits)
Talbot Bible/theology courses: 12 credits
Courses to be selected with the Program Director’s concurrence.
- ISCL 724 Issues in Spiritual Warfare Credit(s): 3.
- ISCL 751 Theology of Mission Credit(s): 3.
- ISCL 752 Acts: Biblical and Missiological Credit(s): 3.

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 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.

Foundation 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
Credit(s): 3.

ISTE 632 Language Testing and Assessment
Credit(s): 3.

ISTE 693 Portfolio
Credit(s): 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 2).
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. Behavioral: 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 coursework component of the program comprises 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 generally devoted to the capstone project. Part-time students usually 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 field service must go through 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 is 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:
1. Completed the field ministry requirement
2. 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 course work 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:

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<td>ISAN 761</td>
<td>Culture and Transformation</td>
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<td>ISCL 709</td>
<td>Intercultural Communication</td>
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</tr>
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<td>ISCL 742</td>
<td>History of the World Christian Movement</td>
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</tr>
<tr>
<td>ISCL 765</td>
<td>Cross-cultural Leadership</td>
<td>3.0</td>
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Biblical/Theological Studies (6 Credits)
Choose two of the following:

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ISCL 722</td>
<td>Spiritual Conflicts in Crosscultural Context</td>
<td>3.0</td>
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<tr>
<td>ISCL 724</td>
<td>Issues in Spiritual Warfare</td>
<td>3.0</td>
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<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
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<tr>
<td>ISCL 751</td>
<td>Theology of Mission</td>
<td>3.0</td>
</tr>
<tr>
<td>ISCL 752</td>
<td>Acts: Biblical and Missiological Bible/theology elective</td>
<td>3.0</td>
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Missiological Specialization (18 Credits)
Choose six of the following (without duplicating above):

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<td>Anthropological Theory in Practice</td>
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<td>ISCL 853</td>
<td>Theoretical Issues in Cross-Cultural Engagement</td>
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<tr>
<td>ISAN 731</td>
<td>Culture, Cognition and World View</td>
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<td>ISCL 852</td>
<td>Contemporary Issues in Cognitive Anthropology and Worldview Studies</td>
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<td>ISAN 761</td>
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<td>ISCL 702</td>
<td>Social Organization</td>
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<td>ISAN 751</td>
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<td>ISCL 703</td>
<td>Curriculum Design for Intercultural Contexts</td>
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<td>ISCL 727</td>
<td>Principles of Church Multiplication</td>
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<td>ISCL 732</td>
<td>Church Planting Models and Strategies</td>
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<td>Principles of Church Growth</td>
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<td>History of the World Christian Movement</td>
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<td>Narrative in Scripture and Teaching</td>
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<td>ISCL 750</td>
<td>Issues in Contextualization/Crosscultural Theology</td>
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<td>Cross-cultural Leadership</td>
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<td>ISCL 801</td>
<td>Method and Theory in Cross-cultural Studies</td>
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Research (6 Credits)

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Capstone (4 Credits)

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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 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 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. However, 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 contributes theory relevant to the candidate’s concentration and conducted in some aspect of intercultural studies or education.

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 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

Prerequisites: M.A. degree with a strong education background. Minimally, 3 years of crosscultural or multicultural educational experience.

Requirements: The program consists of 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 Credits: 3.
ISCL 709 Intercultural Communication Credits: 3.
Choose two from the following three courses:
ISCL 742 History of the World Christian Movement Credits: 3.
ISCL 765 Cross-cultural Leadership Credits: 3.
ISCL 703 Curriculum Design for Intercultural Contexts Credits: 3.

Educational Core Courses (12 Credits)
ISCL 816 Education Theory Credits: 3.
ISCL 823 Crosscultural Teaching and Learning Strategies Credits: 3.
ISCL 825 Comparative Human Development Credits: 3.
And:
ISCL 815 Educational Philosophies of Global Religious Traditions Credits: 3.
OR
ISCL 885 Multicultural Education Credits: 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 Credits: 1–3.

Research Courses (6 Credits)
ISCL 803 Qualitative Research Credits: 3.
ISCL 879 Research Design Credits: 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 Credits: 3.
ISCL 890 Ph.D. Dissertation Field Research Credits: 0–6.
ISCL 890 is normally taken for a total of 6 credits.
ISCL 891 Ph.D. Dissertation Proposal Credits: 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 3).
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
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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.

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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.

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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.

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**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);
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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. During the dissertation phase, doctoral students are considered full time for a maximum of four semesters. 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 contributes to theory relevant 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% (usually 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**

**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 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 of 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).

**Intercultural Research Core Courses (12 Credits)**
- ISAN 751 Social Anthropology (Credit(s): 3).
- ISCL 801 Method and Theory in Cross-cultural Studies (Credit(s): 3).
- ISCL 852 Contemporary Issues in Cognitive Anthropology and Worldview Studies (Credit(s): 3).
- ISCL 853 Theoretical Issues in Cross-Cultural Engagement (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 890 is normally taken for a total of 6 credits).
- ISCL 891 Ph.D. Dissertation Proposal (Credit(s): 3).

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**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 1950's 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 and inter-relationships 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 ethnic cleansing, 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 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 ethnochristologies 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 political 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 stimulus 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 crosscultural 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 pragmatical 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
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 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, 523. 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 strategies, 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 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.

Intercultural Clinical Practicum: Supervised crosscultural clinical health care experience. Prerequisites: 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.
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**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 crosscultural 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, nationalization 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 (IDP's), refugee response and the role of NGO's and faith-based organizations/agencies in working with complicity in 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 militant Islam; 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 609. 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. Prerequisite(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 Folk Life; 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): 1–3.

**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 those 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 prayers, 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: $50. 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 fellowship development, ESL, drama, counseling, church planting. Grade Mode: A. Credit(s): 3.

ISCL 747 - Christianity and Culture
Anthropological approach to Christian theologizing; interrelationships between supracultural Christianity and human cultures. Focus on conversion, revelation, communication, transformation, indigency 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 cognate 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, 6.

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): 1–3.

ISCL 783 - Traditional Oral Narrative: Analysis and Interpretation
A study of the oral traditions of cultures including an examination of the major themes, cultural uses of, and the anthropological analysis and interpretation of the folk literature in society. Grade Mode: A. Credit(s): 3.

ISCL 786 - Signs, Symbols and Semiotics
Exploration of approaches, methods and theory in the fields of semiotics and symbolic anthropology. Focuses on ways in which psychological structures and mental entities shape social structure and human behavior. 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, value 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, which a student was enrolled, a student may petition the committee for an extension to permit one additional semester for completing the exam. If approved the student will be considered less than half-time. The 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 501 - Introduction to TEFL
The basics of teaching English as a foreign language. Includes an introduction to methods and techniques, teaching materials, grammar, and communicating values. Assignments include supervised observation and practice teaching. Note(s): Does not count toward the department’s graduate certificate or M.A. in TESOL. Grade Mode: A. Credit(s): 3.

ISTE 505 - Foundations of TESOL
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 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): Does not count toward the department’s graduate certificate or M.A. in TESOL. 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 of 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. Fee: $50. 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.

Cook School of Intercultural Studies
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(s): Hetzel, Nworie, Sibold

Associate Professor(s): Bishop, Block, Eastman, Hong, Johnson, LaBarbera, Stranske, Taylor, Vidaurre

Assistant Professor(s): 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 homeschools through biblically centered education, scholarship, and service.” The vision of the School of Education is “to equip a generation of influential 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 and/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

1. Hold a baccalaureate degree from an accredited institution.
2. Have a minimum 2.75 cumulative GPA on a 4.0 scale.
3. Present evidence of passing the CBEST or equivalent.
4. Complete Biola University’s Graduate Education Application.
5. 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 [Credit(s): 3]
- **SEED 572** Learning, Motivation, and Student Engagement [Credit(s): 3]
- **SEED 573** Curriculum Practicum [Credit(s): 3]
- **SEED 574** Current Issues in Education and Education Policy [Credit(s): 3]
- **SEED 576** Preparing Textbooks for Publication [Credit(s): 3]
- **SEED 577** School Leadership and Professional Learning Communities [Credit(s): 3]

Special Education, Certificate - Graduate

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

1. Hold a baccalaureate degree from an accredited institution.
2. Have a minimum 2.75 cumulative GPA on a 4.0 scale.
3. Present evidence of passing the CBEST or equivalent.
4. Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing and submit valid TB tests results.
5. Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
6. Complete Biola University’s Graduate Education Application.
7. 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

**Special Education Courses**

- **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]
Child Development Permits - Graduate

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, as a stand alone program, or taken 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 a credential analyst in the School of Education).

Admission Requirements
1. Must be a California Resident in order to fulfill fieldwork requirements for permits.
2. Hold a baccalaureate degree from an accredited institution.
3. Have a minimum 2.75 cumulative GPA on a 4.0 scale.
4. Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing and submit valid TB tests results.
5. Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
6. Complete Biola University's Graduate Education Application.
7. 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.

Taskstream Subscription
Candidates must have a paid subscription to Taskstream while taking Child Development courses.

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.
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)

Program Learning Outcomes
Biola University’s graduate Educational Specialist Credential candidates are expected to exemplify the following outcomes upon the completion of the Education Specialist Instruction (Mild/Moderate) Credential. 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, 3).

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, 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, 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, 3).

6. Design and implement appropriate and effective learning strategies by designing grade and subject-specific lesson and unit plans (ULO 1, 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, 3).

Program Description
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 an Education Specialist Instruction (mild/moderate) credential, but not seeking a degree, the following admission requirements apply:

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 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-85S 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
1. Hold a California SB 2042 Preliminary Multiple or Single Subject Credential.
2. Hold a baccalaureate degree from an accredited institution.
3. Have a minimum 2.75 cumulative GPA on a 4.0 scale.
4. Verify that a commission-approved induction program is not available through your employer (public school or WASC-accredited private school) by submitting the CL-85S CTC form.
5. Submit the Coach and Placement Information form.
6. Non-native English speakers must verify a score of 100 IBT on the TOEFL exam.
7. Complete Biola University’s Graduate Education Application.
8. 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.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 593</td>
<td>Clear Credential Candidate Professional Development</td>
<td>3.0</td>
</tr>
</tbody>
</table>
1. Must be a California Resident in order to fulfill fieldwork requirements.
2. Hold a baccalaureate degree from an accredited institution.
3. 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.
4. Present evidence of passing the CBEST or equivalent.
5. Have a minimum 2.75 cumulative GPA on a 4.0 scale.
6. Verify possession of Certificate of Clearance from the California Commission on Teacher Credentialing and submit valid TB tests results.
7. Non-native English speakers must verify a score of 100 on the TOEFL exam.
8. Complete Biola University’s Graduate Education Application.
9. 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.

Basic Skills Requirement
All candidates must pass the California Basic Educational Skills Test (CBEST) or equivalent.

Education Specialist Courses
All candidates for the Preliminary Educational Specialist Instruction Credential (Mild/Moderate) must complete the following courses and required fieldwork:

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>SEED 519</td>
<td>2</td>
</tr>
<tr>
<td>SEED 526</td>
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<td>SEED 541</td>
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And:

<table>
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<tbody>
<tr>
<td>SEED 520</td>
<td>3</td>
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<tr>
<td>SEED 525</td>
<td>3</td>
</tr>
</tbody>
</table>

\[Prerequisite Option #2: Accelerated Graduate Prerequisite/Concurrent Coursework (6 Credits On-line)\]

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>SEED 518</td>
<td>3</td>
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<tr>
<td>SEED 530</td>
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Core Coursework (15 Credits Online)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>SEED 532</td>
<td>3</td>
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<tr>
<td>SEED 561</td>
<td>3</td>
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<tr>
<td>SEED 562</td>
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<tr>
<td>SEED 563</td>
<td>3</td>
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<tr>
<td>SEED 564</td>
<td>3</td>
</tr>
<tr>
<td>SEED 580</td>
<td>3</td>
</tr>
</tbody>
</table>
3. **Fieldwork Evaluation**
Candidates must obtain good to excellent scores in each fieldwork evaluation for Education Specialist coursework, including student teaching.

2. **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.

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. Candidates who have taken one of the courses listed below, with a grade of “C” or better at Biola University, have met this requirement.

- **HIST 108** United States History to 1865  Credit(s): 3.
- **POSC 225** Survey of American Government  Credit(s): 3.

1. **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.

**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 the 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.

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**Preliminary Credentials**

**Program Learning Outcomes**
Biola University’s graduate teacher preparation candidates are expected to exemplify the following outcomes upon 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. 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 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.

**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:

1. Hold a baccalaureate degree from an accredited institution.
2. 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.
3. Present evidence of passing the CBEST or equivalent.
4. Have a minimum 2.75 cumulative GPA on a 4.0 scale.
5. Verify possession of Certificate of Clearance from the California Commission on Teacher Credentialing and submit valid TB test results.
6. Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
7. Complete Biola University’s Graduate Education Application.
8. 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.

And:
**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.

or
**SEED 545** Secondary Curriculum  Credit(s): 3.
**SEED 546** Secondary Curriculum Fieldwork  Credit(s): 1.

And:
**SEED 512** Elementary Student Teaching I  Credit(s): 6.
**SEED 513** Elementary Student Teaching II  Credit(s): 6.

or
**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. Taskstream Subscription
Candidates must have a paid subscription to Taskstream while taking teacher preparation courses, pedagogy courses, and during student teaching.

4. 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.

5. 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.

6. Basic Skills Requirement
All candidates must pass the California Basic Educational Skills Test (CBEST) or equivalent.

7. RICA Exam
Multiple Subject candidates must pass the Reading Instruction Competence Assessment (RICA) exam.

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 Education 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.
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. Candidates who have taken one of the courses listed below, with a grade of "C" or better at Biola University, have met this requirement.

**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 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 518</td>
<td>Designing Successful Classrooms:</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Starting Right</td>
<td></td>
</tr>
</tbody>
</table>

**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.

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**Education, M.A.Ed.**

**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 student 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 maximize 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**
1. Hold a baccalaureate degree from an accredited institution.
2. Hold a preliminary credential or provide verification of the equivalent professional experience.
3. Submit GRE General test scores.
4. Have a minimum 3.0 cumulative GPA on a 4.0 scale.
5. Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
6. Complete Biola University's Graduate Education application.
7. Interview with a member of the School of Education.
8. 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:
9. Hold a California SB2042 Multiple or Single Subject Preliminary Credential.
10. 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.
11. Clear Credential candidates must submit the Coach and Placement Information form.
12. Students enrolling in online programs will need all of the above listed admissions requirements as well as the following:
13. Verify computer literacy sufficient to be 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.
14. 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.
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 (3 credits)
- **SEED 502** Advanced Educational Psychology (3 credits)
- **SEED 503** Educational Research and Statistics (3 credits)
- **SEED 504** Advanced Curriculum and Instruction (3 credits)
- **SEED 524** Research in Culture and Intercultural Instruction (3 credits)
- **SEED 554** Professional Writing (3 credits)
- **SEED 596** Professional Development Module (1 credit)
- **TTBE 732** Exposition of New Testament Segments or Themes (2-3 credits)

**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** Curriculum Research Project (1 credit)
- **SEED 599** Thesis (1 credit)

Concentrations (15 Credits)

**Clear Credential**

Offered online.

**Concentration-Specific Requirements**

- **SEED 593** Clear Credential Candidate Professional Development (3 credits)

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. 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.

**Early Childhood**

Offered on campus and online.

See School of Education advisor for a list of required and elective courses in this concentration.

**Induction**

Offered 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 (3 credits)
- **SEED 605** Induction II (3 credits)
- **SEED 606** Induction III (3 credits)
- **SEED 607** Induction IV (3 credits)

**Elective Requirements**

Choose 3 credits of approved electives.

**Personalized**

Courses for this concentration must be approved by the Graduate Chair.

**Special Education**

Offered on campus and online.

See School of Education advisor for a list of required and elective courses in this concentration.

**Teaching, M.A.T.**

**Program Learning Outcomes**

Upon completion of the Master of Arts in Teaching, 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. 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 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. Conduct quality research, communicate findings, and evidence initial pursuit of lifelong learning by successfully completing action research (ULO 1 and 3).

**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 Masters; 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:

1. Hold a baccalaureate degree from an accredited institution.
2. Have a minimum 3.0 cumulative GPA on a 4.0 scale.
3. Submit GRE General test scores.
4. Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
5. Complete Biola University’s Graduate Education Application.
6. Interview with a member of the School of Education.

Those applying to the M.A.T. with the Preliminary Teaching Credential coursework will need the following additional admissions requirements:

1. Present evidence of passing the CBEST or equivalent.
2. 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.
3. Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing and submit valid TB test results.

Those applying to the M.A.T. with the Clear Credential or Induction coursework will need the following additional admissions requirements:

1. Hold a California SB2042 Preliminary Multiple or Single Subject Credential in place of verification of CBEST and subject matter.
2. 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.
3. 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:

1. 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.
2. 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.T. core courses and Capstone must be passed with a grade of “B” or higher.
2. Candidates must complete the Master of Arts in Teaching with a 3.0 cumulative GPA.
3. Candidates must successfully complete SEED 594, Action Research, and all professional requirements (i.e., portfolio, including key assignments) related to the coursework and learning outcomes.
4. A minimum of 30 credits is required for the Master of Arts in Teaching.
5. Candidates must meet with a department advisor and Graduate Enrollment 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 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 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 (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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 501</td>
<td>Philosophy and Values in Schools and Society</td>
<td>3</td>
</tr>
<tr>
<td>SEED 524</td>
<td>Research in Culture and Intercultural Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SEED 533</td>
<td>Writing Literature Reviews</td>
<td>2</td>
</tr>
<tr>
<td>SEED 570</td>
<td>Introduction to Spiritual Formation for the Educator</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 732</td>
<td>Exposition of New Testament Segments or Themes</td>
<td>2–3</td>
</tr>
</tbody>
</table>

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

Clear Credential (15 Credits)

Offered 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.

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.

Induction (15 Credits)

Offered 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 Teaching 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.T. degree.
## Curriculum and Instruction, M.S.

Pending WASC Approval

### Program Learning Outcomes

Upon completion of the Master of Science in Curriculum and Instruction, 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, participating in an Emerging Leaders’ Institute and developing an educational portfolio (ULO 1).

2. Skillfully link theory with practice, effectively differentiating curricula for diverse learners (e.g., ability, culture, language, SES, gender) and communities, and validating each child as a unique bearer of the image of God through case studies, policy papers, and preparing diverse curricular materials and lessons to match students’ varied needs and interests (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, 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 a professional learning community or attending an Emerging Leaders’ Institute (ULO 3).

5. Demonstrate a collaborative work ethic with students, parents, and peers, leveraging strengths of individuals to benefit the community through collegial research, curriculum development, writing, and presentations (ULO 2, 3).

6. Conduct quality research, learning from natural revelation, and effectively communicating findings to the educational community through successful research, curriculum development, writing and presentation (ULO 1, 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, 3).

8. Embrace God’s calling to maximize one’s leadership skills, demonstrating the qualities of a constructive change agent in the educational community to advance the Kingdom of God by envisioning and implementing improvements (ULO 3).

9. Write compelling grant requests and textbook or curriculum proposals for publishers by experiencing the publishing process first hand assisting in writing, designing and editing curriculum materials for a publisher (ULO 1).

10. Apply motivation and learning theory as they prepare curricula to appeal to students diverse in backgrounds, interests and abilities (ULO 1, 2).

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### Concentration-Specific Requirements

#### Pedagogy Coursework (2 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 533</td>
<td>Single Subject Pedagogy</td>
</tr>
</tbody>
</table>

#### 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.

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### Concentration-Specific Requirements

#### Preparation Coursework (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 512</td>
<td>Elementary Student Teaching I</td>
</tr>
<tr>
<td>SEED 513</td>
<td>Elementary Student Teaching II</td>
</tr>
<tr>
<td>SEED 519</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>SEED 520</td>
<td>Elementary Reading/Language Arts</td>
</tr>
<tr>
<td>SEED 526</td>
<td>Psychological Foundations of Education</td>
</tr>
<tr>
<td>SEED 541</td>
<td>Methods of Teaching Linguistically Diverse Students</td>
</tr>
<tr>
<td>SEED 543</td>
<td>Elementary Curriculum</td>
</tr>
<tr>
<td>SEED 544</td>
<td>Elementary Curriculum Fieldwork</td>
</tr>
</tbody>
</table>

#### Pedagogy Coursework (8 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 507</td>
<td>Art Workshop for Elementary School Teaching</td>
</tr>
<tr>
<td>SEED 508</td>
<td>Music Workshop for Elementary School Teaching</td>
</tr>
<tr>
<td>SEED 509</td>
<td>Elementary Mathematics/Science Workshop</td>
</tr>
<tr>
<td>SEED 516</td>
<td>Elementary Physical Education Workshop</td>
</tr>
<tr>
<td>SEED 536</td>
<td>Elementary Health Curriculum and Methods</td>
</tr>
<tr>
<td>SEED 537</td>
<td>Elementary History - Social Science Curriculum and Methods</td>
</tr>
<tr>
<td>SEED 549</td>
<td>Studies in Children’s Literature</td>
</tr>
</tbody>
</table>

#### Elective Requirements

Choose 3 credits of approved electives.

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### Concentration-Specific Requirements

#### Preparation Coursework (28 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 604</td>
<td>Induction I</td>
</tr>
<tr>
<td>SEED 605</td>
<td>Induction II</td>
</tr>
<tr>
<td>SEED 606</td>
<td>Induction III</td>
</tr>
<tr>
<td>SEED 607</td>
<td>Induction IV</td>
</tr>
</tbody>
</table>

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### Concentration-Specific Requirements

#### Preparation Coursework (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 512</td>
<td>Elementary Student Teaching I</td>
</tr>
<tr>
<td>SEED 513</td>
<td>Elementary Student Teaching II</td>
</tr>
<tr>
<td>SEED 519</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>SEED 520</td>
<td>Elementary Reading/Language Arts</td>
</tr>
<tr>
<td>SEED 526</td>
<td>Psychological Foundations of Education</td>
</tr>
<tr>
<td>SEED 541</td>
<td>Methods of Teaching Linguistically Diverse Students</td>
</tr>
</tbody>
</table>

## Single 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.

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### Elective Requirements

Choose 3 credits of approved electives.

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### Concentration-Specific Requirements

#### Pedagogy Coursework (8 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 545</td>
<td>Secondary Curriculum</td>
</tr>
<tr>
<td>SEED 546</td>
<td>Secondary Curriculum Fieldwork</td>
</tr>
</tbody>
</table>

### Pedagogy Coursework (2 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 533</td>
<td>Single Subject Pedagogy</td>
</tr>
</tbody>
</table>

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### Concentration-Specific Requirements

#### Preparation Coursework (28 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 514</td>
<td>Secondary Student Teaching I</td>
</tr>
<tr>
<td>SEED 515</td>
<td>Secondary Student Teaching II</td>
</tr>
<tr>
<td>SEED 519</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>SEED 525</td>
<td>Secondary Content Area Reading</td>
</tr>
<tr>
<td>SEED 526</td>
<td>Psychological Foundations of Education</td>
</tr>
<tr>
<td>SEED 541</td>
<td>Methods of Teaching Linguistically Diverse Students</td>
</tr>
</tbody>
</table>
Program Description
The Master of Science in Curriculum and Instruction is a degree that prepares candidates with technical skills to work in a variety of academic settings, including curriculum and instruction leadership roles, as well as preparing candidates for the publishing industry. The Curriculum and Instruction degree emphasizes professional writing with a technical emphasis upon competencies, such as writing book proposals, developing scope and sequences for learning programs across grade levels, writing curriculum, editing curriculum, and grant writing. Learning experiences will include an in-house or online practicum with a publisher.

Admissions Requirements
1. Hold a baccalaureate degree from an accredited institution.
2. Have a minimum 3.0 cumulative GPA on a 4.0 scale.
3. Submit GRE General scores.
4. Hold a preliminary credential or provide verification of the equivalent professional experience.
5. Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
6. Complete Biola University’s Graduate Education application.
7. Interview with a member of the School of Education.

Those applying to the M.S. in Curriculum and Instruction online program will need the following additional admissions requirements:
1. 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.
2. 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.S.C&I core courses and Capstone must be passed with a grade of “B” or higher.
2. Candidates must complete the Master of Science in Curriculum and Instruction with a 3.0 cumulative GPA.
3. Candidates must successfully complete the Capstone, and all professional requirements (i.e., portfolio, including key assignments) related to the coursework and learning outcomes.
4. A minimum of 41 credits is required for the Master of Science in Curriculum and Instruction.
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 Master of Science in Curriculum and Instruction. 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 Master of Science in Curriculum and Instruction degree; a grade of “B-” or lower is not transferable. Credits considered for transfer must have been taken within five years prior to the date of admission.

Core Requirements (41 Credits)
Courses must be completed with a grade of “B” or higher.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 501</td>
<td>Philosophy and Values in Schools and Society</td>
<td>3</td>
</tr>
<tr>
<td>SEED 502</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SEED 503</td>
<td>Educational Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SEED 504</td>
<td>Advanced Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SEED 524</td>
<td>Research in Culture and Intercultural Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SEED 554</td>
<td>Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>SEED 571</td>
<td>Grant Writing, Book Proposal, and Textbook</td>
<td>3</td>
</tr>
<tr>
<td>SEED 572</td>
<td>Learning, Motivation, and Student Engagement</td>
<td>3</td>
</tr>
<tr>
<td>SEED 573</td>
<td>Curriculum Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SEED 574</td>
<td>Current Issues in Education and Education Policy</td>
<td>3</td>
</tr>
<tr>
<td>SEED 576</td>
<td>Preparing Textbooks for Publication</td>
<td>3</td>
</tr>
<tr>
<td>SEED 577</td>
<td>School Leadership and Professional Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>SEED 596</td>
<td>Professional Development Module</td>
<td>1</td>
</tr>
<tr>
<td>TTBE 732</td>
<td>Exposition of New Testament Segments or Themes</td>
<td>2–3</td>
</tr>
</tbody>
</table>

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 598   | Curriculum Research Project                           | 1         |

Special Education, M.S.
Pending WASC Approval

Program Learning Outcomes
Upon completion of the Master of Science in Special Education, 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 through a Biblically integrated essay, reflective prayer projects, and authentic learning experience assignments; 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, 3).

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 through a fieldwork assessment case study and authentic learning experience assignments (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, authentic learning experience assignments, journal article position papers, and high marks in professional dispositions throughout coursework and fieldwork experiences (ULO 1, 2, 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. This outcome will be exhibited through a disability inclusion paper, a reading case study report, journal
1. Need the following additional admissions requirements:

- Those applying to the M.S. in Special Education online program will desire the Preliminary Education Specialist Instruction (mild/moderate) credential will need the following additional admissions requirements.
- Those applying to the M.S. in Special Education who also desire the Preliminary Education Specialist Instruction (mild/moderate) credential will need the following additional admissions requirements.

2. 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.S.Sp.Ed. core courses and Capstone must be passed with a grade of “B” or higher.
2. Candidates must complete the Master of Science in Special 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 41 credits is required for the Master of Science in Special 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 Master of Science in Special 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 Master of Science in Special Education degree; a grade of “B-” or lower is not transferable. Credits considered for transfer must have been taken within five years prior to the date of admission.

Taskstream Subscription

Candidates must have a paid subscription to Taskstream while taking special education courses and during student teaching.

Core Requirements (41 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 503 Educational Research and Statistics Credit(s): 3.
- SEED 524 Research in Culture and Intercultural Instruction Credit(s): 3.
- SEED 532 Diagnosis and Remediation in Reading Credit(s): 3.
- SEED 554 Professional Writing 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 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.

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 598  Curriculum Research Project**
- Credit(s): 1.

**SEED 599  Thesis**
- Credit(s): 1.

SEED 598 or 599 is to be completed in the final semester and may be taken concurrently with other coursework. May take up to three terms to complete. See an advisor for planning guidance.

### Concentration
Candidates wanting to earn a Preliminary Education Specialist Instruction Credential (Mild/Moderate) must complete the following courses with a grade of “B-” or higher.

### Prerequisites

**Prerequisite Option #1: 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  Elementary Reading/Language Arts**
  - Credit(s): 3

- **SEED 525  Secondary Content Area Reading**
  - Credit(s): 3

**Prerequisite Option #2: Accelerated Graduate Prerequisite/Concurrent Coursework (6 Credits On-Line)**

- **SEED 518  Designing Successful Classrooms: Starting Right**
  - Credit(s): 3

- **SEED 530  Reading Process and Approaches**
  - Credit(s): 3

**Coursework**

- **SEED 584  Student Teaching in Special Education I**
  - Credit(s): 6

- **SEED 585  Student Teaching in Special Education II**
  - Credit(s): 6

For 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. The Prerequisite Option will be determined by the Program Director during the interview process to the program.

### 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. Prerequisite(s): SEED 554 or concurrent registration permitted. 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. Prerequisite(s): SEED 554 (concurrent registration permitted). 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. Prerequisite(s): SEED 554 (concurrent registration permitted). 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**
Historical, philosophical and social foundations of curriculum. Examination of curriculum research related to assessing, developing and organizing educational strategies. Prerequisite(s): SEED 554 (concurrent registration permitted). 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 507 - Art Workshop for Elementary School Teaching**
A study of the knowledge, skills, and competencies required for teaching and developing teaching credits, lesson plans, and art projects in the elementary classroom. Note(s): This course is waived if ARTS 306 was taken as an undergraduate. Credential candidates must pass this course with a grade of “B-” or higher. Fee: $20. Paid Taskstream subscription required. 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. Fee: $25. Paid Taskstream subscription required. 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-6 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. Paid Taskstream subscription required. Grade Mode: A. Credit(s): 1.

**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. Paid Taskstream subscription required. 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): 512. 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. Fee: Paid Taskstream subscription required. 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): SEED 553 or 554 (concurrent registration permitted). 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. Fee: Paid Taskstream subscription required. 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): 514 (concurrent registration permitted). 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. Fee: Paid Taskstream subscription required. 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. Fee: Paid Taskstream subscription required. 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. Fee: Paid Taskstream subscription required. 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 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 livestream 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. Fee: Paid Taskstream subscription required. 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 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. 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. CalTAP #2. Fee: $100. Paid Taskstream subscription required. 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. Explores 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. Prerequisite(s): SEED 553 or 554 (concurrent registration permitted). 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. 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. CalTAP #2. Fee: $100. Paid Taskstream subscription required. Grade Mode: A. Credit(s): 3.

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): 519 (concurrent registration permitted). Note(s): This course waived 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. Paid Taskstream subscription required. 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. Lecture/Lab Hours: A 35–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: Paid Taskstream subscription required. 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, methods of instruction and materials, programs, technology assessment, and the professional publication process. Grade Mode: A. Credit(s): 3.

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. Fee: Paid Taskstream subscription required. Grade Mode: A. Credit(s): 3.

SEED 533 - Single Subject Pedagogy
During interrelated activities in program coursework and fieldwork, Single Subject candidates relate Common Core and 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 - French, German, Italian, Portuguese, Spanish: During interrelated activities in program coursework and fieldwork, Single Subject Language candidates learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the state-adopted K–12 academic content standards for students in French, German, Italian, Portuguese, Spanish (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 state-adopted K–12 content standards for students in History (Grades 7–12).

Single Subject Pedagogy - Science: During interrelated activities in program coursework and fieldwork, Single Subject Science 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 - Special Education: During interrelated activities in program coursework and fieldwork, Single Subject Special Education 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): 545, 546 Note(s): This course is waived if LEDU 433 was taken as an undergraduate. Credential candidates must pass this course with a grade of “B” or higher. Fee: $25. Paid Taskstream subscription required. 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 336 was taken as an undergraduate. Credential candidates must pass this course with a grade of “B-” or higher. Fee: Paid Taskstream subscription required. 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. Fee: Paid Taskstream subscription required. 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 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 fieldwork practicum component is required. Prerequisite(s): LEDU 301 or LEDU 330 and LEDU 341 (concurrent registration permitted). Note(s): This course is waived if LEDU 301, LEDU 330 and LEDU 341 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 #2. Fee: $100. Paid Taskstream subscription required. 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 SEED 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 330 or LEDU 341. 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. Fee: $100. Paid Taskstream subscription required for fieldwork. CalTPA #3. This course is waived if LEDU 431 was taken as an undergraduate. Fee: $100. Paid Taskstream subscription required. 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. Those teaching full-time will have fieldwork hours reduced to 15. Candidates will design and teach several classroom lessons in local elementary schools. Prerequisite(s): LEDU 301 or LEDU 330 or LEDU 341, 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. Fee: Paid Taskstream subscription required. 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 330 or LEDU 341, 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. Fee: $100. Paid Taskstream subscription required. 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. Those teaching full-time will have fieldwork hours reduced to 15. Candidates will design and teach several classroom lessons in local secondary schools. Prerequisite(s): LEDU 301 or LEDU 330 or LEDU 341, LEDU 345 or LEDU 519. LEDU 425 or LEDU 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. Fee: Paid Taskstream subscription required. Grade Mode: A. Credit(s): 1.

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. Fee: Paid Taskstream subscription required. Grade Mode: A. Credit(s): 3.

SEED 550 - Literature Study in the Classroom
This course is designed to provide an understanding of the historical perspectives on children's literature through picture books and young adult novels reflecting different genres. Literature representative of a variety of cultures and ethnic groups will be analyzed and discussed in order to strengthen cross-cultural understanding. Emphasis will be upon developing responses to literature through art, drama, and writing in order to strengthen children's literacy development in the elementary classroom. Fee: Paid Taskstream subscription required for credential candidates. 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 opportunities 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 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, LEDU 301 or SEED 519. Note(s): Special approval required. Restricted to livescan submission. 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. Fee: Paid Taskstream subscription required. 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. Prerequisite(s): LEDU 301 or SEED 519. Note(s): Special approval required. Restricted to livescan submission. 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. Fee: Paid Taskstream subscription required. 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 LEDU 556; LEDU 301 or SEED 519. 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. Fee: Paid Taskstream subscription required. 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): PSY 200 or equivalent; LEDU 335 or equivalent; LEDU 356 or SEED 556; LEDU 301 or SEED 519. 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. Fee: Paid Taskstream subscription required. 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. Fee: Paid Taskstream subscription required. 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. Fee: Paid Taskstream subscription required. 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. Fee: Paid Taskstream subscription required. 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. Fee: Paid Taskstream subscription required. 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): SEED 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 educational web pages and updated strategies on how to conduct Internet research. Students will design and create their own instructional webpage to assist with instruction. Prerequisite(s): SEED 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): SEED 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): SEED 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. Prerequisite(s): SEED 553 or SEED 554 (current registration permitted). 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
SEED 527 - 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. Teaches 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 system. Students also examine the key state 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 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 to practice in real-life situations 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; Note(s): Certificate candidates must pass this course with a grade of "B" or higher. 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. Fee: Paid Taskstream subscription required. 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. Fee: Paid Taskstream subscription required. 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 strategies and environmental design 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. Prerequisite(s): SEED 532, 561, 562, 563, 564, 580, 582 (concurrent registration permitted). 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. Paid Taskstream subscription required. 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. CalTPA #4. Restricted to formal application and approval. Must register for SEED 585 if completing student teaching in one semester. Fee: $120. Paid Taskstream subscription required. 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. CalTPA #4. Restricted to formal application and approval. Must register for SEED 584 if completing student teaching in one semester. Fee: Paid Taskstream subscription required. 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 coaching and placement information. 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 petittion 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. Prerequisite(s): SEED 554 (concurrent registration permitted). Note(s): A minimum grade of "B" required for Master's degree (a grade of "B-" is not sufficient). Grade Mode: A. Credit(s): 1–3.

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 - Curriculum Research Project
Students elect to complete an instructional development project under the guidance of a faculty advisor. This option requires a literature review and a curriculum development project. 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 are permitted to complete a published thesis under the guidance of a faculty advisor. The thesis involves a literature review and qualitative and/or quantitative research. 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 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 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. Grade 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 611 - 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 615 - International Comparative 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 616 - 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 617 - Educational Technology for Global Education
Graduate students analyze multiple models of distance education, particularly as it relates to serving international, multicultural, multilingual, and missions 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 international, multicultural, multilingual, and missions settings. 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 analyze critical issues within urban school settings and participate in teams to develop curriculum implementation strategies to improve the teaching/learning process. Note(s): Special approval required. Restricted to School of Education approval. Fieldwork required. See advisor for details. Grade Mode: A. Credit(s): 3–6.

School of Education
Crowell School of Business

Faculty
Dean: Gary Lindblad, Ed.D.
Professor(s): Rundle
Associate Professor(s): Avila, Bourgeois, Burnett, Harman, McHugh, Mobley, Sherwin, Wilson, Woodward
Assistant Professor(s): McHugh

Business Administration, MBA

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).

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. An integrative business ethics course (3 credits).
4. An additional resource faculty.
5. Participation in the MBA 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 and progress to any courses with a prerequisite. 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.

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)
Admission Requirements
The Flex MBA program allows students to customize their MBA experience. A Flex MBA student may take a part-time or a full-time academic load. Applicants have the option to choose to attend full-time if starting in the fall, or may choose to enroll part-time in a fall or spring start. A typical part-time load is 6 credits per semester, which is an excellent option for professionals who wish to further their career, but want to continue working while earning their MBA. The full-time load is optimal for students who have recently completed their undergraduate degree. 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. Have three years of professional experience and be fully employed when admitted to the program. If applicant is a recent graduate and this requirement is not met, then applicant must agree to participate in a part-time, unpaid internship arranged through the Crowell School of Business mentor network, in order to gain valuable real-world experience while earning the MBA degree. Applicants that already have a job or paid internship that they have personally arranged may use that instead of an internship arranged through the Crowell School of Business.
4. Submit GMAT (Graduate Management Admissions Test) scores. Executives with significant work experience may seek a waiver on the GMAT requirement.
5. 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.

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

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. Preference in admission will be given to those with an overall score of at least 100 IBT/600 PBT/250 CBT on the TOEFL (Test of English as a Foreign Language) exam as administered by the Educational Testing Service. The admissions committee will also require an oral interview and may require a writing sample.

The Crowell School of Business reserves the right to waive a retake of the TOEFL test for MBA non-native English speaking applicants who already have a Biola Business degree. Waivers of this requirement will be evaluated in the applicant’s interview with the Dean.

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.

Students admitted to the United States on an F-1 student visa are required by law to be registered as full-time students (a minimum of 9 credits per semester). Additionally, off-campus employment is permitted for students on an F-1 visa without written permission of the United States Immigration authorities. However, students on an F-1 visa may work off-campus in an unpaid internship (considered CPT – or curricular practical training), in order to fulfill the internship requirement of the program.

Degree Program
Thirty-four credits of graduate courses are required for all MBA degrees in the Crowell School of Business, which include 3 graduate credits of theology and 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.

Core Requirements (34 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>MBAD 502</td>
<td>Digital Tools for Business</td>
<td>1.00</td>
</tr>
<tr>
<td>MBAD 505</td>
<td>Statistical Research Skills for Business</td>
<td>1.00</td>
</tr>
<tr>
<td>MBAD 506</td>
<td>Marketing from the Management Perspective</td>
<td>3.00</td>
</tr>
<tr>
<td>MBAD 507</td>
<td>Economic Fundamentals</td>
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<tr>
<td>MBAD 508</td>
<td>Business Law</td>
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<tr>
<td>MBAD 516</td>
<td>Accounting and Finance for Decision Makers</td>
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</table>

Professional Accountancy, MPAcc

Mission
The mission of the Crowell School of Business Master of Professional Accountancy (MPAcc) is to provide biblically centered education to train and equip accounting professionals to impact their profession and the world for the Lord Jesus Christ.

Program Learning Outcomes
Upon completion of the Master of Professional Accountancy, students will be able to:

1. Demonstrate knowledge and understanding of advanced accounting practices, techniques, and measurements (ULO 1).
2. Demonstrate the use of technology and quantitative reasoning to succeed in the accounting profession (ULO 3).
3. Demonstrate written and oral communication skills at a level to succeed in the accounting profession (ULO 3).
4. Demonstrate ability to integrate their faith as it relates to the profession of accountancy and the community they serve (ULO 2).

Admission Guidelines
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) or equivalent from a regionally accredited institution.
A completed application includes: a submitted application form, a personal statement, $55 application fee (non-refundable), official transcripts from all undergraduate schools attended, a statement (no more than 2 pages) addressing your qualifications for acceptance to the MPAcc program (leadership potential, creative abilities, motivational aptitude) and your career goals, include a description of how participation in the MPAcc program will contribute to your growth and development toward those goals (this is included in the online application but must be submitted separately if you are completing the PDF application), GMAT Score (CSB graduates may apply for a waiver), and three references (pastor or church leader, academic, and employer or character).

Admission is competitive and based upon a committee review of each applicant’s undergraduate grade point average, GMAT score, completed application, and an interview with the Crowell School of Business representative. Official documents presented for admission or evaluation become part of the student’s academic file and normally cannot be returned or copied for distribution.

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. Preference in admission will be given to those with an overall score of at least 100 IBT/600 PBT/250 CBT on the TOEFL (Test of English as a Foreign Language) exam as administered by the Educational Testing Service. The admissions committee will also require an oral interview and may require a writing sample.

The Crowell School of Business reserves the right to waive a retake of the TOEFL test for MP Acc non-native English speaking applicants who already have a Biola Accounting degree. Waivers of this requirement will be evaluated in the applicant’s interview with the Dean.

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.

Students admitted to the United States on an F-1 student visa are required by law to be registered as full-time students (a minimum of 9 credits per semester). Students on an F-1 visa must hold their baccalaureate degree in Business Administration, or related field, since the full-time option is only available to students not requiring leveling courses.

Additionally, no off-campus employment is permitted for students on an F-1 visa without written permission of the United States Immigration authorities. However, students on an F-1 visa may work off-campus in an unpaid internship (considered CPT – or curricular practical training), in order to fulfill the internship requirement of the 5th year program.

Transfer Credit
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 MP Acc 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.

Graduation Requirements
The Master of Professional Accountancy degree program has four distinct elements:
1. A common core of graduate accounting courses (27 credits).
2. A required theology course (3 credits).
3. An integration of theology with business ethics course (3 credits).
4. Completed an intercultural service project.

A minimum of 33 credits of graduate coursework is required for the Masters of Professional Accountancy. Those with 30 credits of college level bible/theology courses may waive the required 3 credit theology course. A student must maintain a minimum 3.0 GPA to graduate, with no single grade lower than a “C” (2.0) to graduate.

Students without an undergraduate degree in accounting or equivalent will require additional accounting leveling credits. Students must receive a “B” (3.0) or above in the accounting leveling course prior to taking its related core course. Students without a business undergraduate degree will require additional business leveling.

Students must meet with their 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 Admissions, Registration & Graduation Requirements section).

Degree Program
Thirty-three credits of graduate courses are required for all MP Acc degrees in the Crowell School of Business, which include 3 graduate credits of theology and 3 graduate credits of integration of theology with business ethics.

Accounting Leveling Courses
Up to 21 credits of accounting leveling courses may be required for students without an undergraduate degree or equivalent in accounting.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPAC 501</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MPAC 502</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>MPAC 503</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>MPAC 504</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MPAC 505</td>
<td>Federal Income Tax for Partnerships, Corporations and Estates</td>
<td>3</td>
</tr>
<tr>
<td>MPAC 506</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MPAC 507</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MPAC 508</td>
<td>Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Leveling Courses
Up to 9 credits of leveling courses may be required for students without an undergraduate degree in business.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 502</td>
<td>Digital Tools for Business</td>
<td>1</td>
</tr>
<tr>
<td>MBAD 503</td>
<td>Statistical Research Skills for Business</td>
<td>1</td>
</tr>
<tr>
<td>MBAD 504</td>
<td>Marketing from the Management Perspective</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 505</td>
<td>Economic Fundamentals</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 506</td>
<td>Business Law</td>
<td>2</td>
</tr>
</tbody>
</table>

Core Requirements (30 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 610</td>
<td>Business Intelligence and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 613</td>
<td>Biblical Management and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MPAC 603</td>
<td>Issues in Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MPAC 614</td>
<td>Advanced Taxation of Business Entities</td>
<td>3</td>
</tr>
</tbody>
</table>
Choose one of the following:

**Biola University 2015–16 Catalog**

**MBAD 516**
- Business Law
  - Business work experience related specifically to field of study, under guidance of the faculty. A proposal describing learning objectives, collateral reading and expected benefits must be submitted and accepted by a supervisor and instructor at the time of registration. Prerequisite(s): Approved proposal. Restriction(s): Must be an MBA or MPAcc student. Note(s): An Add/Drop Slip and Arranged Course Form must be obtained in the Crowell School of Business. Grade Mode: A. Credit(s): 1–3.

**MBAD 500 - Management Principles for Productivity**
This course is a study of management methods, emphasizing practical solutions to real-world problems and introduction of sustainable competitive advantage. Students will learn to communicate effectively through the study of presentation concepts, including the use of computer presentation technology and the visual display of information. Production and operations management, organizational behavior, human resources management, global dimensions of business, and business policies will be introduced. The last portion of the course will explore views of power acquisition and use from sociological, psychological, and managerial perspectives, placing these in submission to the authority of Scripture. Restriction(s): MBA 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 MBA Mentor Program, along with the outstanding individuals who have been selected, and have chosen, to serve as mentors. The capstone of the weekend will be a worship and praise service. Restriction(s): MBA students only. Fee: $100. Grade Mode: A. Credit(s): 1.

**MBAD 602 - Field Experience in Accounting**
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. Restriction(s): Must be an MBA or MPAcc student. Grade Mode: A. Credit(s): 3.

**MBAD 606 - Business Internship**
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): MBA 506 required unless waived through undergraduate coursework. Restriction(s): MBA students only. Grade Mode: A. Credit(s): 3.

**MBAD 610 - Business Intelligence and Data Analysis**
Students will understand the role that digital technologies and statistical analysis play in the competitive advantage of a business. Includes discussion of the role of information systems in the overall strategy of a company. Students will work with the latest technologies and methods used for corporate decision-making in a laboratory environment and then apply the results to real-world situations. Prerequisite(s): MBA 502 and 505 required unless waived through undergraduate coursework. Restriction(s): MBA students only. Grade Mode: A. Credit(s): 3.

**MBAD Elective Requirements (3 Credits)**
- Business Administration (MBAD)
- Accounting Research and Communication
- Ethics in Accounting
- Government and Nonprofit Accounting
- International Accounting
- Financial Statement Analysis and Valuation
- Theology III - Christ, Salvation and the Spirit

**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): Must be an MBA or MPAcc student. 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): Must be an MBA or MPAcc student. Grade Mode: A. Credit(s): 1.

**MBAD 506 - Marketing from the Management Perspective**
This course 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): Must be an MBA or MPAcc student. Grade Mode: A. Credit(s): 1.

**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. Restriction(s): Must be an MBA or MPAcc student. Grade Mode: A. Credit(s): 3.

**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): Must be an MBA or MPAcc student. Grade Mode: A. Credit(s): 3.

**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

**MBAD 510 - Management Principles for Productivity**
This is a study of management methods, emphasizing practical solutions to real-world problems and introduction of sustainable competitive advantage. Students will learn to communicate effectively through the study of presentation concepts, including the use of computer presentation technology and the visual display of information. Production and operations management, organizational behavior, human resources management, global dimensions of business, and business policies will be introduced. The last portion of the course will explore views of power acquisition and use from sociological, psychological, and managerial perspectives, placing these in submission to the authority of Scripture. Restriction(s): MBA students only. Grade Mode: A. Credit(s): 3.

**MBAD 600 - Management Principles for Productivity**
This course is a study of management methods, emphasizing practical solutions to real-world problems and introduction of sustainable competitive advantage. Students will learn to communicate effectively through the study of presentation concepts, including the use of computer presentation technology and the visual display of information. Production and operations management, organizational behavior, human resources management, global dimensions of business, and business policies will be introduced. The last portion of the course will explore views of power acquisition and use from sociological, psychological, and managerial perspectives, placing these in submission to the authority of Scripture. Restriction(s): MBA 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 MBA Mentor Program, along with the outstanding individuals who have been selected, and have chosen, to serve as mentors. The capstone of the weekend will be a worship and praise service. Restriction(s): MBA students only. Fee: $100. Grade Mode: A. Credit(s): 1.

**MBAD 602 - Field Experience in Accounting**
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. Restriction(s): Must be an MBA or MPAcc student. Grade Mode: A. Credit(s): 3.

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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): MBA 506 required unless waived through undergraduate coursework. Restriction(s): MBA students only. Grade Mode: A. Credit(s): 3.

**MBAD 610 - Business Intelligence and Data Analysis**
Students will understand the role that digital technologies and statistical analysis play in the competitive advantage of a business. Includes discussion of the role of information systems in the overall strategy of a company. Students will work with the latest technologies and methods used for corporate decision-making in a laboratory environment and then apply the results to real-world situations. Prerequisite(s): MBA 502 and 505 required unless waived through undergraduate coursework. Restriction(s): MBA 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): MBA 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): MBA 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): MBA students only. Grade Mode: A. Credit(s): 3.

MBAD 633 - Entrepreneurship
This course focuses on the techniques used to create and evaluate new concepts and business opportunities. Students study the process of feasibility analysis of business ventures from the time of concept generation through critical concept analysis, opportunity screening and pre-feasibility analysis, to the development of the written business plan. The Crowell School of Business will provide expert resources to critique and assist in the completion of a plan that is soon to be ready for evaluation by the marketplace. The goal is to prepare students for starting and running successful or emerging enterprises. Students will examine their own strengths and weaknesses to discover in what ways God has called them to be entrepreneurs. Prerequisite(s): MBAD 600, 604, 608. Restriction(s): MBA students only. Grade Mode: A. Credit(s): 3.

MBAD 640 - Current and Advanced Topics in Entrepreneurial Studies
Elective course in such topics as advertising and social media, negotiation and conflict management for the change agent, and practical leadership theory. Restriction(s): MBA students only. Note(s): May be taken twice with a different topic. Grade Mode: A. Credit(s): 1–3.

MBAD 650 - Directed Study
In-depth investigation of a topic under the guidance of the faculty. Grade Mode: A. Credit(s): 1–3.

MBAD 675 - Strategic Management
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, and human resource, and organizational 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): MBA students only. Grade Mode: A. Credit(s): 3.

Professional Accountancy (MPAC)

MPAC 511 - Intermediate Accounting I
Advanced treatment of cash-flow, funds-flow analyses, preparation of financial statements, income tax allocation, valuation, forecasts, and cash reconciliation. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 512 - 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): MPAC 511. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 513 - 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): MPAC 511. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 516 - Federal Income Tax for Partnerships, Corporations and Estates
An explanation of the federal income tax law as it relates to partnerships and corporations. Estate taxes are reviewed with a historical perspective. Prerequisite(s): MPAC 511. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 517 - Accounting Information Systems
The study of computer based systems for the collection, organization, and presentation of accounting information. Prerequisite(s): MBAD 502 and MPAC 511. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 522 - Advanced Accounting
Examines essential elements of corporate consolidations, branch and departmental accounting, international accounting, advanced partnership and fund accounting concepts. Prerequisite(s): MPAC 512. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 523 - 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): MPAC 512. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 529 - Government and Nonprofit Accounting
Principles of fund accounting as it is applied to governmental and nonprofit entities. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 632 - International Accounting

MPAC 634 - Financial Statement Analysis and Valuation
The study of ratio and profitability analysis, analysis of the statement of cash flows, pro forma forecasting, (credit and governance) risk analysis, earnings quality analysis, and valuation. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 638 - Advanced Auditing
Advanced treatment of contemporary auditing topics and assurance services. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 644 - Advanced Taxation of Individuals
Advanced Federal taxation issues as it relates to individual taxpayers. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 660 - Advanced Topics in Accounting Information Systems
In-depth study of accounting information systems and their use and design. Restriction(s): Must be an MPAcc student. Grade Mode: A. Credit(s): 3.

MPAC 670 - Accounting Internship
Work experience related to the field of accounting. 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. Restriction(s): Must be an MPAcc
student. Note(s): May be taken for a total of 6 credits. Grade Mode: A.
Credit(s): 1–3.

**MPAC 680 - Field Experience in Accounting**

Field experience, including intercultural projects, related to the field of
accounting. Restriction(s): Must be an MPAcc student. Grade Mode: A.
Credit(s): 1–3.
Appendix

Board of Trustees

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Vice Chair: Michael Maples

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Bradley Cole
Barry H. Corey
Adam Edgerly
David Gyertson
Dwight Hanger
Promod Haque
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Bryan Loritts
Al Mijares
David Mitchell
Kelly Monroe-Kullberg
Philip Paul
Jerry Rueb
John Siefker
Kenneth Thompson
Dean VandeKamp

*Board of Trustees Information as of April 2015

University Administration

Barry H. Corey, Ph.D.
President

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Vice President, University Services

Adam Morris, Ph.D.
Vice President, Advancement

David Nystrom, Ph.D.
Provost and Senior Vice President

Michael A. Pierce, M.B.A.
Vice President, Business and Financial Affairs

Greg Vaughan, M.A.
Vice President, Enrollment Management

Lee Wilhite
Vice President, University Communications and Marketing

Patricia Pike, Ph.D.
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Cassandra Van Zandt, Ph.D.
Vice Provost for Undergraduate Education

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Chief Educational Technology Officer

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Associate Provost of Educational Effectiveness and Accreditation Liaison Officer

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Dean, Talbot School of Theology

Clark D. Campbell, Ph.D.
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Bulus Galadima, Ph.D.
Dean, Cook School of Intercultural Studies

June Hetzel, Ph.D.
Dean, School of Education

Walt Stangl, Ph.D.
Dean of Science and Health

Gary Lindblad, Ed.D.
Dean, Crowell School of Business

Doug Tarpley, 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

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 2015-16 Academic Year

(Year indicates appointment of faculty.)

Tania Abouezzeddine
Assistant Professor of Psychology, 2012
B.A., American University of Beirut
MA., Boston University
Ph.D., University of Southern California

Aaron Adams
Associate 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  

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  

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  

Clinton E. Arnold  
Professor of New Testament Language and Literature, 1987  
Dean, Talbot School of Theology  
B.A., Biola College  
M.Div., Talbot Theological Seminary  
Ph.D., University of Aberdeen  

Jacob Avila  
Associate Professor of Business Administration, 2015  
B.S., Pepperdine University  
M.A., California Baptist University  
DPPD, University of Southern California  

Penny Bacon  
Associate Professor of Nursing, 2013  
B.S., Oregon Institute of Technology  
M.S., Samuel Merritt University  

Valerie Baggett  
Instructor of Chemistry, 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  

Earl Bland  
Professor of Psychology, 2015  
B.A., Evangel University  
M.A., Wheaton College Graduate School  
Psy.D., Illinois School of Professional Psychology  

Nicholas Block  
Associate Professor of Education, 2014  
B.A., Stanford University  
M.Div., Fuller Theological Seminary  
Ph.D., Claremont Graduate University  

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  

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  

R. Jason Brunt  
Assistant Professor of Psychology, 2007  
B.A., The University of Maine  
M.A., Ph.D., The University of Texas  

Julianne Bryant  
Associate 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., Biola University  
M.A., University of California, Riverside  
M.P.W., University of Southern California  

Brian Burnett  
Associate Professor of Accounting, 2015  
B.S., Biola University  
M.B.A., Pepperdine University  
Ph.D., University of Colorado  

Dorothy Alston Calley  
Assistant Professor of Communication Studies, 2007  
B.A., Biola University  
M.A., School for International Training
Annette Browning Callis  
*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  

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  

Donnell Campbell  
*Associate Professor of Nursing, 2012*  
B.A., George Fox University  
M.S., Warner Pacific  

Jamie Y. Whitaker Campbell  
*Associate Professor of Torrey Honors Institute, 2008*  
B.A., Biola University  
J.D., Georgetown University Law Center  

Maria 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  

Brian Cannon  
*Associate Professor of Journalism and Integrated Media, 2014*  
B.A., Eastern Illinois University  
M.S., University of Illinois, Urbana-Champaign  
Ph.D., Regent University  

Frederick Cardoza  
*Associate Professor of Christian Education, 2009*  
B.S., Liberty University  
M.A., Southeastern Seminary  
Ph.D., Southern Seminary  

Jane L. Carr  
*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., Otis College of Art and Design  

Xidong Chen  
*Associate Professor of Physics, 2011*  
B.S., Shandong University  
M.S., The Institute of Physics, Chinese Academy of Sciences  
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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

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Associate Professor of Management, 2006  
B.A., California State University, Fullerton  
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Associate Professor of Bible Exposition, 2007  
B.A., University of California, Los Angeles  
M.Div., Th.M., Talbot School of Theology  
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Professor of Chemistry, 2008  
B.S., Ph.D., University of California, Irvine

Kurt Simonson  
Associate Professor of Art, 2006  
B.S., Biola University  
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Lyle H. Smith, Jr.  
Professor of English, 1978  
B.A., M.A., Ph.D., University of Minnesota

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Professor of Ethics and Christian Apologetics, 2000  
B.A., California State University, Hayward  
M.A., Talbot School of Theology  
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B.S.N./R.N., Coongnam National University, Daejeon, Korea  
M.A., Talbot School of Theology  
M.A., Psy.D., Rosemead School of Psychology

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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

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Professor of Intercultural Studies, 2007  
B.A., Biola College  
M.Div., Trinity Evangelical Divinity School  
D.Min., Carey Theological College  
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Assistant Professor of Torrey Honors Institute  
B.A., Calvin College  
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Assistant Professor of Education, 2009  
B.A., Bethel College  
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Associate Professor of Psychology, 1984  
B.A., Northern Illinois University  
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Associate Professor of Music, 1997  
B.S., John Brown University  
M.M., Eastman School of Music  
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Associate Professor of Education, 2003  
Assistant Dean, School of Education  
B.A., M.A., Biola University  
Ph.D., Claremont Graduate University

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Assistant Professor of Spiritual Formation, 2014  
B.A., Judson University  
M.A., Talbot School of Theology, La Mirada, CA  
Ph.D., University of Aberdeen, Scotland

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B.S.N., Biola University  
M.N., University of California, Los Angeles

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B.A., University of Southern California  
Th.M., Th.D., Dallas Theological Seminary  
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Associate Professor, Cinema and Media Arts, 2005  
B.S., Evangel College  
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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 Tarpole  
Professor of Journalism, 2003  
Dean, Fine Arts and Communication  
B.S., M.A., Southwest Missouri State University  
M.A., Central Missouri State University  
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Professor of Philosophy, 1999  
B.A., Westmont College  
M.A., Talbot School of Theology  
Ph.D., University of Southern California

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Professor of Christian Ministry and Leadership, 1989  
B.A., California State University, Fullerton  
M.A., Talbot School of Theology  
M.A., Ph.D., Fuller Theological Seminary
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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

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Special Faculty at Large, Education, 2012  
B.A., Biola University  
M.A., Washington State University  
Ed.D., University of Southern California

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B.A., Kansas State University  
M.A., Wheaton College  
Ph.D., University of Cambridge

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Associate Professor of Biological Sciences, 2008  
B.S., University of California, San Diego  
M.A., Biola University  
Ph.D., University of California, Santa Barbara

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Assistant Professor of Biblical and Theological Studies, 2012  
B.S., Western Washington University  
M.Div., Northwest Baptist Seminary  
Ph.D., Wheaton College Graduate School

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B.A., California State University, Fullerton  
M.A., California State University, Los Angeles  
M.S., California State University, Fullerton

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Associate Professor of Psychology, 2000  
B.A., M.A., Biola University  
Ph.D., Rosemead School of Psychology

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Associate Professor of Nursing, 2005  
B.S.N., M.S.N., University of Rochester  
Ph.D., University of San Diego

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Associate Professor of English, 2006  
Vice Provost for Undergraduate Education  
B.A., Southern California College  
M.A., Ph.D., University of California, Riverside

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Associate Professor of Biological Sciences, 2012  
B.S., Elizabethtown College  
Ph.D., Cornell University

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Associate Professor of Modern Languages, 2011  
B.A., Ph.D., University of California, Irvine

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Associate Professor of Education, 2011  
B.S., M.A., California State University, Los Angeles  
Ph.D., Biola University

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Associate Professor of Torrey Honors Institute, 2008  
B.A., Pomona College  
M.Phil., Ph.D., University of Cambridge

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B.A., University of Hawaii, Manoa  
Th.M., Dallas Theological Seminary

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Professor of Mathematics, 2012  
A.B., M.S., Ph.D., University of California, Riverside

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Associate Professor of Political Science, 2010  
B.S., Missouri State University  
M.A., Talbot School of Theology  
M.A., Ph.D., Claremont Graduate University

Evanon N. Wigram  
Associate Professor of History, 2003  
B.A., University of Nairobi  
M.A., University of Nairobi  
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

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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 Welser  
Associate Professor of Journalism, 2005  
B.A., Evangel College  
M.A., Regent University  
Ph.D., Biola 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

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

Thaddeus Williams  
Assistant Professor, Biblical and Theological Studies, 2014  
B.A., Biola University  
M.A., Talbot School of Theology  
Ph.D., Vrije Universiteit of Amsterdam, Amsterdam

Jason Wilson  
Associate Professor of Mathematics, 2008  
B.S., B.A., 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
Appendix

Dean Yamada  
Associate Professor, Cinema and Media Arts, 2006  
B.A., M.F.A., University of Southern California  

Albert Yee  
Associate Professor of Chemistry, Physics and Engineering, 2014  
B.S., M.S., Stanford University  
Ph.D., University of California, Berkeley  

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., University of Cincinnati  

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 enrich the curricular offerings of the University, particular 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  

Aaron Devine  
Assistant Dean, Talbot School of Theology, 2014  
B.S., University of Wisconsin  
M.A., Talbot School of Theology  

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  
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Public Services Librarian, Librarian III, 2004  
B.A., California State University, Fullerton  

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Director, Center for Marriage and Relationships  
B.A., University of Northern Colorado  
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Director of the Learning Center, 2006  
B.A., Biola University  
M.Ed., Azusa Pacific University  

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Director of Digital Learning, 2009  
B.A., University of Technology, Sydney  
M.A., M.A., Ph.D., 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  

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Director of Student Transitions, 2006  
B.A., Biola University  
M.Ed., Azusa Pacific University  

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Director of Chapel Programs, 2008  
B.A., California State University, Fullerton  
M.Div., Talbot School of Theology  

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Director of Career Development, 2004  
B.A., M.A., Azusa Pacific University  

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Technical Services Librarian, Librarian III, 1989  
B.A., California State University, Fullerton  
M.L.S., University of Texas  

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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.LI.S., University of South Carolina  

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Director of Spiritual Life, 1998  
B.S., Palm Beach Atlantic College  
M.A., Biola University  

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B.A., Vanguard University  
M.I.L.I.S., San Jose State University  
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Dean of Students, 1997  
B.A., M.A., Azusa Pacific University  

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Dean of Spiritual Development, 1996  
B.A., Stanford University  
M.Litt., Trinity College  
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Media and Music Librarian, Senior Librarian I, 1999  
B.M., University of Glasgow  
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Reference and Instruction Librarian, 2013  
B.A., Cedarville University  
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B.A., Wheaton College  
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Associate Dean, Residence Life, 2003  
B.A., Biola University  
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Director, University Effectiveness, 2004  
B.A., M.A., Biola University  
Ph.D., Claremont Graduate University
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Director, Biola Counseling Center, 2007  
B.A., Asbury College  
M.A., Psy.D., Rosemead School of Psychology  

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Director, Community Life, 2004  
B.A., John Brown University  
M.A., Azusa Pacific University  
Ph.D., Talbot School of Theology  

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Director, Student Communications, 2007  
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B.A., Westmont College  
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Systems Librarian, Librarian II, 1992  
B.S., Biola University  
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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  

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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.R.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  

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Research Professor of Christian Education, 1999  
B.A., Westmont College  
M.R.E., Fuller Theological Seminary  
M.A., Pepperdine University  
D.D., Western Conservative Baptist Seminary  
D.Litt., Biola University  

University Faculty Emeriti  
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Associate Professor of Business Administration, Emeritus 1978–1999  

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Professor of German and Folklore, Emeritus 1964–1998  

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Professor of History, Emeritus 1966–2005  

Elizabeth Carden  
Professor of Education, Emerita 1952–1985  

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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  

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Professor of Chemistry, Emerita 1982–1989  

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Associate Professor of Chemistry,  
Chief Information Officer, Emeritus 1967–1994  

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Dean, Talbot School of Theology, Emeritus 1976-2014  

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Professor of English, Emerita 1963–2005  

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Professor of Intercultural Studies, Emeritus 1983–2004  

Donald E. Douglas  
Dean, School of Intercultural Studies  
Professor, Intercultural Studies, Emeritus 1989–2007  

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Professor of Psychology, Emerita 1977-2014  

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Associate Professor of Nursing, Emerita 1969–2007  

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Associate Professor of Biblical Studies, Emeritus 1972–2004  

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Associate Professor of Nursing, Emerita 1968–1978  

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Associate Professor of English, Emerita 1961–1994  

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Professor of Intercultural Studies, Emeritus 1989-2015  

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Professor of Systematic Theology, Emeritus 1974-2015  

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Associate Professor of Psychology,  
Collection Development Librarian; Emeritus 1973–1992  

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Professor of Christian Ministry and Leadership, Emeritus 1976-2015  

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Associate Professor of Nursing, Emerita 1953–1989  

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Professor of Intercultural Studies, Emerita 1973–2004  

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Associate Professor of Biological Sciences, Emeritus 1969–2008  

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Professor of Physics, Emeritus 1968–1992  

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Associate Professor of Christian Education, Emeritus 1966–1989  

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Professor of Communication, Emeritus 1974-2015  

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Professor of Psychology, Emeritus 1965–1988  

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Professor of Christian Education, Emeritus 1989-2014  

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Associate Professor of Biological Sciences, Emeritus 1977–2013  

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Professor of Intercultural Studies, Emerita 1983–2006  

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Professor of Music, Emeritus 1963–2013  

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Dean, School of Intercultural Studies, Emeritus 1982–1989
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Assistant Professor of Nursing, Emerita 1975–1989

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Dean of Administration, Rosemead School of Psychology,  
Associate Professor of Practical Theology, Emeritus 1970–1990;  
Alumni Development Representative 1995

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Professor of Communication Studies, Emeritus 1977–2003

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Professor of Physical Education, Emeritus 1962–2006  
Dean of Professional Studies, Emeritus

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Associate Professor of Kinesiology, Health and Physical Education,  
Emeritus 1970-2015

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Professor of Biological Sciences, Emeritus 1970–2008

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Professor of History, Emeritus 1966–2013

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Professor of Psychology, Emeritus 1963–2007

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Professor of Applied Linguistics and TESOL, Emeritus 1991–2005

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Professor of Old Testament and Semitics, Emeritus 1974–2012

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Professor of Chemistry, Emeritus 1970–2011

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Associate Professor of Physical Education, Emeritus 1966–1990

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Associate Professor of Physical Education, Emerita 1968–1998

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Professor of Music, Emeritus 1965–2005  
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Professor of English, Emeritus 1962–1997

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Professor of Education, Emeritus 1987–2015

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Professor of Intercultural Studies, Emeritus 1991–2013

Gary Strauss  
Professor of Psychology, Emeritus 1974–2012

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Professor of Mathematical Sciences, Emeritus 1971–2008

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Professor of Music, Emeritus 1960–1998

Loren Glenn Wiebe  
Professor of Music, Emeritus 1965–1997

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Professor of History, Emeritus 1979–2011

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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
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.

Ahmanson Veterans Scholarship, The
Al and Gloriah Enderle Endowed Scholarship
Al Sanders Endowed Scholarship
Alan and Sharon Gates & Nate and Carolyn Waltz Scholarship
Alice Frances Head Memorial Scholarship
Allen and Elvera Aspling Memorial Scholarship
Anderson-Melzh Scholarship
Aney Trust Business Scholarship
Aney Trust Christian Education Scholarship
Angela Good Memorial Scholarship
Anne Louise Gewe Scholarship
Art Department Endowed Scholarship
Atala Virginia Baker Memorial Scholarship
Baseball Funded Scholarship
Bill Bynum Memorial Scholarship
Biola Ethnic Diversity Impact Scholarship
Biola Student Aid Grant
Biola University Athletics Scholarship
Biola University Scholarships
Biola World Impact Scholarship
Biological Sciences Scholarship
Bob Thompson & Audry Piano Scholarship
Bonesteel Family Kiev Scholarship, The
Bonesteel Scholarship, The
Bunn-Kilander-Christensen Nursing Scholarship for Missions
Business Scholarship
Butterfield Memorial Foundation Nursing Scholarship
Carolyn Simons Scholarship Fund, The
Cheatham Family Foundation
China Business Study Scholarship
Christian and Rheba Ummel Memorial Scholarship
Christian Education Financial Assistance
Christian Education Undergraduate Scholarship, The
Christopher J. & Patricia A. Brown Talbot Scholarship
Clinical Excellence Scholarship
Clyde and Anna Belle Cook Scholarship
Col. Harry and Evelyn S. Zuckerberg Endowed Memorial Nursing Scholarship
Cole and Ira Barzilay Memorial Scholarship
Continuing Students Hardship Fund
Credo Chamber Music Scholarship
Cross Country Funded Scholarship
Daniel B Pennings Scholarship

David Charles Dunn Memorial Fellowship
David R. Crane Biola Scholarship
Department of CMA Student Scholarship
Designated Biola Grant
Disabilities Service Scholarship
Donald C. & Jo G. Bishop Scholarship Fund for Men’s Basketball
Donald C. and Jo Bishop Scholarship Fund for Music
Donald C. and Jo G. Bishop Scholarship Fun for the Torrey Honors Institute
Dr. Charles Lee Feinberg Award
Dr. Francis Yu Mei Lu Scholarship
Dr. J.H. Gerdes Education Scholarship
Dr. Jack Schwarz Music Ministry Scholarship
Dr. John Mark Reynolds Scholarship
Dr. Lloyd E. Kwast Scholarship Fund
Dr. Louis T. Talbot Memorial Scholarship
Dr. Richard Rigsby Scholarship
Dr. Tin Y. and Anne Shue Fong Kwong Scholarship
Dr. William Lock Endowed Scholarship
Ecuadorian Scholarship
Edna Owen Chamber Music Scholarship
Education Student Grant
Elizabeth Jane Cornwall Scholarship
Emma C. Johnson Endowment Scholarship
Endowed Scholarship for Talbot
English Faculty Honors Award
Faculty and Staff Scholarship
Faculty Staff Contingency
Faith and Hope Scholarship
Faithful Servants Scholarship, The
Fieldstead MA Philosophy Grant
Fletcher Jones Foundation Endowed Scholarship
Florence H. Russell Scholarship
Fook Kong Li Memorial Scholarship
Frederick G. Bursch Memorial Scholarship
General Education Fund
George and Eileen Bowman Biola Missionary Scholarship
George and Eileen Bowman Talbot Missionary Scholarship
George and Maude Von Tungeln Memorial Student Scholarship
George H. Mayr Scholarship
George M. Swab Scholarship
Gladys Mackenzie Endowed Scholarship
Glen Wilson High School Scholarship
Good News for China Scholarship
Good Shepherd Scholarship, The
Gordon Johnson Endowed Scholarship
Graduate Alumni Retention Scholarship
Guy and Marion Martin Endowed Talbot Scholarship
Harold E. Camp & Evelyn Camp Blackwell Scholarship Fund
Harold Taber MBA Scholarship
Harry A Baker Memorial Fund
Hawaii Alumni Association Scholarship
Scholarships

Helen Faulk Missionary Scholarship
Henry Warren Scholarship Fund
History Club Scholarship
Hooker-MK Scholarship
Hoop Club Funded Scholarship
Horace and Dolphine Felkins Family Scholarship
Horace and Dot Felkins Scholarship
Horace and Dot Felkins School of Business Scholarship
Howell Seaton Scholarship
Intercultural Studies Scholarship
International Missionary Dependent Scholarship
Ivan Brown Scholarship
Jacob Liesch International Worship Scholarship
Jacob Liesch Worship Composition Scholarship
James Albert Olds Scholarship, The
James and Patricia Beazley Scholarship
James E Brown Trust Scholarship
James O. Henry History Scholarship
Jana Hammond Scholarship
Jean Bernard Student Fund
Jenne Ambrose Hunt Endowed Scholarship
Jerry G. Booher Endowed Scholarship, The
Joan Gristed Endowed Student Scholarship
Joanne Page Haney Saffell Memorial Scholarship
John and Ruth Poelstra Scholarship
Jon Campbell Scholarship
Judith E. Lingenfelter Doctoral Fellowship
Kathryn D Schakel Scholarship
Ken Bascom Scholarship
Kenneth B. Jacques Scholarship
Kevin M Kepner Memorial Scholarship
Kiev Scholarship
Korean Scholars Award
Korean Student Scholarship
Larry Acosta Scholarship
Leila Khalil Memorial Scholarship
Leila Bascom Memorial Scholarship
Li Endowed Nursing Scholarship
Lola Shannon Winter Memorial Scholarship
Lorin Gristed Endowed Scholarship
MA Philosophy & Ethics Scholarship
MacGregor Fund, The
Manna Scholarship, The
Margaret Bascom Sanders Endowed Scholarship
Masakazu and Doreen Iwata History Scholarship
Mathilde K Bartlett Endowed Scholarship
Melissa Belton Memorial Music Fund
Melvin Follick Memorial Scholarship
Men’s Basketball Funded Scholarship
Men’s Golf Funded Scholarship
Men’s Soccer Funded Scholarship
Men’s Tennis Funded Scholarship
Mesghina G-Medhin International Students Scholarship
Michelle Skelton Social Science - Missions Endowed Scholarship
Ministry Scholarship
Music Merit Scholarship
Nancy Myers Nauman Memorial Scholarship
Noel and Eleanor Gardner Service Through Sacred Music Award, The
North American Christian Foundation Scholarship
Orval C. Robertson Endowed Music Scholarship Fund
Paul and Helen Horton Walker Memorial Scholarship
Paul Poelstra Scholarship
Pauline Hogan Memorial Scholarship/Awaiting Endowment
Pauline Howell Anderson Memorial Fund
Philippines 2 Scholarship
Piano Faculty Honor Scholarship
Pires Memorial Scholarship
Psalms 139 Scholarship
Rallis Family Athletics Scholarship
Rallis-Whelchel MBA Scholarship
Ralph T. and Lucile V. Chance Scholarship
Ray and Gertie Gott Memorial Scholarship
Richard L. McNeely Endowed Scholarship
Richard Unfried Music Education Scholarship
Robert E Welch Memorial Scholarship
Robert Pershing Anderson Memorial Scholarship
Robert T. and James H. Wilkinson Endowed Ministerial Scholarship Fund
Robin Finley Memorial Scholarship
Rosemead Endowed Scholarship
Rosemead Legends Fund
Ross Memorial Scholarship
Ruby Women Scholarship
Ruth J. Newell Scholarship
Samuel H. Sutherland Endowed Memorial Scholarship
Science and Religion Scholarship
Servant Leadership Program Scholarship
Sheldon Ray Zenger Memorial Scholarship, The
Snyder Piano Student Scholarship
Soccer Hall of Fame
Softball Funded Scholarship
Soubirou Nursing Alumni Scholarship, The
Stephen Skelton Memorial Music Scholarship
Steve Mattson Memorial Scholarship
Steven Shephard Memorial
Student Economic Relief Crisis Fund
Swimming Funded Scholarship
Talbot Academic Excellence Scholarship
Talbot Dean’s Fund
Talbot Economic Relief Fund
Talbot Impact Ministries/Talbot Merit Award
Talbot Memorial Endowed Scholarship
TC and Anna Horton Memorial Scholarship
TESOL and Applied Linguistics Scholarship
Thaddaeus Scholarship
Theodore and Li Heng King Scholarship
Tobin Sorensen Scholarship
Toni Patricia Smith Memorial Scholarship
Torrey Head, Heart, and Hands Scholarship
Track and Field Funded Scholarship
Valaskanty Scholarship Fund
Van Daele Scholarship, The
Viola Vestal Coulter Foundation, Inc. Scholarship
Volleyball Funded Scholarship
Wade Wahl Memorial Scholarship, The
WBB Boosters Funded Scholarship
Wendy Nelson Brown Memorial Fund
Wight-Cook Johnston Endowed Scholarship, The
William and Elizabeth Carden Scholarship
William Bass Memorial Scholarship
William F. Hunter Dissertation Prize
William Joshua Head Memorial Scholarship
Withers Family Scholarship
Women’s Basketball Funded Scholarship
Women’s Golf Funded Scholarship
Women’s Soccer Funded Scholarship
Women’s Tennis Funded Scholarship
Academic Calendar

2015–16 Semester Academic Calendar

**Fall 2015**
Monday, July 6–Aug. 17
- Enrollment and payment for Fall 2015
Tuesday, Aug. 18–20
- University Faculty Conference
Wednesday, Aug. 26
- Classes begin
- Convocation
Friday, Aug. 28
- Last day to add online and hybrid classes
Friday, Sept. 4
- Last day to complete late enrollment and payment
Monday, Sept. 7
- Labor Day holiday (University closed)
Friday, Sept. 11
- Last day to add classes
Wednesday, Oct. 14–16
- Torrey Memorial Bible Conference
Monday, Oct. 19–30
- Academic Advising for Interterm 2016 and Spring 2016
Friday, Oct. 23
- Last day to withdraw from classes
- Last day to receive a partial refund when dropping a class
Monday, Nov. 2–Dec. 18
- Registration for Interterm 2016 and Spring 2016
Wednesday, Nov. 25–29
- Thanksgiving break (University closed November 26–29)
Monday, Dec. 14–18
- Final exam week (undergraduate)
Friday, Dec. 18
- Fall Commencement
- Fall degree conferral date
Tuesday, Jan. 5
- Grades due

**Interterm 2016**
Thursday, Dec. 24–Jan. 3
- Christmas/New Year’s holiday (University closed)
Monday, Jan. 4
- Classes begin
Tuesday, Jan. 5–15
- Enrollment and payment for Spring 2016
Monday, Jan. 18
- Martin Luther King Jr. holiday (University closed)
Saturday, Jan. 23
- Classes end
Friday, Jan. 29
- Grades due

**Spring 2016**
Monday, Feb. 1
- Classes begin
- Convocation
Friday, Feb. 5
- Last day to complete late enrollment and payment
- Last day to add online and hybrid classes
Friday, Feb. 12
- Last day to add classes
Wednesday, March 9–11
- Missions Conference
Monday, March 21–April 8
- Academic Advising for Summer 2016 and Fall 2016
Thursday, March 24
- Last day to withdraw from classes
- Last day to receive a partial refund when dropping a class
Friday, March 25
- Good Friday holiday (University closed)
Friday, March 25–April 3
- Easter break
Monday, April 11–May 27
- Registration for Summer 2016 and Fall 2016
Monday, May 23–27
- Final exam week (Undergraduate)
Friday, May 27
- Spring Commencement
- Spring degree conferral date
Monday, June 6
- Grades due

**Summer 2016**
Monday, May 30
- Memorial Day holiday (University closed)
Tuesday, May 31–June 18
- Session 1 Classes
Monday, June 20–July 23
- Session 2 Classes
Friday, June 24
- Grades due Session 1
Monday, July 4
- Independence Day holiday (University closed)
Tuesday, July 5-Aug. 15
- Enrollment and payment for Fall 2016
Friday, July 29
- Grades due Session 2
Saturday, August 20
- Summer degree conferral date
2015–16 Trimester Academic Calendar

**Fall 2015 Trimester**
Monday, Aug. 3–Aug. 31
- Registration and Enrollment for Sessions 1 and 2

Monday, Aug. 31
- Last day to register and add classes for Session 1
- Session 1 (7 weeks)

Monday, Sept. 7
- Labor Day holiday (University closed)

Saturday, Sept. 26
- Last day to withdraw from Session 1 classes
- Last day to receive a partial refund when dropping a class

Monday, Oct. 19
- Last day to add classes for Session 2
  (no new students, only continuing student changes)

- Session 2 (7 weeks)

Saturday, Nov. 14
- Last day to withdraw from Session 2 classes
- Last day to receive a partial refund when dropping a class

Thursday, Nov. 26–27
- Thanksgiving holiday (University closed Nov. 26–29)

**Spring 2016 Trimester**
Monday, Nov. 23-Dec. 18
- Registration and Enrollment for Sessions 1 and 2

Thursday, Dec. 24-Jan. 3
- Christmas/New Year’s holiday (University closed)

Monday, Jan. 4
- Last day to register and add classes for Session 1

Monday, Jan. 4-Feb. 20
- Session 1 (7 weeks)

Monday, Jan. 18
- Martin Luther King, Jr. holiday (University closed)

Saturday, Jan. 30
- Last day to withdraw from Session 1 classes
- Last day to receive a partial refund when dropping a class

Monday, Feb. 22
- Last day to add classes for Session 2
  (no new students, only continuing student changes)

Monday, Feb. 22-April 16
- Session 2 (7 weeks)

Saturday, March 19
- Last day to withdraw from Session 2 classes
- Last day to receive a partial refund when dropping a class

Friday, March 25-27
- Easter break (University closed)

**Summer 2016 Trimester**
Monday, March 28–April 25
- Registration and Enrollment for Sessions 1 and 2

Monday, April 25
- Last day to register and add classes for Session 1

Monday, April 25–June 18
- Session 1 (7 weeks)

Saturday, May 21
- Last day to withdraw from Session 1 classes
- Last day to receive a partial refund when dropping a class

Monday, May 30
- Memorial Day holiday (university closed)

Monday, June 20
- Last day to add classes for Session 2
  (no new students, only continuing student changes)

Monday, June 20–Aug. 13
- Session 2 (7 weeks)

Monday, July 4
- Independence Day holiday (University closed)

Saturday, July 16
- Last day to withdraw from Session 2 classes
- Last day to receive a partial refund when dropping a class

Friday, July 22
- Fourth of July holiday (University closed)

Saturday, July 23
- Last day to receive a partial refund when dropping a class

Monday, July 25
- Last day to register and add classes for Session 2

Monday, July 25–Aug. 13
- Session 2 (7 weeks)

Saturday, Aug. 14
- Last day to withdraw from Session 2 classes
- Last day to receive a partial refund when dropping a class
# 2015–2018 General Academic Calendar

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Aug. 26</td>
<td>Aug. 24</td>
<td>Aug. 23</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Sept. 7</td>
<td>Sept. 5</td>
<td>Sept. 4</td>
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<tr>
<td>Torrey Conference</td>
<td>Oct. 14–16</td>
<td>TBD</td>
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<tr>
<td>Thanksgiving Break</td>
<td>Nov. 25–29</td>
<td>Nov. 23–27</td>
<td>Nov. 22–26</td>
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<tr>
<td>Final Exam Week</td>
<td>Dec. 14–18</td>
<td>Dec. 12–16</td>
<td>Dec. 11–15</td>
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<tr>
<td>Fall Commencement</td>
<td>Dec. 18</td>
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<table>
<thead>
<tr>
<th>INTERTERM</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Jan. 4</td>
<td>Jan. 3</td>
<td>Jan. 2</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day</td>
<td>Jan. 18</td>
<td>Jan. 16</td>
<td>Jan. 15</td>
</tr>
<tr>
<td>Classes End</td>
<td>Jan. 23</td>
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<td>Jan. 20</td>
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<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>Feb. 1</td>
<td>Jan. 30</td>
<td>Jan. 29</td>
</tr>
<tr>
<td>Missions Conference</td>
<td>March 9–11</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Good Friday</td>
<td>March 25</td>
<td>April 14</td>
<td>March 30</td>
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<tr>
<td>Easter Break</td>
<td>March 25–Apr. 3</td>
<td>April 14–23</td>
<td>March 30–Apr. 8</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>May 23–27</td>
<td>May 22–26</td>
<td>May 21–25</td>
</tr>
<tr>
<td>Spring Commencement</td>
<td>May 27</td>
<td>May 26</td>
<td>May 25</td>
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<table>
<thead>
<tr>
<th>SUMMER SEMESTER</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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</thead>
<tbody>
<tr>
<td>Memorial Day</td>
<td>May 30</td>
<td>May 29</td>
<td>May 28</td>
</tr>
<tr>
<td>Session 1 Begins (3 weeks)</td>
<td>May 31</td>
<td>May 30</td>
<td>May 29</td>
</tr>
<tr>
<td>Session 1 Ends</td>
<td>June 18</td>
<td>June 17</td>
<td>June 16</td>
</tr>
<tr>
<td>Session 2 Begins (5 weeks)</td>
<td>June 20</td>
<td>June 19</td>
<td>June 18</td>
</tr>
<tr>
<td>Independence Day</td>
<td>July 4</td>
<td>July 4</td>
<td>July 4</td>
</tr>
<tr>
<td>Session 2 Ends</td>
<td>July 23</td>
<td>July 22</td>
<td>July 21</td>
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