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GENERAL INFORMATION

Carrying on a tradition of educational excellence that dates back over 100 years, Biola University now encompasses the following schools:

- Cook School of Intercultural Studies
- Crowell School of Business
- Rosemead School of Psychology
- School of Cinema and Media Arts
- School of Education
- School of Fine Arts and Communication
- School of Humanities and Social Sciences
- School of Science, Technology and Health
- Talbot School of Theology

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

Biola University traces its origins to the Bible Institute of Los Angeles established in 1908 by Lyman Stewart, founder and president of the Union Oil Company, and the Rev. T.C. Horton, two men of extraordinary vision and commitment to Christian higher education.

Dedicated to sharing and defending the Christian faith, Stewart and Horton established the Institute to educate and equip men and women to impact society at home and abroad with the truth of the gospel. The Institute's influence was felt along the entire Western Seaboard from Mexico to Canada and across the Pacific to China. By 1909, over 540 extension courses were sponsored by the Bible Institute. In 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 its dean.

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

"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."

The following decades produced immense growth, development and outreach. Under the leadership of Dr. Louis T. Talbot, president from 1932 to 1935 and 1938 to 1952, the school moved from a two-year to a four-year program offering degrees in theology, Christian education, sacred music, and a one-year program in missionary medicine. By 1949, the Bible Institute had become a flourishing Bible college and in 1952 launched Talbot Theological Seminary to further serve the Christian community. Under Dr. Samuel H. Sutherland, who became president in 1952, the college continued to grow in size, programs and reputation. The demands imposed by the growing student body and the enlarged curriculum prompted the purchase of a 75-acre site in La Mirada in 1959, the same year it received accreditation from the Western Association of Schools and Colleges.

In the ensuing years, Biola College broadened its curricula in the arts, sciences, professions and seminary offerings while maintaining its strong foundation in biblical studies. Dr. J. Richard Chase became Biola's sixth president in 1970, and continued to expand the program base, acquiring the Rosemead Graduate School of Professional Psychology in 1977. The undergraduate programs in psychology were merged with Rosemead's graduate programs in the fall of 1981, forming the present Rosemead School of Psychology.

Biola College became Biola University on July 1, 1981, composed of the School of Arts and Sciences, Rosemead School of Psychology and Talbot Theological Seminary, later to become Talbot School of Theology. A year later, in 1982, Dr. Clyde Cook became the seventh president. The School of Intercultural Studies, with its outstanding program in world missions, was established in 1983 and renamed the Cook School of Intercultural Studies in 2009. The School of Business was added in 1993 and renamed the Crowell School of Business in 2007. The School of Education was added in 2007. On May 11, 2007, the Board of Trustees selected the university's eighth president, Dr. Barry H. Corey, to lead Biola into its second century. In 2016, Biola established a new school — the School of Science, Technology and Health.

As it pursues an ambitious vision for the years ahead, the university continues to be recognized as a leader in Christian higher education. In 2014, Biola was ranked 10th on the list of America's "up and coming" national universities by U.S. News and World Report and earned a position in the top tier of the prestigious national rankings. Meanwhile, enrollment continues to surpass 6,000 students, with more students than ever seeking the benefits of a Biola education.

Since 1908, Biola has stood as a beacon of hope for the intellectual, spiritual and moral growth of its students. As the only national university to require a Christian commitment of its faculty, students and staff, Biola University is building on its legacy of impacting the world for the Lord Jesus Christ.

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

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.

**Transformation: Patterns of Heart**

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

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

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

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

**Testimony: 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.

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

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

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

**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:

- American Psychological Association (1980)
- Association of Collegiate Business Schools and Programs (1997)
- Association of Theological Schools (1977)
- California Commission for Teacher Preparation and Licensing (1960)
- Commission on Collegiate Nursing Education (2007)
- National Association of Schools of Art and Design (1998)
- National Association of Schools of Music (1970)
- State of California Board of Registered Nursing (1966)

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

1 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 (501) 748-9001 or see the WASC senior (http://wascsenior.org/contact) website for additional information.

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 Health, Physical Education and Recreation
- American Psychological Association
- Associated Collegiate Press
- Association for Education in Journalism and Mass Communication
- Association of Christian College Media
- Association of Christian Schools, International
- Association of Collegiate Business Schools and Programs
- Association of College Unions International
- Association of Independent California Colleges and Universities
- Association of Schools and Colleges of Journalism and Mass Communication
- California Association of Health, Physical Education, and Recreation
- California College Media Association
- California Council on the Education of Teachers
- Choral Conductors’ Guild (California)
- Christian Scholar’s Review
- College Entrance Examination Board
- Council for Christian Colleges and Universities
- Council on Post-secondary Accreditation
- Evangelical Press Association
- Evangelical Teacher Training Association
- Music Educator’s National Conference
- National Association of Intercollegiate Athletics
- National Communication Association
- Western Association of Graduate Schools
- Western Council on Higher Education for Nursing
- Western Interstate Commission for Higher Education
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, 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 on 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. 2:5-9), 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 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:

1. God providentially directs His creation
2. He specially intervened in at least the above-mentioned points in the creation process
3. 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

1. God never directly intervened in creating nature and/or
2. humans share a common physical ancestry with earlier life forms.

Though there may be 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 (c.f., 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 life. Life begins at conception. We abhor the destruction of innocent life through abortion on demand, infanticide, or euthanasia as unbiblical 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. See the Spiritual Development (https://www.biola.edu/spiritual-development) website for additional information.

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 Intercultural Studies
- Kyiv, Ukraine
- M.A. Biblical and Theological Studies/Diversified
- M.A. Intercultural Studies, Doctor of Intercultural Studies
- 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 Biola University Library is committed to outstanding SERVICE to our users, responsible STEWARDSHIP of our resources, and an enduring support of SCHOLARSHIP. The Library serves Biola University as the campus’s central research hub, supporting all undergraduate and graduate programs with extensive information resources and a wide variety of services. Opened in the Fall of 2001, our, 98,000 square foot, tri-level Library, located on the campus quad, integrates traditional print, online, and multimedia resources. The Library provide an environment that respects the privacy of individual scholars while facilitating dynamic, interactive, collaborative learning groups. Both the Library infrastructure and personnel are poised to keep pace with the growth of the University for many years.

The Library’s quiet, two-story Fluor Reading Room offers comfortable lounge seating, generous study tables and a grand piano used for special events. There are 22 group study rooms that can be reserved online. Each contains seating for six or eight patrons and a whiteboard. The building provides space for over 1022 individual study stations at carrels, tables and casual lounge reading seats, and wireless network connectivity is available throughout the Library. The upper-level Study Terrace and the middle-level Giuamra Courtyard offer more than 100 outdoor landscaped study spaces with wireless network connectivity, and study bikes next to the Study Terrace offer a unique study environment to strengthen both mind and body. At the entrance of the Library the Heritage Cafe provides an informal setting for study, fellowship and nutrition breaks. The Library also hosts two computer classrooms: one with 35 PCs and one with 24 Macs; The Rhetoric & Writing Center, The Office of Faculty Development, The Learning Center, and a Test Proctoring 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 events such as book talks, lectures, music recitals and art exhibits, curated by the Art Department, several times each year.
In addition to a growing collection of more than 230,477 print volumes and 478,620 ebooks, the library currently offers access to more than 87,000 periodical titles. Furthermore, the Library has a robust selection of electronic resources that are available off campus to current students, staff, and faculty. Alumni also have off campus access to select databases. The collection also includes thousands of CDs and DVDs that support Biola’s academic programs, and a dedicated curriculum section for teacher education. The Library offers adaptive technologies, fee-based photocopying and printing, free scanners, and microform readers to facilitate resource use. The diverse collection reflects Biola’s enthusiasm and scholarly commitment to the integration of faith and learning in all academic disciplines.

The Library provides access to its holdings through a Discovery Service (“Search Everything”), library catalog, and databases. All are accessible via the Library website at library.biola.edu. Current students, staff, and faculty have access to our full suite of electronic resources on and off campus via their netID and password. Additionally, alumni have access to selected databases off campus. The Biola Archives and Special Collections are housed in the Biola Library. The Archives contains unique collections and materials of Biola’s past. Prominent collections in Archives include the papers of Lyman Stewart, Samuel Sutherland, and records of the Hunan Bible Institute. Our Special Collections include rare books, faculty publications, and the largest Christian Comic Book collection in higher education.

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 allows eligible students, staff, and faculty to access libraries across California and the United States. Interlibrary loan services facilitate borrowing resources from thousands of libraries around the world. Biola Library provides access to a full suite of databases and other digital resources. The Biola Digital Commons (digitalcommons.biola.edu (https://digitalcommons.biola.edu)) offers free online access to Biola’s history, including lectures, messages, and sermons by Charles Feinberg, Louis Talbot, various Biola professors, and others. Also included is the Biola Hour, Hunan Bible Institute papers, historical photos and films, Biola Broadcaster, Kings Business, and other historical documents, broadcasts, and publications.

Nine professional librarians, a well-qualified paraprofessional staff, and many able student assistants provide service more than 105 hours per week during the regular campus semesters with additional late-night hours during finals and adjusted schedules of service available year round. The Reference Desk provides library and research assistance in person and via live chat, phone, email, and SMS text. The Library is active on a wide variety of social media platforms including Facebook, Twitter, and Instagram. Due to our commitment to serving our patrons many of our services and resources are available 24/7/365 for those with Internet access and active NetIDs and passwords.

Tech Commons
The Tech Commons (https://www.biola.edu/directory/offices-services/tech-commons) located on the middle level offers a variety of audio-visual resources and technical help to enhance the quality of communication and instruction by faculty and students. The Tech Commons is staffed by helpful IT student employees ready to assist students with personal computers and software applications. In addition, the Tech Commons helps the entire Biola community with printing, copying, and using public computers in the library. We also process media equipment loans for faculty, staff, and students.

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

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

Center for Christianity, Culture and the Arts
The Center for Christianity, Culture and the Arts (CCCA) is a valuable and innovative resource for artists, academics, theologians and anyone interested in exploring the relationship between art, culture and faith. The CCCA is distinguished by its commitment to the full range of the arts, its emphasis on multidisciplinary collaborations and discussions, and its focus on making a variety of resources and original content easily accessible online (http://ccca.biola.edu).

Center for Marriage and Relationships
The Center for Marriage and Relationships (CMR) exists to build and sustain healthy relationships and marriages at Biola, in the church and broader culture. Our mission is to combine the timeless, cross-cultural wisdom of Scripture with scholarly research, insights, and tools. We provide a safe place for students, couples and families to share their stories and be heard. And we desire to restore and inspire a vision of marriage that reflects the Biblical model of Christ’s redeeming love for the church. See the CMR (http://cmr.biola.edu) website for additional information.

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 entirely online; or as a hybrid or blended course, conducted both online and in a physical classroom.

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 offered entirely online. 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 are aimed at delivering the highest possible learning outcomes in the digital learning modality and to contribute to the vision and mission of the University.

Digital learning courses are 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. Relationships and learning outcomes are equivalent to those of traditional, in-person courses and programs. Professors add value to online classes by demonstrating content expertise and sharing their practitioner experience. They also serve as facilitators of discussion and
of the learning process by actively engaging students, stimulating critical thinking, and encouraging practical application.

**Summer Session**

For our traditional graduate and undergraduate programs using a semester academic schedule, 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 during Biola’s Summer Session 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.

For our programs using a trimester academic schedule, Summer Session is a regular term and continuing enrollment is required for the program. Course offerings and requirements information will be available in descriptions of the specific program.

**Army ROTC**

The Army Reserve Officer Training Corps program is available to all students of Biola University through the Department of Military Science of California State University, Fullerton. Army ROTC provides scholarships and challenging leadership training. The curriculum includes rappelling, physical fitness development, practical application of managerial techniques, and classes in military history and tactics. Army ROTC also allows students to pursue commissions in the U.S. Army.

**Programs**

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

**Scholarship**

Military Science courses are accredited and available to students in all academic disciplines. Full-time students are also eligible to enroll as cadets in accordance with the University and Department of Defense policies. Several competitive financial assistance programs are available, which include: four-, three- and two-year scholarships; books and fees; Reserve forces and National Guard duty; GI 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. CTTL gives cadets a chance to serve as acting platoon leaders with an actual active duty U.S. Army unit. Many of the CTTL 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 (armyrotc@fullerton.edu) or call at (657) 278-3007.

**Air Force ROTC**

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

AFROTC offers a variety of two-, three- and four-year scholarships, many of which pay the full costs of tuition, books, and fees. Successful completion of as little as four semesters of AFROTC academic classes and leadership laboratories can lead to a commission as a second lieutenant in the United States Air Force.

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

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

**Disclaimer**

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

**Financial Information**

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

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

**Application Fee**

An application fee of $45, undergraduate study, must accompany each application. This fee is non-refundable. Applications for Spring received after November 15, or for Fall received after March 1 must be accompanied by a fee of $10, bringing it to a total of $55.

An application fee of $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>$5,620 - $6,200</td>
<td>$2,810 - $3,100</td>
</tr>
</tbody>
</table>

For a breakdown of individual room rates visit the Housing Services (https://www.biola.edu/housing) website.

**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>
</thead>
<tbody>
<tr>
<td>20 Flex Meal Plan</td>
<td>$2,556</td>
<td>$5,112</td>
</tr>
<tr>
<td>(includes $150 Flex dollars)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Flex Meal Plan</td>
<td>$2,415</td>
<td>$4,830</td>
</tr>
<tr>
<td>(includes $150 Flex dollars)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Flex Meal Plan</td>
<td>$2,060</td>
<td>$4,120</td>
</tr>
<tr>
<td>(includes $150 Flex dollars)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Flex Meal Plan</td>
<td>$1,904</td>
<td>$3,808</td>
</tr>
<tr>
<td>(includes $150 Flex dollars)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Meal Plan (no Flex dollars)</td>
<td>$1,770</td>
<td>$3,540</td>
</tr>
<tr>
<td>175 Block Plan (175 &quot;anytime&quot; meals, includes $150 Flex dollars)</td>
<td>$2,236</td>
<td>$4,472</td>
</tr>
<tr>
<td>5 Flex Meal Plan</td>
<td>$800</td>
<td>$1,600</td>
</tr>
<tr>
<td>(includes $50 Flex dollars)</td>
<td>$567</td>
<td>$1,134</td>
</tr>
</tbody>
</table>

1 For apartment residents and commuter students only.

Any purchases of Student Dollars or prorated adjustments due to cancellation or changes of meal plans will be reflected on the student’s account. All questions regarding meal plan changes, meal plan billing, etc. need to be addressed to the Auxiliary Operations Manager, in Auxiliary Services: 562-944-0351, ext. 5813 or dining.services@biola.edu. (dining.services@biola.edu)
Graduate Student Housing Rates

Biola provides furnished housing for single graduate students in on-campus suite-style rooms and in off-campus houses owned by the University. The per month rate 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 families at a per apartment 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:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Double occupancy per bedroom</td>
<td>$555/person/month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single occupancy per bedroom</td>
<td>$700/person/month</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unfurnished apartments (married housing):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Bedroom</td>
<td>$1,100/month</td>
</tr>
<tr>
<td>Two-Bedroom</td>
<td>$1,400/month</td>
</tr>
</tbody>
</table>

Tuition Information 2018–19

<table>
<thead>
<tr>
<th>School/Degree/Program</th>
<th>Semester Tuition</th>
<th>Annual Tuition</th>
<th>Cost Per Credit</th>
<th>Summer Per Credit</th>
<th>Semester Audit Fee Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Tuition</td>
<td>$20,244</td>
<td>$40,488</td>
<td>$1,687</td>
<td>$675</td>
<td>$60</td>
</tr>
<tr>
<td>Online Degree Program</td>
<td></td>
<td>$575</td>
<td>$575</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners Program (ELP)</td>
<td>$536</td>
<td>$536</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Special Students$^2$</td>
<td>$20,244</td>
<td>$40,488</td>
<td>$1,687</td>
<td>$675</td>
<td>$60</td>
</tr>
</tbody>
</table>

| **Graduate Programs** | | | | | |
| **Cook School of Intercultural Studies** | | | | | |
| M.A. and Specials$^1$ | $621 | $621 | $60 |
| D.I.S. | $621 | $621 | $621 |
| Doctoral Programs | $1,209 | $1,209 | $1,209$^4 |

| **Crowell School of Business$^3$** | | | | | |
| MBA and MM Core, Electives, and Prerequisites | $996 | $996 | $60$^3 |
| MPAcc Core | $713 | $713 | $60$^3 |
| Theology | $621 | $621 | $60$^3 |

<table>
<thead>
<tr>
<th><strong>Rosemead School of Psychology</strong></th>
<th>9–16 credits</th>
<th>9–16 credits/semester</th>
<th>1–8, 17+ credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts and Specials</td>
<td>$14,172</td>
<td>$28,344</td>
<td>$1,181</td>
</tr>
<tr>
<td>Doctoral Programs</td>
<td>$14,172</td>
<td>$28,344</td>
<td>$1,181</td>
</tr>
</tbody>
</table>

| **School of Education** | | | | | |
| M.A., Credentials, Post Bac, and Specials | $621 | $621 | $60 |

| **School of Science, Technology and Health** | | | | | |
| M.S. Speech and Language Pathology | $885 | $885 | |

<p>| <strong>Talbot School of Theology</strong> | | | | | |
| M.A. Programs and Specials | $621 | $621 | $60 |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition 1</th>
<th>Tuition 2</th>
<th>Tuition 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. Christian Apologetics and M.A. Science and Religion</td>
<td>$621</td>
<td>$621</td>
<td>(No course may be audited)</td>
</tr>
<tr>
<td>Doctoral Programs</td>
<td>$1,146</td>
<td>$1,146</td>
<td>$1,146</td>
</tr>
<tr>
<td>Doctor of Ministry</td>
<td>$441</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Tuition values include Student Government Association (SGA) Fee when applicable.

1. Semester Audit Fee charged regardless of credit course load.
2. Non-degree seeking
3. Auditing graduate courses in the School of Business is subject to approval.
4. Auditing doctoral courses is typically not permitted. Exceptions subject to school Dean's approval.

## General Fees

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

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment Deposit (non-refundable):</strong></td>
<td>$300</td>
</tr>
<tr>
<td><strong>Arranged Course/Independent Study Fee</strong></td>
<td>$15</td>
</tr>
<tr>
<td><strong>Cap and Gown Fee</strong></td>
<td>$39</td>
</tr>
<tr>
<td>Undergraduate (Cap and Gown)</td>
<td>$42</td>
</tr>
<tr>
<td>Graduate Gown</td>
<td>$30</td>
</tr>
<tr>
<td>Graduate Hood</td>
<td>$50</td>
</tr>
<tr>
<td>Doctoral Regalia Rental (Cap, Gown, and Hood)</td>
<td></td>
</tr>
<tr>
<td><strong>Change of Class Schedule</strong></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 Enrollment Fee - Any time after the published payment deadline</td>
<td>$200</td>
</tr>
<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 (per occurrence)</td>
<td>$25</td>
</tr>
<tr>
<td>Rush Check Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Housing Deposit</td>
<td>$250</td>
</tr>
<tr>
<td>Special Off-Campus Program Registration Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Payment Plan Fee</td>
<td>$85</td>
</tr>
<tr>
<td>Transcript Fee Official</td>
<td>$6</td>
</tr>
<tr>
<td>Per Copy</td>
<td>$2.25</td>
</tr>
<tr>
<td>Online Processing</td>
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</tr>
<tr>
<td>Vehicle Registration estimate (Graduate: On campus less than 8 days during term)</td>
<td>$15</td>
</tr>
<tr>
<td>Vehicle Registration estimate (Graduate: On campus 1 day a week)</td>
<td>$40</td>
</tr>
<tr>
<td>Vehicle Registration estimate (Graduate: On campus more than once a week)</td>
<td>$80</td>
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<td>Vehicle Registration estimate (Undergraduate)</td>
<td>$120</td>
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<tr>
<td>Health Insurance Plan 1</td>
<td>$1,107</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>$1,107</td>
</tr>
<tr>
<td><strong>Special Fees - Undergraduate</strong></td>
<td></td>
</tr>
<tr>
<td>There are special fees for specific labs, clinics, physical education/recreation and camping courses, etc. See course descriptions for fees.</td>
<td></td>
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<tr>
<td>Class and Laboratory Fees (varies)</td>
<td>$5-$575</td>
</tr>
<tr>
<td>Class Travel Fees (varies)</td>
<td>$100-$200</td>
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<tr>
<td>Christian Ministries Retreat Fee</td>
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<tr>
<td>Elementary Greek Grammar Challenge Exam</td>
<td>$100</td>
</tr>
<tr>
<td>Language Proficiency Exam</td>
<td>$50</td>
</tr>
<tr>
<td>Nursing Application Fee</td>
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</tbody>
</table>
Nursing Late Application Fee $50
Nursing Activity Fee (per year) $55
RN-BSN Portfolio Evaluation for Credit $350
LVN-BSN Portfolio Evaluation and Skills/Simulation Testing $350
Military Veteran Portfolio Evaluation for Credit $350
Credit for Prior Learning (CPL) Credit Evaluation Fee (per evaluation) $50
CSICS Community Enhancement Fee $140
Proctor Exam Fee $20

Special Fees - Graduate
Talbot New Student Fee $75
MBA Program Fee (per term) $40
Distance Learning Fee (per credit) $75
Doctor of Ministry Program
  Program Enrollment Fee (non-refundable) $500
Graduate Psychology Program
  Internship Fee (per semester) $1,200
  Professional Growth Fee (per semester) $750

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 eight 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.

Thesis/Dissertation Binding: Optional through outside vendor; cost variable.
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.

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) $356
  Two Credits (one hour lesson per week) $712

Recital Fees
Junior Recital Fee $43
Senior Recital Fee $65

Class Instruction
Voice or Guitar (MUSC 104) $97
Advanced Guitar I and II $43
Keyboard (two hours per week) $135
Chorale $125
Women's Chorus $40
Men's Chorus $40
Symphonic Winds $130
Music History (MUSC 307, MUSC 308, MUSC 309, MUSC 312) $43
Music Cultures of the World $32

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 full-time students for the 2018–19 academic year (nine months):

Undergraduate
(Based on 12–18 credits per semester, $1,687/credit)
Tuition and Fees $40,488
Room and Board $11,312
Books and Supplies $1,916
Personal/Misc. $2,394
Transportation $846
Total $56,956

Graduate: Talbot Master's Programs
(Based on 9 credits per semester, $621/credit)
Tuition and Fees $11,178
Room and Board $14,832
Books and Supplies $1,916
Personal/Misc. $2,996
Transportation $846
Total $31,768

Graduate: Psychology
(Based on 9–16 credits per semester, $1,181/credit)
Tuition and Fees $28,344
Prof. Growth Fee $1,500
Room and Board $14,832
Books and Supplies $1,916
Personal/Misc. $2,996
Transportation $846
Total $50,434
Payment Information

A student’s account must be paid in full prior to re-enrollment in subsequent sessions. Transcripts are withheld if a student has an outstanding obligation to the university or is in default on any government-based loan.

A minimum down payment of 50% is due each semester to complete enrollment, with the balance due according to the payment plan. The down payment includes 50% of the balance of tuition, class fees, room, meals, parking permit and health insurance charges less authorized financial aid. Please note that the down payment is calculated on the balance after financial aid is applied.

Down payments may be estimated using the online down payment worksheet (http://offices.biola.edu/accounting/costs/down-payment/?_ga=2.194217069.1945330518.1515448647-317964312.1511137632).

Biola offers four payment options:

One Payment (100%)
- Payment is due in full by August 15 for Fall, December 15 for Spring, and May 1 for Summer
- No fees
- No finance charges
- No payment plan necessary

Two Payments (2 x 50%)
- Two payments of 50% due August 15 and September 15 for Fall; December 15 and January 15 for Spring; and April 15 and May 15 for Summer
- $35 plan fee
- No finance charges
- A late fee of 1.0% is assessed monthly on the account balance if payments are late
- Student must enroll in the payment plan online

Three Payments (50% x 25% x 25%)
- 50% due August 15, 25% due September 15 and October 15 for Fall; December 15–February 15 for Spring; April 15–June 15 for Summer
- $85 plan fee
- No finance charges
- A late fee of 1.0% is assessed monthly on the account balance if payments are late
- Student must enroll in the payment plan online
- Please note that this payment plan is not available for students enrolling in off-campus programs

Four Payments (4 x 25%)
- Monthly payments of 25% due July 15–October 15 for Fall semester; December 15–March 15 for Spring semester; (not available for Summer terms)
- $85 plan fee
- Enrollment is not complete until 50% of charges less aid is received
- No finance charges
- A late fee of 1.0% is assessed monthly on the account balance if payments are late
- 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:
Biola University
Cashier Office
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.

Trimester Programs

Classes for Session A of the term must be paid in full in order to attend classes for Session B of the term. Unpaid accounts may result in administrative withdrawal from the university.

Finance Charges

For outstanding balances on student accounts not covered by a payment plan, a finance charge of .83% monthly (10% APR) will be assessed.

Refunds: Withdrawal

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

Fall and Spring Semester Refund Policy

Withdrawal within the first two weeks of classes:

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

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

1. Tuition: pro-rated as of end of week in which student withdraws.

<table>
<thead>
<tr>
<th>Traditional Semester</th>
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<tbody>
<tr>
<td>Weeks 1–2</td>
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<tr>
<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 7</td>
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<td>Week 8</td>
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<tr>
<td>Weeks 9–16</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Trimester: Session A or Session B</th>
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</thead>
<tbody>
<tr>
<td>Day 1</td>
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<tr>
<td>Weeks 1–2</td>
</tr>
<tr>
<td>Week 3</td>
</tr>
<tr>
<td>Week 4</td>
</tr>
<tr>
<td>Weeks 5–7</td>
</tr>
</tbody>
</table>
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 website.

Undergraduate Financial Aid
Institutional Aid
All students who want to be considered for need-based aid are required to file a FAFSA (or Dream Act Application (https://dream.csac.ca.gov), for AB540 eligible students).

Biola University Award (Biola University Grant for Dream Act students)
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 (or Dream Act Application (https://dream.csac.ca.gov)) 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–$19,000)
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).

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 (or Dream Act Application (https://dream.csac.ca.gov)) 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 ($2,000–$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 a minimum 3.0 high school GPA and/or cumulative transfer GPA of 2.5. Requires participation in LEAD 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. 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 graduate schools. Tuition Waiver eligible faculty and staff dependents are not eligible for this scholarship.

**FirstGen Scholars Program Scholarship ($2,500)**
Scholarship awarded as part of a program for select incoming first generation students. Applicants must file FAFSA (or Dream Act Application (https://dream.csac.ca.gov)), along with application for the program by deadline to be considered. Requires involvement in FirstGen Scholars Program.

**Church Matching Scholarship (Up to $1,300)**
Biola will match up to two church checks per year for a total match of up to one award per year up to $1,300 for a full-time student demonstrating need. Some programs may not be eligible. Program availability information available on the Financial Aid (http://offices.biola.edu/finaid) website. Each church’s check must be submitted along with the Church Matching Scholarship Application. Fall semester deadline is October 1. Spring semester deadline (for spring entrants only) is March 1. No exceptions are made to the deadline and funds are awarded as available. A FAFSA must be filed by the deadline for all US Citizens and non-citizens who are eligible for federal financial aid. Dream Act eligible students must complete the California Dream Act Application (https://dream.csac.ca.gov). The student must demonstrate financial need as demonstrated by the FAFSA or Dream Act Application. International students enrolled at Biola on a F-1 or R-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 or Dream Act Application (https://dream.csac.ca.gov), and is for post baccalaureate Teaching Credential students only. Up to $2,750 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 Studies Department.

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

**Cinema and Media Arts Scholarships**
Offered to students who demonstrate a high level of achievement within this major. Awarded by the Cinema and Media Arts Department.

**Theatre Scholarships**
Offered to students who demonstrate a high level of achievement within this major. Awarded by the Communication Studies Department.

**Journalism Scholarships**
Offered to students who demonstrate a high level of achievement within this major. Awarded by the Media, Journalism and Public Relations Department.

**Public Relations Scholarships**
Offered to students who demonstrate a high level of achievement within this major. Awarded by the Media, Journalism & Public Relations Department.

**Chimes Scholarships**
Offered to students who are highly involved with the Chimes (Biola’s student newspaper). Awarded by the Media, Journalism and Public Relations Department.

**Communication Disorders Scholarship**
Offered to students who demonstrate a high level of achievement within this major. Awarded by the Department of Communication Sciences and Disorders.

**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. While the maximum grant for 2018-19 has not been released by the federal government at the time of this catalog’s publication, the current maximum is $5,920 for 2017-18.

**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 Federal Direct Loan. To apply, students must complete online Entrance
Counseling, as well as the Agreement to Serve on the following website (https://studentloans.gov).

**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 $2,000.

**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 select 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, and only available for prior recipients who remain in the same academic program (major).

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 select financial aid applicants based on special circumstance consideration. 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 of the unpaid balance.

**Federal 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 aid applicants. Eligibility amounts may vary by level in the academic program (major). Portions of these amounts may be subsidized (interest paid by the government while student is enrolled at least half time) based on the student’s "financial need" as demonstrated on the FAFSA. Post baccalaureate Teaching Credential students are eligible for up to $12,500, and may qualify to have $5,500 of the amount subsidized. Funds are disbursed directly from the government to the student’s Biola account. 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 Parent Loan for Undergraduate Students (PLUS)**
Parents may borrow up to the cost of education minus other financial aid. See Financial Aid website (https://www.biola.edu/tuition-and-aid/undergrad) 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 (https://dream.csac.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 households) or the Cal Grant B (awarded only to students from low income households). Students attending Biola are not eligible for the Cal Grant C program (awarded to students enrolled in a recognized career or technical program only).

**Graduate Financial Aid**
The following aid programs are available to graduate students.

**Federal Aid**

**Federal Direct Unsubsidized Loans. Maximum $20,500 per year ($33,000 for Rosemead students)**
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 $9,500 as freshmen, $10,500 as sophomores and up to $12,500 as juniors and seniors, depending on borrower’s dependency status. Portions of these amounts may be subsidized (interest paid by the government while student is enrolled at least half time) based on the student’s “financial need” as demonstrated on the FAFSA. Post baccalaureate Teaching Credential students are eligible for up to $12,500, and may qualify to have $5,500 of the amount subsidized. Funds are disbursed directly from the government to the student’s Biola account. 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 Graduate Plus Loan**
Graduate students may borrow up to the cost of education minus other financial aid, including any Direct Unsubsidized Loans for which a student may be eligible. See the Financial Aid website for current interest rates.
Institutional Aid
Graduate Grant (Talbot Graduate Grant, Rosemead Graduate Grant, School of Education Grant, Cook Graduate Grant)
This award is based on financial need as determined by the FAFSA. Up to $3,000 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 up to two church checks per year for a total match of up to $750 for a full-time student demonstrating need. Not available to students in these programs: Doctor of Ministry, Master of Arts in Christian Apologetics, Master of Arts in Science and Religion, Talbot Doctor of Philosophy, or other special programs.

Each 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 or R-1 visa are exempt from the FAFSA requirement. Dream Act eligible students must complete the California Dream Act Application.

Department Scholarships
Determined by each graduate school. For scholarship opportunities, contact the graduate 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 of veterans, 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 Financial Aid Award Letter. Continuing students will be notified of their Direct Student Loan eligibility on my.account@biola.edu, 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 International Admissions Office 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, and their capacity to handle the added burden of employment. 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. Dream Act eligible students must complete the California Dream Act Application (https://dream.csac.ca.gov).

All undergraduate California residents who have not already been paid a Cal Grant are encouraged to apply by filing a FAFSA (or California Dream Act Application as appropriate) 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 (or California Dream Act Application as appropriate) is required.

Departmental Scholarship applications (i.e. music, athletics and forensics, etc.) are available from the academic departments only. In addition, a FAFSA (or Dream Act Application) 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 the various applications and documents become available. The FAFSA and California Dream Act application (https://dream.csac.ca.gov) are available for completion on October 1st each year.

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 Summer term, except for trimester programs or 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 Process" must be initiated with 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 the departure form, 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. scholarships for 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 the student's financial aid eligibility will be suspended 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 the student's financial aid eligibility will be suspended 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 a committed follower of Christ. 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 submit an online application (http://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 online (http://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

The enrollment deposit is applied to the student account following the student’s first term of enrollment. 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. Generally, any holds on the student’s account (ex: academic disqualification, accounting, etc.) must be resolved by the student and corresponding department prior to being readmitted. 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.

English Proficiency Requirements:

English Proficiency

To succeed academically, students must show proficiency in reading, writing, speaking, and understanding academic English. The English Language Program (ELP) at the Department of English offers a robust, immersive language-learning experience for international undergraduate and graduate students, and other students for whom English is not a primary language. The experienced faculty, teaching assistants, and tutors help students become proficient in English and prepare them for success in undergraduate and graduate programs at Biola and beyond.

Biola’s English Language Program provides a unique language-learning experience that not only focuses on the various aspects of academic, professional, and conversational English, but also integrates English-language communication in Christian, biblical, and missional contexts.

The program provides English language support in a range of ways:

Preparation for Academic Programs

For students who have not yet met specific language proficiency requirements to enroll in academic programs (see below), the program offers English Language only courses with personalized support to language learners at the foundational, intermediate, and advanced levels. English Language only courses aim to prepare students for academic programs at Biola.

Accelerated Learning Placement (ALP)

For students who are ready to begin undergraduate academic programs with additional English language support (see requirements below), the program offers the Accelerated Learning Placement (ALP) option, which consists of credit-bearing, Core Curriculum (GE) requirement courses (in English composition, speech communication, and modern languages) designed for language learners who need support in approaching the Introduction level of Biola’s Core Learning Outcomes (CLOs). In particular, ALP focuses on four CLOs most connected to language: written communication, oral communication, critical thinking, and information literacy. Students are placed in the ALP track based on their language scores (TOEFL/IELTS), while being considered fully admitted to Biola and receiving full Core Curriculum (GE) credit for all ALP courses. The ALP curriculum and learning outcomes are the same as other Core Curriculum (GE) courses, with the primary difference of additional seat time, instructional support, and scaffolding.

Note: For all students fully admitted into academic programs, the English Language Program and the Rhetoric & Writing Center offer language tutoring, writing consultations, and speech coaching aimed to support language learners in any of their academic work.
Admission Requirements: English Proficiency:

Evidence of proficiency in English is required for students whose native language is not English. Proficiency must be shown in reading, writing, speaking, and listening through the methods described below:

Undergraduate
1. Minimum test score on a qualifying standardized test.

To be considered for admission, international students must submit English proficiency scores that meet the minimum requirement. At the applicant’s request, official TOEFL or IELTS test scores must be sent by the testing agency directly to Biola. Courses in ESL or English composition taken in an institution where English is the primary medium for instruction may not be used to complete the admission requirement. International students currently attending schools where English is the primary medium of education must also submit official exam scores.

Exception: If an applicant is a non-US citizen whose primary and secondary education took place in Australia, Great Britain, Ireland, New Zealand, or the US, then the applicant is exempt from the English language proficiency requirement. Students who are citizens of these English speaking countries but were educated elsewhere must still meet the English language proficiency requirement.

SAT or ACT Scores: International students are not required to take the SAT or ACT; however, if an international student has taken these standardized tests, the University may consider the English proficiency requirement satisfied if both of the following are met:

- Evidence of academic achievement in English writing or literature courses and
- Meet the minimum GPA and SAT or ACT test scores for general admission to the University. At the applicant’s request, official SAT or ACT test scores must be sent by the testing agency directly to Biola.

2. Completion of the Biola English Language Program with passing status on the ELP’s final exit exam, which must be approved by the English Language Director.

Graduate
1. Minimum test score on a qualifying standardized test.

2. A degree (bachelor’s, master’s, or doctoral) issued by an institution where English is the medium of instruction. On-campus residence during the degree program is required. Regional accreditation is required from US institutions. One of the following forms of documentation is required for institutions outside of the United States:

To verify that English is the sole medium of instruction, students may submit:

- Official letter from the institution (Registrar, Controller of Examinations Office, or Undergraduate College)
- Official degree statements or transcripts where English is stated as the medium of instruction
- Evidence of academic achievement in English writing or literature courses
- To complete the Biola English Language Program with passing status on the ELP’s final exit exam, which must be approved by the English Language Program Director in collaboration with the academic program committee.

Language Test Score Standards for Admission

To be admitted to Biola, all applicants for whom English is not a primary language must provide official TOEFL (iBT) or IELTS scores (or equivalent, as approved by and at the discretion of the English Language Program Director). The language exam score requirements are as follows:

English Language only coursework for undergraduate students:

- Level 1 (ENGL 011, ENGL 012, ENGL 013, ENGL 014): TOEFL (iBT) 55+ (subscores 13+) or IELTS 5.5
- Level 2 (ENGL 021, ENGL 022, ENGL 023, ENGL 024): TOEFL (iBT) 60+ (subscores 15+) or IELTS low 6
- Level 3 (ENGL 031, ENGL 032, ENGL 033, ENGL 034): TOEFL (iBT) 65+ (subscores 16+) or IELTS high 6

Undergraduate Accelerated Learning Placement (ALP) track:

- TOEFL (iBT) 70+ (subscores 17+) or IELTS low 6.5

Undergraduate academic programs:

- TOEFL (iBT) 80+ TOEFL (subscores 20+) or IELTS high 6.5
  - or graduation from an American High School (4 years)
  - or at least one year in a US undergraduate program
  - or either of the above, from a country where English is an official language—at the discretion of the ELP Director

English Language only coursework for prospective graduate students:

- Level 1 (ENGL 061, ENGL 062, ENGL 063, ENGL 064): TOEFL (iBT) 55+ (subscores 13+) or IELTS 5.5
- Level 2 (ENGL 071, ENGL 072, ENGL 073, ENGL 074): TOEFL (iBT) 60+ (subscores 15+) or IELTS low 6
- Level 3 (ENGL 081, ENGL 082, ENGL 083, ENGL 084): TOEFL (iBT) 65+ (subscores 16+) or IELTS high 6

Graduate academic programs:

- TOEFL (iBT) 90+ (subscores 22+) and IELTS 7

Note: The minimum scores listed above represent the general University-wide guideline. Any academic department or program may set their minimum scores at a higher level (see below).

For more details on how, when, and where to take language tests, visit online:

- TOEFL (iBT) (http://www.ets.org/toefl)
- IELTS (https://www.ielts.org)

Language tests are administered only at specific times, so candidates for admission should inquire about testing dates well in advance of the date of anticipated school term in the US.

The ELP Director finalizes and approves all placement decisions based on language proficiency. In certain cases, the program may require a locally administered English language placement exam (ELP Exam). Placement decisions may be appealed and revised based on new official TOEFL/IELTS scores or through opting to take the local placement (ELP Exam) and/or submitting a portfolio. Appeal cases will be considered at the ELP Director’s discretion.

Faculty recommendations or student requests may lead to additional on-campus evaluation (ELP Exam and/or additional portfolio) and affect course placement.
Language Requirements for Specific Programs
In addition to the general undergraduate and graduate language requirements listed above, the following programs require degree-specific language scores:

**CROWELL SCHOOL OF BUSINESS (SEE INDIVIDUAL PROGRAMS FOR DETAILS)**
- TOEFL: 100 iBT or IELTS 7.5

**CSICS ALT PROGRAMS (SEE APPLIED LINGUISTICS AND TESOL SECTION), and CSICS PH.D.**
- TOEFL: 100 iBT or IELTS 7.5

**SCHOOL OF EDUCATION**
- TOEFL 100 iBT or IELTS 7.5

**TALBOT: M.A. IN CHRISTIAN APOLOGETICS, M.A. IN SCIENCE AND RELIGION, M.A. IN SPIRITUAL FORMATION AND SOUL CARE, M.DIV. MESSIANIC JEWISH STUDIES CONCENTRATION, M.DIV. IN SPIRITUAL FORMATION, TH.M., D.MIN, PH.D. (SEE INDIVIDUAL PROGRAMS FOR DETAILS)**
- TOEFL: 100 iBT or IELTS 7.5

In addition, CSICS reserves the right to waive a retake of the TOEFL or IELTS 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.

Application Guidelines
An application for admission, references and a $55 non-refundable undergraduate application fee, graduate application fee is $65.

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 Admissions 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.

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.

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.

An official TOEFL or IELTS score (see requirements above, under Admission of English Language Learners, Test Scores).

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 for Fall and Spring semesters. Graduate admission deadlines vary. Check the individual program’s website for the correct deadline; graduate program (https://www.biola.edu/grad) website.

**Fall**

<table>
<thead>
<tr>
<th>File Completed By</th>
<th>Notification</th>
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<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>
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</thead>
<tbody>
<tr>
<td>November 15</td>
<td>Rolling Basis</td>
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</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.

**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). All EL-only students, taking EL courses preparing for undergraduate or graduate programs, must be enrolled in 12 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 California State Approving Agency for Veterans Education under the State of California Department of Veterans 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 and Enrollment

Registration (selecting classes) for a future term opens in week 11 of the academic calendar each semester. All students are required to register for courses if they plan to return to school the next semester. Students should enroll (finalize registration) online (https://myaccount.biola.edu) during scheduled enrollment days. Late Enrollment requires a fee of $200. Enrollment is finalized when students have completed all of the enrollment tasks 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 (https://myaccount.biola.edu). Courses may be added to the student’s schedule only during the first full week of the semester. 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 dropped after the eighth week of the semester will be recorded with a grade of UW (Unofficial Withdrawal).

Withdrawal

Official withdrawal from enrollment in the University is made by submitting a written notification by email or in person 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 written notification, 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.

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.

Intercollegiate Athletics Class Attendance Policy Addendum

Student-athletes will be excused to miss class only under the following circumstances per NCAA Division II rules and regulations. "Excused" means that the student-athlete will be given the opportunity to make-up any missed assignments or class work without penalty. The following information is provided to student-athletes, head coaches and faculty members and is intended to summarize Biola policies on missed class time due to athletics contests.

- Student-athletes are not permitted to miss class for home practice activities including but not limited to: practice, weights/conditioning, film study, promotional events, or community engagement events. There are two exceptions:
  - When a team is traveling to an away-from-home contest and the practice is in conjunction with the contest. Bylaw 17.1.
  - Championship Practice. Student-athletes representing Biola at a conference or NCAA championship shall be permitted to miss class time to attend practice activities in conjunction with the event. Bylaw 17.1.

- Student-athletes are permitted to miss class for competition, home and away, during the regular season and/or playoffs. No class time shall be missed for competition, including activities associated with competition, outside of the regular season and/or playoffs. For Bylaw 17.1. Students are not excused from classes that end prior to departure time on the day of travel.

- Student-athletes are responsible to notify faculty within five business days after the first day of class concerning any future missed class time due to athletics contests using the Class Absence Reporting Form. This will ensure the individual faculty member has been notified of sport-related absences PRIOR to missing class. The form includes a section requesting accommodations for completion of any missed assignments. This must be completed fully by the faculty member and returned to the student-athlete within 72 hours of receipt. All missed class work and assignments must be completed according to the schedule established by the faculty member teaching the course. Per institutional decision, faculty members are expected to provide substantive learning assignments on this form.
for any missed in-class work and not penalize the student-athlete for missing class.

- Note: Any student-athlete that does not complete the form correctly or on time is not protected from missed class penalties under this policy.

- In the case of last minute travel itinerary changes due to unforeseen circumstances, the student-athlete is responsible to promptly notify faculty (within 24 hours of the change).

Individual faculty members will judge the validity of student-athlete absences from class and may require documentation for excused absences. In such cases the student-athlete will submit a written request to the Assistant Athletic Director for Compliance to request that documentation be sent to the faculty member. For classes requiring mandatory attendance incompatible with the number of planned absences, student-athletes will be advised to register, if possible, during a semester in which they will not be participating in the university sanctioned activity.

If a faculty member already has a policy in place that allows for a minimum number of absences, missed in-class assignments, and/or late assignments, then absences due to athletics contests will apply toward that policy first.

As with any academic issue, student-athletes may exercise their right to appeal adverse attendance decisions. Should the faculty member and student-athlete be unable to agree on appropriate accommodation under this policy, either party shall have the right to request mediation. The person seeking mediation should contact the Faculty Athletics Representative. He or she may ask the student or faculty member to pursue resolution by meeting with the following individuals (in order) until the issue has been resolved: the Department Chair, Academic Dean, and the Vice-Provost. The Faculty Athletics Representative may also work to mediate the request for accommodation on behalf of the faculty member or student, and may choose to collaborate with the Director of Athletics in this process.

The Intercollegiate Athletics Class Attendance Policy Addendum was developed in order to ensure collaboration between faculty members and the student-athlete in order to achieve graduation requirements.

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>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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</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>
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<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
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<tr>
<td>D+</td>
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<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>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial Withdrawal</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Individual grades also include special notations that may influence the student’s grade point average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
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<tr>
<td>NC</td>
<td>No Credit</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Unsatisfactory</td>
<td>0.00</td>
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<tr>
<td>US</td>
<td>Unsatisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>RD</td>
<td>Report Delayed</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A temporary mark of “RD” (report delayed) will be issued in special cases when approved by the Vice Provost of Academic Administration for undergraduate students or the dean of the respective graduate school. RD grades are normally completed no later than five weeks in the fall/six weeks in the spring after the end of the term. In the event of the inability of a student to complete the coursework by the approved deadline, the Office of the Registrar will assign a “W” (official withdrawal) for the course grade.

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>
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</thead>
<tbody>
<tr>
<td>RG</td>
<td>Registered in Course</td>
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<tr>
<td>R</td>
<td>Research</td>
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</tr>
<tr>
<td>IP</td>
<td>Internship in Progress</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
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</tr>
</tbody>
</table>

A “W” indicates an official withdrawal (within the third to eighth week) from a course and does not affect the student’s grade point average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>AUD</td>
<td>Audit</td>
<td>0.00</td>
</tr>
</tbody>
</table>
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 (p. 13) 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 (http://www.biola.edu/registrar/forms).

Academic Load
The minimum full time load is 12 credits at the undergraduate level. Those carrying less than the full time load but 9 or more credits are considered three-quarter time. Undergraduate students with 6 or more credits are considered half time students. And, undergraduate students carrying less than 6 credits are normally considered less than half time.

An undergraduate 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. Generally an undergraduate student is limited to 18 credits per regular term. 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.

The minimum full time load is 9 credits for those in graduate degree programs. Those carrying less than the full time load but 7 or more credits are considered three-quarter time. Graduate students with 5 or more credits are considered half time students. And, graduate students carrying less than 5 credits are normally considered less than half time. A Talbot student is normally permitted to carry a maximum of 12 credits each semester.

The minimum full time load is 6 credits for those in doctoral degree programs. Those carrying 5 credits are considered three-quarter time.
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 post-baccalaureate, graduate, or doctoral levels.

Numbering of Courses

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

- Remedial or developmental courses
- Undergraduate, lower-division, baccalaureate level courses
- Undergraduate, upper-division, baccalaureate level courses
- Graduate level, normally indicating first through third year beyond baccalaureate
- Postgraduate level, indicating forth year beyond baccalaureate

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

Family Educational Rights and Privacy Act (FERPA)

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

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. A student should submit to the appropriate office, a completed Student Request to Inspect Educational Records form that identifies the record(s) the student wishes to inspect (this form, and all forms referenced in this document can be accessed through the Office of the Registrar website (http://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 purpose of establishing this definition of "Directory Information" is to notify the student of the types of personally identifiable information included in this definition of "Directory Information" and to allow the student to prevent the disclosure of this information should he or she wish to do so. The student may request that his/her "Directory Information" remain confidential and therefore be treated as "Non-Directory Information." To do so, the student must change his/her confidentiality level to Total Confidentiality. Students may request changes to their level of confidentiality in writing with the Office of the Registrar.

Implications of Requesting Total Confidentiality to Student Records

Students requesting Total Confidentiality should familiarize themselves with the various implications associated with this heightened, optional level of privacy. The following are some, but not all, of such implications.

All students who do not request Total Confidentiality will be assigned Standard Confidentiality which entitles them to all of the regular protective provisions of FERPA as described in the Notification of Student Rights under the Family Educational Rights and Privacy Act (FERPA) above.

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

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

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

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

Request a Change to Your Confidentiality Level
Students may request changes to their level of confidentiality in writing with the Office of the Registrar.

Transcript Requests
Students or alumni may view Biola’s transcript policies and request transcripts online (https://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
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 Intercultural Studies.
• The Doctor of Philosophy degree in Intercultural Education, and in Intercultural Studies.

Crowell School of Business
• The Bachelor of Business Administration with a major in Accounting.
• The Bachelor of Science degree with majors in Accounting, Business Administration, and Business Management.
• The Master of Business Administration degree.
• The Master of Management degree in Nonprofit Organizations.
• 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.
• The Master of Arts, the Doctor of Psychology and the Doctor of Philosophy degree in Clinical Psychology.

School of Cinema and Media Arts
• The Bachelor of Arts degree with a major in Cinema and Media Arts.

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 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.

School of Fine Arts and Communication
• The Bachelor of Arts degree. Offered with majors in Communication Studies, Journalism and Integrated Media, Music, Public Relations, and Theatre.
• The Bachelor of Science degree. Offered with majors in Design, and Studio Art.
• The Bachelor of Fine Arts degree with a major in Studio Art.
• The Bachelor of Music degree. Offered with majors in Composition, Music Education, Performance, and Worship Arts.

School of Humanities and Social Sciences
• The Bachelor of Arts degree. Offered with majors in English, History, Interdisciplinary Studies, Philosophy, Political Science, Social Science, Sociology, and Spanish.

School of Science, Technology and Health
• The Bachelor of Science degree. Offered with majors in Biochemistry, Biological Science, Biological Science: Secondary Instruction, Communication Sciences and Disorders, Computer Science, Engineering Physics, Environmental Science, Human Biology, Kinesiology, Mathematics, Nursing, Physical Education, Physical Science, and Physics.
• The Master of Science in Speech-Language Pathology degree.

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 specializations in Pastoral Care and Counseling, Preaching and Pastoral Ministry, and Women’s Ministries.
• The Master of Arts in Spiritual Formation and Soul Care degree.
• The Master of Divinity degree.
• The Master of Theology degree.
• The Doctor of Ministry degree.
• The Doctor of Education degree, and the Doctor of Philosophy degree, both 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 Core Curriculum (GE) and Biblical Studies requirements, many Core Curriculum (GE) 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. Forms can be located on the Student Hub - Choosing a Major (https://studenthub.biola.edu/choose-major). (Change major form can be found at the bottom of the webpage)
• If changing a degree program to another school, submit a full application.

Major changes submitted after the second week of the semester 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 150 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:

1. All prerequisites, supporting courses and departmental requirements (i.e. Writing Competency) for each major must be completed.
2. The second major must have a 'minimum' of 18 upper-division credits unique to that major (i.e., minimum of 48 major credits and 138 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
Students who wish to declare a minor to further hone their studies beyond their major are encouraged to do so. A minor requires a minimum
of 18 credits, 9 of which must be upper-division. A minimum of 9 credits must also be unique to the minor (not counted toward any other requirements, including minoring in the same department as the major). Students may earn a minor of a different emphasis within the same department as their major. For sound academic reasons and with the approval of the Undergraduate Curriculum Committee, a school or department may offer a minor with as few as 6 upper-division credits and/or as few as 6 credits unique to the minor. At least 6 credits for the minor must be taken as Biola coursework. Students should seek academic advising from the schools or departments in which they will minor and also confer with the Office of the Registrar regarding each minor’s specific requirements.

**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.

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. 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 Rhetoric & Writing Center in the Library before submitting them to their departments.

**First Year Seminar Requirement**

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

**Undergraduate Graduation Petition**

Graduating seniors must file a “Graduation Petition” form with the Office of the Registrar by the time a student has completed 88 credits. Students who fail to submit a completed Graduation Petition by the time they have achieved 88 credits will not be able to register for future courses until their petition has been submitted. In addition, students who fail to submit their petition before their graduating term will be charged a late graduation petition fee. This fee will be assessed for any petition submitted after the last day of the Add period of the student’s desired term of graduation. No petitions will be accepted after November 15th for Fall commencement and April 15th for Spring commencement. Thereafter, the student must participate in the next available commencement ceremony.

**Requirements for All Baccalaureate Degrees**

1. All baccalaureate degrees require a minimum of 120 degree applicable credits for graduation. Each major consists of a minimum of 30 credits of which 24 must be upper-division. 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 they wishes to take a lighter load and enroll in Summer Session.

**Graduation Honors - Undergraduate Programs**

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

<table>
<thead>
<tr>
<th>Honor</th>
<th>GPA</th>
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<tbody>
<tr>
<td>Cum Laude</td>
<td>3.50–3.69</td>
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<tr>
<td>Magna Cum Laude</td>
<td>3.70–3.89</td>
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</table>
Admission, Enrollment and Graduation Requirements

Graduate Programs

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

For students graduating in the Spring, after April 15th students will not be allowed to be added to the graduation lists regardless of payment of the fee. For the Fall, the date is November 15th, 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. Transfer credits, via an official transcript, must be received by the Office of the Registrar by the first day of a student’s graduating term.

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).

5. All requirements (i.e. substitution request forms, Capstones, Th.M. comprehensive exams) 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.

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:

<table>
<thead>
<tr>
<th>Honor</th>
<th>GPA</th>
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<tr>
<td>Honors</td>
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<td>High Honors</td>
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<td>Highest Honors</td>
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</table>

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

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. For each

Summa Cum Laude 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.
Biola University
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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 2017
Biola University (All Programs)

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<th>Classification</th>
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Undergraduate Programs

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Graduate Programs

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<tr>
<td>Cook School of Intercultural Studies</td>
<td>115</td>
<td>133</td>
<td>248</td>
</tr>
<tr>
<td>Crowell School of Business</td>
<td>39</td>
<td>37</td>
<td>76</td>
</tr>
<tr>
<td>Rosemead School of Psychology</td>
<td>37</td>
<td>131</td>
<td>168</td>
</tr>
<tr>
<td>School of Arts and Sciences</td>
<td>219</td>
<td>56</td>
<td>275</td>
</tr>
<tr>
<td>School of Education and Masters</td>
<td>37</td>
<td>194</td>
<td>231</td>
</tr>
<tr>
<td>Science, Technology, &amp; Health</td>
<td>2</td>
<td>42</td>
<td>44</td>
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<tr>
<td>Talbot School of Theology ¹</td>
<td>784</td>
<td>288</td>
<td>1,072</td>
</tr>
<tr>
<td>Special (Credential and Certificate)</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>1,240</td>
<td>884</td>
<td>2,124</td>
</tr>
</tbody>
</table>

¹ Institute for Spiritual Formation is part of Talbot School of Theology with 142 students.

Summary of University Degrees Conferred
2016–17 Academic Year

Undergraduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts Degree</td>
<td>585</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>28</td>
</tr>
<tr>
<td>Bachelor of Fine Arts Degree</td>
<td>28</td>
</tr>
<tr>
<td>Bachelor of Music Degree</td>
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<tr>
<td>Bachelor of Science Degree</td>
<td>323</td>
</tr>
<tr>
<td>Undergraduate Programs Total</td>
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Graduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Cook School of Intercultural Studies</td>
<td>1</td>
</tr>
<tr>
<td>Master of Arts in Applied Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>Master of Arts in Anthropology</td>
<td>0</td>
</tr>
<tr>
<td>Master of Arts in Intercultural Studies</td>
<td>9</td>
</tr>
<tr>
<td>Master of Arts in Linguistics and Biblical Languages</td>
<td>0</td>
</tr>
<tr>
<td>Master of Arts in Missions</td>
<td>0</td>
</tr>
<tr>
<td>Master of Arts in TESOL</td>
<td>7</td>
</tr>
<tr>
<td>Doctor of Missiology</td>
<td>1</td>
</tr>
<tr>
<td>Doctor of Philosophy, Intercultural Education</td>
<td>3</td>
</tr>
<tr>
<td>Doctor of Philosophy, Intercultural Studies</td>
<td>2</td>
</tr>
<tr>
<td>Crowell School of Business</td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>27</td>
</tr>
<tr>
<td>Master of Professional Accountancy</td>
<td>13</td>
</tr>
<tr>
<td>Rosemead School of Psychology</td>
<td></td>
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<tr>
<td>Master of Arts</td>
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<tr>
<td>Doctor of Philosophy</td>
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<tr>
<td>Doctor of Philosophy</td>
<td>11</td>
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<tr>
<td>School of Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Master of Arts in Christian Apologetics</td>
<td>52</td>
</tr>
<tr>
<td>Master of Arts in Science and Religion</td>
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</tr>
<tr>
<td>School of Education</td>
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<tr>
<td>Certificate</td>
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</tr>
<tr>
<td>Credential</td>
<td>42</td>
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<tr>
<td>Master of Arts in Education</td>
<td>9</td>
</tr>
<tr>
<td>Master of Arts in Teaching</td>
<td>37</td>
</tr>
<tr>
<td>Talbot School of Theology</td>
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<tr>
<td>Certificate</td>
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<tr>
<td>Master of Arts</td>
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<tr>
<td>Master of Arts in Christian Education</td>
<td>7</td>
</tr>
<tr>
<td>Master of Arts in Spiritual Formation and Soul Care</td>
<td>17</td>
</tr>
<tr>
<td>Master of Arts in Christian Ministry and Leadership</td>
<td>10</td>
</tr>
<tr>
<td>Master of Divinity</td>
<td>53</td>
</tr>
<tr>
<td>Master of Theology</td>
<td>3</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>2</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>Doctor of Ministry</td>
<td>20</td>
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<tr>
<td>Graduate Programs Total</td>
<td>427</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,410</td>
</tr>
</tbody>
</table>

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 2011 and three years prior is 71.5%. 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.

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 an application essay are 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 are encouraged to 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 Core Curriculum (GE) requirement must take 4 to 8 credits of foreign language, depending on their major. Catalog information regarding each major will indicate any exceptions to this rule.

Admission Procedure

The following must be filed in seeking admission:

1. The personal application form. The application for admission must be accompanied by a $45 non-refundable application fee.
2. An official high school transcript. The applicant should request the high school to send this directly to the Office of Admissions. High school transcripts are not required for transfer students with 15 or more transferable credits.
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. The scores of the Redesigned SAT or the ACT must be submitted. Information regarding testing dates may be secured from a high school counselor. Applicants are encouraged to take the Redesigned SAT or the ACT no later than the January testing date.
5. An application essay. Students must send in their response to the provided essay prompt in order to complete their application.
6. The regular application deadline for Fall is March 1 and for Spring is November 15. Applications may be submitted after deadlines (late fee total of $55), and will be considered and processed if space is available and time allows.

Application Deadlines

<table>
<thead>
<tr>
<th>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>November 15</td>
<td>Rolling Basis</td>
</tr>
</tbody>
</table>

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

Home-Schooled Students

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

Standard Procedure

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

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 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. 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 or submit high school transcripts if 15 or more semester credits of college level coursework is completed prior to enrollment.

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 9th 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.

See Biola University’s Transfer Policy (http://studenthub.biola.edu/undergraduate-transfer-policy) for additional information.

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. Vocational or technical courses will not be accepted for University credit. Admission counselors are prepared to give academic advisement to those attending, or planning to attend, community colleges with the intention of transferring into Biola University.

Transcripts must be official transcripts from an accredited institution 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 only on work completed at Biola University.

Courses taken as a Pass/Fail or Credit/No-Credit grade are not recommended, as they would not meet the grade requirement for transfer of “C” or better.

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.

Transfer of Credits for Online Degree Programs
Students considering Biola’s online degree programs typically have different educational backgrounds than students entering our traditional undergraduate programs. Their prior education often includes coursework other than undergraduate courses from a two or four-year institution. To accommodate this expanding student population:

- Biola will grant up to 30 semester credits as general electives for coursework on ACE transcripts, including military credit.
- Credit will be granted for “L” & “U” level courses only.

- “Credit overlay” for corporate training, Straighterline, etc. is acceptable as elective coursework.
- CAEL PLA (portfolio) may be used to meet Core Curriculum (GE) requirements.

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.

Bible Residency Requirement
Biola has a residency requirement for biblical studies. Of the 30 credits of Bible required of all students, 15 credits must be taken at Biola. Transfer credit, credit for prior learning, or credit by examination may not be used to fulfill the minimum residency requirement. Majors other than Biblical and Theological Studies or Christian Education may count a maximum of 30 Bible credits toward graduation.

Core Curriculum (GE) Options for Transfer Students
Transfer students may fulfill their Core Curriculum (GE) requirements by completing Biola University’s Core Curriculum (GE), completing the Intersegmental General Education Transfer Curriculum (IGETC), or completing CSU Breadth.

The IGETC/CSU Breadth model for either the University of California (UC) or the California State University (CSU) 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/CSU Breadth certification.
2. The current ENGL 313 (Writing in the Disciplines) requirement cannot be fulfilled by the CSU Breadth certification.
3. The minimum of 120 credits for graduation will remain the same.
4. In addition to IGETC/CSU Breadth certification, students must take all major-specific Core Curriculum (GE), prerequisite, and support courses if not met through IGETC.
5. Official documentation certifying IGETC/CSU Breadth completion must be received by the Office of the Registrar by the graduation petition deadline (April 15 for Spring, November 15 for Fall) prior to receiving Commencement and/or Graduation clearance.

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.). Torrey students: Math and/or Science credits are needed for Core Curriculum (GE) credit. All other AP credits will count as elective credits toward graduation.

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Number of Credits</th>
<th>Biola Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History</td>
<td>3</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Studio Art: 2D Design</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>Studio Art: 3D Design</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>Studio Art: Drawing</td>
<td>3</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Biology**

| Biology | 5 | Core Curriculum Science (or BIOS 100/BIOS 110). General elective only for Biology majors |

**Chemistry**

| Chemistry | 4 | Core Curriculum Science |

**Computer Science**

| Computer Science A | 3 | Elective |
| Computer Science Principles | 2 | Elective |

**Economics**

| Macroeconomics | 3 | BUSN 201 |
| Microeconomics | 3 | BUSN 202 |

**English**

| English Language and Composition | 3 | ENGL 112 |
| English Literature and Composition | 3 | ENGL 112 |

**Environmental Science**

| Environmental Science | 3 | Core Curriculum Science |

**History**

| United States History | 3 | HIST 200 |
| U.S. Government and Politics | 3 | POSC 225 |

**Comparative Government and Politics**

| World History | 3 | HIST 100 |
| European History | 3 | HIST elective (lower-division) |

**Human Geography**

| Human Geography | 3 | Elective |

**Language**

| Language and Culture for all languages (score of 3) | 4 | Language 100 |
| Language and Culture for all languages (score of 4 or 5) | 8 | Language 100 and 200 |
| Spanish Literature and Culture (score of 4 or 5) | 4 | SPAN 351 |

**Math**

| Calculus AB | 4 | Core Curriculum Math (MATH 105) or MATH 103 |

**Statistics**

| Statistics | 3 | MATH 190 or MATH 210 |

**Music**

| Music Theory | 3 | Elective |

**Physics**

| Physics 1 | 4 | Core Curriculum Science |
| Physics 2 | 4 | Core Curriculum Science |
| Physics C - electricity and magnetism | 4 | Core Curriculum Science |
| Physics C - mechanics | 4 | Core Curriculum Science |

**Psychology**

| Psychology | 3 | PSYC 200 |

1. Spanish majors and minors, see the Office of the Registrar.
2. A maximum of 8 credits may be counted for AB/BC.
3. AP Physics will not fulfill USC requirements for Engineering majors.
4. Psychology majors must have a score of 4 or 5.

**International Baccalaureate Program**

Biola University will grant credit for IB exams taken in high school. We accept only the Higher Level exams when the grade is 5 or better. A maximum of 32 credits can be awarded for all forms of advanced credit (AP, CLEP, IB, etc.).

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

**IB Subject Group (Higher Level only)**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Credits</th>
<th>Biola Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1 (First Language)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English A: Lang and Lit + IB Diploma</td>
<td>3</td>
<td>ENGL 112</td>
</tr>
<tr>
<td><strong>Group 2 (Second Language)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese B, English B, French B, German B, Indonesian B, Spanish B</td>
<td>12</td>
<td>LANG 100, 200, 201</td>
</tr>
<tr>
<td><strong>Group 3 (Individuals and Societies)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History: Americas</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>History: Europe</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>Islamic History</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td>Core Curriculum Philosophy</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>PSYC 200</td>
</tr>
<tr>
<td>Social and Cultural Anthropology</td>
<td>3</td>
<td>ANTH 200</td>
</tr>
</tbody>
</table>
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. 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.

A maximum of 32 credits can be awarded for all forms of advanced credit (AP, CLEP, IB, etc.). If the same course is taken at the college level, elective credits cannot be given for CLEP exam. Biola accepts a minimum credit-granting score of 50 or higher (higher score required where designated, see below).

### CLEP Exam

<table>
<thead>
<tr>
<th>Behavioral Science</th>
<th>Number of Credits</th>
<th>Biola Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory</td>
<td>3</td>
<td>PSYC 200</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>SOCI 220</td>
</tr>
<tr>
<td>Introductory</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Intro to Educational Psychology</td>
<td>3</td>
<td>Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4 (Sciences)</th>
<th>Number of Credits</th>
<th>Biola Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4</td>
<td>Core Curriculum Biology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>Science electives</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>Science electives</td>
</tr>
<tr>
<td>Computer Science</td>
<td>2</td>
<td>Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 5 (Mathematics)</th>
<th>Number of Credits</th>
<th>Biola Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further Mathematics</td>
<td>3</td>
<td>Core Curriculum Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 6 (The Arts)</th>
<th>Number of Credits</th>
<th>Biola Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>3</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>3</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Dance</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>Film</td>
<td>3</td>
<td>Elective</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Foreign Language</th>
<th>Number of Credits</th>
<th>Biola Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Language</td>
<td>Score of 55</td>
<td>FREN 100, FREN 200</td>
</tr>
<tr>
<td></td>
<td>Score of 66</td>
<td>FREN 100, FREN 200, FREN 201</td>
</tr>
<tr>
<td>German Language</td>
<td>Score of 55</td>
<td>GRMN 100, GRMN 200</td>
</tr>
<tr>
<td></td>
<td>Score of 63</td>
<td>GRMN 100, GRMN 200, GRMN 201</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>Score of 58</td>
<td>SPAN 100, SPAN 200</td>
</tr>
<tr>
<td></td>
<td>Score of 68</td>
<td>SPAN 100, SPAN 200, SPAN 201</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities (score of 58 or better required)</td>
<td>Literature (3) and Fine Arts (3)</td>
</tr>
<tr>
<td>Literature</td>
<td>American Lit (score of 58 or better required)</td>
<td>ENGL 281 or ENGL 282</td>
</tr>
<tr>
<td></td>
<td>English Lit (score of 58 or better required)</td>
<td>ENGL 251 or ENGL 252</td>
</tr>
<tr>
<td></td>
<td>Analyzing and Interpreting Literature</td>
<td>Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics and Sciences</th>
<th>Number of Credits</th>
<th>Biola Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Mathematics</td>
<td>3</td>
<td>Core Curriculum Math</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>3</td>
<td>Core Curriculum Math</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3</td>
<td>Core Curriculum Math</td>
</tr>
<tr>
<td>Calculus</td>
<td>4</td>
<td>Core Curriculum Math</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>Core Curriculum Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>Core Curriculum Science</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6</td>
<td>Biology (3) and Physical Science (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences and History</th>
<th>Number of Credits</th>
<th>Biola Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>3</td>
<td>POSC 225</td>
</tr>
</tbody>
</table>
Program Learning Outcomes

Upon completion of the Core Curriculum (GE):

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** - Within a variety of authentic contexts, students will analyze or solve quantitative problems (those involving data, functions, or computations); understand, evaluate, and create well-reasoned arguments supported by quantitative evidence; and clearly communicate quantitative arguments in appropriate formats (words, tables, graphs, equations, etc.).

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 ethnically discover, evaluate, and use information to formulate and address research questions, explain how information is produced and valued in a given discipline, and share their results.

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 develop an informed understanding of civic roles, rights, freedoms, and responsibilities, and will respectfully communicate and apply key concepts in diverse communities.

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 develop an informed understanding of culture-shaping works and perennially influential works, draw connections among them, and apply that knowledge in various contexts.

Biblical and Theological Studies Requirement

Thirty credits of biblical and theological studies must be included in the program of each traditional student (degree completion students have a different requirement, see below). Each student must take at least one course each semester until the requirement has been fulfilled. The following are required:

**Foundational Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 103</td>
<td>Biblical Interpretation and Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>BBST 165</td>
<td>Foundations of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>BBST 209</td>
<td>Old Testament History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>BBST 210</td>
<td>New Testament History and Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Intermediate Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 251</td>
<td>Theology I</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**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" grade is acceptable, a student must receive at least a "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.

**Core Curriculum (GE) Program**

**Mission**

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

---

1. Nursing majors may not use the General Chemistry exam to meet the organic/biochemistry requirement.
BBST 354  Theology II  3
Select only one of the following courses:  3
  BBST 306  Early Christian History - Acts
  BBST 316  Gospel of John
  BBST 326  Lukan Writings

Elective Courses
BBST 300/400  Upper-Division Bible Elective  3
BBST 365  Bible Theology and Integration  3
BBST 465  Integration Seminar  3

Total Credits  30

1  BBST 465 may be taken with different content for a maximum of 6 credits counted toward graduation.

Students may count only a total of 30 credits of biblical and theological studies courses toward the required credits for a degree (Biblical and Theological Studies and Christian Ministries majors may count unlimited BBST credits toward those degrees). Challenge exams are available for BBST 209 and BBST 210 (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 (BBST) course within each 15 credits completed at Biola University unless the 30-credit requirement has been met. Part-time students seeking a degree from Biola University must complete the entire requirement as outlined above.

Online Degree Program Biblical and Theological Studies Requirement
Foundational/Intermediate Courses
BBST 103  Biblical Interpretation and Spiritual Formation  3
BBST 165  Foundations of Christian Thought  3
BBST 209  Old Testament History and Literature  3
BBST 210  New Testament History and Literature  3
BBST 260  Christian Theology  3

Integration Courses
Up to five courses of integration may be used towards the Bible requirement. However, other specific BBST courses may be required. See individual programs for details.
BBST Integrative course (specified by program)  3

Total Credits  30

Arts and Sciences Requirement
The students must make degree specific selections from the following courses in the arts and sciences.

First Year Seminar  1  1
Behavioral Science  3
Communication  3
English  6
Fine Arts  3
Foreign Language  0-8
History  3-6

Kinesiology & Health Science  2
Literature  3
Mathematics  3
Philosophy  3
Science  3

Total Credits  33-44

1  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).

Core Curriculum (GE) Requirement Credits by Degree Type
This is a general overview; some majors have exceptions to the Core Curriculum requirements. Students should refer to their major departments for more information.

<table>
<thead>
<tr>
<th></th>
<th>B.A.</th>
<th>B.S.</th>
<th>B.F.A.</th>
<th>B.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>First Year Seminar</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Communicatio3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Foundational/Intermediate Courses</td>
<td>Biblical Interpretation and Spiritual Formation</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foundations of Christian Thought</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Old Testament History and Literature</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>New Testament History and Literature</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Christian Theology</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Integration Courses</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3</td>
<td>*2 or 3</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>3</td>
<td>*2 or 3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>70 to 74</td>
<td>63 to 67</td>
<td>60</td>
<td>59</td>
</tr>
</tbody>
</table>

* The Core Curriculum requirement in Mathematics and Science for the B.M. is 5 credits, consisting of either 3 credits in Math and 2 credits in Science or 2 credits in Math and 3 credits in Science.

The courses that fulfill the Core Curriculum (GE) requirement are the following:

Behavioral Science
Select one of the following:  3

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

Total Credits  3

Check the catalog to determine which majors require PSYC 200 as a support course. PSYC 200 is required for all majors leading to a teaching credential.
Communication
Select one of the following: 3

- COMM 181 Introduction to Argumentation and Debate
- COMM 200 The Rhetorical Act
- COMM 270 Interpersonal Communication
- COMM 280 Oral Interpretation

Total Credits 3

English
ENGL 100 Basic Studies in Critical Thinking and Writing 3
or ENGL 112 Studies in Critical Thinking and Writing I
ENGL 313 Writing in the Disciplines 3

Total Credits 6

All students scoring less than 480 on the verbal section of the SAT (or 16 ACT) must enroll in ENGL 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. Students for whom English is not a primary language may need to take ELP coursework prior to enrolling in ENGL 100.

Fine Arts
Select 3 credits from the following: 3

- ARTS 100 Art Appreciation
- ARTS 107 Drawing I
- ARTS 108 Figure Studies I
- ARTS 110 2-D Design
- ARTS 111 3-D Design
- ARTS 112 4-D Design
- ARTS 210 Sculpture I
- ARTS 211 Ceramics I
- ARTS 213 Painting I
- ARTS 221 Photography I-Introduction to Darkroom and Digital Processes
- MUSC 001 Biola Chorale
- MUSC 002 Chamber Music Ensemble
- MUSC 003 Symphony Orchestra
- MUSC 005 Chamber Choir
- MUSC 007 Jazz Ensemble
- MUSC 008 Symphonic Winds
- MUSC 010 Vocal Jazz Ensemble
- MUSC 012 Women’s Chorus
- MUSC 014 Men’s Chorus
- MUSC 101 Music Appreciation
- MUSC 115 History of Rock: A Social and Musical Revolution
- THTR 160 Theatre Appreciation

Total Credits 3

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

Foreign Language
American Sign Language
- ASLG 100 Elementary American Sign Language
- ASLG 200 Intermediate American Sign Language
- ASLG 201 Advanced American Sign Language

Arabic
(Offered pending faculty and enrollment)
- ARAB 100 Arabic Language and Culture I
- ARAB 200 Arabic Language and Culture II
- ARAB 201 Arabic Language and Culture III
- ARAB 205 Intercultural Communication in Arabic

French
- FREN 100 French Language and Culture I
- FREN 200 French Language and Culture II
- FREN 201 French Language and Culture III
- FREN 205 Intercultural Communication in French

German
- GRMN 100 German Language and Culture I
- GRMN 200 German Language and Culture II
- GRMN 201 German Language and Culture III
- GRMN 205 Intercultural Communication in German

Greek
- BLGR 101 Elementary Greek Grammar I
- BLGR 102 Elementary Greek Grammar II
- BLGR 201 Intermediate Greek Grammar I
- BLGR 202 Intermediate Greek Grammar II

Hebrew
- BLHE 101 Elementary Hebrew Grammar I
- BLHE 102 Elementary Hebrew Grammar II
- BLHE 201 Intermediate Hebrew Grammar I
- BLHE 202 Intermediate Hebrew Grammar II

Russian
(Offered pending faculty and enrollment)
- RUSS 100 Russian Language and Culture I
- RUSS 200 Russian Language and Culture II
- RUSS 201 Russian Language and Culture III
- RUSS 205 Intercultural Communication in Russian

Spanish
- SPAN 100 Spanish Language and Culture I
- SPAN 200 Spanish Language and Culture II
- SPAN 201 Spanish Language and Culture III
- SPAN 205 Intercultural Communication in Spanish
- SPAN 215 Basic Spanish for the Heritage Learner

The foreign language requirement is determined by the degree a student is pursuing, and the student’s level of proficiency in a second language.

Students pursuing a B.A. degree must complete 8 credits of language study in the same language starting at the level into which they place. Students who have completed four years of high school language...
study in a language offered at Biola will have 4 credits of their language requirement waived and must complete 4 credits of language study in the same language, at the level into which they place. Students who have completed four years of language study in a language not offered at Biola will have 4 credits of their language requirement waived and can complete 4 additional credits in the language of their choice.

Students pursuing a B.S. degree, who have completed two years or more of high school language study, will have their language requirement waived. Those with one year or less of high school language must complete four credits of language study.

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. The department may require an unprepared student to change to a lower level, and all students are required to demonstrate proficiency at any level above 100 prior to beginning coursework. Course placement is determined by standardized placement testing prior to registration where available, or by individual conversational assessment conducted by a faculty or adjunct professor. Additionally, 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.

Upon registration, in the case of languages for which Biola cannot offer standardized placement testing online, students will be temporarily placed into courses according to the following guidelines:

- Students with 1 year of high school instruction will place into the 100 level.
- Students with 2 years of high school instruction will place into the 200 level.
- Students with 3 years of high school instruction will place into the 201 level.

These placements are temporary, pending confirmation of proficiency via faculty assessment. A student may choose to study a language other than one previously studied in high school, in which case the student must complete 8 credits in the same language starting at the level into which they place. Bible majors should see the language requirement as stated for their major.

Transfer and Online courses: Biola’s Core Curriculum (GE) language courses are 4 credit classes; students who want to receive transfer credit for courses taken elsewhere, or for courses taken for fewer than 4 credits, will be evaluated on a case-by-case basis to establish their proficiency level. In cases where a student’s transferred courses totaled less than 8 credits AND they cannot show proficiency at the 200 level, the student may take the appropriate level class and the lower level requirement may be waived. Only the language requirement is waived; any foreign language credits waived must be replaced by elective credits of the student’s choice. If a student has passed a foreign language course totaling at least 8 credits, no proficiency assessment will be required. Students are encouraged to visit the Department of Modern Languages for advisement, should they have any questions.

**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 100, they will be placed into the appropriate course, in which case the lower level requirement may be waived. Heritage speakers of Spanish may elect to take SPAN 215.

**International Students**: International students for whom English is not a primary language and 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 examination is passed, 4 credits of foreign language will be waived. The remaining 4 credits may be completed in any language at the level into which they place. Credit is not given for these examinations. There is a $50 fee for taking foreign language waiver examinations. Examinations are not available in all languages. For advisement, see the Department of Modern Languages. All students for whom English is not a primary language will be able to count 8 credits of English Language Program (ELP) courses toward graduation.

**ELP**: For students pursuing the B.A. degree, the 8 credits of ELP 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 4 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).

### History

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 100</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 101</td>
<td>World Civilizations II</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIST 200</td>
<td>United States History To 1865</td>
<td></td>
</tr>
<tr>
<td>HIST 201</td>
<td>United States History Since 1865</td>
<td></td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

An alternate route for meeting the requirement for HIST 200, HIST 201 or POSC 225; and HIST 100 or HIST 101, 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 HIST 200, HIST 201 or POSC 225; and HIST 100 or HIST 101. Appropriate upper-division coursework is determined in consultation with the Department of History and Political Science.

### Kinesiology and Health Science

Each student is required to complete 2 credits of Kinesiology and Health Science (KHS) to be eligible for graduation. Students must complete Lifetime Wellness and a Lifetime Wellness Activity course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 107</td>
<td>Lifetime Wellness</td>
<td>1</td>
</tr>
<tr>
<td><strong>Lifetime Wellness Activity</strong></td>
<td></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>
Selection is made from the following KNES activity classes (101, 110, 130, 140, 150). Note: First Aid and CPR do not count as KHS activity credit.

Credit for varsity sports may be substituted for the Lifetime Wellness Activity. In addition to Lifetime Wellness and Lifetime Wellness Activity required for Core Curriculum (GE), the student may complete 6 more credits (maximum of 8) to apply towards graduation. Students 21 years of age at the time of entrance to Biola are exempt from the KHS requirement.

Students studying for the multiple subject teaching credential but not selecting physical education as a minor area of emphasis, should select KNES 201.

KNES 213 fulfills the Core Curriculum Kinesiology and Health Science requirement for Kinesiology majors only.

**Literature**

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 220</td>
<td>Literature and Film</td>
</tr>
<tr>
<td>ENGL 230</td>
<td>Topics in Diverse Literatures</td>
</tr>
<tr>
<td>ENGL 283</td>
<td>Race and Ethnicity in American Literature</td>
</tr>
<tr>
<td>ENGL 290</td>
<td>World Literature</td>
</tr>
</tbody>
</table>

Total Credits: 3

**Mathematics**

3 credits of Mathematics are required. The courses in Mathematics approved for Core Curriculum (GE) credit are:

Select 3 credits from the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 101</td>
<td>Precalculus Mathematics</td>
</tr>
<tr>
<td>MATH 102</td>
<td>Topics in Mathematics</td>
</tr>
<tr>
<td>MATH 103</td>
<td>Calculus for Management Sciences</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 120</td>
<td>The Nature of Mathematics or MATH 130</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Quantitative Reasoning for the Natural &amp; MATH 122</td>
</tr>
<tr>
<td>MATH 123</td>
<td>and Quantitative Reasoning for the Behavioral Sciences &amp; and Quantitative Reasoning Seminar</td>
</tr>
<tr>
<td>MATH 190</td>
<td>Business Statistics</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
</tr>
<tr>
<td>MATH 318</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>PSYC 209 &amp; PSYC 211</td>
<td>Statistics with Computer Applications Lab</td>
</tr>
</tbody>
</table>

Total Credits: 3

**Philosophy**

Select one of the following: 3

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

Total Credits: 3

**Science**

3 credits of science are required. BIOS 100 and PHSC 101 have both been designed for the student with a limited background in science. The courses in Science approved for Core Curriculum (GE) credit are:

Select 3 credits from the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 222</td>
<td>Physical Anthropology</td>
</tr>
<tr>
<td>ANTH 223</td>
<td>Physical Anthropology Laboratory</td>
</tr>
<tr>
<td>BIOS 100</td>
<td>Biological Principles: Lecture</td>
</tr>
<tr>
<td>BIOS 103</td>
<td>Introduction to Environmental Science</td>
</tr>
<tr>
<td>BIOS 110</td>
<td>Observational Biology Laboratory</td>
</tr>
<tr>
<td>BIOS 112</td>
<td>Fundamentals of Organismal Biology &amp; BIOS 114</td>
</tr>
<tr>
<td>BIOS 120</td>
<td>Current Topics in Biology</td>
</tr>
<tr>
<td>BIOS 121</td>
<td>Nutrition</td>
</tr>
<tr>
<td>BIOS 130</td>
<td>Seminar in Biological Science</td>
</tr>
<tr>
<td>BIOS 236</td>
<td>Principles of Human Anatomy and Physiology</td>
</tr>
<tr>
<td>BIOS 290</td>
<td>Natural History of Marine Mammals</td>
</tr>
<tr>
<td>CHEM 100</td>
<td>The Chemistry of Everyday Life</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 107</td>
<td>Introduction to Chemistry</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Principles of Organic and Biochemistry</td>
</tr>
<tr>
<td>PHSC 101</td>
<td>Physical Science Survey: Lecture</td>
</tr>
<tr>
<td>PHSC 102</td>
<td>Physical Science Survey Laboratory</td>
</tr>
<tr>
<td>PHSC 103</td>
<td>Geology</td>
</tr>
<tr>
<td>PHSC 104</td>
<td>Geology Laboratory</td>
</tr>
<tr>
<td>PHSC 109</td>
<td>Physics of Sound</td>
</tr>
<tr>
<td>PHSC 110</td>
<td>Astronomy</td>
</tr>
<tr>
<td>PHSC 111</td>
<td>Physics I &amp; PHSC 117 &amp; and Physics I Laboratory</td>
</tr>
<tr>
<td>PHSC 115</td>
<td>Physics in Everyday Life &amp; PHSC 119</td>
</tr>
<tr>
<td>PHSC 132</td>
<td>General Physics I: Mechanics and Heat &amp; PHSC 134</td>
</tr>
<tr>
<td>PHSC 250</td>
<td>Science and Origins</td>
</tr>
</tbody>
</table>

Total Credits: 3

**Core Curriculum (GE) Course Substitutions**

While the Core Curriculum (GE) 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 Core Curriculum (GE) 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.
Torrey Honors Institute - Undergraduate

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 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.

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.

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, YMDT 325, YMDT 410 and/or YMDT 465; or Johnson House YMDT 304, YMDT 401 and/or YMDT 402. With approval, YMDT 492 may be substituted in place of YMDT 480.

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.

Learning Outcomes
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).

Requirements
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.

Morgan House Curriculum Requirements
Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMDT 110</td>
<td>Greek Thought (Meets ARTS 100, COMM 100, COMM 200)</td>
<td>4</td>
</tr>
<tr>
<td>YMDT 111</td>
<td>Old Testament Beginnings (Meets BBST 103)</td>
<td>4</td>
</tr>
<tr>
<td>YMDT 122</td>
<td>Church Fathers and Life of Christ (Meets BBST 165)</td>
<td>8</td>
</tr>
<tr>
<td>YMDT 125</td>
<td>Greco-Roman Thought (Meets BBST 210; ENGL 112, 230)</td>
<td>4</td>
</tr>
<tr>
<td>YMDT 214</td>
<td>Medieval and Reformation Thought (Meets HIST 100 or 101; PHIL 214)</td>
<td>8</td>
</tr>
<tr>
<td>YMDT 217</td>
<td>Pauline Epistles (Meets BBST 306)</td>
<td>4</td>
</tr>
<tr>
<td>YMDT 220</td>
<td>Early Modern Thought (Meets HIST 200; Behavioral Science)</td>
<td>8</td>
</tr>
<tr>
<td>Program Courses</td>
<td>Credits</td>
<td></td>
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<td>------------------------</td>
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</tr>
<tr>
<td>YMDT 226: Wisdom Literature (Meets BBST 209)</td>
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<td></td>
</tr>
<tr>
<td>YMDT 310: Revivalism and Romanticism (Meets BBST 251)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>YMDT 325: Nineteenth Century Thought (Meets BBST 354)</td>
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<td></td>
</tr>
<tr>
<td>YMDT 410: America (Meets BBST 300/400, BBST 365)</td>
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<td></td>
</tr>
<tr>
<td>YMDT 465: Twentieth Century Thought (Meets BBST 465)</td>
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<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

### Johnson House Curriculum Requirements

#### Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMDT 101: On Origins (Meets BBST 103; ENGL 112)</td>
<td>8</td>
</tr>
<tr>
<td>YMDT 102: On Desire (Meets BBST 209; ARTS 100; COMM 100, COMM 200)</td>
<td>8</td>
</tr>
<tr>
<td>YMDT 205: On Community (Meets ENGL 230; HIST 200)</td>
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</tr>
<tr>
<td>YMDT 202: On Knowing God (Meets BBST 210, BBST 251)</td>
<td>8</td>
</tr>
<tr>
<td>YMDT 303: On the Cosmos (Meets HIST 100 or HIST 101; PHIL 214)</td>
<td>8</td>
</tr>
<tr>
<td>YMDT 304: On Learning and Knowledge (Meets BBST 165, BBST 354; Behavioral Science)</td>
<td>8</td>
</tr>
<tr>
<td>YMDT 401: On History and Rhetoric (Meets BBST 300/400, BBST 306, BBST 365)</td>
<td>8</td>
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<tr>
<td>YMDT 402: On the Future (Meets BBST 465)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

### 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 allows 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 a professional advising, help should be sought from the Office of Academic Advising, located in Sutherland 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 HMOs.

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 Core Curriculum (GE). 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 and Health Science, 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 Core Curriculum (GE) 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 Core Curriculum (GE) 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 (https://www.biola.edu/studyabroad/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 in the 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. 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 or designated timeframe for the major. Students will be eligible to receive study abroad or domestic University Aid for one Fall or Spring Study Abroad or Study USA program.

Students who are interested in applying to a Study Abroad/Study USA program should contact the Advising Center (study.abroad@biola.edu (https://www.biola.edu/studyabroad)). All students participating in Study Abroad/Study USA programs must complete:

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

**Curriculum Requirements**

It is University policy that students participating in a Fall or Spring Study Abroad/Study USA program:

- May not be registered in an arranged course.
- Students considering taking online courses in addition to traditional courses must obtain permission from the Advising Center and the Office of the Registrar. Additional fees will apply.

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 meet with Academic Advising regarding how these credits may or may not apply toward graduation.

Students are not eligible to participate in a semester Study Abroad/Study USA program in the same semester they intend to graduate.

**Biola Semester Programs**

Initials in parentheses listed below, next to program name, represent University transcript codes.

- **Biola in Ecuador (QES)**

See the Living and Learning (http://landli.org) website for additional information and course offerings.

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 participate in either a for-credit internship in their major or service-learning practicum to encourage deeper cross-cultural engagement and community development.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

- **Biola London (BLS)**

See the Biola London (https://www.biola.edu/studyabroad/biola-london) website for additional information.

In cooperation with University of Roehampton 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 University of Roehampton 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 sophomore, junior or senior year, which requires them to apply in their freshman, sophomore or junior year, respectively.

University of Roehampton’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 Core Curriculum (GE) 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 (BBST 450). In all, students will take five courses in London, totaling 15 credits.

Students interested in the program should inquire with Student Success to begin the process of ensuring that there is space in their curriculum for the courses they aim to take in London. Students may take courses that count either toward the Core Curriculum (GE) or major requirements.
Application, payment of tuition and room are made through Biola. Seniors are not allowed to attend during the semester in which they will be graduating. 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 available online through the Study Abroad (https://www.biola.edu/studyabroad/programs) (https://www.biola.edu/studyabroad) website. A selection process follows the submission of applications.

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 visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Biola Student Exchange Program (ISE)
See the Study Abroad (https://www.biola.edu/studyabroad/programs) (https://www.biola.edu/studyabroad) website for additional information.

The Biola Student Exchange Program provides unique opportunities for Biola students to study at Christian universities in South Korea, Japan, and Indonesia. Students can study as exchange students at Yonsei University in South Korea, Tokyo Christian University in Japan, and Universitas Pelita Harapan in Indonesia. Biola students with a GPA of 3.0 or higher may apply for up to two semesters of exchange study.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

BestSemester (CCCU) Programs
The Council for Christian Colleges and Universities (CCCU) 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 Advising Center.

Interested students can visit the Study Abroad (https://www.biola.edu/studyabroad) and the CCCU (http://www.bestsemester.com) websites.

American Studies Program (ASP)
See the ASP (http://www.bestsemester.com/locations-and-programs/washingtondc/asap) website for additional information and course offerings.

Since 1976, the American Studies Program has served as an experiential learning laboratory for students committed to connecting their faith to public affairs. Nearly 500 of ASP’s 3,000+ alumni have returned to work in the DC metro area in a variety of professional fields-private and public, for-profit and non-profit.

In addition to an internship and the Leadership and Vocation course, students apply to either the Public Policy Track or the Strategic Communications Track. The Public Policy Track equips and supports students in their analysis of a pressing public policy issue. The Public Policy track equips and supports students in their analysis of a pressing public policy issue. Each student produces original research by engaging area experts and practitioners off-site and in the classroom as they investigate the local, national and global factors that influence policy-making in Washington, D.C. The Strategic Communication track engages communication professionals to explore the role of strategic communication in achieving organizational goals. Field-work activities explore current best practices in communicating critical organizational messages to key internal and external constituents and stakeholders.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Australia Studies Centre (ASC)
See the ASC (http://www.bestsemester.com/locations-and-programs/australia) website for additional information and course offerings.

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 two credits from CHC offerings in Business, Ministries, Social Sciences, Liberal Arts, or Education and Humanities. 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 visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Contemporary Music Center (CMC)
See the CMC (http://www.bestsemester.com/locations-and-programs/nashville) website for additional information and course offerings.

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 and execute a week-long tour at the end of the semester. Each track includes coursework, labs, directed study and a practicum. CMC students earn 16 credits.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.
Latin American Studies Program (LAS)
See the LAS (http://www.bestsemester.com/locations-and-programs/costa-rica) website for additional information and course offerings.

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 three concentrations: Latin American studies (offered both Fall and Spring terms); advanced language and literature (designed for Spanish majors); and international business (offered only in Fall terms). Depending on their concentration, students travel to nearby Central American nations including Nicaragua, Guatemala, Cuba and Panama. LASP students earn 16–18 credits.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Los Angeles Film Studies Center (LAF)
See the LAF (http://www.bestsemester.com/locations-and-programs/los-angeles) website for additional information and course offerings.

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 one of the primary film and television production centers in Los Angeles. LAFSC seeks to prepare students for placement in the mainstream Hollywood film industry, ideally in decision-making positions, with a Christ-centered vision to dynamically influence film content, production processes, and interpersonal relationships. In addition, LAFSC aims to develop advocates to advance an informed and discerning approach to understanding the media, and an appreciation and support for the work of peers in Hollywood. LAFSC students earn 16 credits.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Middle East Studies Program (MES)
See the MES (http://www.bestsemester.com/locations-and-programs/middle-east) website for additional information and course offerings.

Based in Amman, Jordan, this program offers students a unique opportunity to become immersed in the complex and strategically important world of the modern Middle East. Under the guidance of a staff with over 30 years of experience living in the region, students live together in a close-knit community and explore the diverse religious, social, cultural and political traditions of Middle Eastern peoples through interdisciplinary seminars. Students also earn up to 6 credits of advanced Arabic language and serve at local organizations with the opportunity to earn intercultural internship/practicum credit throughout the semester. During the program’s substantial travel components (recently including Israel/Palestine, Islamic Spain, Morocco, and Turkey), students participate in homestays and discover the diversity and dynamism of Middle Eastern cultures by experiencing their foods, customs, schools, neighborhoods, and places of worship. At a time of change in the Middle East, MESP empowers and equips students to relate to Muslim, Eastern Christian, and Jewish peoples in a guided and Christ-centered approach. MESP students earn 15–18 credits.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Northern Ireland Semester (NIS)
See the NIS (http://www.bestsemester.com/locations-and-programs/northern-ireland) website for additional information and course offerings.

The first thing you notice as a student in Northern Ireland is the beautiful verdant landscape, but there's more to this country than rocky green cliffs and sparkling blue waters. From your home base at Lakeside Manor, a charming 19th-century mansion in Belfast, you'll travel all over the Irish isle visiting important cultural and historical landmarks like SAUL, the site of St. Patrick's first church in Ireland, the Northern Ireland Parliament, and Dublin Castle.

In addition, you will experience the deep impact of the religious and political conflict that has been an important part of Northern Ireland's history. Sit at a table with residents who lived through "The Troubles" as you hear first-hand accounts of the hunger strikes and political clashes that beset Belfast in recent decades. Pray in ancient cathedrals that predate the birth of your home country. Hike among green pastures and ancient forests. This opportunity for experiential learning in Northern Ireland will make your next semester unforgettable.

NIS students earn 15–18 credits.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Oxford Summer Programme (OSP)
See the OSP (http://www.bestsemester.com/locations-and-programs/oxford/osp) website for additional information and course offerings.

The Oxford Summer Programme pairs students with Oxford University professors to do intensive scholarship in the oldest university in the English-speaking world. During the four-week programme, students hone their research and writing skills and delve into their chosen disciplines, occasionally traveling the United Kingdom to explore relationship between Christianity and the development of the British Isles. Seminars and tutorials (one-on-one mentorships sessions with expert Oxford scholars) feature specialized topics under expert Oxford academics in the areas of English language and literature, history, science, philosophy.

The programme is structured for rising college sophomores, juniors, and seniors, as well as graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. OSP students earn 6 credits.

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 visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Scholars' Semester in Oxford (SSO)
See the SSO (http://www.bestsemester.com/locations-and-programs/oxford/ssp) website for additional information and course offerings.

The Scholars’ Semester in Oxford is specifically designed for students seeking an academically rigorous and robust experience. As official Registered Visiting Students of Oxford University, students study within Oxford’s acclaimed tutorial pedagogy to receive weekly, one-on-
one instruction from a faculty comprised of widely-published authors, historians, former international ambassadors, and other celebrated scholars. Students choose from hundreds of subjects within the disciplines of Classics, English Language and Literature, History, History of Art, Modern Languages (French, German, Italian, Portuguese, and Russian), Musicology, Philosophy, Psychology, or Theology, and earn access to Oxford’s 119 libraries featuring 11 million books and outstanding electronic resources. SSO also offers 18 thematic or integrative concentrations including Gender Studies, Film Studies, Philosophy of Science, and more. If choosing to return for a second term, students write a substantial thesis on a topic of their choice. Applicants are generally honors students and must have at minimum a 3.7 GPA to be considered for the program. SSO students earn 15-18 credits for a semester and may complete two semesters of the program.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Uganda Studies Program (USP)
See the USP (http://www.bestsemester.com/locations-and-programs/uganda) website for additional information and course offerings.

The Uganda Studies Program immerses students in local communities, Ugandan campus life, and a broad range of cultures and places within Uganda and Rwanda. Students choose to live either with a host family for the semester or on campus at Uganda Christian University (UCU), an international affiliate member of the CCCU located 15 miles east of the capital city of Kampala. Students forge meaningful relationships with their Ugandan peers, faculty members, and host families while exploring issues such as poverty, cultural expressions of Christianity and missions, and the reconciliation between the realities of East Africa and their Christian faith.

Students enroll in one of three tracks: General Studies Emphasis (GSE), Global Health Emphasis (GHE), or Social Work Emphasis (SWE). Students enrolled in the Social Work Emphasis (SWE) participate in an MSW-guided junior-level or senior-level Social Work Practicum (up to 400 practicum hours) at a variety of sites, including Compassion International and locally-founded aid organizations, approved in consultation with the CSWE. Global Health Emphasis (GHE) students take advanced global health courses and participate in the Cross Cultural Practicum at a health-related to engage broader issues of international aid, development, and public health. General Studies Emphasis (GHE) students select from a variety of UCU electives including languages, health, religions, literature, and politics, and may also choose to receive practicum credit through service at Cross-Cultural Practicum sites in a variety of fields. USP students earn up to 16 hours of credit.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Affiliated Semester Programs
Creation Care Study Program (CCSP)
See the CCSP (http://creationcsp.org) website for additional information and course offerings.

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.

CCSP New Zealand or Belize is available Fall or Spring semester and is suitable for all majors, but particularly for Intercultural Studies, Biology, and Sociology majors.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Justice Studies in Honduras (DSP)
See the Justice Studies in Honduras (https://calvin.edu/offices-services/off-campus-programs/semester-in-honduras-justice-studies) website for additional information and course offerings.

Students from all majors are invited to the Justice Studies in Honduras semester, offered through Calvin College’s off-campus programs. 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 by speaking Spanish, even if you haven’t taken much before. In Honduras, you’ll stay with host families in the beautiful town of Santa Lucia, just outside the capital, Tegucigalpa. You may learn to cook traditional food, play soccer with your younger siblings, or hear traditional stories from your abuelo. Whatever your experience, many students stay with a host family is one of the most rewarding parts of their semester. In coffee fields and subsistence farms, in embassies and Congress, don’t just learn about a developing country: learn from one. Come together with people who share your passions and see how you can be part of the solution.

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 (http://offices.biola.edu/finaid) and request a University Aid Leave of Absence to ensure University Aid will be reinstated upon return from this program.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

Biola Study Tours
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 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 Summer study tours. All students participating in a Summer study tour are charged a $50 non-refundable registration fee and the international health insurance fee.

To learn more about Biola’s various Summer study tours visit the Study Abroad (https://www.biola.edu/studyabroad) website.

**Au Sable Institute of Environmental Studies**

See the Au Sable Institute (http://ausable.org) website for additional information and course offerings.

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, and research. Courses take place during 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 two May session courses "Conservation and Development in 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, and how these can be used to share the Gospel.

For contact information visit the Study Abroad (https://www.biola.edu/studyabroad) website.

## 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. 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 noted accordingly.

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

### Probation Removed

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

### Academic Disqualification Appeals

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

### Good Academic Standing

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

### Satisfactory Academic Progress and Financial Aid Eligibility

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

### Athletic Eligibility

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

### Extracurricular Activities

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

### Academic Integrity

As a Christian institution, Biola University is especially concerned that sound moral values are practiced in all areas of university life. Honesty in academic work is essential for personal growth and an ethical life pleasing to God.

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

**Fraudulent Records**

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

1. The former student will be notified that a fraudulent item or alteration has been discovered. This notification may be made in person or sent by mail, posted to the address currently on file in the Office of the Registrar.
2. The student’s file will be suspended during the investigation, and documents will not be released during this time.
3. The student will be given 30 days to present evidence that may assist the University in determining whether there was fraud and/or alteration.
4. The University will review the evidence and determine whether the documents in question were fraudulent and/or altered.
5. The student will be notified of the University’s decision and may appeal it to the Provost Office within 30 days of the written notice. This notice may be made in person or sent by mail, posted to the address currently on file in the Office of the Registrar. If the evidence indicates that fraudulent or altered transcript(s), record(s) or document(s) were submitted and a degree was granted, such a degree will be rescinded and the student placed on a "dismissed without possibility of re-admittance" status. When possible, any person, employer or agency who was provided a transcript before the fraud or alteration was discovered will be notified that the transcript submitted was erroneous. Even if no degree was granted to the student, this individual will be placed on a "dismissed without possibility of re-admittance" status. In the event the student attended the University on a student visa, the appropriate embassy will be notified.

**Title IX**

Biola University is committed to maintaining the university environment as a Christian community that provides a place for spiritual growth, work, and study free of all forms of prohibited discrimination and harassment on the basis of sex, including all forms of sexual misconduct. Sex discrimination violates an individual’s fundamental rights and personal dignity. Biola considers sex discrimination in all of its forms to be a serious offense. The Title IX policy outlines the University’s commitment to ensuring that its campus is free from sexual misconduct, the steps for recourse for those individuals whose rights may have been violated, and the procedures for determining a violation of University policy. This policy applies to all forms of sex discrimination, including, but not limited to, sexual harassment, sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. For more information on Biola’s Title IX policy, please visit https://www.biola.edu/title-ix.

**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), 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 (https://studenthub.biola.edu/undergraduate-student-handbook).

**Student Activities**

**Spiritual Development & Chapels**

The spiritual development of our students is a central dimension of Biola’s mission and education. Indeed, the Bible affirms that there is a spiritual knowledge that grows in us as we unceasingly engage with our God (1 Cor. 2:6ff). Learning to live “in Christ” is not only the Christian’s primary calling, but also leads to fruit (e.g. peace, hope, patience) that helps students identify and give themselves to their other callings (including their academic studies). 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 chapel opportunities for students each semester, offered every weekday, varying from large corporate gatherings for worship and teaching, to weekly prayer services and retreats, to 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 and respond to God’s Word and wisdom for their lives. 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 opportunities — which include chapels, retreats, and spiritual mentoring — are required of all undergraduates, and 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. More than 50 local churches are invited to come on campus annually to acquaint student with and invite them into these congregations.

In the context of community and gospel-centered ministry, students can serve in many campus, local and global ministries through prayer, discipleship, evangelism and outreach, proclaiming the gospel of Christ in word and deed. These opportunities for ministry range from the “Manna” ministry to the homeless, to the construction of pipelines that bring water to Honduran villages, to the “California School Project, which empowers and trains high school students in southern California schools to share their faith with their peers. Nearly 100 students are involved in leadership with chapel programs, as well as local and global ministries, and receive weekly leadership training that prepares them not only for ministry, but also with vocational skills for life and work in a diverse world.

Pastoral care is available to all of our students, and is a safe and confidential place to discuss their relationships to God and others, their emotional needs, questions of discernment and calling, sexuality, theological doubt, or simply to receive short-term spiritual guidance and mentoring. Students are also encouraged to seek longer-term guidance through the spiritual direction program where students are matched with trained spiritual mentors who will walk with them throughout their years at Biola.

See the Spiritual Development (https://www.biola.edu/spiritual-development) website for additional information.

**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, 9:00 a.m. to 5 p.m. and Friday from 9:00 a.m. to 3:00 p.m. SGA staff can also be contacted at (562) 903-4882.

**Student Programming and Activities**

The Student Programming and Activities (SPA) department plans events and administers programs to provide opportunities for community building and out-of-the-classroom learning. A staff of over 30 student workers (reporting to the Director and Assistant Director of Student Programming and Activities) manage 70–80 active student clubs, intramurals, and plan large-scale events each year, including Mock Rock, the Eddys, Punk N’ Pie, Nationball, and Study Break. SPA is located in the upper level of the Student Union Building and is open Monday through Thursday, 9:00 a.m. to 5 p.m. and Friday from 9:00 a.m. to 3 p.m. SPA 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
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.

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:

- 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
- international student services

The Division of Student Success partners with Student Development to provide academic and career advising in the Advising Center and the Career Center, as well as support for a limited number of fully online programs through success coaching through the office of Online and Graduate Student Success.

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.

Student Enrichment and Intercultural Development (SEID)

The mission of the Student Enrichment and Intercultural Development (SEID) office is to enhance the academic success and personal development of students from diverse backgrounds through holistic support.
The students served through this office range from first generation college students, to students of color, and many other students from diverse backgrounds. The SEID office is committed to supporting and serving students in the following ways:

- Lending Library: Textbooks are available to borrow for a semester for students who are financially stretched.
- BiolaShares: We desire to ensure that all students have their basic needs met so they can thrive while receiving a college education. Snacks, light meals, and a limited amount of Cafeteria meals are offered to students who may need support.
- Mosaic Cultural Center: A space for all students to study and hang out in Rose Hall across from Talbot East.
- SEID Send Off Ceremony: A multicultural culminating event to mark the significance of students’ achievements while at Biola.

Moreover, SEID also seeks to educate and empower students through professional, leadership, and identity development opportunities throughout their time at Biola. Opportunities include:

- Programming tailored to first generation college students
- FirstGen Scholars Program (https://www.biola.edu/seid/firstgen) for incoming students
- Intercultural competency development through the LEAD Scholars Program (https://www.biola.edu/undergrad/financial-aid/lead-program)
- Community-building events and college-success workshops for all students
- Affinity Groups (https://www.biola.edu/seid/affinitygroups)
- Biola Gospel Choir (https://www.biola.edu/seid/gospelchoir)
- Mentorship opportunities

At the SEID office, our heart is to see every student thrive and grow in their understanding of their God-given identity as we embrace and live out God’s diverse kingdom here at Biola.

**Student Development**

The Division of Student Development is committed to see every student at Biola empowered, transformed and thriving. The team exists to create an integrated learning experience that promotes the whole-person development of all students. This area is comprised of the Commuter Life, Residence Life & Housing, Student Care, Student Programming & Activities, Student Government Association, Global Student Programs and Development, the Learning Center, Student Health Center, Title IX Coordinator and Spiritual Development.

**Commuter Students**

Students who live off campus are a valued and important part of the Biola community. The Department of Commuter Life (https://www.biola.edu/commuter-life) serves Biola’s Off-Campus Community members via special Orientation Events, Good Morning OCC, the bi-weekly OCC Update, Commuter Lockers, OCC Events and the Collegium (https://www.biola.edu/collegium), our home-away-from-home for off-campus students, located centrally in the upper Student Union. The Commuter Life Team — Director, Assistant Director, Coordinator, and 20 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.

**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. For details on Residential Facilities, see “Auxiliary Services/Residential Facilities.”

**Housing**

**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 on My Account (https://myaccount.biola.edu). Students enrolled in less than 12 credits are not required to live on campus unless they contracted to live in University housing. 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 Housing Office in Student Development (undergrad.housing@biola.edu (https://www.biola.edu/housing)).

**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 Account (https://myaccount.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: December 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 cancellation to be considered for a refund of the housing deposit to the Housing Office by the deadlines listed above, otherwise the housing deposit will be forfeited.

**Procedure for Reserving Campus Housing**
Continuing on-campus students desiring to reserve on-campus housing for the Fall must sign up for the room of their choice according to the Housing Selection schedule in the Spring semester prior to the Fall semester. Commuter students desiring to live on campus need to contact the Housing Office at undergrad.housing@biola.edu (https://www.biola.edu/housing), or call (562) 903-6000 ext 5838 to discuss availability.

**Health Services**
**Services**
The Student Health Center provides acute, ambulatory health services for all Biola University students enrolled in any residential academic program, 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 Student Health Center’s (http://www.biola.edu/health-center) website for specific hours of operation and other information.

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

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**
All students, both undergraduate and graduate, must complete a Meningitis Advisory Form, Health History Form, and Tuberculosis Screening Form. All completed forms should be submitted to the Student Health Center.

All of the above forms are available through the Student Health Center or available via download from the Student Health Center (http://www.biola.edu/health-center) website. 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 at (562) 903-4841.

**Global Student Programs and Development**
The department of Global Student Programs and Development (GSPD) exists to serve, educate and empower global students toward whole-person, intercultural development. Our enduring vision is to see global students thriving 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 an F-1 Visa
- third-culture students
- 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:

- Fall and Spring Orientation for new students
- Global Student Community events
- Cultural celebrations
- Global Student Voices Chapels
- Global worship events
- 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 Rose Hall, next to the Mosaic Cultural Center. See the Global Student Programs and Development (https://www.biola.edu/gspd) website for additional information.

**Immigration Services**

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

**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 acts 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 rigors 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 Core Curriculum (GE) courses and select major emphasis courses. Tutoring is available in individual and small group formats (a minimal fee is required).

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

**Student Success**

The Division of Student Success exists to empower all students to thrive academically and vocationally. This area is comprised of the Academic Center, Career Center, and Online and Graduate Student Success. The team in Student Success is committed to inclusive practices that support all students in the achievement of their goals and an engaging, successful experience at Biola University.

**Academic Advising and the Advising Center**

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 anticipated learning outcomes for academic advising. Students, over the course of their college career, will have the opportunity to:

- Develop a relationship with faculty member(s) outside of the classroom setting.
- Independently navigate university policies and procedures regarding course selection, registration, academic standing, the progression of curriculum, and fulfillment of graduation requirements.
- Learn how to identify program and curricular paths that are consistent with their abilities, career, interests, life goals, and sense of calling.
- Learn how to utilize critical thinking and decision-making skills in managing and planning their lives.
- 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).
- Pursue and discover connections within the Core Curriculum (GE), Bible, and major coursework.
- 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 is achieved through a faculty-based advising model. Students with a declared major are assigned a faculty or staff advisor in their discipline. It is required that students meet with their assigned advisor once per semester.

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 in their discipline 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 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 (https://www.biola.edu/academic-advising) website.

**Career Center**

The Career Center focuses on empowering students to be active agents in their career preparation and career outcomes. This involves students developing skills and mindset necessary for lifetime employability and discernment of career paths in a constantly changing world. The Career Center collaborates with various partners to help students explore career paths, develop vocational competencies, connect with employers
and professional mentors, and secure meaningful work. Students are encouraged to pursue 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 can be a faculty member, career counselor, career advisor, academic advisor, industry expert, or someone else.
- Take ownership of your career preparation, which usually involves: exploring interests and skills, reflecting on life's themes, researching suitable career options, creating roadmaps, identifying prerequisites for work experiences and education, making lists of potential work organizations, pursuing field experience, customizing resumes and cover letters, conducting interviews, and submitting graduate school applications (if applicable).
- Commit to gaining 1–3 years substantive field experience (e.g., internships, research) in an area of interest prior to graduation.

Popular services in the Career Center include:

- Handshake job and internship database
- Career assessments
- Career counseling
- Job search coaching
- Resume and cover letter reviews
- Career expos and employer connection events
- Events calendar
- Interview preparation
- Graduate school planning

Information on the above can be found on the Career (https://www.biola.edu/career-development) Center's (https://www.biola.edu/career-development) website.

**Online and Graduate Student Success**

Online and Graduate Student Success serves students in a limited number of fully online programs through success coaching and advising. Success Coaches provide a variety of types of support for students that include: academic advising and planning to ensure clear path within the program of choice, assistance during the enrollment process, guidance during course selection and registration, monitoring progress until successful completion of the program requirements, assistance with basic financial aid inquiries, support with the academic experience (e.g., navigating online learning systems, learning strategies and tips), career development advice, and spiritual and life coaching and guidance. Success Coaches serve as on-the-ground ambassadors for these online students and facilitate a seamless experience with the various offices and services Biola University offers. For more information, visit the Online and Graduate Student Success (https://www.biola.edu/online-graduate-student-success) website.

**Auxiliary Services**

**Residence Halls and Apartments**

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. All students living in undergraduate residence halls are required to participate in the food service program. Meal plans are optional for Apartment residents.

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 (http://studentlife.biola.edu/housing/housing-handbook).

All University undergraduate residence halls and apartments will remain open over the Thanksgiving break, Christmas break, and Spring break.

**Housing for Graduates, Married Students, or Students with Families**

Biola provides furnished housing for single and married graduate students, or students with families in on-campus suite-style rooms and in off-campus houses owned by the University. The per person, per month rate 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 families 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.

**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, Heritage Cafe, and Blackstone Cafe. To add or change a meal plan, go to My Account (https://myaccount.biola.edu). To purchase student dollars go to eAccounts (http://www.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 (https://studenthub.biola.edu/eating-on-campus/costs-2017-18) options.

**Biola Print Shop**

The Biola Print Shop, located on the South Campus, is available to students, staff, faculty and the public. The print shop 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. 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 the Biola Store (http://www.biolastore.com) website.

**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 safety 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. Campus Safety personnel may complete and conduct selected criminal investigations on Biola property. All follow-up criminal investigations are completed by the LASD. Serious or major crimes occurring on Biola property are investigated by the LASD. Crime statistics for Biola University may be found in the Annual Security Report (http://biola.edu/asr). 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). 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 Biola University’s emergency notification system (http://login.biola.edu/ens) at any time to designate a personal cell phone number to receive text messages.

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

**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.

**Rhetoric & Writing Center**
The Rhetoric & 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. See the Undergraduate Student Handbook (http://studentlife.biola.edu/student-support/handbook) website for additional information.

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 (http://bppe.ca.gov)
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
Phone: (916) 431-6924
Fax: (916) 263-1897
BIOLA UNIVERSITY
UNDERGRADUATE

Majors
Accounting, 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.

Degree Program
A Bachelor of Science in Accounting is offered upon the completion of the University baccalaureate requirements. The Accounting major requires 51 credits, 24 of which must be upper-division.

Learning Outcomes

Program Learning Outcomes
Upon completion of the Bachelor of Science 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):
   a. 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.
   b. Identifying the effects of globalization and how to compete in a global marketplace.
   c. 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):
   a. Identify and articulate business problems.
   b. Design & implement appropriate strategies to solve business problems based on relevant research, experiences, etc.
   c. Observe, collect, analyze and interpret data.
   d. Appropriately utilize technology in a business setting.
   e. 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):
   a. Applying the Biblical principles of justice, truth, love and humility in both their business and personal lives.
   b. Recognizing their vocation as God's calling, leading them to demonstrate character, integrity and ethical behavior in both their business and personal lives.

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Admission Requirements
Admission into Biola University does not guarantee admission as an Accounting major in the Crowell School of Business, nor permission to enroll in upper-division business administration courses (Intermediate Accounting excepted). Prior to formal admission, students shall continue to be advised as pre-business majors. The following requirements must be observed:

1. Complete, with a minimum of a "C" (2.0) grade in each of the following courses (totaling 15 semester hours), or the equivalent; with a cumulative grade point average of 2.50:
   - BUSN 201 or BUSN 202,
   - BUSN 211, and
   - BUSN 212; ENGL 100 or ENGL 112; MATH 190.

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. Complete all portions of the application for admission to the Crowell School of Business. The application should be filed the semester in which the student is in progress of completing the prerequisite course requirements.

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

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses
The Core Curriculum 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 fulfill the Core Curriculum requirement for Math and Writing Competency:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 190</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 313</td>
<td>Writing in the Disciplines</td>
<td>4</td>
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</table>

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or BUSN 231</td>
<td>Introduction to Marketing: Practical Application</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 240</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 311</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 312</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 313</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 316</td>
<td>Federal Income Tax for Partnerships, Corporations and Estates</td>
<td>3</td>
</tr>
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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.

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

Learning Outcomes
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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
Curriculum Requirements
Program-Specific Core Curriculum (GE) Courses
Students are required to take the following courses as preparation for the major. These courses fulfill Core Curriculum requirements

ANTH 200 General Cultural Anthropology
ANTH 222 Physical Anthropology
ANTH 223 Physical Anthropology Laboratory

Program Courses
The anthropology major requires 36 credits which includes 15 credits of core courses

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

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
INAL 301 General Articulatory Phonetics
INAL 313 Language and Culture Learning
INAL 403 Introduction to Phonology
INAL 405 Introduction to Syntax
INAL 446 Introduction to Sociolinguistics
INAL 452 Field Methods in Linguistics
INCS 322 Intercultural Adjustment
INCS 331 Peoples of Ethnic America
INCS 332 Peoples of the World
INCS 345 Introduction to International Development
INCS 347 Micro Issues in Relief and Development
INCS 375 Understanding the City
INCS 420 Intercultural Communication
INCS 430 Seminar: Topics in Intercultural Health Care
INCS 433 Community Development Models and Strategies
INCS 435 Project Evaluation and Assessment
INCS 445 New Religious Movements
INCS 458 Village and Tribal Cultures
INCS 459 Urban Transformation
SOCI 346 Urban Sociology
SOCI 353 Religion in Public Life
SOCI 362 Social Problems
SOCI 370 American Culture and Values
SOCI 402 Religion and Society
SOCI 443 Methods of Sociological Research

Total Credits 36

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

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

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

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

ANTH 215  Introduction to Archaeology 3
ANTH 312  Archaeology Methods and Theories 3
ANTH 315  Field Methods in Archaeology I 3
ANTH 316  Field Methods in Archaeology II 3
ANTH 321  Prehistoric Cultures of North America 3
ANTH 330  California Native Americans 3
ANTH 365  Biblical Archaeology: Ancient Near East 3
ANTH 366  Biblical Archaeology: Palestine 3
ANTH 367  Egyptian Archaeology 3
ANTH 410  Topics in Archaeology 1-4
ANTH 430  Field Excursion: Turkey, Greece and Rome 4
ANTH 432  Field Excursion: Israel 3
ANTH 450  Internship in Archaeology 1-3

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

ANTH 306  Cognitive Anthropology 3
ANTH 310  Introduction to Linguistic Anthropology: Language, Culture and Society 3
ANTH 311  Ancient Languages 3
ANTH 407  Ethnicity, Identity and Memory 3
ANTH 408  Language and Power 3
INAL 301  General Articulatory Phonetics 3
INAL 405  Introduction to Syntax 3
INAL 446  Introduction to Sociolinguistics 3
INAL 481  Topics in Applied Linguistics 1-3
INCS 458  Village and Tribal Cultures 3

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

ANTH 303  Human Variation 3
ANTH 304  Human Osteology 3
ANTH 405  Human Paleontology 3
ANTH 406  Bioarchaeology 3
ANTH 440  Topics in Biological Anthropology 1-3

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

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

Applied Psychology, B.S.

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

Degree Program
The Bachelor of Science degree in Applied Psychology is an undergraduate major specifically designed for adult-learners with course content delivered in a non-traditional manner, maximizing flexibility and accessibility for all enrolled students. The Applied Psychology major includes course work emphasizing psychosocial development, integration, research, and foundational theories of psychological study. Since students select a psychology major for a variety of reasons, a broad range of courses have been selected for students desiring employment or advancement in a variety of fields which may include education, ministry, human resources, business, and human services. The courses are chosen to concurrently satisfy the prerequisites for many graduate programs in clinical psychology, marriage and family therapy, educational psychology, school counseling, and other related fields of study.

Learning Outcomes

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

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

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Admission Requirements

1. Must be a believer in the Christian faith (the applicant’s statement of faith will be articulated in the personal essay section of the application).
2. Must have at least a 2.5 cumulative college GPA.
3. Must have graduated from high school or earned an equivalent degree (GED).
4. Preference will be given to students with at least three years’ work experience.
5. Students with fewer than 15 semester credits post high school must apply as a transfer students and meet the Admissions requirements for first time college students. In addition, students are required to:
   a. Submit SAT/ACT scores, or
   b. If no test scores, the Post Traditional Test-Optional Rubric process will be used.

Curriculum Requirements

A Bachelor of Science in Applied Psychology is offered upon completion of the University baccalaureate and major requirements. The Applied Psychology major requires the completion of 40 credits beyond the PSYC 200, 24 of which must be upper-division.

Program-Specific Core Curriculum (GE) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 103</td>
<td>Biblical Interpretation and Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>BBST 165</td>
<td>Foundations of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>BBST 209</td>
<td>Old Testament History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>BBST 210</td>
<td>New Testament History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>BBST 260</td>
<td>Christian Theology</td>
<td>3</td>
</tr>
<tr>
<td>BBST 306</td>
<td>Early Christian History - Acts</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY 208</td>
<td>Statistics for Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Biblical Ministries, B.S.

Mission

The B.S. in Biblical Ministries exists to provide adult learners with training in Biblical interpretation, theological understanding, and practical ministry skills for effective service in their local contexts.

Degree Program

The Bachelor of Science in Biblical Ministries is a program aimed at enabling adult learners to earn a bachelor’s degree and providing them with training for ministry in their local contexts. Intended for adults who already possess ministry experience and some college credits, this 100% online program provides a faster time to completion by utilizing Biola’s trimester system, thus enabling students to take courses year-round and allowing them to complete their degrees in as little as 24 months (assuming all of their general education requirements are completed before entering the program). The program combines excellent education in biblical and theological studies as well as training in practical ministry skills with professors from Biola’s Talbot School of Theology.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Bachelor of Science in Biblical Ministries, 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 (ULO 1, 2).
2. Appraise the biblical, philosophical, and theological foundations of ministries within churches and parachurch organizations (ULO 1).
3. Demonstrate skills in ministry leadership functions (e.g. teaching, evangelism/discipleship, counseling and administration skills) (ULO 3).
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, 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.
Requirements

Admission Requirements

1. Must be a believer in the Christian faith (the applicant’s statement of faith will be articulated in the personal essay section of the application).
2. Must have at least a 2.5 cumulative college GPA.
3. Must have graduated from high school or earned an equivalent degree (GED).
4. Preference will be given to students with at least three years’ work experience.
5. Students with fewer than 15 semester credits post high school must apply as a transfer students and meet the Admissions requirements for first time college students. In addition, students are required to:
   a. Submit SAT/ACT scores, or
   b. If no test scores, the Post Traditional Test-Optional Rubric process will be used.

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses

The Core Curriculum (GE) requirement for Kinesiology and Health Science has been waived for this major.

Bible Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 103</td>
<td>Biblical Interpretation and Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>BBST 165</td>
<td>Foundations of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>BBST 209</td>
<td>Old Testament History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>BBST 210</td>
<td>New Testament History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>BBST 251</td>
<td>Theology I</td>
<td>3</td>
</tr>
<tr>
<td>BBST 354</td>
<td>Theology II</td>
<td>3</td>
</tr>
<tr>
<td>BBST 306</td>
<td>Early Christian History - Acts</td>
<td>3</td>
</tr>
<tr>
<td>BBST 320</td>
<td>Methods of Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>BBST 330</td>
<td>Jesus’ Life and Ministry</td>
<td>3</td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 311</td>
<td>Biblical Backgrounds</td>
</tr>
<tr>
<td>CEED 150</td>
<td>Foundations of Ministry</td>
</tr>
<tr>
<td>CEED 254</td>
<td>Leadership Development</td>
</tr>
<tr>
<td>CEED 255</td>
<td>Foundations of Spiritual Formation</td>
</tr>
<tr>
<td>CEED 312</td>
<td>Christian Ministry Skills</td>
</tr>
<tr>
<td>CEED 313</td>
<td>Christian Ministry Discipleship</td>
</tr>
<tr>
<td>CEED 326</td>
<td>Counseling Methods</td>
</tr>
<tr>
<td>CEED 330</td>
<td>Biblical Interpretation and Teaching</td>
</tr>
<tr>
<td>CEED 415</td>
<td>Organization and Administration of Christian Ministries</td>
</tr>
</tbody>
</table>

Select 6 credits of upper-division BBST or CEED elective courses 6

Total Credits 33

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.

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.

Learning Outcomes

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 1 and 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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses

For the student’s Core Curriculum (GE) Foreign Language requirement, the student must choose 12 credits from either Greek or Hebrew.

Greek:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLGR 101</td>
<td>Elementary Greek Grammar I</td>
</tr>
<tr>
<td>BLGR 102</td>
<td>Elementary Greek Grammar II</td>
</tr>
<tr>
<td>BLGR 201</td>
<td>Intermediate Greek Grammar and Exegesis I</td>
</tr>
<tr>
<td>BLGR 202</td>
<td>Intermediate Greek Grammar and Exegesis II</td>
</tr>
</tbody>
</table>

Hebrew:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLHE 101</td>
<td>Elementary Hebrew Grammar I</td>
</tr>
<tr>
<td>BLHE 102</td>
<td>Elementary Hebrew Grammar II</td>
</tr>
<tr>
<td>BLHE 201</td>
<td>Intermediate Hebrew Grammar I</td>
</tr>
<tr>
<td>BLHE 202</td>
<td>Intermediate Hebrew Grammar II</td>
</tr>
</tbody>
</table>

Core Curriculum (GE) Bible Courses
All students must complete 30 credits of Biblical and Theological Studies including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 103</td>
<td>Biblical Interpretation and Spiritual</td>
</tr>
<tr>
<td></td>
<td>Formation</td>
</tr>
<tr>
<td>BBST 165</td>
<td>Foundations of Christian Thought</td>
</tr>
<tr>
<td>BBST 209</td>
<td>Old Testament History and Literature</td>
</tr>
<tr>
<td>BBST 210</td>
<td>New Testament History and Literature</td>
</tr>
<tr>
<td>BBST 251</td>
<td>Theology I</td>
</tr>
<tr>
<td>BBST 354</td>
<td>Theology II</td>
</tr>
<tr>
<td>BBST 306</td>
<td>Early Christian History - Acts</td>
</tr>
<tr>
<td>or BBST 316</td>
<td>Gospel of John</td>
</tr>
<tr>
<td>or BBST 326</td>
<td>Lukan Writings</td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar</td>
</tr>
</tbody>
</table>

Select 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.

**Program Courses**

The following are the program courses for the all B.A. Biblical and Theological Studies majors (including Preaching and Pastoral Ministry concentration). Majors must complete the Core Curriculum (GE) Bible courses (excluding the two electives) plus:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 301</td>
<td>Biblical Studies Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BBST 311</td>
<td>Biblical Backgrounds</td>
<td>3</td>
</tr>
<tr>
<td>BBST 312</td>
<td>Principles of Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>BBST 321</td>
<td>Historical Theology</td>
<td>3</td>
</tr>
<tr>
<td>BBST 413</td>
<td>Biblical Theology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BBST 414</td>
<td>Systematic Theology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BBST 455</td>
<td>Pauline Theology: Romans</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select 18 credits of 300/400-level Biblical and Theological Studies (BBST) 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 120 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;
- can 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 specialization in the M.A. in Christian Ministry and Leadership (M.A.C.M.L.), 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 student to do the following:

1. Submit an application to the department of Biblical and Theological Studies at the end of the freshman year or the beginning of the 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.C.M.L.: BBST 103, BBST 165, BBST 209, BBST 210, BBST 251, BBST 312, BBST 354, BBST 413; two BBST 300/400 electives; BLGR 101, BLGR 102, BLGR 201, BLGR 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.C.M.L.
3. Be involved in some form of Christian service demonstrating 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.C.M.L.: BBST 103, BBST 165, BBST 209, BBST 210, BBST 251, BBST 312, BBST 354, BBST 413; two BBST 300/400 electives; BLGR 101, BLGR 102, BLGR 201, BLGR 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.C.M.L.
4. Apply and be admitted to Talbot's M.A. in Christian Ministry and Leadership with a specialization 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 specialization (p. 383).

In addition to the courses listed above, Preaching and Pastoral Ministry concentration students must take:
Concentration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 490</td>
<td>Practicum 1</td>
<td>2</td>
</tr>
</tbody>
</table>

Seniors in the Preaching and Pastoral Ministry concentration may take the following graduate courses during their senior year:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTPT 591</td>
<td>Introduction to Field Education</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 592</td>
<td>Field Education II</td>
<td>0</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>TTSF 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 503</td>
<td>Personal Foundations for Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 505</td>
<td>Talbot Spiritual Direction I</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits 15

1. BBST 490 must be taken twice for 1 credit each; once in the fall of the student’s first year in the program, and again in the fall of the second year of the program.

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.

Degree Program

A Bachelor of Science degree in Biochemistry is offered upon completion of the University baccalaureate and major requirements. Biochemistry is the study of the chemistry of living systems; thus this interdisciplinary program requires upper-division course work both in biology and chemistry. The Bachelor of Science degree in Biochemistry offers two concentrations. The premedical concentration is designed especially for those students planning a career in health professions and the requirements for schools of medicine, pharmacy, dentistry and medical technology can be met within this major. The General Biochemistry concentration prepares one for graduate school and careers in a variety of bioscience programs. Biochemistry majors have excellent opportunities for employment in biotechnical, pharmaceutical and environmental businesses and governmental agencies.

Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Integration Seminar Requirement

Students enrolled in the Bachelor of Science in Biochemistry degree program are required to take BBST 465 as 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, CHEM 106, CHEM 301, CHEM 302, CHEM 311, and CHEM 312.

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses

Biochemistry majors automatically meet the Core Curriculum requirement of 6 credits in science and mathematics. The foreign language requirement is met by two years in high school or 4 credits of college foreign language.

Program Courses

Required lower division courses (25 credits) include:

- BIOS 111 Fundamentals of Cellular and Molecular Biology 3
- BIOS 113 Fundamentals of Cellular and Molecular Biology Laboratory 1
- CHEM 105 General Chemistry I 4
- CHEM 106 General Chemistry II 4
- MATH 105 Calculus I 4
- PHSC 124 Data Analysis and Presentation 1

Select one of the following two options: 8

Option 1:

- PHSC 111 Physics I
- PHSC 117 Physics I Laboratory
- PHSC 112 Physics II
- PHSC 118 Physics II Laboratory

Option 2:

- 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

Required upper-division courses (32 credits) include:

- BIOS 312 Cell and Molecular Biology 3
- BIOS 332 Genetics 4
- CHEM 301 Organic Chemistry I 3
- CHEM 302 Organic Chemistry II 3
- CHEM 311 Laboratory in Organic Chemistry I 1
- CHEM 312 Laboratory in Organic Chemistry II 1
CHEM 350  Analytical Chemistry  5  
CHEM 380  Introduction to Physical Chemistry  3  
or CHEM 402  Physical Chemistry I  
CHEM 411  Biochemistry I  3  
CHEM 412  Biochemistry II  3  
CHEM 413  Laboratory in Biochemistry  2  
PHSC 460  Capstone Seminar  1  

Select 10 credits of electives from the following:  
BIOS 112  Fundamentals of Organismal Biology  
BIOS 114  Fundamentals of Organismal Biology Laboratory  
BIOS 281  Physiology  
BIOS 282  Microbiology  
BIOS 311  Neurobiology  
BIOS 322  Laboratory in Cell and Molecular Biology  
BIOS 382  Vertebrate Physiology  
BIOS 431  Developmental Biology  
BIOS 445  Immunology  
CHEM 332  Environmental Chemistry  
CHEM 352  Fundamentals of Material Science  
CHEM 360  Inorganic Chemistry  
CHEM 405  Physical Chemistry II  
CHEM 420  Special Topics in Chemistry  
CHEM 480  Special Project in Chemistry  
MATH 105  Calculus I  4  
PHSC 124  Data Analysis and Presentation  1  

Select one of the following two options:  
Option 1:  
PHSC 111  Physics I  
PHSC 117  Physics I Laboratory  
PHSC 112  Physics II  
PHSC 118  Physics II Laboratory  

Option 2:  
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  

Required upper-division courses (33 credits) include:  
BIOS 312  Cell and Molecular Biology  3  
BIOS 332  Genetics  4  
BIOS 381  Advanced Molecular Biology  4  
CHEM 301  Organic Chemistry I  3  
CHEM 302  Organic Chemistry II  3  
CHEM 311  Laboratory in Organic Chemistry I  1  
CHEM 312  Laboratory in Organic Chemistry II  1  
CHEM 350  Analytical Chemistry  5  
CHEM 411  Biochemistry I  3  
CHEM 412  Biochemistry II  3  
CHEM 413  Laboratory in Biochemistry  2  
PHSC 460  Capstone Seminar  1  

Select 7 credits of electives from the following:  
BIOS 254  Human Anatomy  
BIOS 282  Microbiology  
BIOS 311  Neurobiology  
BIOS 315  Nutrition and Metabolism  
BIOS 316  Nutrition and Metabolism Lab  
BIOS 322  Laboratory in Cell and Molecular Biology  
BIOS 380  Advanced Microbiology  
BIOS 431  Developmental Biology  
BIOS 445  Immunology  
BIOS 455  General Virology  
CHEM 332  Environmental Chemistry  
CHEM 360  Inorganic Chemistry  
CHEM 380  Introduction to Physical Chemistry  
CHEM 402  Physical Chemistry I  
CHEM 405  Physical Chemistry II  
CHEM 420  Special Topics in Chemistry  
CHEM 430  Advanced Organic Chemistry  
CHEM 431  Advanced Organic Chemistry Lab  
CHEM 480  Special Project in Chemistry  
MATH 106  Calculus II  
MATH 318  Biostatistics  
PHSC 234  General Physics III: Waves, Optics and Modern Physics  
PHSC 311  Computer Techniques in Science and Engineering  

Total Credits  67  

1  3 credits must be upper-division

Concentration

Pre-Medical Studies

Program-Specific Core Curriculum (GE) Courses
Biochemistry majors automatically meet the Core Curriculum requirement of 6 credits in science and mathematics. The foreign language requirement is met by two years in high school or 4 credits of college foreign language. The following Core Curriculum Behavioral Science course is required for this concentration: PSYC 200

Program Courses
Required lower division courses (29 credits) include:  
BIOS 111  Fundamentals of Cellular and Molecular Biology  3  
BIOS 113  Fundamentals of Cellular and Molecular Biology Laboratory  1  
BIOS 112  Fundamentals of Organismal Biology  3  
BIOS 114  Fundamentals of Organismal Biology Laboratory  1  
CHEM 105  General Chemistry I  4  
CHEM 106  General Chemistry II  4

PHSC 234  General Physics III: Waves, Optics and Modern Physics  
PHSC 311  Computer Techniques in Science and Engineering
Biophysics and Instrumentation I
PHSC 450 Special Topics in Physical Science

Total Credits 69

1. 3 credits must be upper-division

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.

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.

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

1. Apply the scientific method in research (ULO 3).
2. Explain the biomolecular basis of life at the cellular level (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. Integrate faith and scientific knowledge to practice science with integrity, steward creation, and articulate the merit of their worldview (ULO 2).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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. The student should be aware that Advanced Placement (AP) science courses may not be used to fulfill science requirements for this degree.

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 and they will not accept Advanced Placement science credit to fulfill the entrance requirements.

Curriculum Requirements
Concentrations
General Biology (70+ Credits)

Program-Specific Core Curriculum (GE) Courses
All Biological Science majors automatically meet the Core Curriculum requirement for science and mathematics. The foreign language requirement is met by two years in high school or the first 4 credits in college.

PHIL 215 is strongly recommended for all biological science majors.

Program Courses
A minimum of 43 credits from the Department of Biological Sciences, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 111</td>
<td>Fundamentals of Cellular and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 113</td>
<td>Fundamentals of Cellular and Molecular Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 112</td>
<td>Fundamentals of Organismal Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 114</td>
<td>Fundamentals of Organismal Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 200</td>
<td>Sophomore Writing Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 222</td>
<td>Botany</td>
<td>4</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 401</td>
<td>General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 450</td>
<td>Directed Research</td>
<td>1</td>
</tr>
<tr>
<td>or BIOS 470</td>
<td>Seminar in Advanced Biology</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOS 281</td>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 282</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIOS 380</td>
<td>Advanced Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIOS 381</td>
<td>Advanced Physiology</td>
<td></td>
</tr>
<tr>
<td>BIOS 382</td>
<td>Vertebrate Physiology</td>
<td></td>
</tr>
</tbody>
</table>

Select a minimum of 12 credits of upper-division biological sciences electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Laboratory in Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Laboratory in Organic Chemistry II</td>
<td>1</td>
</tr>
<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>
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</table>

Select 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></td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
<td></td>
</tr>
</tbody>
</table>
Secondary Education Minor

For those interested in teaching Biology 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 Biology. The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation. 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. Candidates who take the following 18 credits qualify for a Secondary Education Minor:

- LEDU 301 Introduction to Teaching 3
- LEDU 330 Psychological Foundations of Education 3
- LEDU 341 Methods of Teaching Linguistically Diverse Students 3
- LEDU 425 Secondary Content Area Reading 3
- LEDU 433 Single Subject Pedagogy 2
- LEDU 438 Secondary Curriculum, Differentiation, and Assessment 3
- Select 1 credit of approved electives 1

Total Credits 18

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)

Program-Specific Core Curriculum (GE) Courses

All Biological Science majors automatically meet the Core Curriculum requirement for science and mathematics. The foreign language requirement is met by two years in high school or the first 4 credits in college.

PHIL 215 is strongly recommended for all biological science majors

Program Courses

Select 43 credits from the Department of Biological Sciences, including:

- BIOS 111 Fundamentals of Cellular and Molecular Biology 3
- BIOS 113 Fundamentals of Cellular and Molecular Biology Laboratory 1
- BIOS 112 Fundamentals of Organismal Biology 3
- BIOS 114 Fundamentals of Organismal Biology Laboratory 1
- BIOS 200 Sophomore Writing Seminar 1
- BIOS 312 Cell and Molecular Biology 3
- BIOS 322 Laboratory in Cell and Molecular Biology 2
- BIOS 332 Genetics 4
- BIOS 401 General Ecology 4
- BIOS 450 Directed Research 1
- BIOS 470 Seminar in Advanced Biology

Select one of the following: 4

- BIOS 282 Microbiology
- BIOS 380 Advanced Microbiology
- BIOS 381 Advanced Physiology
- BIOS 382 Vertebrate Physiology

Select a minimum of 16 credits of Biological Science electives 16

The following 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 4
- CHEM 106 General Chemistry II 4
- CHEM 301 Organic Chemistry I 3
- CHEM 302 Organic Chemistry II 3
- CHEM 311 Laboratory in Organic Chemistry I 1
- CHEM 312 Laboratory in Organic Chemistry II 1
- PHSC 111 Physics I 3
- PHSC 117 Physics I Laboratory 1
- PHSC 112 Physics II 3
- PHSC 118 Physics II Laboratory 1

Select one of the following: 3-4

- MATH 101 Precalculus Mathematics
- MATH 105 Calculus I
- MATH 210 Introduction to Probability and Statistics
- MATH 318 Biostatistics

Total Credits 70-71

1 12 credits must be upper-division.

Biological Science: Secondary Instruction, B.S.

Mission

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

Degree Program

A Bachelor of Science degree in Biological Science, Secondary Instruction is offered upon completion of the University baccalaureate and major requirements. The student should be aware that the Advanced Placement (AP) science courses cannot be used to fulfill science requirements for this degree.

Learning Outcomes

Program Learning Outcomes

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

1. Apply and demonstrate the scientific method and how it is used in research (ULO 1).
2. Explain the biomolecular basis of life at the cellular level (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. Integrate faith and scientific knowledge to explain how science should be practiced with integrity, our duty to steward creation, and how to articulate the merit of one’s worldview (ULO 2).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

For those interested in teaching Biology at the high school level, this major provides coursework that, combined with successfully passing the California Subject Examinations for Teachers (CSET), leads to a California Single Subject Teaching Credential in Biology. The Biological Science: Secondary Instruction major consists of 76 credits.

The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation. 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.

Major Requirements

Program-Specific Core Curriculum (GE) Courses

All Biological Science majors automatically meet the Core Curriculum requirement for science and mathematics. The foreign language requirement is met by two years in high school or the first 4 credits in college.

PHIL 215 is strongly recommended for all biological science majors.

PSYC 200 is required to fulfill the General Education requirement for Behavioral Science.

Program Courses

Students must complete a minimum of 37 credits of Biological Science courses and a minimum of 22 credits of Chemistry, Physics, and Mathematics courses including the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 103</td>
<td>Introduction to Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 111</td>
<td>Fundamentals of Cellular and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 113</td>
<td>Fundamentals of Cellular and Molecular Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 112</td>
<td>Fundamentals of Organismal Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 114</td>
<td>Fundamentals of Organismal Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 200</td>
<td>Sophomore Writing Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 222</td>
<td>Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 236</td>
<td>Principles of Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 326</td>
<td>Sciences CSET Preparation</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 401</td>
<td>General Ecology</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 321</td>
<td>Basic Organic and Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 318</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 438</td>
<td>Secondary Curriculum, Differentiation, and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 450</td>
<td>Secondary Student Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 452</td>
<td>Secondary Student Teaching II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 76

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.

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: Business Analytics, Financial Management, Financial Planning, International Business, Management, Marketing, and Marketing Management.

Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Concentration Learning Outcomes - Business Analytics**

Graduates of the Business Analytics concentration will be able to:

- Apply appropriate methodologies and technologies to business data to solve real-world problems.
- Demonstrate proficiency with digital technologies applied to data organization, analysis, reporting and visualization.
- Analyze ethical approaches to applying data-driven decision-making in an organizational setting.

**Concentration Learning Outcomes - Financial Management**

Graduates of the Financial Management concentration will be able to:

- Demonstrate the ability to identify, analyze and evaluate the most effective allocation of cash in a business organization
- Technology and Analysis: students will demonstrate proficiency in using spreadsheets to make common business financial decisions
- Articulate how to best demonstrate biblical values while making cash flow decisions within a business organization
- Reference and practically apply fundamental principles and management/leadership theories.

**Concentration Learning Outcomes - Financial Planning**

Graduates of the Financial Planning concentration will be able to:

- Demonstrate the ability to formulate, implement, and monitor financial decisions into an integrated plan that guides an individual or family to achieve their financial goals.
- Articulate how biblical principles apply to formulating financial plans, particularly how a Christian can embrace a vibrant faith in the providential nature of God while, also, maintaining financial goals for the future.
- Provide financial guidance to a diverse community with care and cultural competency.

**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 accurate and valuable research findings.
- Demonstrate effective communication, sales and negotiation skills.
- Execute a real world client marketing report for a for profit/non-profit organization through analyzing the market, assessing tradeoffs in various marketing strategies and providing research support for selected marketing strategies.

**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.

**Requirements**

**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). Prior to formal admission, students shall continue to be advised as pre-business majors. The following requirements must be observed:

1. Complete, with a minimum of a “C” (2.0) grade in each of the following courses (totaling 18 semester hours), or the equivalent; with a cumulative grade point average of 2.50: BUSN 201 or BUSN 202, BUSN 211, BUSN 212, and BUSN 220; ENGL 100 or ENGL 112; MATH 190.
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. Complete all portions of the application for admission to the Crowell School of Business. The application should be filed the semester in which the student is in progress of completing the prerequisite course requirements.

4. Complete the initial e-portfolio assignment in BUSN 220 or, if transferring BUSN 220, complete the ePortfolio assignment as outlined on the ePortfolio Student Hub (https://studenthub.biola.edu/business/e-portfolio-assignment) web page. Contact the academic advisor for more details on how to complete this assignment.

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

### Curriculum Requirements

#### Program-Specific Core Curriculum (GE) Courses

The Core Curriculum 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 fulfill the Core Curriculum requirement for Math and Writing Competency:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 190</td>
<td>Business Statistics</td>
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<tr>
<td>ENGL 313</td>
<td>Writing in the Disciplines</td>
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#### Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 201</td>
<td>Principles of Macroeconomics</td>
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</tr>
<tr>
<td>BUSN 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 220</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 240</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 323</td>
<td>Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 347</td>
<td>Global Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 361</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 370</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 470</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Concentration Courses

Select a Concentration detailed below 21

Total Credits 54

### Concentrations

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

#### Business Analytics

**Concentration-Specific Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSCI 105</td>
<td>Introduction to Computer Science</td>
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<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
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</tr>
<tr>
<td>or BUSN 231</td>
<td>Introduction to Marketing: Practical Application</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 328</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 423</td>
<td>Advanced Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 476</td>
<td>Capstone for Business Analytics Concentration</td>
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</tbody>
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Select 6 credits of Business electives 6

Total Credits 21

#### Financial Management

**Concentration-Specific Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or BUSN 231</td>
<td>Introduction to Marketing: Practical Application</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 421</td>
<td>Leadership and Change</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 462</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 463</td>
<td>Advanced Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 479</td>
<td>Capstone for Financial Management Concentration</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credits of business elective courses 6

Total Credits 21

#### Financial Planning

**Concentration-Specific Courses**

<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>or BUSN 231</td>
<td>Introduction to Marketing: Practical Application</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 243</td>
<td>Fundamentals of Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 339</td>
<td>Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 342</td>
<td>Retirement Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 354</td>
<td>Insurance and Tax Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 462</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 477</td>
<td>Capstone for Financial Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 21

#### International Business

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

**Concentration-Specific Courses**

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 403</td>
<td>Economic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or BUSN 231</td>
<td>Introduction to Marketing: Practical Application</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 375</td>
<td>Business as Mission</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 472</td>
<td>Capstone for International Business Concentration</td>
<td>3</td>
</tr>
<tr>
<td>INCS 322</td>
<td>Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>or INCS 420</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
</tbody>
</table>

Select 6 credits of Business or Intercultural Studies electives 6

Total Credits 21

#### Management

**Concentration-Specific Courses**

<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>
</tbody>
</table>
Business Management, B.S.

Mission
The mission of the Bachelor of Science in Business Management is to equip adult students to complete the calling God has given them to practice business as ministry.

Degree Program
The Bachelor of Science in Business Management is an undergraduate major designed for students who have previously completed some academic work and preferably have some experience in the business world. This program will provide students with the tools to advance their career and become stronger business leaders. Through a year-round, fully online program, students can complete their degree on a schedule that works for them, while still receiving a quality curriculum, caring professors, integration of Biblical values, and a focus on Business as Ministry for which the Crowell School of Business is known.

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

1. Analyze and process business information in a manner that is logical, reflective, researched and applicable to managerial decision-making (ULO 3).
2. Present information orally and in writing for informational, persuasive, argumentative and expressive purposes while giving appropriate consideration to audience, context and format. Ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions (ULO 3).
3. Apply quantitative, statistical and financial methods to analyze, interpret, communicate and address challenges in organizations. Ability to translate vast amounts of data into abstract concepts and to understand data based reasoning (ULO 1).
4. Demonstrate the ability to synthesize management concepts with Biblical values to create sound business strategies (ULO 2).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
Admissions Requirements
1. Must be a believer in the Christian faith (the applicant’s statement of faith will be articulated in the personal essay section of the application).
2. Must have at least a 2.5 cumulative college GPA.
3. Must have graduated from high school or earned an equivalent degree (GED).
4. Preference will be given to students with at least three years’ work experience.
5. Students with fewer than 15 semester credits post high school, must apply as a transfer student and meet the admission requirements for First-Time College Students (https://www.biola.edu/undergrad/admissions/first-time). In addition, students are required to:
   a. Submit SAT/ACT scores, or
   b. If no test scores, the Post Traditional Test-Optional process will be used.

Curriculum Requirements
Program-Specific Core Curriculum (GE) Courses
The Core Curriculum (GE) requirement for Kinesiology and Health Science has been waived for this major. The following courses are required to fulfill the Core Curriculum (GE) requirement for Math and Writing Competency:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 190</td>
<td>Business Statistics</td>
<td></td>
</tr>
<tr>
<td>ENGL 313</td>
<td>Writing in the Disciplines</td>
<td></td>
</tr>
</tbody>
</table>

Bible Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 103</td>
<td>Biblical Interpretation and Spiritual Formation</td>
<td></td>
</tr>
<tr>
<td>BBST 165</td>
<td>Foundations of Christian Thought</td>
<td></td>
</tr>
<tr>
<td>BBST 209</td>
<td>Old Testament History and Literature</td>
<td></td>
</tr>
<tr>
<td>BBST 210</td>
<td>New Testament History and Literature</td>
<td></td>
</tr>
<tr>
<td>BBST 260</td>
<td>Christian Theology</td>
<td></td>
</tr>
<tr>
<td>BBST Integrative course (taken as BUSN 318)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBST Integrative course (taken as BUSN 319)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBST Integrative course (taken as BUSN 375)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBST Integrative course (taken as BUSN 421)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BBST Integrative Course (taken as BUSN 478)

**Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 205</td>
<td>Economic Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 220</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 318</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 319</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 323</td>
<td>Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 328</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 347</td>
<td>Global Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 361</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 370</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 375</td>
<td>Business as Mission</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 421</td>
<td>Leadership and Change</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 478</td>
<td>Capstone for Business Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 credits of BUSN elective courses 3

**Total Credits** 48

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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.

**Degree Program**

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

**Learning Outcomes**

**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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

**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, CHEM 106, CHEM 301, CHEM 302, CHEM 311, and CHEM 312.

**Integration Seminar Requirement**

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

**Curriculum Requirements**

**Program-Specific Core Curriculum (GE) Courses**

Chemistry majors automatically meet the Core Curriculum requirement of 6 credits of science and mathematics. The foreign language requirement is met by two years in high school or 4 credits of college foreign language.

**Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Laboratory in Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Laboratory in Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 350</td>
<td>Analytical Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>Fundamentals of Material Science</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 405</td>
<td>Physical Chemistry II</td>
<td>4</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 430</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 431</td>
<td>Advanced Organic Chemistry Lab</td>
<td>2</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 124</td>
<td>Data Analysis and Presentation</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 132</td>
<td>General Physics I: Mechanics and Heat</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 134</td>
<td>General Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 233</td>
<td>General Physics II: Electricity and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 237</td>
<td>General Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 234</td>
<td>General Physics III: Waves, Optics and Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 460</td>
<td>Capstone Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Select at least 6 credits of upper-division credits (which exempts MATH 205 or 291) in Chemistry, Mathematics, or Physics. Recommended courses include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 332</td>
<td>Environmental Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM 352</td>
<td>Fundamentals of Material Science</td>
<td></td>
</tr>
<tr>
<td>CHEM 390</td>
<td>Introduction to Food Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM 440</td>
<td>Introduction to Computational Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM 412</td>
<td>Biochemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 413</td>
<td>Laboratory in Biochemistry</td>
<td></td>
</tr>
</tbody>
</table>
Christian Ministries, B.A.

Mission
The Christian Ministry program is designed to develop and equip its graduates for entry-level professional ministries in church and parachurch agencies and to provide foundation for seminary or other graduate education.

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 43-45 credits, 24 of which must be upper-division.

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

1. Appraise the biblical, philosophical, and theological foundation of ministries within churches and para-church organizations (ULO 1).
2. Identify the stages of human and spiritual development for leadership and interpersonal relationships related to ministry (ULO 1).
3. Formulate perspectives of God, self and others in order to internalize commitments and values for an integrated personal and professional life and ministry (ULO 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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
Curriculum Requirements
Program-Specific Core Curriculum (GE) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 320</td>
<td>Methods of Bible Study</td>
<td>1</td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Program Courses
Students must take the following 39 credits (24 of which must be upper-division):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEED 150</td>
<td>Foundations of Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CEED 242</td>
<td>Psychology of Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>CEED 254</td>
<td>Leadership Development</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEED 255</td>
<td>Foundations of Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>CEED 260</td>
<td>Interpersonal and Cross-Cultural Relationships in Christian Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CEED 312</td>
<td>Christian Ministry Skills</td>
<td>3</td>
</tr>
<tr>
<td>CEED 313</td>
<td>Christian Ministry Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>CEED 326</td>
<td>Counseling Methods</td>
<td>3</td>
</tr>
<tr>
<td>CEED 330</td>
<td>Biblical Interpretation and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>CEED 415</td>
<td>Organization and Administration of Christian Ministries</td>
<td>3</td>
</tr>
<tr>
<td>CEED 465</td>
<td>Internship in Christian Ministries</td>
<td>7</td>
</tr>
</tbody>
</table>

Select 2 credits of upper-division CEED electives 2

Concentration Courses
Select a Concentration detailed below (4-6 credits, based on the concentration chosen)

Total Credits 43-45

1 BBST 320 is to be taken as one of the two upper-division Bible Elective options.
2 BBST 465 is a course offered by various departments, Christian Ministries majors are required to take the "Christian Ministries" section specifically.

Concentrations
In addition to the 39 credit program, each student is required to select a concentration of 4-6 credits to be taken within the Christian Ministries Department to fulfill his/her elective requirements (2 of these credits must be taken as an upper division ministry elective with the Christian Ministries department). There are five concentrations from which a student may choose that reflect a broad variety of ministry options in this field: Adult and Family, Child, Diversified, Nonprofit Leadership, or Youth. 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.

Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEED 433</td>
<td>Family Ministries in the Church</td>
<td>2</td>
</tr>
<tr>
<td>CEED 479</td>
<td>Programming for Christian Ministries</td>
<td>2</td>
</tr>
<tr>
<td>CEED 486</td>
<td>Advanced Studies in Family Ministry</td>
<td>2</td>
</tr>
</tbody>
</table>

(One course is counted in the Program Core requirements)

Total Credits 6

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.

Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEED 433</td>
<td>Family Ministries in the Church</td>
<td>2</td>
</tr>
<tr>
<td>CEED 479</td>
<td>Programming for Christian Ministries</td>
<td>2</td>
</tr>
</tbody>
</table>
CEED 482  Advance Studies in Children’s Ministries  2  
(One course is counted in the Program Core requirements) 

Total Credits  6

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 Christian Ministries and Leadership department or from the Talbot admissions office.

Concentration Courses
Select 4 credits of electives  4
Select 2 credits of 400-level CEED electives (this course is counted in the Program Core requirements)  2

Total Credits  6

Nonprofit Leadership
Vocational opportunities with this option include service in ministry settings which require key, practical business competencies and skills greater than the traditional church ministry role.

Concentration Courses
BUSN 240  Principles of Management  3
BUSN 480  Non-Profit Management  3

Total Credits  6

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 Courses
CEED 441  Adolescent Culture and Development  2
CEED 479  Programming for Christian Ministries  2
CEED 484  Advanced Studies in Youth Ministries  2
(One course is counted in the Program Core requirements)

Total Credits  6

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.

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.

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.

Learning Outcomes
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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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.

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses
In addition to the program courses, eventual licensing and credentialing in the field by the American Speech Language Hearing Association requires at least one course in the following Core Curriculum (GE) 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 Core Curriculum (GE) courses:

- BIOS 100  Biological Principles: Lecture
- MATH 210  Introduction to Probability and Statistics
- PHSC 101  Physical Science Survey: Lecture
- PSYC 100  Introduction to Psychology

Select 4 credits of American Sign Language:
- ASLG 100  Elementary American Sign Language
- ASLG 200  Elementary American Sign Language II
- ASLG 201  Intermediate American Sign Language

Program Courses
In addition to the courses below, students must complete 25 hours of observation.

- C0DS 210  Introduction to Human Disabilities 3
- C0DS 318  Neuroanatomical Foundations for Communication Disorders 3
- C0DS 321  Clinical Phonetics and Phonology 3
- C0DS 324  Anatomy and Physiology of Speech and Hearing 3
- C0DS 325  Speech and Hearing Science 3
- C0DS 328  Fluency Disorders 3
- C0DS 331  Speech and Language Development and Disorders (Birth to 5 yrs) 3
- C0DS 332  Speech and Language Development and Disorders (5 yrs to Adolescence) 3
- C0DS 418  Multi-Cultural Issues in Communication Disorders 3
- C0DS 422  Neurogenic Communication Disorders 3
- C0DS 424  Aural Rehabilitation 3
- C0DS 425  Audiology 3
- C0DS 429  Clinical Practicum: Biola Speech/Language Clinic 2
- C0DS 432  Dysphagia 3
- C0DS 439  Speech Sound Disorders 3
- C0DS 441  Diagnostic Methods 3
- C0DS 442  Therapeutic Methods 3
- C0DS 444  Voice Disorders 3
- C0DS 466  Research in Communication Disorders 3

Total Credits 56

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.

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.

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

1. Describe the communication discipline and its central questions (ULO 1).
2. Engage in communication inquiry, employ theories, and critically analyze messages (ULO 1, 3).
3. Create messages appropriate to the audience, purpose, and context, and demonstrate self-efficacy (ULO 1, 2, 3).
4. Apply ethical communication principles and practices (ULO 1, 3).
5. Utilize communication to demonstrate cultural competency (ULO 2, 3).
6. Influence public discourse through framing, evaluating, and advocating for local, national, and global issues from a distinctly biblical perspective (ULO 1, 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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). Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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.
Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses
The required Communication Core Curriculum (GE) course for the Communication Studies Department is:
- COMM 200 The Rhetorical Act

Program Courses
The following seven program courses are requirements for all concentrations with the exception of the Interdisciplinary concentration.
- COMM 254 Communication Theories 3
- COMM 270 Interpersonal Communication 3
- COMM 368 Methods of Communication Research 3
- COMM 385 Persuasive Communication 3
- COMM 387 Organizational Communication 3
- COMM 432 Rhetorical Theories 3
- COMM 473 Communication and Diversity 3

Concentration Courses
Select a Concentration detailed below. 21
Total Credits 42

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

Concentration-Specific Core Curriculum (GE) Courses
It is recommended that all Dramatic Arts concentration students take the following Core Curriculum (GE) courses:
- PHIL 216 Introduction to Philosophy and Aesthetics
- THTR 160 Theatre Appreciation

Concentration Courses
Dramatic Arts students must take the following courses once:
- THTR 109 Production Practicum 2
- THTR 409 Production Practicum II 2
Select 17 credits from the following: 1
- COMM 100 Introduction to Public Communication 2
- COMM 170 Small Group Communication
- COMM 280 Oral Interpretation
- COMM 282 Intercollegiate Forensics
- COMM 320 Advanced Public Communication
- COMM 382 Intercollegiate Forensics
- COMM 386 Forms of Public Communication
- COMM 440 Communication Internship 3
- COMM 450 Communication Practicum
- COMM 472 Intercultural Communication
- COMM 473 Communication and Diversity
- COMM 474 Advanced Studies in Communication Behavior
- COMM 480 Directed Research

Rhetorical/Interpersonal

Concentration Courses
Select 21 credits from the following: 1
- COMM 100 Introduction to Public Communication 2
- COMM 170 Small Group Communication
- COMM 181 Introduction to Argumentation and Debate
- COMM 280 Oral Interpretation
- COMM 282 Intercollegiate Forensics
- COMM 320 Advanced Public Communication
- COMM 382 Intercollegiate Forensics
- COMM 386 Forms of Public Communication
- COMM 440 Communication Internship 3
- COMM 450 Communication Practicum
- COMM 465 Rhetorical Criticism
- COMM 469 Rhetoric of Media Studies
- COMM 470 Communication Seminar
- COMM 472 Intercultural Communication
- COMM 474 Advanced Studies in Communication Behavior
- COMM 480 Directed Research

1 Students may count a maximum of 9 credits of THTR 109; THTR 409; COMM 440; COMM 450; COMM 480 towards the major.
2 May count as a lower division COMM major elective.
3 Students may not count more than 6 credits of COMM 440 toward the major.
Introduction to Acting
Drama for Christian Ministry
Introduction to Public Relations
Communication and Diversity
Soc Media, SEO, and Digital Strategy
Media Law
Practicum

The interdisciplinary proposal must be submitted and approved no later than the first semester of the Junior year. No exceptions will be made.

The form will be submitted to a committee made up the Communication Studies Department chairman, and a second faculty member. The committee may accept the proposal as submitted, make minor modifications before accepting it, or reject it. If accepted, the proposal becomes part of the student's graduation requirements.

In making its decision the committee will consider the following:

1. The proposed courses should prepare students well for stated career objectives;
2. The proposal should focus study to a limited area which can be covered in depth;
3. The academic rigor of the proposal should be at least equal to that expected of other Communication Studies concentrations; and
4. If, in the judgment of the committee, these goals can be met better through another major or concentration the proposal will be rejected.

**Concentration-Specific Requirements**

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

The interdisciplinary proposal must be submitted and approved no later than the first semester of the Junior year. No exceptions will be made.

The following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNMA 104</td>
<td>History of Cinema</td>
<td></td>
</tr>
<tr>
<td>CNMA 450</td>
<td>Cinema and Media Arts Practicum</td>
<td></td>
</tr>
<tr>
<td>CNMA 470</td>
<td>Cinema and Media Arts Seminar</td>
<td></td>
</tr>
<tr>
<td>JOUR 300</td>
<td>Practicum</td>
<td></td>
</tr>
<tr>
<td>JOUR 351</td>
<td>Broadcast Anchoring and Announcing</td>
<td></td>
</tr>
<tr>
<td>JOUR 433</td>
<td>Media Law</td>
<td></td>
</tr>
<tr>
<td>JOUR 470</td>
<td>Journalism Seminar</td>
<td></td>
</tr>
<tr>
<td>PREL 111</td>
<td>Introduction to Public Relations</td>
<td></td>
</tr>
<tr>
<td>PREL 230</td>
<td>Writing for Public Relations</td>
<td></td>
</tr>
<tr>
<td>PREL 307</td>
<td>Soc Media, SEO, and Digital Strategy</td>
<td></td>
</tr>
<tr>
<td>PREL 392</td>
<td>Principles of Advertising</td>
<td></td>
</tr>
<tr>
<td>THTR 164</td>
<td>Introduction to Acting</td>
<td></td>
</tr>
<tr>
<td>THTR 463</td>
<td>Advanced Acting Workshop</td>
<td></td>
</tr>
<tr>
<td>THTR 468</td>
<td>Drama for Christian Ministry</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 21

1. Students may count a maximum of 9 credits of THTR 109; THTR 409; COMM 440; COMM 450; COMM 480 towards the major.
2. May count as a lower division COMM major elective.
3. Students may not count more than 6 credits of COMM 440 toward the major.

**Computer Science, B.S.**

**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.

**Learning Outcomes**

**Program Learning Outcomes**

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

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

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

**Curriculum Requirements**

**Program-Specific Core Curriculum (GE) Courses**

The Core Curriculum (GE) 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.

**Program Courses**

All concentrations must include 24 upper-division credits. The following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 105</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
</tbody>
</table>
The Bachelor of Science Degree in Design contains a broad range of liberal arts general education courses, and allows students the option of choosing a wide range of general electives while providing them with a strong foundation in general design. It requires the completion of 48 credits in core and elective courses, and gives students the flexibility to complete a double major or a minor in another academic discipline. Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Learning Outcomes
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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
Admissions and Program 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 or ARTS 464,

Design, B.S.

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

Concentrations
Standard Computer Science (29 Credits)

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 400</td>
<td>Theory of Algorithms</td>
</tr>
<tr>
<td>CSCI 440</td>
<td>Topics in Computer Science</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Discrete Structures</td>
</tr>
<tr>
<td>MATH 291</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Numerical Analysis</td>
</tr>
<tr>
<td>or MATH 333</td>
<td>Operations Research</td>
</tr>
<tr>
<td>Select one course (3 credits) at the 300 or 400 level in Computer Science or Math</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

Information Systems (33 Credits)

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 202</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>BUSN 212</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>BUSN 328</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>BUSN 370</td>
<td>Business Finance</td>
</tr>
<tr>
<td>CSCI 402</td>
<td>Database Management</td>
</tr>
<tr>
<td>CSCI 440</td>
<td>Topics in Computer Science</td>
</tr>
<tr>
<td>MATH 103</td>
<td>Calculus for Management Sciences</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Discrete Structures</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
</tr>
<tr>
<td>Select one course (3 credits) at the 300 or 400 level in Business or Computer Science.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>
and independent studies, must complete a minimum of three hours of research/laboratory work each week during the semester for one hour of credit.

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses

Core Curriculum 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 exempt from the Core Curriculum requirement in fine arts. All B.S. in Design majors are required to take the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 216</td>
<td>Introduction to Philosophy and Aesthetics</td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar ¹</td>
</tr>
</tbody>
</table>

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 107</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 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 314</td>
<td>Integrated Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 315</td>
<td>Contemporary Art Trends</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 317</td>
<td>Typography I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 321</td>
<td>Historical Development of Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 333</td>
<td>Graphic Design Forms I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 337</td>
<td>Typography II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 423</td>
<td>Integrated Design II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 450</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Select one upper-division Art elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 48

¹ Should be taken as: "Contemporary Art and Theology"

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.

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.

Learning Outcomes

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. Demonstrate an ability to obtain and use appropriate engineering and 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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

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, MATH 105, MATH 106, PHSC 132, PHSC 134, PHSC 233, PHSC 237.

Integration Seminar Requirement

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

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses

Engineering Physics majors automatically meet the Core Curriculum requirement of 6 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 the Core Curriculum requirement in literature and the last semester residency requirement.

Program Courses
**CHEM 105**  General Chemistry I  4
**MATH 105**  Calculus I  4
**MATH 106**  Calculus II  4
**MATH 205**  Calculus III  4
**MATH 335**  Ordinary Differential Equations  3
**PHSC 121**  Introduction to Engineering  1
**PHSC 124**  Data Analysis and Presentation  1
**PHSC 132**  General Physics I: Mechanics and Heat  3
**PHSC 134**  General Physics I Laboratory  1
**PHSC 233**  General Physics II: Electricity and Magnetism  3
**PHSC 237**  General Physics II Laboratory  1
**PHSC 234**  General Physics III: Waves, Optics and Modern Physics  4
**PHSC 311**  Computer Techniques in Science and Engineering  3
**PHSC 321**  Circuits and Instrumentation I  5
Select 4 credits, additional courses may be required by specific engineering programs and include:
**CHEM 106**  General Chemistry II
**MATH 291**  Linear Algebra
**PHSC 313**  Statics
**PHSC 314**  Mechanics of Materials
**PHSC 316**  Dynamics
**PHSC 318**  Classical Mechanics
**PHSC 322**  Circuits and Instrumentation II
**PHSC 352**  Fundamentals of Materials Science

**Total Credits**  45

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**English, B.A.**

**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. 42 - 49 credits are required, of which 24 credits must be upper-division in the major.

**Learning Outcomes**

**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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

**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 Language Learners (EL)**

All students for whom English is not a primary language may count 12 credits of EL coursework (any 12 credits from ENGL 011–034) toward graduation. For students pursuing the B.A. degree, the 12 credits of EL will satisfy the Core Curriculum (GE) foreign language requirement.

**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: one British Literature survey (ENGL 251, ENGL 252, ENGL 253), one American Literature survey (ENGL 281, ENGL 282, and one Diverse Literature survey (ENGL 283, ENGL 290).

**Curriculum Requirements**

**Program-Specific Core Curriculum (GE) Courses**

As part of the regular Core Curriculum (GE) requirement, students must complete:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>Studies in Critical Thinking and Writing I</td>
<td></td>
</tr>
<tr>
<td>ENGL 313</td>
<td>Writing in the Disciplines</td>
<td></td>
</tr>
</tbody>
</table>

**Program Courses**

In addition to the English courses taken for Core Curriculum (GE) credit, all students of English must complete 30 credits in required program courses.

Required of all English Majors:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 190</td>
<td>Introduction to English Studies</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 251</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 252</td>
<td>British Literature II</td>
<td></td>
</tr>
<tr>
<td>ENGL 253</td>
<td>British Literature III</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<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></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 283</td>
<td>Race and Ethnicity in American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 290</td>
<td>World Literature</td>
<td></td>
</tr>
</tbody>
</table>

The following courses are required of all English Majors:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 320</td>
<td>Studies in Grammar and Language</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 360</td>
<td>Studies in American Literature</td>
<td>3</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.

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 (http://ausable.org) and Creation Care (http://creationcsp.org).

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

1. Integrate science and faith to evaluate major environmental issues and develop just and sustainable solutions (ULO 1, 2).
2. Demonstrate field, lab, evaluation and presentation skills needed to conduct environmental research (ULO 1, 3).
3. Integrate science and faith with teaching skills to motivate people to care for people and the rest of God’s creation (ULO 1, 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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. The student should be aware that Advanced Placement (AP) science courses may not be used to fulfill science requirements for this degree.
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 and they will not accept Advanced Placement science credit to fulfill the entrance requirements.

Curriculum Requirements

A minimum of 43 credits in Biology or Environmental Studies, with an additional 28 credits in supporting sciences.

Program-Specific Core Curriculum (GE) Courses

All Environmental Science majors automatically meet the Core Curriculum requirement of 6 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 is strongly recommended for all Environmental Science majors.

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 103</td>
<td>Introduction to Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 112</td>
<td>Fundamentals of Organismal Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 114</td>
<td>Fundamentals of Organismal Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 200</td>
<td>Sophomore Writing Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 222</td>
<td>Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 401</td>
<td>General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 470</td>
<td>Seminar in Advanced Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 480</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select two courses from the following:</td>
<td></td>
</tr>
<tr>
<td>BIOS 302</td>
<td>Vertebrate Biology</td>
<td></td>
</tr>
<tr>
<td>BIOS 351</td>
<td>Invertebrate Biology</td>
<td></td>
</tr>
<tr>
<td>BIOS 352</td>
<td>Marine Biology</td>
<td></td>
</tr>
<tr>
<td>BIOS 362</td>
<td>Natural History of Southern California</td>
<td></td>
</tr>
<tr>
<td>BIOS 402</td>
<td>Parasitology</td>
<td></td>
</tr>
<tr>
<td>BIOS 446</td>
<td>Ornithology</td>
<td></td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 318</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 8 credits from the following:</td>
<td></td>
</tr>
<tr>
<td>BIOS 303</td>
<td>Ecological Agriculture</td>
<td></td>
</tr>
<tr>
<td>BIOS 306</td>
<td>Land Resources</td>
<td></td>
</tr>
<tr>
<td>BIOS 307</td>
<td>Lake Ecology and Management</td>
<td></td>
</tr>
<tr>
<td>BIOS 371</td>
<td>Conservation Biology</td>
<td></td>
</tr>
<tr>
<td>BIOS 372</td>
<td>Restoration Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOS 390</td>
<td>Au Sable Institute of Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>BIOS 430</td>
<td>Topics in Natural Resource Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 7 credits from the following:</td>
<td></td>
</tr>
<tr>
<td>BIOS 305</td>
<td>Global Development and Ecological</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sustainability</td>
<td></td>
</tr>
<tr>
<td>BIOS 353</td>
<td>Environmental Ethics</td>
<td></td>
</tr>
<tr>
<td>BIOS 354</td>
<td>Bioethics</td>
<td></td>
</tr>
<tr>
<td>BIOS 355</td>
<td>Environmental Health: An Ecological</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perspective</td>
<td></td>
</tr>
<tr>
<td>BIOS 390</td>
<td>Au Sable Institute of Environmental Studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSC 103</td>
<td>Geology</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 104</td>
<td>Geology Laboratory</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>
</tbody>
</table>

Total Credits 71

History, B.A.

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.

Learning Outcomes

Program Learning Outcomes

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

1. Develop a body of historical knowledge that demonstrates both breadth and depth in terms of content, a firm grasp of chronology, and an understanding of relevant geography and also provides the context for a particular historical problem (ULO 1).

2. Evaluate a variety of historical sources for their credibility, meaning, significance, and perspective and demonstrate an ability to place them in historical context (ULO 1).

3. Analyze multiple scholarly viewpoints that provide perspective on the past; identify and summarize other scholars’ historical arguments; and recognize the importance of building on other scholars’ work, peer review, and citation (ULO 1).

4. Craft a historical narrative and argument by generating a significant question and finding and choosing appropriate sources, which is reasoned and based on historical evidence selected, arranged, and analyzed (ULO 3).

5. Apply a biblical philosophy of history to their own study, writing, and analysis of social, political, religious, cultural, and/or economic issues (ULO 2).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.
## Requirements

### Curriculum Requirements

#### Program-Specific Core Curriculum (GE) Courses

The student is required to take the following (which will meet the Core Curriculum 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 100**  
  World Civilizations I
- **HIST 200**  
  United States History To 1865

#### Program Courses

- **HIST 101**  
  World Civilizations II  
  3
- **HIST 201**  
  United States History Since 1865  
  3
- **HIST 290**  
  Research Methods in History  
  3
- **HIST 321**  
  History of the Christian Church  
  3
- **HIST 495**  
  Capstone: History in Christian Faith and Practice  
  3

Select one of the following:  

- **HIST 480**  
  Research Seminar  
  3
- **HIST 490 & HIST 491**  
  Honors Program and Honors Program  
  3

Select 12 upper-division credits in one of the three areas of concentration  

Select 9 credits of History electives from the other two areas of concentration  

| Total Credits | 39-42 |

1. Students may take HIST 488 towards this requirement.

### Concentrations

#### African/Middle Eastern/Asian Civilization

- **HIST 304**  
  Ancient Near East  
  3
- **HIST 331**  
  History of East Asia  
  3
- **HIST 332**  
  Studies in Asian Civilizations  
  3
- **HIST 335**  
  History of Modern China  
  3
- **HIST 400**  
  Studies in Developing Nations  
  3
- **HIST 415**  
  Oral History  
  3
- **HIST 418**  
  The History of the City  
  3
- **HIST 420**  
  History of Russia  
  3
- **HIST 425**  
  War and Civilization  
  3
- **HIST 430**  
  History of the Jewish People  
  3
- **HIST 433**  
  History of Christianity in Africa  
  3
- **HIST 441**  
  History of the Middle East and Islam I  
  3
- **HIST 442**  
  History of the Middle East and Islam II  
  3
- **HIST 445**  
  Africa: History, Peoples and Culture  
  3
- **HIST 447**  
  Topics in African History  
  3
- **HIST 454**  
  Arab-Israeli Conflict  
  3
- **HIST 455**  
  History of Israel and Zionism  
  3
- **HIST 456**  
  Muslim, Jewish and Christian Relations  
  3

#### European Civilization

- **HIST 305**  
  English History  
  3
- **HIST 306**  
  Studies in British History  
  3
- **HIST 313**  
  Medieval Europe  
  3
- **HIST 318**  
  Studies in Modern Europe  
  1-3
- **HIST 323**  
  Ancient Greece  
  3
- **HIST 324**  
  Roman History  
  3
- **HIST 415**  
  Oral History  
  3
- **HIST 418**  
  The History of the City  
  3
- **HIST 420**  
  History of Russia  
  3
- **HIST 422**  
  Renaissance and Reformation  
  3
- **HIST 423**  
  Early Modern Europe  
  3
- **HIST 424**  
  Twentieth Century Europe  
  3
- **HIST 425**  
  War and Civilization  
  3
- **HIST 426**  
  German History and Culture  
  3
- **HIST 455**  
  History of Israel and Zionism  
  3

#### Civilizations of the Americas

- **HIST 300**  
  The Black American Experience  
  3
- **HIST 307**  
  The Colonial Period, American Revolution, 1607–1800  
  3
- **HIST 308**  
  American Democracy, Civil War and Reconstruction, 1800–1877  
  3
- **HIST 310**  
  Social and Intellectual History of the United States  
  3
- **HIST 312**  
  History of Latin America  
  3
- **HIST 320**  
  The American Presidency  
  3
- **HIST 321**  
  History of the Christian Church  
  3
- **HIST 325**  
  Themes in American History  
  3
- **HIST 360**  
  Economic History of the United States  
  3
- **HIST 390**  
  History of Mexico  
  3
- **HIST 401**  
  The Rise of Modern America, 1877–1920  
  3
- **HIST 402**  
  The United States Since 1920  
  3
- **HIST 403**  
  California History  
  3
- **HIST 408**  
  The Church in the American Experience  
  3
- **HIST 412**  
  The American West  
  3
- **HIST 415**  
  Oral History  
  3
- **HIST 418**  
  The History of the City  
  3
- **HIST 425**  
  War and Civilization  
  3

### Other Programs

#### History Honors Program

This program is designed for senior history majors and for those who have history concentrations in social science and humanities. It is designed as a year-long, independent research project under faculty supervision. Students who have 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 HIST 490, HIST 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.

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.

Program-Specific Core Curriculum (GE) Courses
Students who wish to pursue a career in teaching in secondary education are required to take the following courses to meet the Core Curriculum (GE) requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 100</td>
<td>World Civilizations I</td>
</tr>
<tr>
<td>HIST 200</td>
<td>United States History To 1865</td>
</tr>
<tr>
<td>PHIL 215</td>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
</tr>
</tbody>
</table>

Program Courses
Students must take 42 credits in History and Political Science, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>World Civilizations II</td>
</tr>
<tr>
<td>HIST 290</td>
<td>Research Methods in History</td>
</tr>
<tr>
<td>HIST 321</td>
<td>History of the Christian Church</td>
</tr>
<tr>
<td>HIST 360</td>
<td>Economic History of the United States</td>
</tr>
<tr>
<td>HIST 402</td>
<td>The United States Since 1920</td>
</tr>
<tr>
<td>HIST 403</td>
<td>California History</td>
</tr>
<tr>
<td>HIST 495</td>
<td>Capstone: History in Christian Faith and Practice</td>
</tr>
<tr>
<td>POSC 211</td>
<td>Introduction to Political Economy</td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
</tr>
<tr>
<td>POSC 406</td>
<td>Legislation</td>
</tr>
</tbody>
</table>

Select one of the following: 3-6 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 480</td>
<td>Research Seminar</td>
</tr>
<tr>
<td>HIST 490</td>
<td>Honors Program</td>
</tr>
<tr>
<td>HIST 491</td>
<td>and Honors Program</td>
</tr>
</tbody>
</table>

In addition to courses in History, students must take the following Education courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 301</td>
<td>Introduction to Teaching</td>
</tr>
<tr>
<td>LEDU 330</td>
<td>Psychological Foundations of Education</td>
</tr>
<tr>
<td>LEDU 341</td>
<td>Methods of Teaching Linguistically Diverse Students</td>
</tr>
<tr>
<td>LEDU 425</td>
<td>Secondary Content Area Reading</td>
</tr>
<tr>
<td>LEDU 433</td>
<td>Single Subject Pedagogy</td>
</tr>
<tr>
<td>LEDU 438</td>
<td>Secondary Curriculum, Differentiation, and Assessment</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 450</td>
<td>Secondary Student Teaching I</td>
</tr>
</tbody>
</table>

LEDU 452 Secondary Student Teaching II

Elective Requirements
Select 6-9 credits of upper-division history elective courses 1 6-9

Total Credits 59

1 Select 6 credits (if taking HIST 490 and HIST 491) or 9 credits (if taking HIST 480).
   Three credits must be in Religious History and 3 credits must be in Regional Studies.

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.

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.

Learning Outcomes

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

1. Apply the scientific method in research (ULO 3).
2. Explain the biomolecular basis of life at the cellular level (ULO 1).
3. Distinguish the unique and integrated function of human organs and body systems (ULO 1).
4. Integrate faith and scientific knowledge to practice science with integrity, steward creation, and articulate the merit of their worldview (ULO 2).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

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. The student should be aware that Advanced Placement (AP) science courses may not be used to fulfill science requirements for this degree.

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 and they will not accept Advanced Placement science credit to fulfill the entrance requirements.
Curriculum Requirements
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 at Biola and SCUHS, the student receives a B.S. degree with a major in Human Biology from Biola. Upon successful completion of the entire chiropractic program the 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:

Program-Specific Core Curriculum (GE) Courses

Human Biology majors automatically meet the Core Curriculum requirement of 6 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 Core Curriculum (GE) requirements in literature, World Civilization, and the last semester Biola residency requirement.

PHIL 215 is strongly recommended for all Human Biology majors.

Program Courses

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/CHEM 311 Organic Chemistry I and Lab, or CHEM 321/322 Basic Organic and Biochemistry and Lab.

The remaining 4 credits can be either CHEM 302/CHEM 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.

BIOS 111 Fundamentals of Cellular and Molecular Biology 3
BIOS 113 Fundamentals of Cellular and Molecular Biology Laboratory 1
BIOS 112 Fundamentals of Organismal Biology 3
BIOS 114 Fundamentals of Organismal Biology Laboratory 1
BIOS 200 Sophomore Writing Seminar 1
CHEM 105 General Chemistry I 4
CHEM 106 General Chemistry II 4
CHEM 301 Organic Chemistry I
& CHEM 311 Laboratory in Organic Chemistry I
CHEM 321 Basic Organic and Biochemistry
& CHEM 322 and Basic Organic and Biochemistry Lab
PHIL 215 Ethics
Select one of the following:

PHSC 111 Physics I 3
PHSC 117 Physics I Laboratory 1
PHSC 112 Physics II 3
PHSC 118 Physics II Laboratory 1
PSYC 200 Introduction to Psychology 3
BIOS 281 Physiology 4
or BIOS 282 Microbiology
or BIOS 381 Advanced Physiology

Select one of the following: 3-4

MATH 101 Precalculus Mathematics
MATH 105 Calculus I
MATH 210 Introduction to Probability and Statistics
MATH 318 Biostatistics

Total Credits 47-48

Additional Credits at LACC counted towards the B.S. degree 28

Total Credits 75-76

Pre-Health Care Professional (70+ Credits)

A Bachelor of Science degree in Human Biology for Pre-Health Care Professional careers, especially Pre-Physical Therapy and Pre-Physician’s Assistant is offered upon the completion of the University baccalaureate and major requirements as follows:

Program Courses

BIOS 111 Fundamentals of Cellular and Molecular Biology 3
BIOS 113 Fundamentals of Cellular and Molecular Biology Laboratory 1
BIOS 112 Fundamentals of Organismal Biology 3
BIOS 114 Fundamentals of Organismal Biology Laboratory 1
BIOS 200 Sophomore Writing Seminar 1
BIOS 254 Human Anatomy 4
BIOS 281 Physiology 4
or BIOS 381 Advanced Physiology
BIOS 311 Neurobiology 3
BIOS 312 Cell and Molecular Biology 3
BIOS 322 Laboratory in Cell and Molecular Biology 2
CHEM 105 General Chemistry I 4
CHEM 106 General Chemistry II 4
KNES 301 Kinesiology 3
or KNES 302 Exercise Physiology
PHSC 111 Physics I 3
PHSC 117 Physics I Laboratory 1
PHSC 112 Physics II 3
PHSC 118 Physics II Laboratory 1
PSYC 200 Introduction to Psychology 3
MATH 210 Introduction to Probability and Statistics 3
PHSC 118 Physics II Laboratory 1
PSYC 309 Abnormal Psychology 3
PSYC 320 Developmental Psychology: Lifespan

Select one of the following: 4
CHEM 301 Organic Chemistry I
& CHEM 311 Laboratory in Organic Chemistry I
CHEM 321 Basic Organic and Biochemistry
& CHEM 322 and Basic Organic and Biochemistry Lab

Select a minimum of 16 credits from the following: 1 16
BIOS 282 Microbiology
BIOS 302 Vertebrate Biology
BIOS 310 Prosection
BIOS 315 Nutrition and Metabolism
BIOS 316 Nutrition and Metabolism Lab
BIOS 332 Genetics
BIOS 380 Advanced Microbiology
BIOS 402 Parasitology
BIOS 411 Biochemistry I
BIOS 412 Biochemistry II
BIOS 413 Laboratory in Biochemistry
BIOS 431 Developmental Biology
BIOS 445 Immunology
BIOS 455 General Virology
BIOS 460 Clinical Observation Practicum
CHEM 302 Organic Chemistry II
CHEM 312 Laboratory in Organic Chemistry II
KNES 301 Kinesiology
KNES 302 Exercise Physiology
PSYC 309 Abnormal Psychology
PSYC 320 Developmental Psychology: Lifespan
PSYC 325 Developmental Psychology: Childhood and Adolescence
PSYC 355 Psychology of Family

Total Credits 73

1 12 credits must be upper-division, 4 of these 12 must be in the Biological Sciences.

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.

Learning Outcomes
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).

Requirements
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.

Curriculum Requirements

Concentrations

Intercultural Studies

Program-Specific Core Curriculum (GE) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (taken as “Gospel and Culture”)</td>
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<table>
<thead>
<tr>
<th>Program Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 200</td>
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<tr>
<td>INCS 233</td>
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<td>INCS 322</td>
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<td>INCS 352</td>
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<td>INCS 354</td>
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<tr>
<td>INCS 457 or INCS 458</td>
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<td>BBST 458 or INCS 450</td>
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<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 310</td>
<td>Introduction to Linguistic Anthropology: Language, Culture and Society</td>
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<td>INCS 310</td>
<td>General Linguistics</td>
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</tr>
<tr>
<td>INCS 313</td>
<td>Language and Culture Learning</td>
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</table>

Select 18 credits of electives 18

Students are strongly encouraged to choose the majority of their electives in one or two areas listed below. This will allow students to create a specialization 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.

Total Credits 39

Electives

Applied Linguistics and Bible Translation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>INAL 301</td>
<td>General Articulatory Phonetics</td>
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<tr>
<td>INAL 403</td>
<td>Introduction to Phonology</td>
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<td>INAL 405</td>
<td>Introduction to Syntax</td>
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<tbody>
<tr>
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<td>Introduction to Literacy</td>
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<tr>
<td>INAL 446</td>
<td>Introduction to Sociolinguistics</td>
<td></td>
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<tr>
<td>INAL 452</td>
<td>Field Methods in Linguistics</td>
<td></td>
</tr>
<tr>
<td>INAL 453</td>
<td>Introduction to Bible Translation</td>
<td></td>
</tr>
<tr>
<td>INAL 454</td>
<td>Field Methods in Second Language and Culture Learning</td>
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Church Planting

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>INCS 333</td>
<td>Principles of Church Multiplication</td>
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<tr>
<td>INCS 334</td>
<td>Church Planting Models and Strategies</td>
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<tr>
<td>INCS 338</td>
<td>Urban Ministry Models</td>
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<tr>
<td>INCS 451</td>
<td>Principles of Evangelism and Church Growth</td>
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Cross-Cultural Healthcare

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<tr>
<td>INCS 345</td>
<td>Introduction to International Development</td>
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<tr>
<td>INCS 430</td>
<td>Seminar: Topics in Intercultural Health Care</td>
<td>9</td>
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1 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</th>
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<tr>
<td>ANTH 300</td>
<td>Magic, Witchcraft and Sorcery</td>
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<tr>
<td>ANTH 402</td>
<td>Family, Kinship and Gender</td>
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<tr>
<td>ANTH 403</td>
<td>Economic Anthropology</td>
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<td>ANTH 404</td>
<td>Symbol and Ritual</td>
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International Development

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<th>Title</th>
<th>Credits</th>
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<tr>
<td>INCS 345</td>
<td>Introduction to International Development</td>
<td></td>
</tr>
<tr>
<td>INCS 347</td>
<td>Micro Issues in Relief and Development</td>
<td></td>
</tr>
<tr>
<td>INCS 433</td>
<td>Community Development Models and Strategies</td>
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<td>INCS 435</td>
<td>Project Evaluation and Assessment</td>
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Islamic Studies

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

Select one of the following: 3

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

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

Select two of the following: 6

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<th>Credits</th>
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<tr>
<td>INCS 331</td>
<td>Peoples of Ethnic America</td>
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<tr>
<td>INCS 332</td>
<td>Peoples of the World</td>
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<td>INCS 342</td>
<td>World Christianity</td>
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<td>INCS 360</td>
<td>Short-Term Mission Leadership</td>
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<tr>
<td>INCS 371</td>
<td>Profiles in Missionary Lives</td>
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<tr>
<td>INCS 425</td>
<td>Spiritual Conflicts in Cross-Cultural Context</td>
<td></td>
</tr>
<tr>
<td>INCS 440</td>
<td>The Local Church and World Missions</td>
<td></td>
</tr>
<tr>
<td>INCS 449</td>
<td>Topics in Ministry to Internationals and Immigrants</td>
<td></td>
</tr>
<tr>
<td>INCS 456</td>
<td>World Religions</td>
<td></td>
</tr>
<tr>
<td>INCS 468</td>
<td>Women in Cross-Cultural Ministry</td>
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Pioneer Missions

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

1 INCS 451, choose two of the following courses:
   - Pioneer Missions
   - International Development
   - Islamic Studies
   - Missiology
Interdisciplinary: Teaching Credential

Students who wish to earn a teaching credential as part of their Intercultural Studies Interdisciplinary Education (INED) major must complete the requirements detailed in the Professional Teacher Preparation, Preliminary Credential (p. 157) section of this catalog. Refer to this 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. 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. Additional courses are required, and additional semesters may be required, including a semester for Student Teaching.

Interdisciplinary Studies, B.A.

Mission

The mission of the Biola University Interdisciplinary Studies major is to provide a program in which students can be exposed to the central and essential concepts and practices of two disciplines within a framework that simultaneously exposes them to central concepts and practices of interdisciplinary thinking and inquiry. In so doing, the major will develop Christian scholars whose position at the intersections of their chosen disciplines provides them with the unique knowledge, tools, and habits of mind that will allow them to comprehend, establish new insights about, and develop innovative approaches and solutions for both new and enduring local, national, and global problems and issues in ways that extend beyond the understanding, insights, approaches, and solutions available through the lens of a single disciplinary perspective.

Learning Outcomes

Program Learning Outcomes

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

1. Identify, integrate, and synthesize the theories, methods, and critical perspectives of their chosen disciplinary emphases (ULO 1).
2. Evaluate, critically analyze, and synthesize disciplinary and interdisciplinary perspectives and practices with Biblical values and truths (ULO 1 and 3).
3. Identify and articulate connections between their interdisciplinary intellectual inquiries and their own ethical positions in terms of contemporary challenges facing individuals, communities, and societies (ULO 2 and 3).

Requirements

Curriculum Requirements

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITDS 220</td>
<td>Introduction to Interdisciplinary Studies</td>
<td>3</td>
</tr>
<tr>
<td>ITDS 250</td>
<td>Integration Lab I</td>
<td>1</td>
</tr>
<tr>
<td>ITDS 255</td>
<td>Integration Lab II</td>
<td>1</td>
</tr>
<tr>
<td>ITDS 360</td>
<td>Interdisciplinary Topics</td>
<td>3</td>
</tr>
<tr>
<td>ITDS 475</td>
<td>Capstone for Interdisciplinary Studies</td>
<td>3</td>
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</table>

Concentration-Specific Core Curriculum (GE) Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (taken as &quot;Gospel and Culture&quot;)</td>
</tr>
</tbody>
</table>

Concentration Courses

<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 of Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>INCS 322</td>
<td>Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>INCS 352</td>
<td>Field Internship</td>
<td>1</td>
</tr>
<tr>
<td>INCS 354</td>
<td>Field Internship</td>
<td>2</td>
</tr>
<tr>
<td>INCS 310</td>
<td>General Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>or INCS 313</td>
<td>Language and Culture Learning</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 3

- INCS 420 Intercultural Communication
- INCS 457 Urban Research
- INCS 458 Village and Tribal Cultures
- BBST 458 Theology of Mission (Required course for INED to obtain 30 Core Curriculum Bible credits)
- or INCS 450 Theology of Mission

Select 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.

For INED: the recommended 6 credits of Intercultural Studies electives are INCS 331 and INCS 332. The recommended 12 upper-division credits from outside the major are LEDU 301, 330, 341, and 420 or 425 based on the requirements of the Teacher Preparation Program (link below). One additional credit is required of Elementary INED students in place of a Core Curriculum elective credit, LEDU 337, based on the requirements of the Teacher Preparation Program. Secondary INED students must take LEDU 433 in place of their two credits of Core Curriculum electives.

Total Credits | 39

1. INCS 485 should be taken as: Holy Spirit and Missions
Concentrations

Select two of the concentrations detailed below. The concentrations must be from different disciplines.  

Total Credits 35-41

**Concentrations**

**Art History**

If chosen, the second concentration may not be Art History/Studio Art.

**Recommended Core Curriculum (GE) Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 100</td>
<td>Art Appreciation</td>
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**Concentration Courses**

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTS 116</td>
<td>History of Western Art I: Prehistoric</td>
<td>3</td>
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<tr>
<td></td>
<td>Through Renaissance</td>
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<tr>
<td>ARTS 126</td>
<td>History of Western Art II: Baroque through</td>
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<tr>
<td></td>
<td>Modernism</td>
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Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ARTS 311</td>
<td>Modernity: Realism to Surrealism</td>
</tr>
<tr>
<td>ARTS 315</td>
<td>Contemporary Art Trends</td>
</tr>
<tr>
<td>ARTS 405</td>
<td>Seminar in Art History</td>
</tr>
<tr>
<td>ARTS 410</td>
<td>Seminar in Art</td>
</tr>
<tr>
<td>ARTS 433</td>
<td>Global Art Paradigms</td>
</tr>
<tr>
<td>ARTS 434</td>
<td>Interdisciplinary Investigations</td>
</tr>
<tr>
<td>ARTS 441</td>
<td>Art Theory and Criticism</td>
</tr>
</tbody>
</table>

Total Credits 12

**Art History/Studio Art**

If chosen, the second concentration may not be Art History.

**Concentration Courses**

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ARTS 311</td>
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<tr>
<td>ARTS 405</td>
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</tr>
<tr>
<td>ARTS 410</td>
<td>Seminar in Art</td>
</tr>
<tr>
<td>ARTS 433</td>
<td>Global Art Paradigms</td>
</tr>
<tr>
<td>ARTS 434</td>
<td>Interdisciplinary Investigations</td>
</tr>
<tr>
<td>ARTS 441</td>
<td>Art Theory and Criticism</td>
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Select one of the following tracks: 6

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<tbody>
<tr>
<td>ARTS 107</td>
<td>Drawing I (fulfills the Core Curriculum</td>
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<tr>
<td></td>
<td>requirement for fine art)</td>
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<tr>
<td>ARTS 307</td>
<td>Drawing II</td>
<td></td>
</tr>
<tr>
<td>ARTS 408</td>
<td>Drawing III</td>
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**Figure Studies**

<table>
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<th>Credits</th>
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<tr>
<td>ARTS 108</td>
<td>Figure Studies I (fulfills the Core</td>
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</tr>
<tr>
<td></td>
<td>Curriculum requirement for fine art)</td>
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</tr>
<tr>
<td>ARTS 319</td>
<td>Figure Studies II</td>
<td></td>
</tr>
<tr>
<td>ARTS 462</td>
<td>Advanced Studio Practicum (taken as</td>
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<td></td>
<td>“Figure Studies”)</td>
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**Sculpture**

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<th>Credits</th>
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<tr>
<td>ARTS 210</td>
<td>Sculpture I (fulfills the Core Curriculum</td>
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<td>ARTS 305</td>
<td>Sculpture II</td>
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**Communication Studies**

**Concentration Courses**

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<th>Title</th>
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<tbody>
<tr>
<td>COMM 254</td>
<td>Communication Theories</td>
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<td>COMM 386</td>
<td>Forms of Public Communication</td>
<td>3</td>
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<tr>
<td>COMM 470</td>
<td>Communication Seminar</td>
<td>1-3</td>
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<tr>
<td>COMM 473</td>
<td>Communication and Diversity</td>
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<td>COMM 474</td>
<td>Advanced Studies in Communication Behavior</td>
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Total Credits 13-15

**English**

**Concentration Courses**

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<tr>
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<td>ENGL 390</td>
<td>Introduction to Critical Theory</td>
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Select one of the following: 3

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<tbody>
<tr>
<td>ENGL 252</td>
<td>British Literature II</td>
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<tr>
<td>ENGL 282</td>
<td>American Literature II</td>
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Select one of the following: 3

<table>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 360</td>
<td>Studies in American Literature</td>
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<tr>
<td>ENGL 370</td>
<td>Studies in British Literature</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 12

**Environmental Science**

**Core Curriculum (GE) Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 103</td>
<td>Introduction to Environmental Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 112</td>
<td>Fundamentals of Organismal Biology Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 114</td>
<td>Fundamentals of Organismal Biology Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following: 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 305</td>
<td>Global Development and Ecological Sustainability</td>
</tr>
<tr>
<td>BIOS 353</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>BIOS 335</td>
<td>Field Biology</td>
</tr>
<tr>
<td>BIOS 371</td>
<td>Conservation Biology</td>
</tr>
</tbody>
</table>

**Total Credits**: 15

**History**

**Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 290</td>
<td>Research Methods in History</td>
<td>3</td>
</tr>
<tr>
<td>Select 12 credits of elective courses from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 307</td>
<td>The Colonial Period, American Revolution, 1607–1800</td>
<td></td>
</tr>
<tr>
<td>HIST 310</td>
<td>Social and Intellectual History of the United States</td>
<td></td>
</tr>
<tr>
<td>HIST 401</td>
<td>The Rise of Modern America, 1877–1920</td>
<td></td>
</tr>
<tr>
<td>HIST 412</td>
<td>The American West</td>
<td></td>
</tr>
<tr>
<td>HIST 420</td>
<td>History of Russia</td>
<td></td>
</tr>
<tr>
<td>HIST 422</td>
<td>Renaissance and Reformation</td>
<td></td>
</tr>
<tr>
<td>HIST 423</td>
<td>Early Modern Europe</td>
<td></td>
</tr>
<tr>
<td>HIST 424</td>
<td>Twentieth Century Europe</td>
<td></td>
</tr>
<tr>
<td>HIST 441</td>
<td>History of the Middle East and Islam I</td>
<td></td>
</tr>
<tr>
<td>HIST 442</td>
<td>History of the Middle East and Islam II</td>
<td></td>
</tr>
<tr>
<td>HIST 455</td>
<td>History of Israel and Zionism</td>
<td></td>
</tr>
<tr>
<td>HIST 495</td>
<td>Capstone: History in Christian Faith and Practice</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 15

**Philosophy**

**Concentration Courses**

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

**Select 3 credits of upper-division BUSN elective courses**

**Total Credits**: 15

**Political Science**

If chosen, the second concentration may not be Political Science: International Relations.

**Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 208</td>
<td>World Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 250</td>
<td>Foundations of the American Political System</td>
<td>3</td>
</tr>
<tr>
<td>POSC 256</td>
<td>Virtue, Citizenship, and Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select one of the following**: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 350</td>
<td>Political Philosophy – Ancient</td>
<td></td>
</tr>
<tr>
<td>POSC 351</td>
<td>Political Philosophy – Modern</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 12

**Political Science: International Relations**

If chosen, the second concentration may not be Political Science.

**Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 208</td>
<td>World Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 308</td>
<td>Foreign Policy and Diplomacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select two of the following**: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 240</td>
<td>Liberty and the Free Market in England</td>
<td></td>
</tr>
<tr>
<td>POSC 309</td>
<td>National Security Strategy and Military Affairs</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 12

**Sociology**

**Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 220</td>
<td>Introduction to 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>
</tbody>
</table>

**Select one of the following**: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 302</td>
<td>Sociology of Gender</td>
<td></td>
</tr>
<tr>
<td>SOCI 336</td>
<td>Unequal Justice: Race, Class, Gender and Crime</td>
<td></td>
</tr>
<tr>
<td>SOCI 342</td>
<td>Ethnic and Minority Groups</td>
<td></td>
</tr>
<tr>
<td>SOCI 352</td>
<td>Social Inequality: Race, Class and Gender</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 12
Spanish: Second Language Learners
If chosen, the second concentration may not be Spanish: Heritage Language Learners.

Concentration Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 202</td>
<td>Spanish Language and Culture IV</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 300</td>
<td>Advanced Spanish Communication I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 301</td>
<td>Advanced Spanish Communication II</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td>12</td>
<td></td>
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</tbody>
</table>

Spanish: Heritage Language Learners
If chosen, the second concentration may not be Spanish: Second Language Learners.

Concentration Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 215</td>
<td>Basic Spanish for the Heritage Learner</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 310</td>
<td>Advanced Spanish for Heritage Learners I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 311</td>
<td>Advanced Spanish for Heritage Learners II</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Journalism and Integrated Media, B.A.

Degree Program
Upon completion of the University baccalaureate and major requirements in the Department of Media, Journalism and Public Relations, 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 (49+ credits for the Cross-Cultural Media Concentration) beyond the Core Curriculum (GE) requirements, 24 of which must be upper-division.

The Department offers five areas of concentration:
- Broadcast Journalism
- Cross-Cultural Media
- Digital Journalism
- Visual Media
- Writing & Publishing

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, an independent media operation, provides deadline experience in reporting, writing, photojournalism, graphics design and multimedia for the Web. Editors and business staff, funded by payroll or 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 pre-professional career 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.

Media Narrative Project
In a program unique among Christian colleges and universities nationally, students the Department of Media, Journalism and Public Relations regularly produce a book-length inquiry into a cross-cultural topic. By means of in-depth reporting and documentary photojournalism, students use collaborative journalism and media techniques to take a concept from idea to finished product in one semester. Topics these books have explored include: street survival and ministry on Skid Row, after-school programs in the housing projects of Los Angeles; a non-profit organization’s role in Santa Ana to prevent gang violence; and the despair and hope of life in the Dominican Republic and in Haiti. These books, designed with student input, are produced through Biola Avenue Press, the department’s imprint. The books are sold on Amazon.com.

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.

The Biolan
Biola’s yearbook — one of the oldest forms of student media on the campus — provides students experience in magazine-style feature writing, feature and documentary-style photojournalism and four-color page design in a context that gives student journalists insight to careers in magazine production and book publishing. Editors are chosen a year in advance, but section editors are selected in Fall semesters to serve through the year.

The Point
This award-winning feature magazine is published at the end of each Fall and Spring semester. Work on The Point’s staff, some of it by competitive application only, gives students hands-on experience in production of a full-color, slick-page publication. Student editors choose each edition’s theme and select stories and photos from the best work of staff and student freelancers. Point staffers get training and experience in copy-editing, photojournalism and page design. Their name on the masthead of this publication, along with hard-earned skills, provide a stepping 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 Media, Journalism and Public Relations 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 (p. 47) section of this catalog, or on the Study Abroad (https://www.biola.edu/studyabroad) website. 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 the BestSemester ASP (http://www.bestsemester.com/locations-and-programs/washingtondc.asp) website for additional information.

New York City Study and Intern
Students in journalism have found success in the coursework and internships provided by the New York City semester in journalism offered by The King’s College. The program involves coursework from a biblical world-view with media opportunities in the nation’s number one media market.

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 Media, Journalism and Public Relations 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.

Learning Outcomes
Program Learning Outcomes
Upon completion of the Bachelor of Arts in Journalism and Integrated Media, students will be able to:

1. Apply and analyze key elements within the profession (ULO 1).
2. Illustrate an applied perspective of diversity and/or cross-cultural perspectives with the profession (ULO 1).
3. Illustrate an understanding of faith integration with the profession (ULO 2).
4. Demonstrate creative and analytical expertise in writing and presentation (ULO 3).
5. Create and develop projects that utilize convergence or digital media to strategically consider target audiences (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
Senior Portfolio Review and Summit Presentation
All students in the Department of Media, Journalism and Public Relations are expected to complete a portfolio review as well as a public presentation 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 review will be completed by a committee of full-time faculty (with input from a professional outside of the institution) as well as by the instructor for the Senior Portfolio course during the selected semester.

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 or retake the Senior Portfolio course (if the grade requires such).

Also as part of the graduation requirements as well as the Senior Portfolio course, students will prepare and submit a proposal to be approved for a public presentation (most likely at the department Summit) on a topic of expertise they have developed during their time as a student.

Timing of the portfolio review and public presentation is the semester before graduating (typically Fall semester of the senior year in a normal four-year undergraduate cycle). For December graduates, the review will take place during Spring semester.
Traditional students should schedule a preliminary portfolio review with their academic advisor at the end of five semesters to plan successful completion of the portfolio review and presentation. Transfer students should schedule a preliminary portfolio review after two semesters.

Scheduling of the Senior Portfolio review and public presentation will be completed as part of the Senior Portfolio course requirements. Any exception to this plan must be approved by the full-time faculty.

**Internship**

Internship, comprising a total of 3 credits, is required for graduation in the Journalism and Integrated Media major. Students will complete the 1-credit course JOUR 344 Media and PR Internship, as well as the 2-credit course JOUR 444 Advanced Internship & Career Preparation. Students may take JOUR 344 multiple times to complete more internships for credit. Students, guided by their academic advisor, are encouraged to pursue other (non-credit) internships to gain as much hands-on experience as possible before their senior year. Students must take the internship courses as ordered by prerequisites, but internships (for credit or for non-credit) may be completed any semester or during the Summer under supervision of department faculty, guided by stipulations of the Internship packet.

No more than 6 credits of Internship may be applied toward major requirements. Total directed research and special topic workshop credits may not exceed 9 credits.

**Curriculum 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 internship and directed research may not exceed 9 credits.

**Program-Specific Core Curriculum (GE) Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (taken as &quot;Religion, Culture Media&quot;)</td>
<td></td>
</tr>
<tr>
<td>MATH 190</td>
<td>Business Statistics (will count toward 3 credits of Math/Science)</td>
<td></td>
</tr>
</tbody>
</table>

**Program Courses**

The following courses are required for Broadcast, Visual Media, Digital Journalism, and Writing and Publishing concentrations. Cross-Cultural Media concentration students see concentration below for specific requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 105</td>
<td>Foundations of Journalism and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 107</td>
<td>Introduction to Convergence</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 220</td>
<td>Introduction to Visual Media</td>
<td>3</td>
</tr>
<tr>
<td>or JOUR 235</td>
<td>Videography</td>
<td></td>
</tr>
<tr>
<td>JOUR 267</td>
<td>Media Career Readiness</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 344</td>
<td>Media Internship</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 433</td>
<td>Media Law</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 464</td>
<td>Philosophy and Ethics of Media</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 495</td>
<td>Senior Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 303</td>
<td>Convergent Production</td>
<td>3</td>
</tr>
<tr>
<td>or PREL 307</td>
<td>Soc Media, SEO, and Digital Strategy</td>
<td></td>
</tr>
</tbody>
</table>

**Concentration Courses**

Select one of the concentrations below (Cross-Cultural Media concentration students see concentration for details)

Total Credits 44

**Concentrations**

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

**Broadcast**

**Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 120</td>
<td>Writing Across Media</td>
<td>3</td>
</tr>
<tr>
<td>or JOUR 231</td>
<td>Public Affairs Reporting</td>
<td></td>
</tr>
<tr>
<td>JOUR 236</td>
<td>Introduction to Broadcast Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 241</td>
<td>Audio Workshop</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 243</td>
<td>TV Directing Workshop</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 245</td>
<td>Video Workshop</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 311</td>
<td>Studio Production</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 337</td>
<td>Intermediate Broadcast Production</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 444</td>
<td>Advanced Internship and Career Preparation in Media</td>
<td>2</td>
</tr>
</tbody>
</table>

Select 3 credits from the following:

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

Select 3 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 301</td>
<td>Sports Journalism</td>
<td></td>
</tr>
<tr>
<td>JOUR 305</td>
<td>Database Journalism</td>
<td></td>
</tr>
<tr>
<td>JOUR 311</td>
<td>Studio Production</td>
<td></td>
</tr>
<tr>
<td>JOUR 334</td>
<td>Producing and Writing for Broadcast News</td>
<td></td>
</tr>
<tr>
<td>JOUR 335</td>
<td>Magazine and Free-Lance Writing</td>
<td></td>
</tr>
<tr>
<td>JOUR 351</td>
<td>Broadcast Anchoring and Announcing</td>
<td></td>
</tr>
<tr>
<td>JOUR 431</td>
<td>Investigative Reporting</td>
<td></td>
</tr>
<tr>
<td>JOUR 470</td>
<td>Journalism Seminar</td>
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</tr>
<tr>
<td>JOUR 480</td>
<td>Directed Research</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 23

**Cross-Cultural Media**

Students in this concentration will complete 49+ credits, 24 of which must be upper-division. Instead of completing the Program Courses listed above, students will complete the following courses listed below:

**Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 420</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 105</td>
<td>Foundations of Journalism and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 107</td>
<td>Introduction to Convergence</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 267</td>
<td>Media Career Readiness</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 344</td>
<td>Media Internship</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 433</td>
<td>Media Law</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 495</td>
<td>Senior Portfolio</td>
<td>1</td>
</tr>
</tbody>
</table>
Select 6 credits of electives from either Writing, Visual or Broadcast in consultation with advisor

Select 3 credits of the following Media Essentials:
- JOUR 220 Introduction to Visual Media
- JOUR 241 Audio Workshop
- JOUR 243 TV Directing Workshop
- JOUR 245 Video Workshop
- PREL 249 Media Design Essentials

Select one of the following Reporting Essentials:
- JOUR 120 Writing Across Media
- JOUR 231 Public Affairs Reporting
- JOUR 236 Introduction to Broadcast Journalism
- JOUR 305 Database Journalism
- JOUR 347 Photojournalism I

Select one of the following Cross-Cultural Media Experiences:
- JOUR 333 Travel Video Practicum
- JOUR 350 Cross-Cultural Storytelling Project
- JOUR 486 Media Narrative Project

Select one of the following:
- HIST 304 Ancient Near East
- HIST 455 History of Israel and Zionism
- INCS 233 Foundations of Global Studies
- INCS 322 Intercultural Adjustment
- INCS 375 Understanding the City
- INCS 457 Urban Research
- SPAN 205 Intercultural Communication in Spanish
- SPAN 334 Community Spanish
- SPAN 335 Spanish Study Tour

Select one of the following:
- HIST 304 Ancient Near East
- HIST 455 History of Israel and Zionism
- INCS 233 Foundations of Global Studies
- INCS 322 Intercultural Adjustment
- INCS 332 Peoples of the World
- SPAN 350 Hispanic Civilization and Culture

Language Preparation

For the language preparation in the cross-cultural concentration, students are required to choose from the following options for an additional 8 credits of language study.

Spanish Language Preparation
- SPAN 100 Spanish Language and Culture I
- SPAN 200 Spanish Language and Culture II
- SPAN 201 Spanish Language and Culture III
- SPAN 202 Spanish Language and Culture IV
- SPAN 215 Basic Spanish for the Heritage Learner
- SPAN 300 Advanced Spanish Communication I
- SPAN 301 Advanced Spanish Communication II
- SPAN 310 Advanced Spanish for Heritage Learners I
- SPAN 311 Advanced Spanish for Heritage Learners II

French Language Preparation
- FREN 100 French Language and Culture I
- FREN 200 French Language and Culture II
- FREN 201 French Language and Culture III
- FREN 202 Intermediate French II
- FREN 230 French Conversation and Composition
- FREN 330 Advanced Conversation and Composition

German Language Preparation
- GRMN 100 German Language and Culture I
- GRMN 200 German Language and Culture II
- GRMN 201 German Language and Culture III

Arabic Language Preparation
- ARAB 100 Arabic Language and Culture I
- ARAB 200 Arabic Language and Culture II
- ARAB 201 Arabic Language and Culture III

Other Language Options

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

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

Total Credits

Digital Journalism

Concentration Courses
- JOUR 120 Writing Across Media
- JOUR 231 Public Affairs Reporting

Select one of the following:
- JOUR 235 Videography
- JOUR 236 Introduction to Broadcast Journalism
- JOUR 241 Audio Workshop
- JOUR 243 TV Directing Workshop
- JOUR 245 Video Workshop
- JOUR 303 Convergent Production
- JOUR 305 Database Journalism
- JOUR 348 Publication, Web and Media Design
- JOUR 444 Advanced Internship and Career Preparation in Media
- PREL 249 Media Design Essentials

Select 3 credits from the following:
- JOUR 334 Producing and Writing for Broadcast News
- JOUR 351 Broadcast Anchoring and Announcing
- JOUR 470 Journalism Seminar
- JOUR 480 Directed Research
- PREL 420 Advanced Digital Advertising Management

Total Credits

1 May be taken as ARAB 205, FREN 205, GRMN 205, RUSS 205.
### Visual Media

**Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREL 249</td>
<td>Media Design Essentials</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 and Media Design</td>
<td>3</td>
</tr>
<tr>
<td>or JOUR 466</td>
<td>Photojournalism II</td>
<td></td>
</tr>
<tr>
<td>JOUR 444</td>
<td>Advanced Internship and Career Preparation in Media</td>
<td>2</td>
</tr>
<tr>
<td>JOUR 486</td>
<td>Media Narrative Project</td>
<td>3</td>
</tr>
<tr>
<td>or JOUR 488</td>
<td>Visual Capstone</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 120</td>
<td>Writing Across Media</td>
</tr>
<tr>
<td>JOUR 231</td>
<td>Public Affairs Reporting</td>
</tr>
<tr>
<td>JOUR 236</td>
<td>Introduction to Broadcast Journalism</td>
</tr>
<tr>
<td>JOUR 305</td>
<td>Database Journalism</td>
</tr>
</tbody>
</table>

Students must select 6 credits of electives from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 221</td>
<td>Photography I-Introduction to Darkroom and Digital Processes</td>
</tr>
<tr>
<td>ARTS 314</td>
<td>Integrated Design I</td>
</tr>
<tr>
<td>ARTS 316</td>
<td>Photography II-Studies in Color</td>
</tr>
<tr>
<td>ARTS 317</td>
<td>Typography I</td>
</tr>
<tr>
<td>ARTS 333</td>
<td>Graphic Design Forms I</td>
</tr>
<tr>
<td>ARTS 334</td>
<td>Photography III-Advanced Black and White Photography</td>
</tr>
<tr>
<td>CNMA 102</td>
<td>Visual Aesthetics</td>
</tr>
<tr>
<td>JOUR 235</td>
<td>Videography</td>
</tr>
<tr>
<td>JOUR 241</td>
<td>Audio Workshop</td>
</tr>
<tr>
<td>JOUR 243</td>
<td>TV Directing Workshop</td>
</tr>
<tr>
<td>JOUR 245</td>
<td>Video Workshop</td>
</tr>
<tr>
<td>JOUR 300</td>
<td>Practicum</td>
</tr>
<tr>
<td>JOUR 342</td>
<td>Visual Meaning</td>
</tr>
<tr>
<td>JOUR 348</td>
<td>Publication, Web and Media Design</td>
</tr>
<tr>
<td>PREL 392</td>
<td>Principles of Advertising</td>
</tr>
<tr>
<td>JOUR 466</td>
<td>Photojournalism II</td>
</tr>
<tr>
<td>JOUR 470</td>
<td>Journalism Seminar</td>
</tr>
<tr>
<td>JOUR 480</td>
<td>Directed Research</td>
</tr>
</tbody>
</table>

Students may choose the other course that is not being taken as part of the Concentration courses above:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 486</td>
<td>Media Narrative Project</td>
</tr>
<tr>
<td>JOUR 488</td>
<td>Visual Capstone</td>
</tr>
</tbody>
</table>

**Total Credits 23**

### Writing and Publishing

**Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 120</td>
<td>Writing Across Media</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 231</td>
<td>Public Affairs Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 332</td>
<td>Publication Editing and Management</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 444</td>
<td>Advanced Internship and Career Preparation in Media</td>
<td>2</td>
</tr>
</tbody>
</table>

Students must select 12 credits of electives from the following: 12

Select 3 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 235</td>
<td>Videography</td>
</tr>
</tbody>
</table>

**Total Credits 23**

### Kinesiology, B.S.

#### Mission

Kinesiology and Health Science will challenge students to improve the health and well-being of society by demonstrating the highest standards of quality in teaching, research, scholarship, service, incorporating a Christian worldview, and to develop a leadership role among academic programs similar to our collective fields of study for the purpose of addressing challenges related to preventive medicine, health care, human performance, exercise, and sport.

#### Degree Program

A Bachelor of Science degree in Kinesiology is offered upon completion of the University baccalaureate and major requirements.

#### Learning Outcomes

**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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.
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.

Curriculum Requirements

Program-Specific Core Curriculum (GE) Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 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>or MATH 318</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 16

1  Exercise Science and Health Promotion concentrations may choose CHEM 120.

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.

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>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>KNES 301</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KNES 302</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>KNES 303</td>
<td>Exercise Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>KNES 307</td>
<td>Measurement and Evaluation in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KNES 335</td>
<td>Health Concepts</td>
<td>3</td>
</tr>
<tr>
<td>KNES 401</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>KNES 408</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>KNES 422</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>KNES 434</td>
<td>Leadership in Sport and Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>KNES 440</td>
<td>Nutrition for Health and Sport</td>
<td>3</td>
</tr>
<tr>
<td>KNES 446</td>
<td>Exercise Prescription and Program Design</td>
<td>3</td>
</tr>
<tr>
<td>KNES 480</td>
<td>Directed Study</td>
<td>3</td>
</tr>
<tr>
<td>KNES 329</td>
<td>Psychology of Coaching Sport and Human</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Movement</td>
<td></td>
</tr>
<tr>
<td>or KNES 420</td>
<td>Sociology and Psychology in Physical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education and Sport</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 55

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.

Program Courses

Select 10 credits of electives, of which 6 credits must be upper-division, from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 111</td>
<td>Fundamentals of Cellular and Molecular</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td>BIOS 113</td>
<td>Fundamentals of Cellular and Molecular</td>
</tr>
<tr>
<td></td>
<td>Biology Laboratory</td>
</tr>
<tr>
<td>BIOS 112</td>
<td>Fundamentals of Organismal Biology</td>
</tr>
<tr>
<td>BIOS 114</td>
<td>Fundamentals of Organismal Biology</td>
</tr>
<tr>
<td></td>
<td>Laboratory</td>
</tr>
<tr>
<td>BIOS 282</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIOS 310</td>
<td>Prosection</td>
</tr>
<tr>
<td>BIOS 311</td>
<td>Neurobiology</td>
</tr>
<tr>
<td>BIOS 312</td>
<td>Cell and Molecular Biology</td>
</tr>
<tr>
<td>BIOS 322</td>
<td>Laboratory in Cell and Molecular Biology</td>
</tr>
<tr>
<td>BIOS 332</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIOS 382</td>
<td>Vertebrate Physiology</td>
</tr>
<tr>
<td>BIOS 431</td>
<td>Developmental Biology</td>
</tr>
<tr>
<td>BIOS 445</td>
<td>Immunology</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Laboratory in Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Laboratory in Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 411</td>
<td>Biochemistry I</td>
</tr>
<tr>
<td>CHEM 412</td>
<td>Biochemistry II</td>
</tr>
<tr>
<td>CHEM 413</td>
<td>Laboratory in Biochemistry</td>
</tr>
<tr>
<td>KNES 402</td>
<td>Assessment and Rehabilitation of Athletic</td>
</tr>
<tr>
<td></td>
<td>Injuries</td>
</tr>
<tr>
<td>KNES 460</td>
<td>Topics in Kinesiology</td>
</tr>
<tr>
<td>KNES 470</td>
<td>Seminars in Kinesiology</td>
</tr>
<tr>
<td>KNES 480</td>
<td>Directed Study</td>
</tr>
<tr>
<td>PHSC 112</td>
<td>Physics II</td>
</tr>
<tr>
<td>PHSC 118</td>
<td>Physics II Laboratory</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>PSYC 306</td>
<td>Psychological Testing and Assessment</td>
</tr>
<tr>
<td>PSYC 309</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>Industrial/Organizational Psychology</td>
</tr>
<tr>
<td>PSYC 320</td>
<td>Developmental Psychology; Lifespan</td>
</tr>
<tr>
<td>PSYC 325</td>
<td>Developmental Psychology; Childhood and</td>
</tr>
<tr>
<td></td>
<td>Adolescence</td>
</tr>
<tr>
<td>PSYC 412</td>
<td>Physiological Psychology</td>
</tr>
<tr>
<td>PSYC 420</td>
<td>Advanced Statistics</td>
</tr>
</tbody>
</table>

Total Credits: 55
BIOS 254 Human Anatomy 4
BIOS 281 Physiology 4
CHEM 106 General Chemistry II 4
KNES 301 Kinesiology 3
KNES 302 Exercise Physiology 3
KNES 303 Exercise Physiology Laboratory 1
KNES 335 Health Concepts 3
KNES 402 Assessment and Rehabilitation of Athletic Injuries 3
KNES 408 Motor Learning 3
KNES 422 Biomechanics 3
KNES 440 Nutrition for Health and Sport 3
KNES 446 Exercise Prescription and Program Design 3
KNES 480 Directed Study 3
PHSC 112 Physics II 3
PHSC 118 Physics II Laboratory 1
KNES 329 Psychology of Coaching Sport and Human Movement 3
or KNES 420 Sociology and Psychology in Physical Education and Sport

Select 9 credits of electives, of which 6 must be upper-division, from the following:

BIOS 111 Fundamentals of Cellular and Molecular Biology
BIOS 113 Fundamentals of Cellular and Molecular Biology Laboratory
BIOS 112 Fundamentals of Organismal Biology
BIOS 114 Fundamentals of Organismal Biology Laboratory
BIOS 282 Microbiology
BIOS 310 Prosection
BIOS 311 Neurobiology
or PSYC 412 Physiological Psychology
BIOS 312 Cell and Molecular Biology
BIOS 322 Laboratory in Cell and Molecular Biology
BIOS 332 Genetics
BIOS 382 Vertebrate Physiology
BIOS 431 Developmental Biology
BIOS 445 Immunology
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 411 Biochemistry I
CHEM 412 Biochemistry II
CHEM 413 Laboratory in Biochemistry
KNES 307 Measurement and Evaluation in Kinesiology
KNES 401 Care and Prevention of Athletic Injuries
KNES 434 Leadership in Sport and Human Movement
KNES 460 Topics in Kinesiology
KNES 470 Seminars in Kinesiology
KNES 480 Directed Study

PSYC 305 Experimental Psychology
PSYC 306 Psychological Testing and Assessment
PSYC 309 Abnormal Psychology
PSYC 315 Industrial/Organizational Psychology
PSYC 320 Developmental Psychology: Lifespan
PSYC 325 Developmental Psychology: Childhood and Adolescence
PSYC 420 Advanced Statistics

Total Credits 56

Liberal Studies, Elementary Education

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.

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

Learning Outcomes

Liberal Studies, Elementary Education 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 (ULO 1).
2. Integrate personal faith with intellectual learning through incorporating subject matter knowledge with Christian beliefs (ULO 1).
3. Develop effective communication skills (ULO 2, 3).
4. Demonstrate critical thinking skills by synthesizing information from multiple sources (ULO 1).
5. Integrate breadth and/or depth of knowledge in concentration-specific content into philosophy of education (ULO 1).
6. Identify and/or adapt evidence-based and promising practices that are culturally and linguistically competent (ULO 3).
7. Demonstrate social and personal traits that reflect biblically-based character (ULO 3).

Professional Teacher Preparation Program Learning Outcomes
Upon the completion of the Multiple Subject or Single Subject credential(s), students will be able to:

1. Demonstrate foundational knowledge and comprehension of subject matter content (ULO 1).
2. Integrate personal faith with intellectual learning through incorporating subject matter knowledge with Christian beliefs (ULO 1).
3. Develop effective communication skills (ULO 2, 3).
4. Demonstrate critical thinking skills by synthesizing information from multiple sources (ULO 1).
5. Integrate breadth and/or depth of knowledge in concentration-specific content into philosophy of education (ULO 1).
6. Identify and/or adapt evidence-based and promising practices that are culturally and linguistically competent (ULO 3).
7. Demonstrate social and personal traits that reflect biblically-based character (ULO 3).
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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
Writing Competency
The writing competency requirement is embedded in LEDU 330.

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 as "Christian Philosophy of Education."

Curriculum Requirements
Program-Specific Core Curriculum (GE) Courses

Science/Math:
- BIOS 100 Biological Principles: Lecture
- MATH 117 Fundamentals of Mathematics for Elementary Teachers I

U.S. History:
- HIST 100 World Civilizations I
- HIST 200 United States History To 1865

Behavioral Science:
- PSYC 200 Introduction to Psychology

Fine Arts:
Select one of the following:
- ARTS 100 Art Appreciation
- THTR 160 Theatre Appreciation
- MUSC 101 Music Appreciation

Philosophy:
Select one of the following:
- PHIL 210 Introduction to Logic
- PHIL 214 Introduction to Philosophy
- PHIL 215 Introduction to Ethics

Physical Education:
Select one physical education activity and
- KNES 101 Health and Wellness
- KNES 201 Elementary Physical Education Methods and Activities

Program Courses
- ARTS 306 Elementary Art Workshop 3
- HIST 101 World Civilizations II 3
- HIST 201 United States History Since 1865 3
- HIST 403 California History 3
- LEDU 301 Introduction to Teaching 3
- LEDU 309 Elementary Math/Science Methods 2
- LEDU 324 Performing Arts in Education 1
- LEDU 330 Psychological Foundations of Education 3
- LEDU 335 Child Development: Birth through Adolescence 3
- LEDU 336 Elementary Health Curriculum and Methods 1
- LEDU 337 Elementary History-Social Science Curriculum and Methods 1
- LEDU 341 Methods of Teaching Linguistically Diverse Students 3
- LEDU 380 Children's Literature 3
- LEDU 420 Elementary Reading/Language Arts 3
- LEDU 434 Elementary Curriculum, Differentiation, and Assessment 3
- MATH 118 Fundamentals of Mathematics for Elementary Teachers II 3
- MUSC 310 Elementary Music Workshop 2
- PHSC 101 Physical Science Survey: Lecture 4
- PHSC 102 Physical Science Survey Laboratory 1

Concentrations
In addition to the program courses, each student must complete a concentration, which consists 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. Please see requirements listed below.

In addition to the program and concentration courses, students must complete the Professional Teacher Preparation Program for a Multiple Subject Credential as detailed after Concentrations.

Total Credits 60

Concentrations

Biology

Concentration Courses
Select 12 credits from the following:

- BIOS 103 Introduction to Environmental Science
- BIOS 121 Nutrition
- BIOS 222 Botany
- BIOS 302 Vertebrate Biology
- BIOS 335 Field Biology
- BIOS 351 Invertebrate Biology
- BIOS 352 Marine Biology
- BIOS 401 General Ecology
- BIOS 440 Topics in Advanced Biology
- BIOS 446 Ornithology

Total Credits 12

Early Childhood

Prerequisite Courses
- LEDU 301 Introduction to Teaching
- LEDU 335 Child Development: Birth through Adolescence

Concentration Courses
- 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

Total Credits 12

English

Concentration Courses
Select 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 370 Studies in British Literature
- ENGL 400 Studies in Shakespeare

Total Credits 12

Human Development

Concentration Courses
Select 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

Total Credits 12

Intercultural Studies

Concentration Courses
Select 12 credits from the following:

- ANTH 200 General Cultural Anthropology
- INAL 300 Introduction to Language and Linguistics
- INCS 322 Intercultural Adjustment
- INCS 332 Peoples of the World
- INCS 420 Intercultural Communication
- INCS 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
- LEDU 416 Practicum in TESOL I
- LEDU 416 International Education Fieldwork

Total Credits 12

Mathematics

Concentration Courses
Select 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

Total Credits 12
Physical Education

Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 335</td>
<td>Health Concepts</td>
</tr>
</tbody>
</table>

Select 9 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 205</td>
<td>Foundations in Physical Education and Kinesiology</td>
</tr>
<tr>
<td>KNES 329</td>
<td>Psychology of Coaching Sport and Human Movement</td>
</tr>
<tr>
<td>KNES 405</td>
<td>Adapted Physical Education</td>
</tr>
<tr>
<td>KNES 408</td>
<td>Motor Learning</td>
</tr>
<tr>
<td>KNES 420</td>
<td>Sociology and Psychology in Physical Education and Sport</td>
</tr>
<tr>
<td>KNES 434</td>
<td>Leadership in Sport and Human Movement</td>
</tr>
<tr>
<td>KNES 485</td>
<td>Internship</td>
</tr>
</tbody>
</table>

Students may select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 343</td>
<td>Techniques of Teaching and Coaching Basketball</td>
</tr>
<tr>
<td>KNES 344</td>
<td>Techniques of Teaching and Coaching Soccer</td>
</tr>
<tr>
<td>KNES 345</td>
<td>Techniques of Teaching and Coaching Tennis</td>
</tr>
<tr>
<td>KNES 346</td>
<td>Techniques of Teaching and Coaching Volleyball</td>
</tr>
</tbody>
</table>

Total Credits 12

Spanish

Concentration Courses

Select one of the following tracks:

Second Language Learners

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 202</td>
<td>Spanish Language and Culture IV</td>
</tr>
<tr>
<td>SPAN 300</td>
<td>Advanced Spanish Communication I</td>
</tr>
<tr>
<td>or SPAN 301</td>
<td>Advanced Spanish Communication II</td>
</tr>
<tr>
<td>SPAN 433</td>
<td>Spanish Applied Linguistics and Teaching Pedagogy</td>
</tr>
</tbody>
</table>

Heritage Learners

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 215</td>
<td>Basic Spanish for the Heritage Learner</td>
</tr>
<tr>
<td>SPAN 310</td>
<td>Advanced Spanish for Heritage Learners I</td>
</tr>
<tr>
<td>or SPAN 311</td>
<td>Advanced Spanish for Heritage Learners II</td>
</tr>
<tr>
<td>SPAN 433</td>
<td>Spanish Applied Linguistics and Teaching Pedagogy</td>
</tr>
</tbody>
</table>

Total Credits 12

Special Education

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 301</td>
<td>Introduction to Teaching</td>
</tr>
</tbody>
</table>

Concentration Courses

Select 12 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 361</td>
<td>Issues in Special Education</td>
</tr>
<tr>
<td>LEDU 362</td>
<td>Assessment and Evaluation of Exceptional Learners</td>
</tr>
<tr>
<td>LEDU 363</td>
<td>Teaching Students with Mild Disabilities in Inclusive Settings</td>
</tr>
<tr>
<td>LEDU 364</td>
<td>Behavior and Classroom Management for Students with Special Needs</td>
</tr>
<tr>
<td>LEDU 369</td>
<td>Introduction to Autism Spectrum Disorders</td>
</tr>
</tbody>
</table>

Total Credits 12

U.S. History

Concentration Courses

Select 12 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 307</td>
<td>The Colonial Period, American Revolution, 1607–1800</td>
</tr>
<tr>
<td>HIST 308</td>
<td>American Democracy, Civil War and Reconstruction, 1800–1877</td>
</tr>
<tr>
<td>HIST 320</td>
<td>The American Presidency</td>
</tr>
<tr>
<td>HIST 401</td>
<td>The Rise of Modern America, 1877–1920</td>
</tr>
<tr>
<td>HIST 402</td>
<td>The United States Since 1920</td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
</tr>
</tbody>
</table>

Total Credits 12

Visual Arts

Concentration Courses

Select 12 credits from the following, 3 of which must be upper-division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 107</td>
<td>Drawing I</td>
</tr>
<tr>
<td>ARTS 108</td>
<td>Figure Studies I</td>
</tr>
<tr>
<td>ARTS 109</td>
<td>Digital Tools</td>
</tr>
<tr>
<td>ARTS 110</td>
<td>2-D Design</td>
</tr>
<tr>
<td>ARTS 111</td>
<td>3-D Design</td>
</tr>
<tr>
<td>ARTS 210</td>
<td>Sculpture I</td>
</tr>
<tr>
<td>ARTS 211</td>
<td>Ceramics I</td>
</tr>
<tr>
<td>ARTS 213</td>
<td>Painting I</td>
</tr>
<tr>
<td>ARTS 221</td>
<td>Photography I-Introduction to Darkroom and Digital Processes</td>
</tr>
<tr>
<td>ARTS 304</td>
<td>Ceramics II</td>
</tr>
<tr>
<td>ARTS 305</td>
<td>Sculpture II</td>
</tr>
<tr>
<td>ARTS 316</td>
<td>Photography II-Studies in Color</td>
</tr>
</tbody>
</table>

Total Credits 12

Professional Teacher Preparation Program

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 in self-contained and core settings.

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 successfully completing all required teacher preparation and pedagogy courses, as well as California Commission on Teacher Credentialing requirements. 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:

<table>
<thead>
<tr>
<th>Code</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 420 or LEDU 425</td>
<td>Elementary Reading/Language Arts or Secondary Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 434</td>
<td>Elementary Curriculum, Differentiation, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 438</td>
<td>Secondary Curriculum, Differentiation, and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 and the overall GPA in the pedagogy courses must be 3.0 or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 433</td>
<td>Single Subject Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>LEDU 309</td>
<td>Elementary Math/Science Methods</td>
<td>2</td>
</tr>
<tr>
<td>LEDU 336</td>
<td>Elementary Health Curriculum and Methods</td>
<td>1</td>
</tr>
<tr>
<td>LEDU 337</td>
<td>Elementary History-Social Science Curriculum and Methods</td>
<td>1</td>
</tr>
<tr>
<td>LEDU 380</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 306</td>
<td>Elementary Art Workshop</td>
<td>3</td>
</tr>
<tr>
<td>KNES 201</td>
<td>Elementary Physical Education Methods and Activities</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 310</td>
<td>Elementary Music Workshop</td>
<td>2</td>
</tr>
</tbody>
</table>

**Certificate of Clearance and Tuberculosis (TB) Test**

Candidates must complete the application for a Certificate of Clearance prior to taking LEDU 301 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 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 pedagogy courses. 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**

Candidates must take the California Basic Educational Skills Test (CBEST) or satisfy the basic skills requirement prior to acceptance to the program. Passage of CBEST or equivalent is required 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**

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.
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 200 or POSC 225 with a grade of "C" or better. Students receiving AP college credit for either HIST 200 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 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.

Teaching, ACSI Certificate
Application information may be obtained from the ACSI liaison in the School of Education Office. 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 as well as:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 6 credits of Bible courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (taken as &quot;Christian Philosophy of Education&quot;)</td>
<td></td>
</tr>
<tr>
<td>YMDT 490</td>
<td>Selected Readings and Topics (taken as &quot;Philosophy of Education&quot;)</td>
<td></td>
</tr>
<tr>
<td>SEED 501</td>
<td>Philosophy and Values in Schools and Society</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 9

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.

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

Learning Outcomes

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 (ULO 1).
2. Integrate personal faith with intellectual learning through incorporating subject matter knowledge with Christian beliefs (ULO 1, 2).
3. Develop effective communication skills (ULO 2, 3).
4. Demonstrate critical thinking skills by synthesizing information from multiple sources (ULO 1).
5. Integrate breadth and/or depth of knowledge in concentration-specific content into philosophy of education (ULO 1).

6. Identify and/or adapt evidence-based and promising practices that are culturally and linguistically competent (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Writing Competency

The writing competency requirement is embedded in LEDU 335.

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 as "Christian Philosophy of Education."

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses

Science/Math:

BIOS 100 Biological Principles: Lecture
BIOS 110 Observational Biology Laboratory
MATH 117 Fundamentals of Mathematics for Elementary Teachers I

U.S. History:

HIST 200 United States History To 1865

Behavioral Science:

PSYC 200 Introduction to Psychology

Fine Arts:

Select one of the following:

ARTS 100 Art Appreciation
THTR 160 Theatre Appreciation
MUSC 101 Music Appreciation

Philosophy:

Select one of the following:

PHIL 210 Introduction to Logic
PHIL 214 Introduction to Philosophy
PHIL 215 Introduction to Ethics

Physical Education:

Select one of the following:

Four physical education activities, which can include
KNES 101
Or two physical education activities and KNES 201

Concentrations

In addition to the core requirements, each student must complete a concentration, which consists 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. Please see requirements listed below.

Biology

Concentration Courses

Select 12 credits from the following:

BIOS 103 Introduction to Environmental Science
BIOS 121 Nutrition
BIOS 222 Botany
BIOS 302 Vertebrate Biology
BIOS 335 Field Biology
BIOS 351 Invertebrate Biology
BIOS 352 Marine Biology
BIOS 401 General Ecology
BIOS 440 Topics in Advanced Biology
BIOS 446 Ornithology

Early Childhood

Prerequisite Courses

LEDU 301 Introduction to Teaching
LEDU 335 Child Development: Birth through Adolescence
### Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 356</td>
<td>Early Childhood Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 357</td>
<td>School/Family/Community Partnerships in Early Childhood Urban Settings</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 358</td>
<td>Classroom Management in Early Childhood Settings</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 359</td>
<td>Observation and Assessment of Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 12

### English

**Concentration Courses**

Select 12 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 320</td>
<td>Studies in Grammar and Language</td>
<td></td>
</tr>
<tr>
<td>ENGL 340</td>
<td>Advanced Composition</td>
<td></td>
</tr>
<tr>
<td>ENGL 343</td>
<td>Creative Writing: Poetry</td>
<td></td>
</tr>
<tr>
<td>or ENGL 344</td>
<td>Creative Writing: Fiction</td>
<td></td>
</tr>
<tr>
<td>ENGL 360</td>
<td>Studies in American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 370</td>
<td>Studies in British Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 400</td>
<td>Studies in Shakespeare</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 12

### Human Development

**Concentration Courses**

Select 12 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 206</td>
<td>Psychology and Christian Thought</td>
<td></td>
</tr>
<tr>
<td>PSYC 303</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>PSYC 313</td>
<td>Psychology of Religious Experience</td>
<td></td>
</tr>
<tr>
<td>PSYC 317</td>
<td>Psychology of Marriage</td>
<td></td>
</tr>
<tr>
<td>PSYC 319</td>
<td>Cross-Cultural/Ethnic Issues in Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 320</td>
<td>Developmental Psychology: Lifespan</td>
<td></td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Psychology of Family</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 12

### Intercultural Studies

**Concentration Courses**

Select 12 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>General Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>INAL 300</td>
<td>Introduction to Language and Linguistics</td>
<td></td>
</tr>
<tr>
<td>INCS 322</td>
<td>Intercultural Adjustment</td>
<td></td>
</tr>
<tr>
<td>INCS 332</td>
<td>Peoples of the World</td>
<td></td>
</tr>
<tr>
<td>INCS 420</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>INCS 456</td>
<td>World Religions</td>
<td></td>
</tr>
<tr>
<td>INTE 309</td>
<td>Grammar for English Teachers</td>
<td></td>
</tr>
<tr>
<td>INTE 312</td>
<td>Essentials of TESOL</td>
<td></td>
</tr>
<tr>
<td>INTE 421</td>
<td>Introduction to TESOL: Adult</td>
<td></td>
</tr>
<tr>
<td>INTE 427</td>
<td>Materials Evaluation and Preparation</td>
<td></td>
</tr>
<tr>
<td>INTE 492</td>
<td>Practicum in TESOL I</td>
<td></td>
</tr>
<tr>
<td>LEDU 416</td>
<td>International Education Fieldwork</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 12

### Mathematics

**Concentration Courses**

Select 12 credits, 3 of which must be upper-division, from 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></td>
</tr>
<tr>
<td>or MATH 103</td>
<td>Calculus for Management Sciences</td>
<td></td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>Discrete Structures</td>
<td></td>
</tr>
<tr>
<td>or MATH 204</td>
<td>Introduction to Abstract Math</td>
<td></td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td>MATH 291</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 305</td>
<td>Introduction to Real Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 315</td>
<td>Abstract Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 331</td>
<td>Probability</td>
<td></td>
</tr>
<tr>
<td>MATH 332</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>MATH 341</td>
<td>Classical Geometry</td>
<td></td>
</tr>
<tr>
<td>MATH 415</td>
<td>Number Theory and the History of Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 12

### Physical Education

**Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 335</td>
<td>Health Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 9 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 205</td>
<td>Foundations in Physical Education and Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KNES 329</td>
<td>Psychology of Coaching Sport and Human Movement</td>
<td></td>
</tr>
<tr>
<td>KNES 405</td>
<td>Adapted Physical Education</td>
<td></td>
</tr>
<tr>
<td>KNES 408</td>
<td>Motor Learning</td>
<td></td>
</tr>
<tr>
<td>KNES 420</td>
<td>Sociology and Psychology in Physical Education and Sport</td>
<td></td>
</tr>
<tr>
<td>KNES 434</td>
<td>Leadership in Sport and Human Movement</td>
<td></td>
</tr>
<tr>
<td>KNES 485</td>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

Students may select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 343</td>
<td>Techniques of Teaching and Coaching Basketball</td>
<td></td>
</tr>
<tr>
<td>KNES 344</td>
<td>Techniques of Teaching and Coaching Soccer</td>
<td></td>
</tr>
<tr>
<td>KNES 345</td>
<td>Techniques of Teaching and Coaching Tennis</td>
<td></td>
</tr>
<tr>
<td>KNES 346</td>
<td>Techniques of Teaching and Coaching Volleyball</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 12

### Spanish

**Concentration Courses**

Select one of the following tracks:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 202</td>
<td>Spanish Language and Culture IV</td>
<td></td>
</tr>
<tr>
<td>SPAN 300</td>
<td>Advanced Spanish Communication I</td>
<td></td>
</tr>
<tr>
<td>or SPAN 301</td>
<td>Advanced Spanish Communication II</td>
<td></td>
</tr>
<tr>
<td>SPAN 433</td>
<td>Spanish Applied Linguistics and Teaching Pedagogy</td>
<td></td>
</tr>
</tbody>
</table>

**Heritage Learners**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 215</td>
<td>Basic Spanish for the Heritage Learner</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 12
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.

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.

Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses

The Core Curriculum (GE) 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. Core Curriculum requirements for B.S. students: 3 credits in math (met by Math majors), 3 credits in science, 3 credits in fine arts, and 3 credits in history.

Program Courses

Students earning a Bachelor of Science in Mathematics must complete the mathematics program courses and one of the concentrations.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 204</td>
<td>Introduction to Abstract Math</td>
<td>3</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 291</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 305</td>
<td>Introduction to Real Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 315</td>
<td>Abstract Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 370</td>
<td>Readings in Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>CSCI 105</td>
<td>Introduction to Computer Science</td>
<td>2</td>
</tr>
</tbody>
</table>

Students who plan to pursue graduate studies should take at least two of the following courses regardless of the area of concentration:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 410</td>
<td>Introduction to Real Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 450</td>
<td>Abstract Algebra II</td>
<td>3</td>
</tr>
</tbody>
</table>

MATH 370 must be taken twice (2 credits total).

### Concentrations

#### Actuarial Science (62 Credits)
Students who wish to pursue actuarial science, business analytics, or related fields should choose this concentration.

In addition to the program courses above, this concentration must complete the following:

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 201 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 202 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 211 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 212 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 370 Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>MATH 190 Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 331 Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 332 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 333 Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>MATH 335 Ordinary Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course (3 credits) at the 300 or 400 level in Math

Total Credits 33

#### 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 program courses above, this concentration must complete the following:

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 6 courses at the 300 or 400 level in Math</td>
<td>18</td>
</tr>
</tbody>
</table>

Total Credits 18

### 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 program courses above, this concentration must complete the following:

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 321 Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 331 Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 332 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 333 Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>MATH 335 Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 440 Complex Variables</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course at the 300 or 400 level in Math

Total Credits 18

### 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 program courses above, this concentration must complete the following.

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select at least two courses from the following:</td>
<td>6</td>
</tr>
<tr>
<td>MATH 321 Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 331 Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 332 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 333 Operations Research</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses are also required:

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 106 Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 220 Computer Organization and Assembly Language Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 400 Theory of Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three courses at the 300 or 400 level in Math or Computer Science

Total Credits 24

### Mathematics: Secondary Instruction
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 program courses above, this concentration must complete the following.

<table>
<thead>
<tr>
<th>Concentration-Specific Core Curriculum (GE) Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200 Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 24
Concentration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 331</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Classical Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 415</td>
<td>Number Theory and the History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 318</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 332</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses at the 300 or 400 level in Math 6

Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 438</td>
<td>Secondary Curriculum, Differentiation, and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 450</td>
<td>Secondary Student Teaching I</td>
<td></td>
</tr>
<tr>
<td>LEDU 452</td>
<td>Secondary Student Teaching II</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 35

Music Composition, B.M.

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.

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 emailing music@biola.edu or by writing:

Director, Conservatory of Music
Biola University
13800 Biola Avenue
La Mirada, CA 90639-0001

Learning Outcomes

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, and structures found in masterpieces from the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 3).
4. Evaluate basic form, harmony, meter, rhythm, voice-leading and developmental techniques found in excerpts and entire pieces from the Western art music tradition, and will experiment with writing music in the same styles (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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

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.

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.

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 as "Redeeming Culture through Music" (this course fulfills the integration seminar Bible requirement).

Curriculum Requirements
Program-Specific Core Curriculum (GE) Courses
Candidates for the Bachelor of Music degree are exempt from the Core Curriculum (GE) requirement in foreign language, literature, and fine arts.

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102</td>
<td>Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 118</td>
<td>Keyboard II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 119</td>
<td>Keyboard III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 120</td>
<td>Keyboard IV</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 141</td>
<td>Applied Music (Primary Instrument)¹</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 142</td>
<td>Applied Music (Composition)²</td>
<td>6</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 181</td>
<td>Introduction to Composition ²,³</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 200</td>
<td>Concert Music</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 300</td>
<td>Concert Music</td>
<td>5</td>
</tr>
<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 the</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>20th Century</td>
<td></td>
</tr>
<tr>
<td>MUSC 323</td>
<td>Basic Conducting</td>
<td>2</td>
</tr>
<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>
</tr>
<tr>
<td>MUSC 342</td>
<td>Orchestration</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 343</td>
<td>Form and Analysis I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 344</td>
<td>Analysis of 20th Century Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 347</td>
<td>Music Technology and Production</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 353</td>
<td>Sight-Singing and Dictation III</td>
<td>1</td>
</tr>
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<td>MUSC 354</td>
<td>Music Theory III</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 363</td>
<td>Sight-Singing and Dictation IV</td>
<td>1</td>
</tr>
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<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 422</td>
<td>Applied Music (Composition)⁶</td>
<td>8</td>
</tr>
<tr>
<td>MUSC 490</td>
<td>Senior Recital</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 211</td>
<td>Improvisation for Non Keyboardists: Concepts/Practices</td>
<td>2</td>
</tr>
<tr>
<td>or MUSC 217</td>
<td>Improvisation for Keyboardists: Concepts/Practices</td>
<td>2</td>
</tr>
</tbody>
</table>

Select 6 credits from the following courses. 2 credits must be from Music Education (356-359), 2 credits must be from Composing for New Media (371-374), and the remaining 2 credits may be from either category:

- MUSC 356 Music Education: Brass
- MUSC 357 Music Education: Percussion
- MUSC 358 Music Education: Strings
- MUSC 359 Music Education: Woodwinds
- MUSC 371 Composing for New Media I: Film, TV, and Audio Production
- MUSC 372 Composing for New Media II: Sound Design, Recording Techniques
- MUSC 373 Composing for New Media III: Advanced Orchestration, Score Preparation
Music Education, B.M.

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 51 to 53 credits for Music Education. Total credits: 81 to 83.

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

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 emailing music@biola.edu or by writing:

Director, Conservatory of Music
Biola University
13800 Biola Avenue
La Mirada, CA 90639-0001

Learning Outcomes
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, and structures found in masterpieces from the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice, and piano (ULO 3).
4. Evaluate basic form, harmony, meter, rhythm, voice-leading and developmental techniques found in excerpts and entire pieces from the Western art music tradition, and will experiment with writing music in the same styles (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 a recital production demonstrating leadership and the ability to conduct an ensemble (ULO 3).
8. Apply their stylistic, theoretical, interpretive and technical skills, and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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.

**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.

**Integration Seminar Requirement**

Students enrolled in the Bachelor of Music degree program are required to take BBST 465 as “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.

**Curriculum Requirements**

<table>
<thead>
<tr>
<th>Program-Specific Core Curriculum (GE) Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102 Voice Class 1</td>
</tr>
<tr>
<td>MUSC 118 Keyboard II 2</td>
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<tr>
<td>MUSC 119 Keyboard III 2</td>
</tr>
<tr>
<td>MUSC 141 Applied Music 3</td>
</tr>
<tr>
<td>MUSC 153 Sight-Singing and Dictation I</td>
</tr>
<tr>
<td>MUSC 154 Music Theory I</td>
</tr>
<tr>
<td>MUSC 163 Sight-Singing and Dictation II</td>
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<td>MUSC 164 Music Theory II</td>
</tr>
<tr>
<td>MUSC 200 Concert Music 4</td>
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<tr>
<td>MUSC 205 Introduction to Music Education</td>
</tr>
<tr>
<td>MUSC 300 Concert Music 5</td>
</tr>
<tr>
<td>MUSC 307 Music History and Literature: Medieval Through Early Baroque</td>
</tr>
<tr>
<td>MUSC 308 Music History and Literature: Mid-Baroque Through Classic</td>
</tr>
<tr>
<td>MUSC 309 Music History and Literature: Late Romantic Through Early 20th Century</td>
</tr>
<tr>
<td>MUSC 312 Music Theory/History and Literature of the 20th Century</td>
</tr>
<tr>
<td>MUSC 321 Marching Band Lab 6</td>
</tr>
<tr>
<td>MUSC 323 Basic Conducting</td>
</tr>
<tr>
<td>MUSC 324 Advanced Studies in Conducting</td>
</tr>
<tr>
<td>MUSC 328 General Music Methods</td>
</tr>
<tr>
<td>MUSC 332 Music for Children</td>
</tr>
<tr>
<td>MUSC 333 Secondary Music Methods</td>
</tr>
<tr>
<td>MUSC 348 Vocal and Instrumental Arranging for Schools</td>
</tr>
<tr>
<td>MUSC 353 Sight-Singing and Dictation III</td>
</tr>
<tr>
<td>MUSC 354 Music Theory III</td>
</tr>
<tr>
<td>MUSC 356 Music Education: Brass</td>
</tr>
<tr>
<td>MUSC 357 Music Education: Percussion</td>
</tr>
<tr>
<td>MUSC 358 Music Education: Strings</td>
</tr>
<tr>
<td>MUSC 359 Music Education: Woodwinds</td>
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<tr>
<td>MUSC 363 Sight-Singing and Dictation IV</td>
</tr>
<tr>
<td>MUSC 364 Music Theory IV</td>
</tr>
<tr>
<td>MUSC 390 Opera Theatre 7</td>
</tr>
<tr>
<td>MUSC 410 Music Cultures of the World</td>
</tr>
<tr>
<td>MUSC 420 Special Studies in Music Literature</td>
</tr>
<tr>
<td>MUSC 421 Applied Music 9</td>
</tr>
<tr>
<td>MUSC 470 Senior Recital/Final Project</td>
</tr>
</tbody>
</table>

Candidates for the Bachelor of Music degree are exempt from the Core Curriculum (GE) requirement in foreign language, literature, and fine arts.

**Program Courses**

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>MUSC 153</td>
<td>Sight-Singing and Dictation I</td>
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<tr>
<td>MUSC 154</td>
<td>Music Theory I</td>
<td>2</td>
</tr>
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<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 4</td>
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</tr>
<tr>
<td>MUSC 205</td>
<td>Introduction to Music Education</td>
<td>2</td>
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<td>MUSC 300</td>
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<tr>
<td>MUSC 307</td>
<td>Music History and Literature: Medieval Through Early Baroque</td>
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</tr>
<tr>
<td>MUSC 308</td>
<td>Music History and Literature: Mid-Baroque Through Classic</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 309</td>
<td>Music History and Literature: Late Romantic Through Early 20th Century</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 312</td>
<td>Music Theory/History and Literature of the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 321</td>
<td>Marching Band Lab 6</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 323</td>
<td>Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 324</td>
<td>Advanced Studies in Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 328</td>
<td>General Music Methods</td>
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</tr>
<tr>
<td>MUSC 332</td>
<td>Music for Children</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 333</td>
<td>Secondary Music Methods</td>
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</tr>
<tr>
<td>MUSC 348</td>
<td>Vocal and Instrumental Arranging for Schools</td>
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<tr>
<td>MUSC 353</td>
<td>Sight-Singing and Dictation III</td>
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<td>MUSC 354</td>
<td>Music Theory III</td>
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</tr>
<tr>
<td>MUSC 356</td>
<td>Music Education: Brass</td>
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<td>MUSC 357</td>
<td>Music Education: Percussion</td>
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</tr>
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<td>MUSC 358</td>
<td>Music Education: Strings</td>
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<td>MUSC 359</td>
<td>Music Education: Woodwinds</td>
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<td>MUSC 363</td>
<td>Sight-Singing and Dictation IV</td>
<td>1</td>
</tr>
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<td>MUSC 364</td>
<td>Music Theory IV</td>
<td>2</td>
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<tr>
<td>MUSC 390</td>
<td>Opera Theatre 7</td>
<td>1-3</td>
</tr>
<tr>
<td>MUSC 410</td>
<td>Music Cultures of the World</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 420</td>
<td>Special Studies in Music Literature</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 421</td>
<td>Applied Music 9</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 470</td>
<td>Senior Recital/Final Project</td>
<td>0</td>
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</tbody>
</table>
Music Performance, B.M.

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: 76 to 80, depending on the concentration chosen.

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

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.

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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 emailing music@biola.edu or by writing:

Director, Conservatory of Music
Biola University
13800 Biola Avenue
La Mirada, CA 90639-0001

Learning Outcomes

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, and structures found in masterpieces from the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 3).
4. Evaluate basic form, harmony, meter, rhythm, voice-leading and developmental techniques found in excerpts and entire pieces from the Western art music tradition, and will experiment with writing music in the same styles (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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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.

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.

Integration Seminar Requirement
Students enrolled in the Bachelor of Music degree program are required to take BBST 465 as "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.

Curriculum Requirements
Program-Specific Core Curriculum (GE) Courses
Candidates for the Bachelor of Music degree are exempt from the Core Curriculum (GE) requirement in foreign language, literature, and fine arts.

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 142</td>
<td>Applied Music</td>
<td>8</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>
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</tr>
<tr>
<td>MUSC 200</td>
<td>Concert Music</td>
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</tr>
<tr>
<td>MUSC 300</td>
<td>Concert Music</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 307</td>
<td>Music History and Literature: Medieval</td>
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<tr>
<td></td>
<td>Through Early Baroque</td>
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<td>MUSC 308</td>
<td>Music History and Literature: Mid-Baroque</td>
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<tr>
<td></td>
<td>Through Classic</td>
<td></td>
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<tr>
<td>MUSC 309</td>
<td>Music History and Literature: Late</td>
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<td></td>
<td>Romantic Through Early 20th Century</td>
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<td>MUSC 312</td>
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<td></td>
<td>20th Century</td>
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<td>MUSC 343</td>
<td>Form and Analysis I</td>
<td>2</td>
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<td>MUSC 353</td>
<td>Sight-Singing and Dictation III</td>
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<td>MUSC 354</td>
<td>Music Theory III</td>
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<tr>
<td>MUSC 363</td>
<td>Sight-Singing and Dictation IV</td>
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<td>MUSC 364</td>
<td>Music Theory IV</td>
<td>2</td>
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<tr>
<td>MUSC 370</td>
<td>Junior Recital</td>
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<td>MUSC 410</td>
<td>Music Cultures of the World</td>
<td>3</td>
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<tr>
<td>MUSC 423</td>
<td>Applied Music</td>
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<td>MUSC 430</td>
<td>Pedagogy</td>
<td>2</td>
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<td>MUSC 490</td>
<td>Senior Recital</td>
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</tr>
<tr>
<td>MUSC 211</td>
<td>Improvisation for Non Keyboardists: Concepts/Practices</td>
<td>2</td>
</tr>
<tr>
<td>or MUSC 217</td>
<td>Improvisation for Keyboardists: Concepts/Practices</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 56

1. Must be taken for a total of 8 credits through proficiency level: 274.
2. Must be taken for four semesters.
3. Must be taken for three semesters.
4. Must be taken for a total of 12 credits through proficiency: level 478.
Concentrations
Performance students must choose a concentration in one of the following areas.

Instrumental
Concentration Courses
MUSC 102 Voice Class 1
MUSC 118 Keyboard II 1
MUSC 119 Keyboard III 1
MUSC 341 Counterpoint 2
MUSC 347 Music Technology and Production 2
MUSC 420 Special Studies in Music Literature 2
Select 5 credits of music electives 5

Ensemble Courses
Select 8 credits of instrumental ensembles 8

Total Credits 22

Organ
Concentration Courses
MUSC 102 Voice Class 1
MUSC 180 Performance Seminar 1
MUSC 261 Keyboard Sight Reading I 1
MUSC 262 Keyboard Sight Reading II 1
MUSC 280 Performance Seminar 1
MUSC 341 Counterpoint 2
MUSC 355 Advanced Keyboard Skills 1
MUSC 380 Performance Seminar 1
Select 2 credits of music electives 2

Ensemble Courses
Select 8 credits of ensemble, 4 credits must be Chamber music 8

Total Credits 20

1 Must be taken for 2 credits.

Piano
Concentration Courses
MUSC 102 Voice Class 1
MUSC 261 Keyboard Sight Reading I 1
MUSC 262 Keyboard Sight Reading II 1
MUSC 280 Performance Seminar 1
MUSC 341 Counterpoint 2
MUSC 347 Music Technology and Production 2
MUSC 355 Advanced Keyboard Skills 1
MUSC 360 Collaborative Piano 2
MUSC 380 Performance Seminar 1
MUSC 420 Special Studies in Music Literature 2

Ensemble Courses
Select 8 credits of Ensemble, 4 credits must be in Chamber Music 8

Total Credits 22

Voice
Concentration Courses
MUSC 118 Keyboard II 1
MUSC 119 Keyboard III 1
MUSC 156 Lyric Diction I 1
MUSC 157 Lyric Diction II 1
MUSC 251 Song Literature I 1
MUSC 252 Song Literature II 1
MUSC 390 Opera Theatre 1
Select 1 credit of music elective 1

Foreign Language Courses
Select 8 credits of foreign language courses 8

Ensemble Courses
Select 8 credits of vocal ensemble 8

Total Credits 24

Music, B.A.
Degree Program
The Bachelor of Arts degree in Music is offered upon completion of the University baccalaureate and major requirements. Total credits: 43 (57 for Commercial Music concentration). In order to graduate, 120 credits are required. Additional elective credits (music or non-music) may be needed to reach that total.

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.

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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.

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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 emailing music@biola.edu or by writing:

Director, Conservatory of Music
Biola University
13800 Biola Avenue
La Mirada, CA 90639-0001

Learning Outcomes
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, and structures found in masterpieces from the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 2).
4. Evaluate basic form, harmony, meter, rhythm, voice-leading and developmental techniques found in excerpts and entire pieces from the Western art music tradition, and will experiment with writing music in the same styles (ULO 3).
5. Apply their stylistic, theoretical, interpretative and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 5).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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.

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.

Integration Seminar Requirement
Students enrolled in the Bachelor of Arts music degree program are required to take BBST 465 as "Redeeming Culture through Music" (this course fulfills the integration seminar Bible requirement).

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

Curriculum Requirements
Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</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>
<td>1</td>
</tr>
<tr>
<td>MUSC 141</td>
<td>Applied Music 1</td>
<td>4</td>
</tr>
<tr>
<td>or MUSC 142</td>
<td>Applied Music 2</td>
<td></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 2</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 317</td>
<td>Survey of Western Music I: Classical thru Mid-Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 318</td>
<td>Survey of Western Music II: Medieval thru Baroque</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 353</td>
<td>Sight-Singing and Dictation III</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MUSC 354</td>
<td>Music Theory III</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 363</td>
<td>Sight-Singing and Dictation IV</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 364</td>
<td>Music Theory IV</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 410</td>
<td>Music Cultures of the World</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 421</td>
<td>Applied Music</td>
<td>4</td>
</tr>
<tr>
<td>or MUSC 422</td>
<td>Applied Music</td>
<td></td>
</tr>
</tbody>
</table>

**Ensemble Courses**

Select 4 credits from the following:

- MUSC 001 Biola Chorale
- MUSC 002 Chamber Music Ensemble
- MUSC 003 Symphony Orchestra
- MUSC 007 Jazz Ensemble
- MUSC 008 Symphonic Winds
- MUSC 009 Handbell Choir
- MUSC 010 Vocal Jazz Ensemble
- MUSC 012 Women's Chorus
- MUSC 013 Worship and Popular Music Ensemble
- MUSC 014 Men's Chorus

**Elective Courses**

Select 5 credit of 300-level or above elective courses

**Total Credits**

1. 4 credits through proficiency: level 224.
2. Must be taken for four semesters.
3. 4 credits through proficiency: level 428.

**Concentration**

**Commercial Music**

**Program Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100</td>
<td>Keyboard I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 102</td>
<td>Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 115</td>
<td>History of Rock: A Social and Musical Revolution</td>
<td>3</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 126</td>
<td>Introduction to Music Technology</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 127</td>
<td>Introduction to Music Production: Pro Tools</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 142</td>
<td>Applied Music 1</td>
<td>6</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 2</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 317</td>
<td>Survey of Western Music I: Classical thru Mid-Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 330</td>
<td>Contemporary Music Issues (taken as &quot;Pro Tools&quot;)</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 353</td>
<td>Sight-Singing and Dictation III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 354</td>
<td>Music Theory III</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 367</td>
<td>Pop Theory for Worship and Commercial Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 368</td>
<td>Pop Theory II for Worship and Commercial Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 370</td>
<td>Junior Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 422</td>
<td>Applied Music 3</td>
<td>8</td>
</tr>
<tr>
<td>MUSC 490</td>
<td>Senior Recital</td>
<td>2</td>
</tr>
</tbody>
</table>

**Ensemble Courses**

Select 10 credits from the following:

- MUSC 001 Biola Chorale
- MUSC 002 Chamber Music Ensemble
- MUSC 003 Symphony Orchestra
- MUSC 007 Jazz Ensemble
- MUSC 008 Symphonic Winds
- MUSC 009 Handbell Choir
- MUSC 010 Vocal Jazz Ensemble
- MUSC 012 Women's Chorus
- MUSC 013 Worship and Popular Music Ensemble
- MUSC 014 Men's Chorus

**Total Credits**

1. 6 credits through proficiency: level 223.
2. Must be taken for four semesters.
3. 8 credits through proficiency: level 326.

**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.

**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 four and 1/2 year program.

**Overview**

Biola University offers a Bachelor of Science degree in Nursing which is approved by the California Board of Registered Nursing:

1747 North Market Street, Suite 150
Sacramento, CA, 95834
(916) 322-3350

And accredited by the Commission on Collegiate Nursing Education:
One Dupont Circle NW
Washington, DC 20036
(202) 887-6791

The program is designed to prepare graduates for a career in professional nursing. Graduates of licensed vocational, diploma and associate degree nursing programs may be admitted as transfer students and evaluated individually. Policies are available from the Department of Nursing.

Clinical nursing experiences are provided in cooperation with hospitals and other agencies throughout Los Angeles and Orange Counties. In compliance with State Board regulations, the graduate will be eligible...
to take the NCLEX-RN examination required by the Board of Registered Nursing for licensure as a registered nurse. Upon graduation, application can be made for certification as a public health nurse. Both acceptance to, and continuation in the nursing major, will be determined by the student’s preparation, performance and personal integrity, as assessed by the faculty of the Department of Nursing.

**Philosophy**

The philosophy of the Department of Nursing is in agreement with that of the University. As such, we believe nursing is concerned with the well being of the total person. Each faculty member, student and patient is an integrated, unique person, created in God’s image, and endowed by God with dignity and worth. The entry of sin into the world has placed a constraint on the individual’s total well being which can only be remedied by the power and love of God through faith in Jesus Christ. God has created all persons with the potential for dynamic growth and development throughout their lives, and with the right to make decisions which influence their well being. All persons require social interaction to achieve and maintain well being. The family within the context of its cultural environment is the fundamental unit through which the socialization process is advanced.

We believe that caring, as exemplified in the life of Jesus Christ, is the essence of nursing. The focus of nursing activity is the three client systems (personal, interpersonal and community) and the dynamic interaction between them within the context of their environment. These three systems also are interacting constantly with internal and external stressors which may affect the integrity of the systems. It is our view that the purpose of nursing is to support and promote the processes that facilitate the systems’ abilities to achieve and maintain optimal adaptation. This is accomplished through use of the nursing process which is ongoing and involves assessing, diagnosing, planning, implementing, and evaluating. Effective use of this process enables the nurse to work with client systems across the health-illness continuum.

Nursing is a dynamic profession based on a growing body of evidence-based knowledge. It is our belief that Biblical studies, together with the humanities, arts and sciences, are fundamental to the development of nursing’s own unique body of knowledge. Nursing is both art and science; its uniqueness does not reside in any specific component of theory or action, but can be found only in the whole.

As one of the major health care professions, we believe nursing is accountable to God and to society for provision of quality health care services in a broad variety of settings. Baccalaureate nurses endeavor to meet this responsibility through involvement in leadership, inter-professional collaboration, education, and research utilization activities to improve clinical practice, influence health care policies, and further the development of nursing science.

In a rapidly changing world, adequate and equitable delivery of health care is a critical challenge. We believe that equal access to health care services is the right of every individual in society. Through its unique contribution, nursing can and must be an effective social force in promoting the quality and availability of health care services for all persons. To effect positive changes nurses must participate in all aspects of the health care delivery system including:

1. evaluating the adequacy of health care services for the community,
2. projecting needs for additional or new services, and
3. taking appropriate action to insure accessibility of services. This requires nursing involvement with community action groups and with local and national legislative processes.

We believe initial preparation of professional nurses to meet the health care needs of society is best accomplished through the learning acquired in baccalaureate education. As nurse educators it is our responsibility to provide an environment which facilitates the learning necessary to prepare graduates for professional practice and advanced professional education.

As Christian educators we value the distinctive cultural, ethnic, and social backgrounds of each person and recognize that this diversity enriches our learning environment. It is the role of the educator to provide a learning climate of Christian caring which:

1. enhances students’ abilities to use their own unique learning styles effectively,
2. promotes students’ accomplishment of personal goals, and
3. facilitates students’ utilization of resources and personal support systems to enhance their ability to meet their individual learning needs.

It is our belief that the goal of learning is behavioral change in the cognitive, affective, and psychomotor domains. Learning is a purposeful, dynamic process and involves changes in knowledge, skills, attitudes, values and/or beliefs. Learning occurs more efficiently, is more pervasive and more enduring when the learner actively participates in all phases of the learning process. Previous experience provides the foundation for current learning. Learning is facilitated when experiences move from the familiar to the unfamiliar and from simple to complex. Learning which emphasizes discovery of organizing principles rather than specific content facilitates the transfer of learning to novel situations.

We believe critical thinking, creative thinking, and clinical reasoning are essential for the professional nurse. Development of these skills is fostered in a supportive learning environment which:

1. provides opportunity for involvement in critical thinking and problem solving throughout the learning process,
2. stimulates the processes of inquiry and discovery,
3. provides exposure to a variety of problems in a variety of settings,
4. encourages maturation of the ability to utilize internal and external evaluative feedback, and
5. promotes increasing self-direction and independence.

The educator as a role model enhances the learning process by demonstrating Christian caring and the skills of inquiry and discovery. Acting as an expert learner, facilitator, and resource person, the educator guides the student learner through the educational experience. We believe that education is a life-long process which facilitates the ongoing development of the learner’s potentials for continued growth as a person, citizen, and professional nurse.

**Learning Outcomes**

**Program Learning Outcomes**

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

1.....
1. Demonstrate personal and professional development, Christian commitment, and nursing practice consistent with Biola University and the Department of Nursing’s biblical worldview (ULO 1, 2, and 3).

2. Integrate knowledge from biblical studies, arts, sciences and humanities together with knowledge from nursing science as a basis for nursing practice (ULO 1).

3. Base nursing practice on a formulation of knowledge incorporating inter-professional communication and collaboration, teaching and learning, clinical reasoning and problem-solving, and leadership and advocacy principles (ULO 1).

4. Systematically utilize relevant data from all pertinent client systems, the environment, evidence-based clinical expertise, and patient/family preferences and values in the provision of quality and cost-effective nursing care (ULO 1).

5. Synthesize concepts related to Christian caring, stress-adaptation, developmental, interactional and systems theories in the use of the nursing process to facilitate optimal adaptation of the three client systems (personal, interpersonal, and community) through appropriate use of the prevention, restoration and conservation modes of intervention (ULO 1 and 3).

6. Apply knowledge of the relevant cultural, economic, ethical, global, legal, political, social, spiritual and technological factors and the interaction among them to optimize the practice of nursing and the delivery of health care services (ULO 1 and 2).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

### 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 ENGL 112</td>
<td>Studies in Critical Thinking and Writing I</td>
<td></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>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>COMM 181</td>
<td>Introduction to Argumentation and Debate</td>
<td></td>
</tr>
<tr>
<td>COMM 200</td>
<td>The Rhetorical Act</td>
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</tr>
<tr>
<td>COMM 280</td>
<td>Oral Interpretation</td>
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</tr>
</tbody>
</table>

Total Credits: 29

### Curriculum Requirements

**Program-Specific Core Curriculum (GE) Requirements**

The Core Curriculum (GE) 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 Core Curriculum (GE) requirements of literature and only 3 credits of history are required.

### Program Courses

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 209</td>
<td>Nursing of the Patient/Family I - Theory</td>
<td>4</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 216</td>
<td>Nursing of the Patient/Family II - Theory</td>
<td>3</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 345</td>
<td>Nursing of the Mental Health Patient / Family - Clinical</td>
<td>1.5</td>
</tr>
<tr>
<td>NURS 347</td>
<td>Introduction to Women’s Health - Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 349</td>
<td>Introduction to Women’s Health - Clinical</td>
<td>1.5</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 357</td>
<td>Pediatric Nursing - Clinical</td>
<td>1.5</td>
</tr>
<tr>
<td>NURS 358</td>
<td>Nursing of the Patient/Family III - Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 359</td>
<td>Nursing of the Patient/Family III - Clinical</td>
<td>2</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: Transition to Practice - Clinical</td>
<td>3</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>Community and Public Health Nursing - Theory</td>
<td>4</td>
</tr>
<tr>
<td>NURS 463</td>
<td>Community and Public Health Nursing - Clinical</td>
<td>3</td>
</tr>
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Select three credits from one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 318</td>
<td>Biostatistics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 60.5

### Supporting Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS, ANTH or SOCI</td>
<td></td>
<td>2, 3</td>
</tr>
</tbody>
</table>

Total Credits: 60.5
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:
   a. Be a student in good standing at Biola University with no history of academic dishonesty and/or behavioral or other disciplinary problems.
   b. 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.
   c. Demonstrate adequate English language and grammar writing skills, critical reasoning and effective communication during an interview with the nursing faculty.
   d. Receive a grade of “B” (3.0) or higher in NURS 112.

2. Priority placement is awarded to students who meet the following criteria:
   a. Have a cumulative GPA of 3.5 or higher from all colleges attended.
   b. Have a total science GPA of 3.2 or higher on all required science courses taken at Biola or transferred in from other colleges.
   c. Have performed at or above 85 on the comprehensive TEAS nursing pre-admission test. Preparation for the exam is highly encouraged.
   d. Have successfully completed 3 of the required science courses by the time of application review.
   e. 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.
   f. Will have completed 4 semesters as a designated nursing major at Biola before entering the clinical nursing program.

3. Minimum requirements considered for spring letter of acceptance include:
   a. Perform at or above 65 on the comprehensive TEAS nursing pre-admission test. Preparation for the exam is highly encouraged.
   b. Have a cumulative GPA of 3.0 or higher from all colleges attended.
   c. Have a total science GPA of 2.5 or higher on all required prerequisite sciences.
   d. Have completed 3 of the required sciences by the time of application review.

4. Have earned a minimum grade of “C” (2.0) in all required prerequisite courses.

5. 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:
   b. Volunteer experiences. Volunteer experiences in health care settings preferred
   c. Leadership activities at church, high school, or college.
   d. Missions or other cross-cultural experiences.
   e. Biola student extra-curricular activities.

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 titer 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 including Military Veterans into the Biola Bachelor of Science in Nursing program.

**General Policies**

1. **Transfer Student Application Process**
   Applicants must first be accepted into Biola University. It is recommended that the applicant meet with a nursing advisor at the time of university application. When the student has met the prerequisite requirements, a separate application and application fee must be made to the Department of Nursing. If the applicant is a RN or LVN, it is recommended that this be done concurrently with the application to the University. Contact the Department of Nursing for the program application. Priority consideration for placement in the clinical nursing program is given to current Biola students. To be considered for acceptance into the clinical nursing program, all applicants must have a minimum cumulative GPA of 3.0.

2. **Challenge Planning**
   Applicants planning to challenge nursing courses must first be accepted 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 $350. LVNs desiring to challenge must submit a portfolio and review fee of $350. Veterans desiring to challenge must submit a portfolio and review fee of $350. Placement of students and nursing course credit for prior education experience is based upon individual portfolio evaluation which will include the following:
   a. Current RN or LVN license in the USA (and in California prior to start of nursing clinicals).
   b. Nursing course content outlines/syllabi/course descriptions
   c. Official transcript documenting graduation from a regionally-accredited nursing program.
   d. Two references:
      i. 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.
      ii. 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.
   e. Educational and work resume.

Nursing Courses for which the RN may receive credit include the following (approved courses are subject to change):

<table>
<thead>
<tr>
<th>Theory</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 209/NURS 216/</td>
<td>NURS 212/NURS 213/</td>
</tr>
<tr>
<td>NURS 358</td>
<td>NURS 218/NURS 219/</td>
</tr>
<tr>
<td></td>
<td>NURS 359</td>
</tr>
<tr>
<td>NURS 204</td>
<td>NURS 341</td>
</tr>
<tr>
<td>NURS 347/NURS 355</td>
<td>NURS 345</td>
</tr>
<tr>
<td>NURS 351</td>
<td>NURS 348/NURS 357</td>
</tr>
<tr>
<td></td>
<td>NURS 353</td>
</tr>
</tbody>
</table>

Nursing course for which the LVN may receive credit include NURS 209, and NURS 212 and NURS 213.

3. **Minimum Degree Requirements**
   All candidates will take a minimum of seven upper-division nursing courses. This will include NURS 300 (for 3 credits) in which the writing competency requirement will be met and which is designed to facilitate socialization into baccalaureate professional nursing. The credits of NURS 300 will be started during the first year following acceptance into the nursing program. The content and credits will vary with individual needs, depending upon prior education experiences and the number of credits transferred in. These initial credits must be successfully completed prior to enrollment in any other clinical nursing course.
   The minimum required courses will include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 300</td>
<td>Professional Nursing Seminar</td>
<td>1-3</td>
</tr>
<tr>
<td>NURS 441</td>
<td>Introduction to Nursing Research</td>
<td>2</td>
</tr>
<tr>
<td>NURS 442</td>
<td>Applied Nursing Research</td>
<td>1</td>
</tr>
<tr>
<td>NURS 450</td>
<td>Leadership/Management in Nursing - Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 451</td>
<td>Leadership/Management in Nursing: Transition to Practice - Clinical</td>
<td>3</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>Community and Public Health Nursing - Theory</td>
<td>4</td>
</tr>
<tr>
<td>NURS 463</td>
<td>Community and Public Health Nursing - Clinical</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18-20

**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.

**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, PHIL 220, PHIL 230, and PHIL 231 by the end of their sophomore year. Students who declare philosophy with a liberal arts concentration during their freshman year are expected to take
PHIL 220, PHIL 230, and PHIL 231 by the end of their sophomore year. Students who declare the major later are expected to take these courses during their first two semesters in the program.

The Philosophy major may be taken as pre-professional preparation for careers in such fields as law, education and the ministry, or as preparation for graduate study in philosophy.

Learning Outcomes
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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 211</td>
<td>Introduction to Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 212</td>
<td>Introduction to Medieval Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 213</td>
<td>Introduction to Modern Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

will be permitted to enroll in its corresponding upper-division number:

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

Any student who falls into this category, and who is also a philosophy major or philosophy minor — both 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
Only students who have completed a Core Curriculum (GE) 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 all courses in Block V (PHIL 400, PHIL 410, PHIL 420, PHIL 430, and PHIL 445) are completion of PHIL 210, PHIL 211, PHIL 212, PHIL 213, PHIL 214, PHIL 215, PHIL 216, or PHIL 220 (exception is PHIL 450, which requires PHIL 210, PHIL 220, PHIL 230, and PHIL 231, and completion of at least 3 credits from PHIL 301, PHIL 302, or PHIL 303).

Curriculum Requirements
The major comprises 38 credits beyond the Core Curriculum (GE) requirement in philosophy, from coursework in the following five blocks.

Program Courses
| Block I: Basic Philosophical Skills |
| PHIL 210 Introduction to Logic      | 3 |
| PHIL 220 Introduction to Philosophical Argument and Writing | 3 |

| Block II: Practical Wisdom |
| PHIL 230 Introduction to Practical Wisdom | 3 |
| PHIL 231 Practical Wisdom Lab I | 1 |
| PHIL 330 Studies in Wisdom Traditions | 3 |
| PHIL 331 Practical Wisdom Lab II | 1 |

| Block III: History of Philosophy |
| PHIL 301 Greek and Roman Philosophy | 3 |
| PHIL 302 Medieval Philosophy | 3 |
| PHIL 303 Modern Philosophy | 3 |

| Block IV: Divisions of Philosophy |
| PHIL 306 Philosophy of Religion | 3 |
| PHIL 307 Metaphysics and Epistemology | 3 |
| PHIL 308 Ethics | 3 |

| Block V: Capstone Work |
| PHIL 450 Senior Thesis | 3 |

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 330</td>
<td>Studies in Wisdom Traditions</td>
</tr>
<tr>
<td>PHIL 400</td>
<td>Practical Wisdom: Texts</td>
</tr>
<tr>
<td>PHIL 410</td>
<td>Practical Wisdom: Thinkers</td>
</tr>
<tr>
<td>PHIL 420</td>
<td>Theoretical Wisdom: History of Philosophy</td>
</tr>
<tr>
<td>PHIL 430</td>
<td>Theoretical Wisdom: Divisions of Philosophy</td>
</tr>
<tr>
<td>PHIL 440</td>
<td>Theoretical Wisdom: Philosophical Topics</td>
</tr>
<tr>
<td>PHIL 445</td>
<td>Philosophical Argument and Writing</td>
</tr>
</tbody>
</table>

Total Credits 38

1 Must be taken concurrently with PHIL 230.
2 Must be taken concurrently with PHIL 330.
3 May be taken a second time with different content.

Concentrations
Liberal Arts
The liberal arts concentration comprises 38 credits beyond the Core Curriculum (GE) requirement in philosophy, from coursework in the following five blocks.

Concentration Courses
| Block I: Basic Philosophical Skills |
| PHIL 220 Introduction to Philosophical Argument and Writing | 3 |

| Block II: Practical Wisdom |
| PHIL 230 Introduction to Practical Wisdom | 3 |
PHIL 231  Practical Wisdom Lab I \(^1\)  1
PHIL 330  Studies in Wisdom Traditions  3
PHIL 331  Practical Wisdom Lab II \(^2\)  1

Block III: History of Philosophy
PHIL 301  Greek and Roman Philosophy  3
PHIL 302  Medieval Philosophy  3
PHIL 303  Modern Philosophy  3

Block IV: Divisions of Philosophy
PHIL 307  Metaphysics and Epistemology  3
PHIL 308  Ethics  3

Block V: Capstone Work
PHIL 450  Senior Thesis  3

Elective Courses
Select 9 credits of upper-division HIST and/or ENGL courses  9

Total Credits  38

\(^1\)  Must be taken concurrently with PHIL 230.
\(^2\)  Must be taken concurrently with PHIL 330.

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.

Degree Program
A Bachelor of Science degree in Physical Education is offered upon completion of the University baccalaureate and major requirements.

Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

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.

Curriculum Requirements

Concentrations
Teaching and Coaching (54 Credits)

Program-Specific Core Curriculum (GE) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 130</td>
<td>Seminar in Biological Science</td>
<td></td>
</tr>
<tr>
<td>BIOS 236</td>
<td>Principles of Human Anatomy and Physiology</td>
<td></td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or MATH 318  Biostatistics</td>
<td></td>
</tr>
</tbody>
</table>

Program Courses
This concentration requires 54 credits, 43 of which must be upper division. Requirements include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 201</td>
<td>Elementary Physical Education Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Activities</td>
<td></td>
</tr>
<tr>
<td>KNES 205</td>
<td>Foundations in Physical Education and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KNES 213</td>
<td>Fundamental Principles of Physical Fitness</td>
<td></td>
</tr>
<tr>
<td>KNES 301</td>
<td>Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KNES 302</td>
<td>Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>KNES 303</td>
<td>Exercise Physiology Laboratory</td>
<td></td>
</tr>
<tr>
<td>KNES 307</td>
<td>Measurement and Evaluation in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KNES 329</td>
<td>Psychology of Coaching Sport and Human</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Movement</td>
<td></td>
</tr>
<tr>
<td>KNES 335</td>
<td>Health Concepts</td>
<td></td>
</tr>
<tr>
<td>KNES 401</td>
<td>Care and Prevention of Athletic Injuries</td>
<td></td>
</tr>
<tr>
<td>KNES 405</td>
<td>Adapted Physical Education</td>
<td></td>
</tr>
<tr>
<td>KNES 408</td>
<td>Motor Learning</td>
<td></td>
</tr>
<tr>
<td>KNES 410</td>
<td>Sports Management</td>
<td></td>
</tr>
<tr>
<td>KNES 412</td>
<td>Secondary Physical Education Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Activities</td>
<td></td>
</tr>
<tr>
<td>KNES 420</td>
<td>Sociology and Psychology in Physical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education and Sport</td>
<td></td>
</tr>
<tr>
<td>KNES 434</td>
<td>Leadership in Sport and Human Movement</td>
<td></td>
</tr>
</tbody>
</table>

Program-Specific Core Curriculum (GE) Courses: 2
Program Courses: 3
Select two of the following: 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 343</td>
<td>Techniques of Teaching and Coaching Basketball</td>
<td>4</td>
</tr>
<tr>
<td>KNES 344</td>
<td>Techniques of Teaching and Coaching Soccer</td>
<td>4</td>
</tr>
<tr>
<td>KNES 345</td>
<td>Techniques of Teaching and Coaching Tennis</td>
<td>4</td>
</tr>
<tr>
<td>KNES 346</td>
<td>Techniques of Teaching and Coaching Volleyball</td>
<td>4</td>
</tr>
</tbody>
</table>

Select 4 credits of activity courses (KNES 110, KNES 130, KNES 140 or KNES 150) in addition to the Core Curriculum (GE) Kinesiology and Health Science requirement.

Total Credits 54

1 KNES 485 may be taken after consulting with a department advisor and must be taken for a minimum of 2 credits.

### 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 KNES 201 in addition to the Kinesiology and Health Science requirement.

In addition to the requirements listed under the Teaching and Coaching concentration, the teaching credential program requires the following courses:

#### Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 437</td>
<td>Secondary Curriculum Fieldwork</td>
<td>1</td>
</tr>
<tr>
<td>LEDU 438</td>
<td>Secondary Curriculum, Differentiation, and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 450</td>
<td>Secondary Student Teaching I</td>
<td></td>
</tr>
<tr>
<td>LEDU 452</td>
<td>Secondary Student Teaching II</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18

### 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.

#### Degree Program

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

#### Learning Outcomes

##### Program Learning Outcomes

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

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

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

#### Requirements

##### 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, MATH 105, MATH 106, PHSC 132, PHSC 134, PHSC 233, PHSC 237.

##### Integration Seminar Requirement

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

#### Curriculum Requirements

##### Program-Specific Core Curriculum (GE) Courses

Physical Science majors automatically meet the Core Curriculum requirement of 6 credits of science and mathematics. The foreign language requirement is met by two years in high school or 4 credits of college foreign language.

##### Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>MATH 105</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 124</td>
<td>Data Analysis and Presentation</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 132</td>
<td>General Physics I: Mechanics and Heat</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 134</td>
<td>General Physics I Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>
PHSC 233 General Physics II: Electricity and Magnetism 3
PHSC 237 General Physics II Laboratory 1
PHSC 234 General Physics III: Waves, Optics and Modern Physics 4
PHSC 460 Capstone Seminar 1
Select 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 and 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

Total Credits 60

Concentrations

Secondary Instruction

In addition to the Core Requirements listed above, students must complete the following requirements for a total of 70 credits.

Concentration-Specific Core Curriculum (GE) Courses

The following course is required to fulfill the Core Curriculum (GE) requirement for Behavioral Science:

- PSYC 200 Introduction to Psychology

Concentration Courses

- LEDU 301 Introduction to Teaching 3
- LEDU 330 Psychological Foundations of Education 3
- LEDU 341 Methods of Teaching Linguistically Diverse Students 3
- LEDU 425 Secondary Content Area Reading 3
- LEDU 433 Single Subject Pedagogy 2
- LEDU 438 Secondary Curriculum, Differentiation, and Assessment 3

Total Credits 17

Concentrations

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 17 credits qualify for a Secondary Education Minor:

- LEDU 301 Introduction to Teaching 3
- LEDU 330 Psychological Foundations of Education 3
- LEDU 341 Methods of Teaching Linguistically Diverse Students 3
- LEDU 425 Secondary Content Area Reading 3
- LEDU 433 Single Subject Pedagogy 2
- LEDU 438 Secondary Curriculum, Differentiation, and Assessment 3

Total Credits 17

The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation. 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.

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.

Degree Program

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

Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

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, MATH 105, MATH 106, PHSC 132, PHSC 134, PHSC 233, PHSC 237.

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

Curriculum Requirements
Program-Specific Core Curriculum (GE) Courses
Physics majors automatically meet the Core Curriculum (GE) requirement of 6 credits of science and mathematics. The foreign language requirement is met by two years in high school or 4 credits of college foreign language.

Program Courses
CHEM 105 General Chemistry I 4
CHEM 106 General Chemistry II 4
MATH 105 Calculus I 4
MATH 106 Calculus II 4
MATH 205 Calculus III 4
MATH 335 Ordinary Differential Equations 3
PHSC 124 Data Analysis and Presentation 1
PHSC 132 General Physics I: Mechanics and Heat 3
PHSC 134 General Physics I Laboratory 1
PHSC 233 General Physics II: Electricity and Magnetism 3
PHSC 237 General Physics II Laboratory 1
PHSC 234 General Physics III: Waves, Optics and Modern Physics 4
PHSC 311 Computer Techniques in Science and Engineering 3
PHSC 318 Classical Mechanics 3
PHSC 321 Circuits and Instrumentation I 5
PHSC 336 Mathematical Methods in Physics 3
PHSC 340 Electrodynamics 3
PHSC 412 Introduction to Quantum Mechanics 3
PHSC 460 Capstone Seminar 1
PHSC 480 Advanced Physics Laboratory 3
Select at least 3 credits of upper-division Physics electives. 3
Total Credits 63

Political Science, B.A.

Mission
The mission of the Political Science program is to educate Christian men and women in political science in order to produce thinking Christians who demonstrate a broad understanding of the art and science of politics, based on a biblical foundation and worldview; who understand and apply biblical knowledge, Christian virtues, and ethical principles to politics; and who demonstrate entry-level professional skills necessary for success in politics and related fields.

Vision
The vision of the Biola University Political Science department is to develop a movement of men and women suitably trained in mind and character whom God may entrust with positions of influence within government, law, and public policy.

Degree Program
A Bachelor of Arts degree in Political Science is offered upon completion of the University baccalaureate and major requirements. The Political Science major requires 39 credits, 24 of which must be upper-division. For students interested in teaching the History: Secondary Instruction concentration offered under History, B.A. (p. 85) prepares students for teaching the social sciences, including political science.

Off-Campus Programs
American Studies Program
Biola University cooperates with the American Studies Program in Washington, D.C. This program provides work/study opportunities for students each semester in all of the disciplines offered at Biola, especially political science. Based on the principle of integrating faith, learning and living, students are invited to spend time in the nation’s capital serving as interns, participating in an academic seminar program and living in a unique community of Christians from different geographical regions and denominational backgrounds.

The American Studies Program is designed for juniors and seniors with a wide range of academic majors and vocational interests. Students are involved in the American Studies Program for either the fall or spring semester, earning 16 semester credits in the internship and study seminars. A student may earn all 16 credits in Political Science or 13 credits in Political Science and 3 credits in Bible, if desired. POSC 225 or POSC 250 is a prerequisite to the program.

The mission of the Biola University Political Science department is to produce thinking Christians who demonstrate a broad understanding of the art and science of politics, based on a biblical foundation and worldview; who understand and apply biblical knowledge, Christian virtues, and ethical principles to politics; and who demonstrate entry-level professional skills necessary for success in politics and related fields.

The vision of the Biola University Political Science department is to develop a movement of men and women suitably trained in mind and character whom God may entrust with positions of influence within government, law, and public policy.

The purposes of the program are to provide hands-on learning experiences and develop professional skills; to help students experience
Learning Outcomes

Program Learning Outcomes

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

1. Identify key figures and articulate important ideas of political theory, and apply them to current trends and events in politics (ULO 1).
2. Demonstrate competent knowledge of world geography, comparative political systems, and the principles of international relations (ULO 1).
3. Articulate Constitutional principles and apply them to the institutions and challenges in current American politics (ULO 1).
4. Articulate the integration of political science with a biblical worldview (ULO 2).
5. Engage their future vocation in political science as faithful stewards of God's calling, and understand their rights and duties as responsible citizens in a diverse polity (ULO 2).
6. Demonstrate growing skills at critical thinking and analysis, and communicate and defend their ideas persuasively and cogently, on the basis of evidence and sound research (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses

Political Science majors preparing for graduate school should include a foreign language in their program. Seek advice from the department.

Students must take the following History courses to fulfill the U.S. and World History requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 200</td>
<td>United States History To 1865</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Courses

The following Political Science courses are required, which include at least one course in each of the following categories: American Government, International Politics, Political Theory.

All students must take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 211</td>
<td>Introduction to Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>POSC 208</td>
<td>World Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 250</td>
<td>Foundations of the American Political System</td>
<td>3</td>
</tr>
<tr>
<td>POSC 256</td>
<td>Virtue, Citizenship, and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 290</td>
<td>Political Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>POSC 490</td>
<td>Internship in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POSC 499</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three upper-division POSC courses

Select one of the following International Politics courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 240</td>
<td>Liberty and the Free Market in England</td>
</tr>
<tr>
<td>POSC 308</td>
<td>Foreign Policy and Diplomacy</td>
</tr>
<tr>
<td>POSC 309</td>
<td>National Security Strategy and Military Affairs</td>
</tr>
<tr>
<td>POSC 317</td>
<td>Politics of Global Terrorism</td>
</tr>
<tr>
<td>POSC 356</td>
<td>Wealth and Justice</td>
</tr>
<tr>
<td>POSC 407</td>
<td>International Organizations and Political Economy</td>
</tr>
<tr>
<td>POSC 409</td>
<td>Strategic Intelligence</td>
</tr>
</tbody>
</table>

Select one of the following Political Theory courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 301</td>
<td>Church and State Relations</td>
</tr>
<tr>
<td>POSC 350</td>
<td>Political Philosophy – Ancient</td>
</tr>
<tr>
<td>POSC 351</td>
<td>Political Philosophy – Modern</td>
</tr>
</tbody>
</table>

Total Credits 39

Psychology, B.A.

Mission

The mission of the Bachelor of Arts in Psychology encompasses:

1. Training in psychology. The objective is to provide the foundations appropriate for further learning whether in graduate school, other vocational training, or in general living.
2. Promotion of investigation and integration of psychology and theology. Investigation and integration will take the form of incorporation of psychology and biblical training in the integration of faith, learning, and living.
3. Development and promotion of the use of the education in ministry and service. Ministry and service takes the form of active participation in the functions of the Christian and secular communities.

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 36 credits beyond PSYC 200, 24 of which must be upper-division.

Learning Outcomes

Program Learning Outcomes

The Psychology Department is committed to developing a program that will meet their Mission objectives through continuous assessment of student learning, course objectives and our program learning outcomes, listed below.

Upon completion of the Bachelor of Arts in Psychology, students will be able to:
1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology (ULO 1).
2. Demonstrate knowledge of and apply basic research methods in psychology, including research design, data analysis, and interpretation (ULO 1).
3. Demonstrate familiarity with the concept of integration of faith and learning, its benefits and challenges, and apply appropriate methods in producing integrative scholarship and skills (ULO 2).
4. Apply psychological principles and principles derived from the integration of faith and learning to service in their churches and communities (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Internal program assessment may include surveys, signature assignments, and a capstone course. External program assessment includes the ETS Major Field Test which is a graduation requirement. The Major Field Test is used to demonstrate achievement of our cognitive learning outcomes. Exams will be scored against national norms and every year the psychology faculty will review exam results to determine program strengths and weaknesses.

Our students’ Program Learning Outcome results are confidential. The results are not calculated into the student’s GPA nor considered a part of the student’s academic degree program. Program Learning Outcome results are used only to inform the University of student performance in designated fields so that areas for improvement can be identified within our Psychology program and/or courses. If the Program Learning Outcome requirement has not been met by the conferral date, Biola will not issue final transcripts or a diploma until the assessment has been completed.

### Requirements

#### 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 3
   - PSYC 206 Psychology and Christian Thought 3
   - PSYC 209 Statistics with Computer Applications 3
   - & PSYC 211 Statistics with Computer Applications Lab 1
   - BBST 105 Foundations of Christian Thought 3
   - ENGL 100 Basic Studies in Critical Thinking and Writing 3
   - or ENGL 112 Studies in Critical Thinking and Writing I 3
   - ENGL 113 Studies in Critical Thinking and Writing II 3

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 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 | 3 |
| RSPY 530/  | History and Systems of Psychology | 2 |
| PSYC 420  |                   |   |
| PSYC 440  |                   |   |

### Curriculum Requirements

#### Program-Specific Core Curriculum (GE) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 206</td>
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<tr>
<td>PSYC 209</td>
</tr>
<tr>
<td>PSYC 211</td>
</tr>
<tr>
<td>PSYC 305</td>
</tr>
<tr>
<td>PSYC 320</td>
</tr>
<tr>
<td>PSYC 365</td>
</tr>
<tr>
<td>PSYC 411</td>
</tr>
<tr>
<td>PSYC 450</td>
</tr>
<tr>
<td>or PSYC 480</td>
</tr>
</tbody>
</table>

Select 15 credits of Psychology electives, 11 of which must be upper-division.

#### Recommended courses for students interested in graduate study:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 306</td>
<td>Psychological Testing and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 405</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 412</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 440</td>
<td>History and Systems of Psychology</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 36

### Public Relations, B.A.

#### Degree Program

Upon completion of the University baccalaureate and major requirements in the Department of Media, Journalism and Public Relations, 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.

The Department offers five areas of concentration:

- Advertising
- Agency and Corporate PR
• Entertainment and Events PR
• Media Relations
• Nonprofit and Ministry PR

On Campus Study Opportunities
In addition to the numerous media opportunities (p. 94) available as part of the Department of Media, Journalism and Public Relations, 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 PRSA 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.

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

1. Identify and discuss elements of diversity with the aptitude expected of entry level professionals in the public relations industry (ULO 1).
2. Design a definition of public relations that is reflective of their worldview and ethical framework (ULO 2).
3. Construct strategic communication pieces to effectively reach key publics (ULO 3).
4. Create public relations initiatives based on industry best-practices and principles (ULO 3).
5. Develop personal brand expected of entry level professionals (ULO 3).
6. Evaluate elements of their individual concentration that are specialized within the practice of public relations (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
Senior Portfolio Review and Summit Presentation
All students in the Department of Media, Journalism and Public Relations are expected to complete a portfolio review as well as a public presentation before graduating.

The portfolio consists of the student’s best work, completed through internships during the time they have been enrolled in the major. The review will be completed by a committee of full-time faculty (with input from a professional outside of the institution) as well as by the instructor for the Senior Portfolio course during the selected semester.

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 or retake the Senior Portfolio course (if the grade requires such).

Also as part of the graduation requirements as well as the Senior Portfolio course, students will prepare and submit a proposal to be approved for a public presentation (most likely at the department Summit) on a topic of expertise they have developed during their time as a student.

Timing of the portfolio review and public presentation is the semester before graduating (typically Fall semester of the senior year in a normal four-year undergraduate cycle). For December graduates, the review will take place during Spring semester.

Traditional students should schedule a preliminary portfolio review with their academic advisor at the end of five semesters to plan successful completion of the portfolio review and presentation. Transfer students should schedule a preliminary portfolio review after two semesters.

Scheduling of the Senior Portfolio review and public presentation will be completed as part of the Senior Portfolio course requirements. Any exception to this plan must be approved by the full-time faculty.

Internship
Internship, comprising a total of 3 credits, is required for graduation in the Journalism and Integrated Media major. Students will complete the 1-credit course, PREL 344 Media and PR Internship, as well as the 2-credit course, PREL 444 Advanced Internship & Career Preparation. Students may take PREL 344 multiple times to complete more internships for credit. Students, guided by their academic advisor, are encouraged to pursue other (non-credit) internships to gain as much hands-on experience as possible before their senior year. Students must take the internship courses as ordered by prerequisites, but internships (for credit or for non-credit) may be completed any semester or during the Summer under supervision of department faculty, guided by stipulations of the internship packet.

No more than 6 credits of Internship may be applied toward major requirements. Total directed research and special topic workshop credits may not exceed 9 credits.

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.

**Curriculum Requirements**

**Program-Specific Core Curriculum (GE) Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 190</td>
<td>Business Statistics</td>
<td></td>
</tr>
</tbody>
</table>

**Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 105</td>
<td>Foundations of Journalism and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 107</td>
<td>Introduction to Convergence</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 433</td>
<td>Media Law</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 495</td>
<td>Senior Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>PREL 111</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PREL 230</td>
<td>Writing for Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PREL 249</td>
<td>Media Design Essentials</td>
<td>3</td>
</tr>
<tr>
<td>PREL 267</td>
<td>Public Relations Career Readiness</td>
<td>1</td>
</tr>
<tr>
<td>PREL 307</td>
<td>Soc Media, SEO, and Digital Strategy</td>
<td>3</td>
</tr>
<tr>
<td>PREL 344</td>
<td>Public Relations Internship</td>
<td>1</td>
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<tr>
<td>PREL 355</td>
<td>Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>PREL 388</td>
<td>Public Relations Management, Philosophy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PREL 444</td>
<td>Advanced Internship and Career Preparation in Public Relations</td>
<td>2</td>
</tr>
<tr>
<td>PREL 458</td>
<td>Public Relations and Journalism Research</td>
<td>3</td>
</tr>
<tr>
<td>PREL 460</td>
<td>Public Relations Leadership and Advanced Campaign Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration Courses**

Select one of the concentrations below 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PREL 470</td>
<td>Advanced Public Relations Seminar</td>
<td>6</td>
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**Entertainment and Events PR**

**Concentration Courses**

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
<td></td>
</tr>
<tr>
<td>CNMA 204</td>
<td>The Entertainment Business</td>
<td></td>
</tr>
<tr>
<td>JOUR 120</td>
<td>Writing Across Media</td>
<td></td>
</tr>
<tr>
<td>JOUR 220</td>
<td>Introduction to Visual Media</td>
<td></td>
</tr>
<tr>
<td>JOUR 235</td>
<td>Videography</td>
<td></td>
</tr>
<tr>
<td>JOUR 236</td>
<td>Introduction to Broadcast Journalism</td>
<td></td>
</tr>
<tr>
<td>PREL 270</td>
<td>Public Relations Seminar</td>
<td></td>
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</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CNMA 405</td>
<td>Understanding Representation</td>
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</tr>
<tr>
<td>JOUR 303</td>
<td>Convergent Production</td>
<td></td>
</tr>
<tr>
<td>PREL 392</td>
<td>Principles of Advertising</td>
<td></td>
</tr>
<tr>
<td>PREL 470</td>
<td>Advanced Public Relations Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 6

**Media Relations**

**Concentration Courses**

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 120</td>
<td>Writing Across Media</td>
<td></td>
</tr>
<tr>
<td>JOUR 220</td>
<td>Introduction to Visual Media</td>
<td></td>
</tr>
<tr>
<td>JOUR 231</td>
<td>Public Affairs Reporting</td>
<td></td>
</tr>
<tr>
<td>JOUR 235</td>
<td>Videography</td>
<td></td>
</tr>
<tr>
<td>JOUR 236</td>
<td>Introduction to Broadcast Journalism</td>
<td></td>
</tr>
<tr>
<td>PREL 270</td>
<td>Public Relations Seminar</td>
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Select one of the following: 3

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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COMM 385</td>
<td>Persuasive Communication</td>
<td></td>
</tr>
<tr>
<td>JOUR 301</td>
<td>Sports Journalism</td>
<td></td>
</tr>
<tr>
<td>JOUR 303</td>
<td>Convergent Production</td>
<td></td>
</tr>
<tr>
<td>JOUR 332</td>
<td>Publication Editing and Management</td>
<td></td>
</tr>
<tr>
<td>JOUR 334</td>
<td>Producing and Writing for Broadcast News</td>
<td></td>
</tr>
<tr>
<td>JOUR 335</td>
<td>Magazine and Free-Lance Writing</td>
<td></td>
</tr>
<tr>
<td>JOUR 342</td>
<td>Visual Meaning</td>
<td></td>
</tr>
<tr>
<td>JOUR 347</td>
<td>Photojournalism I</td>
<td></td>
</tr>
<tr>
<td>JOUR 348</td>
<td>Publication, Web and Media Design</td>
<td></td>
</tr>
<tr>
<td>JOUR 350</td>
<td>Cross-Cultural Storytelling Project</td>
<td></td>
</tr>
<tr>
<td>JOUR 351</td>
<td>Broadcast Anchoring and Announcing</td>
<td></td>
</tr>
<tr>
<td>JOUR 486</td>
<td>Media Narrative Project</td>
<td></td>
</tr>
<tr>
<td>PREL 470</td>
<td>Advanced Public Relations Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 6

**Agency and Corporate PR**

**Concentration Courses**

Select one of the following: 3

<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></td>
</tr>
<tr>
<td>BUSN 240</td>
<td>Principles of Management</td>
<td></td>
</tr>
<tr>
<td>JOUR 120</td>
<td>Writing Across Media</td>
<td></td>
</tr>
<tr>
<td>JOUR 235</td>
<td>Videography</td>
<td></td>
</tr>
<tr>
<td>PREL 270</td>
<td>Public Relations Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 385</td>
<td>Persuasive Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 387</td>
<td>Organizational Communication</td>
<td></td>
</tr>
<tr>
<td>PREL 392</td>
<td>Principles of Advertising</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 6

**Nonprofit and Ministry PR**

**Concentration Courses**

Select one of the following: 3

<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></td>
</tr>
<tr>
<td>BUSN 240</td>
<td>Principles of Management</td>
<td></td>
</tr>
<tr>
<td>COMM 170</td>
<td>Small Group Communication</td>
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<tr>
<td>COMM 270</td>
<td>Interpersonal Communication</td>
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<tr>
<td>COMM 270</td>
<td>Interpersonal Communication</td>
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</tr>
</tbody>
</table>
Social Science, B.A.

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.

Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Prerequisites and Core Curriculum (GE) Requirements

The student is required to take the courses listed below before taking upper-division courses. Two of the history (HIST) courses below will meet the Core Curriculum (GE) history requirement.

HIST 100 World Civilizations I 3
HIST 101 World Civilizations II 3
HIST 200 United States History To 1865 3

Total Credits 9

Curriculum Requirements

Program Courses

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 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>
<tr>
<td>Select the appropriate research course to be determined in consultation with the academic advisor, selected from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 480</td>
<td>Research Seminar</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>
<tr>
<td>Select one 3-credit upper-division Political Science course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select 6 credits of upper-division coursework chosen with advisor's approval, from courses offered in the Cook School of Intercultural Studies</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Select 12 credits of upper-division coursework in History, Political Science or Sociology</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 31

Sociology, B.A.

Mission

The mission of the Bachelor of Arts in Sociology is to develop Christian scholars who can critically analyze the effects of social structures on human life and who can apply this knowledge to work toward a world that embodies God’s justice and shalom.

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 34 credits, 24 of which must be upper-division.

Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Curriculum Requirements

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 220</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 323</td>
<td>Qualitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 326</td>
<td>Quantitative Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
SOCI 327  Quantitative Methods Lab 1
SOCI 441  Social Theory 3

Select one Inequality course from the following: 3

SOCI 302  Sociology of Gender
SOCI 336  Unequal Justice: Race, Class, Gender and Crime
SOCI 340  Political Sociology
SOCI 342  Ethnic and Minority Groups
SOCI 352  Social Inequality: Race, Class and Gender
SOCI 454  Film, Television, and the Arts: Racial and Gender Issues

Select 18 credits of upper-division Sociology courses, if not choosing a concentration detailed below 18

Total Credits 34

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

Concentrations

Social Work

This concentration is organized as a broad preparation for students who desire to enter the helping professions.

Concentration Courses

SOCI 300  Social Work 3
SOCI 366  Sociology Internship 3

Select one of the following: 3

SOCI 302  Sociology of Gender
SOCI 320  Marriage and the Family
SOCI 453  Sociology of Sexuality

Select 9 credits of upper-division Sociology courses 9

Total Credits 18

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 as their Inequality course listed under the Program Courses. POSC 410 is a suggested support course.

Concentration Courses

SOCI 333  Criminology 3
SOCI 334  Juvenile Delinquency 3
SOCI 366  Sociology Internship 3

Select 9 credits of upper-division Sociology courses 9

Total Credits 18

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.

Degree Program

A Bachelor of Arts degree in Spanish is conferred upon the completion of the University baccalaureate and major requirements. The Spanish major requires the completion of a minimum of 30 credits beyond SPAN 201, 24 of which must be upper-division. A minimum grade of "C" is required for any course to be counted toward the major.

All Spanish majors (except for those pursuing a secondary instruction concentration) will be required to take either SPAN 334, SPAN 335, SPAN 485 and/or complete an approved study abroad program. See the Department of Modern Languages for more information.

Learning Outcomes

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. Interact effectively in a cross-cultural context, whether local or global, while exhibiting humility in relation to other cultures and languages (ULO 2).
4. Integrate Christian faith into cross-cultural interactions in the target language (ULO 2).
5. Communicate orally at advanced target language proficiency 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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Admission Requirements

All students intending to minor or major in Spanish must:

1. Complete the required Core Curriculum (GE) course sequence, or place into the next level by department assessment. All students must pass the previous course 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 given 4 credits for SPAN 200 but will need to take the placement test to determine the appropriate entry course. Students with AP Spanish Literature scores of 4 or higher will be given 4 credits for SPAN 351 but will need to take the placement test to determine the appropriate entry course.
2. File an application with the Department of Modern Languages and complete an interview with a faculty member.
Core Curriculum (GE) Course Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 200</td>
<td>Spanish Language and Culture II</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Spanish Language and Culture III</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

1 SPAN 205 may be taken in place of SPAN 200 or SPAN 201.

Heritage learners of Spanish may replace the above Core Curriculum (GE) sequence with SPAN 215, and upon passing, will have the lower level credits waived. Credits are not awarded for waived requirements.

Program Courses

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, either SPAN 100 or SPAN 215. 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 two course tracks, one for second language learners of Spanish and the other for heritage learners of Spanish. A student’s progress through the program relies heavily on the sequencing of courses; therefore, it is important that students work closely with the Spanish program advisors. 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.

Curriculum Requirements

A Generalist in Spanish must complete 30 credits as detailed below. Students may substitute alternate upper-level courses with permission of the department. All Generalists must complete either SPAN 334, SPAN 335, SPAN 485 or complete an approved study abroad program.

Program-Specific Core Curriculum (GE) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (taken as &quot;Contemporary Hispanic Studies&quot;)</td>
</tr>
</tbody>
</table>

Program Courses

Students will be placed into one of the following tracks: 8

Second Language Learners

- SPAN 202 Spanish Language and Culture IV
- SPAN 300 Advanced Spanish Communication I
- SPAN 301 Advanced Spanish Communication II

Heritage Learners

- SPAN 215 Basic Spanish for the Heritage Learner
- SPAN 310 Advanced Spanish for Heritage Learners I
- SPAN 311 Advanced Spanish for Heritage Learners II

All students must take:

- SPAN 340 Introduction to Literary Masterpieces
- or SPAN 350 Hispanic Civilization and Culture
- SPAN 480 Senior Portfolio

Select 13 credits from the following:

- SPAN 205 Intercultural Communication in Spanish
- SPAN 334 Community Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 335</td>
<td>Spanish Study Tour</td>
</tr>
<tr>
<td>SPAN 341</td>
<td>Foundations of Hispanic Literary Study: Genre</td>
</tr>
<tr>
<td>SPAN 350</td>
<td>Hispanic Civilization and Culture</td>
</tr>
<tr>
<td>SPAN 351</td>
<td>Hispanic Studies: Culture, Language, or Literature</td>
</tr>
<tr>
<td>SPAN 401</td>
<td>Topics in Hispanic Culture</td>
</tr>
<tr>
<td>SPAN 402</td>
<td>Topics in Hispanic Linguistics</td>
</tr>
<tr>
<td>SPAN 403</td>
<td>Topics in Spanish for Specific Purposes</td>
</tr>
<tr>
<td>SPAN 404</td>
<td>Topics in Hispanic Literature</td>
</tr>
<tr>
<td>SPAN 433</td>
<td>Spanish Applied Linguistics and Teaching Pedagogy</td>
</tr>
<tr>
<td>SPAN 471</td>
<td>Teaching Assistant Practicum</td>
</tr>
<tr>
<td>SPAN 475</td>
<td>Directed Research</td>
</tr>
<tr>
<td>SPAN 485</td>
<td>Internship</td>
</tr>
</tbody>
</table>

Total Credits 30

Concentration

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 30 credits of Spanish, as well as 15 credits of additional teacher preparation and pedagogy coursework.

Program-Specific Core Curriculum (GE) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (taken as &quot;Contemporary Hispanic Studies&quot;)</td>
</tr>
</tbody>
</table>

Program Courses

Students will be placed into one of the following tracks: 8

Second Language Learners

- SPAN 202 Spanish Language and Culture IV
- SPAN 300 Advanced Spanish Communication I
- or SPAN 301 Advanced Spanish Communication II

Heritage Learners

- SPAN 215 Basic Spanish for the Heritage Learner
- SPAN 310 Advanced Spanish for Heritage Learners I
- or SPAN 311 Advanced Spanish for Heritage Learners II

All students must take:

- SPAN 340 Introduction to Literary Masterpieces
- or SPAN 341 Foundations of Hispanic Literary Study: Genre
- SPAN 350 Hispanic Civilization and Culture
- or SPAN 433 Spanish Applied Linguistics and Teaching Pedagogy
- SPAN 471 Teaching Assistant Practicum
- SPAN 480 Senior Portfolio

Select 4 credits from the following:

- SPAN 334 Community Spanish
- SPAN 335 Spanish Study Tour
### SPAN 351 Hispanic Studies: Culture, Language, or Literature
### SPAN 401 Topics in Hispanic Culture
### SPAN 402 Topics in Hispanic Linguistics
### SPAN 403 Topics in Spanish for Specific Purposes
### SPAN 404 Topics in Hispanic Literature
### SPAN 475 Directed Research

#### Education Courses

<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</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 425</td>
<td>Secondary Content Area Reading</td>
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</tr>
<tr>
<td>LEDU 438</td>
<td>Secondary Curriculum, Differentiation, and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 450</td>
<td>Secondary Student Teaching I</td>
<td></td>
</tr>
<tr>
<td>LEDU 452</td>
<td>Secondary Student Teaching II</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 45

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1. 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.

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### Studio Art, B.F.A.

**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.

### Learning Outcomes

**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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

### Requirements

**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 or ARTS 464, 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 transdisciplinary investigation while developing technical proficiencies to engage 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 develop their interests in two of the above concentrations by combining key courses from each into a focused interdisciplinary concentration.

## Curriculum Requirements

### Program-Specific Core Curriculum (GE) Courses

Core Curriculum 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 Core Curriculum requirements in fine arts and foreign language. The Core Curriculum requirement is reduced in history (only 3 of 6 credits are required — HIST 200 or HIST 201).

The following Core Curriculum 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
- BBST 465 Integration Seminar (should be taken as "Contemporary Art and Theology")

### Program Courses

- ARTS 107 Drawing I 3
- ARTS 108 Figure Studies I 3
- ARTS 109 Digital Tools 3
- ARTS 110 2-D Design 3
- ARTS 111 3-D Design 3
- ARTS 112 4-D Design 3
- ARTS 116 History of Western Art I: Prehistoric Through Renaissance 3
- ARTS 126 History of Western Art II: Baroque through Modernism 3
- ARTS 315 Contemporary Art Trends 3
- ARTS 433 Global Art Paradigms 3
- ARTS 440 Senior Seminar 3
- ARTS 450 Internship 3
- ARTS 475 Culmination 3

Select one of the following upper-division Art History electives:

- ARTS 311 Modernity: Realism to Surrealism
- ARTS 321 Historical Development of Design 1
- ARTS 405 Seminar in Art History
- ARTS 426 History and Criticism of Photography 2

### Concentration Courses

#### Design

**Concentration Courses**

Select two courses from the following: 6

- ARTS 210 Sculpture I
- ARTS 211 Ceramics I
- ARTS 213 Painting I
- ARTS 221 Photography I—Introduction to Darkroom and Digital Processes
- ARTS 326 Printmaking
- ARTS 327 Installation and Time-Based Art I
- ARTS 348 New Media Art I

Students must take the following:

- ARTS 213 Painting I 3
- ARTS 308 Painting II 3

Students must also complete:

- ARTS 307 Drawing II 3
  or ARTS 319 Figure Studies II 3
- ARTS 408 Drawing III 3
  or ARTS 413 Painting III 3

Select four upper-division ARTS electives. 12

**Total Credits** 30
Photography

Concentration Courses
Select one of the following: 3
- ARTS 210 Sculpture I
- ARTS 211 Ceramics I
- ARTS 213 Painting I
- ARTS 326 Printmaking
- ARTS 327 Installation and Time-Based Art I
- ARTS 341 Animation I
- ARTS 348 New Media Art I

Students must take:
- ARTS 221 Photography I-Introduction to Darkroom and Digital Processes 3
- ARTS 316 Photography II-Studies in Color 3
- ARTS 334 Photography III-Advanced Black and White Photography 3
- ARTS 344 Contemporary Photographic Practices 3
- ARTS 432 Advanced Integrative Photography 3

Select four upper-division ARTS electives. 12
Total Credits 30

Sculpture

Concentration Courses
Select one of the following: 3
- ARTS 213 Painting I
- ARTS 221 Photography I-Introduction to Darkroom and Digital Processes
- ARTS 314 Integrated Design I
- ARTS 326 Printmaking
- ARTS 327 Installation and Time-Based Art I
- ARTS 341 Animation I
- ARTS 348 New Media Art I

Students must take the following:
- ARTS 210 Sculpture I 3
- ARTS 211 Ceramics I 3
- ARTS 305 Sculpture II 3
- ARTS 415 Sculpture III 3
- ARTS 304 Ceramics II 3
or ARTS 327 Installation and Time-Based Art I 3

Select four upper-division ARTS electives. 12
Total Credits 30

Interdisciplinary

Concentration Courses
Students declaring the Interdisciplinary Concentration choose two specific areas of study from the list below.

Students must complete four courses in each of the two areas and two upper-division ARTS electives for a total of 30 credits.

Select two areas from the following: 24

Design
- ARTS 314 Integrated Design I
- ARTS 317 Typography I

Elective Courses
Select two upper-division electives from any area 1 6
Total Credits 30

1 Including ARTS 462 and ARTS 464.

Studio Art, B.S.

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.

Learning Outcomes

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 art 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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

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/artist 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 or ARTS 464, 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.

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses

Core Curriculum requirements for the Bachelor of Science degree in Studio Art must conform to the University standards for B.S. degrees. All B.S. in Studio Art majors are exempt from the Core Curriculum requirement in fine arts. All B.S. in Studio Art majors are required to take the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 216</td>
<td>Introduction to Philosophy and Aesthetics</td>
<td></td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (Should be taken as: &quot;Contemporary Art and Theology&quot;)</td>
<td></td>
</tr>
</tbody>
</table>

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 107</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>or ARTS 108</td>
<td>Figure Studies I</td>
<td></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>or ARTS 112</td>
<td>4-D Design</td>
<td></td>
</tr>
<tr>
<td>ARTS 116</td>
<td>History of Western Art: Prehistoric Through Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 126</td>
<td>History of Western Art: Baroque through Modernism</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses from the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 210</td>
<td>Sculpture I</td>
<td></td>
</tr>
<tr>
<td>ARTS 211</td>
<td>Ceramics I</td>
<td></td>
</tr>
<tr>
<td>ARTS 213</td>
<td>Painting I</td>
<td></td>
</tr>
<tr>
<td>ARTS 221</td>
<td>Photography I-Introduction to Darkroom and Digital Processes</td>
<td></td>
</tr>
</tbody>
</table>

Select one upper-division Art History course from the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 315</td>
<td>Contemporary Art Trends</td>
<td></td>
</tr>
<tr>
<td>ARTS 433</td>
<td>Global Art Paradigms</td>
<td></td>
</tr>
</tbody>
</table>

Select seven upper-division Art electives 21

Total Credits 48

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.

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.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Bachelor of Arts in Theatre, students will be able to:
1. Demonstrate accurate critical analysis through the presentation of oral and written critiques of texts and performances (ULO 1).

2. Identify and describe where and how the theatrical arts complement, mirror, and are informed by biblical values and content (ULO 1, ULO 2).

3. Exhibit collaborative skills as members of a team in the creation of artistic endeavors (ULO 2).

4. Demonstrate knowledge of theatre history and literature, applying connections between theatrical practices and social contexts (ULO 2).

5. Integrate research and critical thinking skills towards excellence in preparation and presentation (ULO 3).

6. Apply experiential training in the art and business of the theatre production process, in the classroom and on stage (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

**Writing Competency Requirement**

Writing competency is determined within the Department of Communication Studies by a full-time faculty assessment of in-class writing samples and completion of ENGL 313 with a grade of C or higher. 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). Full-time faculty assess the submissions, give a numerical designation based on the WCR University-wide rubric with a minimum score of 15. After a second failure to pass the department writing competency requirement, a student must enroll in ENGL 210, consult the Communication Studies Department Chair, and pass the course to fulfill the requirement.

**Curriculum Requirements**

**Program-Specific Core Curriculum (GE) Courses**

It is required that all Theatre major students take the following Core Curriculum (GE) courses: THTR 160 for the fine arts requirement and COMM 200 for the communication requirement. It is recommended that all Theatre students take the following Core Curriculum (GE) course: PHIL 216 (for “Philosophy” requirement)

**Program Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 109</td>
<td>Production Practicum</td>
<td>2</td>
</tr>
<tr>
<td>THTR 241</td>
<td>Intro to Technical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 264</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>THTR 369</td>
<td>Intermediate Acting</td>
<td>3</td>
</tr>
<tr>
<td>THTR 391</td>
<td>Directing Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 405</td>
<td>Dramatic Theory and Criticism</td>
<td>3</td>
</tr>
<tr>
<td>THTR 409</td>
<td>Production Practicum ii</td>
<td>4</td>
</tr>
<tr>
<td>THTR 468</td>
<td>Drama for Christian Ministry</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 18 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 162</td>
<td>Voice and Speech for Theatre</td>
</tr>
<tr>
<td>THTR 215</td>
<td>Theatrical Makeup</td>
</tr>
<tr>
<td>THTR 232</td>
<td>Costume Study and Construction</td>
</tr>
</tbody>
</table>

**Total Credits** 42

Should only be taken once for a total of 2 credits.

Students may only count a maximum of 9 credits of THTR 109, THTR 409, COMM 440, COMM 450, COMM 480 towards the major.

Must be taken twice for a total of 4 credits.

Students may not count more than 6 credits of COMM 440 toward the major.

**Worship Arts, B.M.**

**Degree Program**

The Bachelor of Music degree in Worship Arts is offered upon completion of the University baccalaureate and major requirements. The major requirements include completing 64 credits.

Students interested in pursuing the Worship Arts degree must demonstrate commitment to the pursuit of spiritual growth, musical excellence, and theological understanding.

**Special Programs/Opportunities**

**Ensembles**

The Conservatory provides opportunities for experience in several types of vocal and instrumental ensembles, including Worship and Popular music Ensembles, the Jazz Ensemble, Vocal Jazz Ensemble, Biola Chorale, Symphony Orchestra, Symphonic Winds, Women's Chorus, Men's Chorus, and Chamber Music Ensembles. All are open to Worship majors by audition. In addition, Worship majors may audition to lead worship in the Chapel Bands program.

**Concert Series**

The Conservatory concert series features outstanding classical guest artists as well as commercial musicians drawn from the recording industry.

**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, visiting diverse African-American, Latina, and Korean congregations, and visiting numerous churches and denominations of varying sizes. A unique Worship Forum with specially invited artists, clinicians, song writers, and worship pastors, drawn from the Los Angeles area, occurs weekly.

Service and Internship Opportunities
Volunteer and paid church positions are available for undergraduate Worship majors. Junior and Senior Worship majors experience a formal internship where they received hands-on mentoring.

Scholarships
Music awards in varying amounts are available to qualified students. Complete information is available by emailing music@biola.edu or by writing:

Director, Conservatory of Music
Biola University
13800 Biola Avenue
La Mirada, CA 90639-0001

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

1. Apply historical and theoretical understanding to the analysis of musical forms, processes, and structures found in masterpieces from the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 2).
4. Evaluate basic form, harmony, meter, rhythm, voice-leading and developmental techniques found in excerpts and entire pieces from the Western art music tradition, and will experiment with writing music in the same styles (ULO 3).
5. Apply their stylistic, theoretical, interpretive and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).
6. Demonstrate how they will connect mind and heart in order to provide spiritual leadership within the local church (ULO 3).
7. Demonstrate their ability to use contemporary music theory practices and worship-chart vocabulary by writing ‘take-down’ transcriptions and professional charts (ULO 3).
8. Demonstrate preparedness for the worship music field by addressing their personal philosophy of worship, demonstrated musical skills, and ability to effectively communicate with a congregation and church leadership (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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.

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.

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 as "Redeeming Culture through Music" (this course fulfills the integration seminar Bible requirement).

Curriculum Requirements

Program-Specific Core Curriculum (GE) Courses

Candidates for the Bachelor of Music degree are exempt from the Core Curriculum (GE) requirement in foreign language, literature, and fine arts.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 126</td>
<td>Introduction to Music Technology</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 127</td>
<td>Introduction to Music Production: Pro Tools</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 141</td>
<td>Applied Music (Primary Instrument)</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 141</td>
<td>Applied Music (Electives)</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 153</td>
<td>Sight-Singing and Dictation I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 154</td>
<td>Music Theory I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 163</td>
<td>Sight-Singing and Dictation II</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 164</td>
<td>Music Theory II</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 185</td>
<td>Worship Foundations</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 200</td>
<td>Concert Music</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 317</td>
<td>Survey of Western Music I: Classical thru Mid-Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 318</td>
<td>Survey of Western Music II: Medieval thru Baroque</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 323</td>
<td>Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 367</td>
<td>Pop Theory for Worship and Commercial Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 368</td>
<td>Pop Theory II for Worship and Commercial Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 353</td>
<td>Sight-Singing and Dictation III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 354</td>
<td>Music Theory III</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 383</td>
<td>Congregational Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 386</td>
<td>Spiritual Formation and Worship</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 388</td>
<td>The Calling, Character, Competencies of the Worship Leader</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 389</td>
<td>Worship Design and Leadership</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 452</td>
<td>Worship Arts Forum</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 453</td>
<td>Worship Internship</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 472</td>
<td>Senior Worship Recital/Portfolio</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses

Select courses based on a Specialization listed below: 4

Guitar Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 130</td>
<td>Advanced Guitar Class I</td>
</tr>
<tr>
<td>MUSC 134</td>
<td>Advanced Guitar Class II</td>
</tr>
</tbody>
</table>

Select 2 credits of music or non-music electives:

Keyboard Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 369</td>
<td>Survey of Contemporary Keyboard Styles and Techniques</td>
</tr>
</tbody>
</table>

Select 2 credits of music or non-music electives:

Vocal Specialization

Select 4 credits of music or non-music electives

Ensemble Courses

Select 2 credits from the following courses: 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 001</td>
<td>Biola Chorale</td>
</tr>
<tr>
<td>MUSC 012</td>
<td>Women's Chorus</td>
</tr>
<tr>
<td>MUSC 014</td>
<td>Men's Chorus</td>
</tr>
<tr>
<td>MUSC 013</td>
<td>Worship and Popular Music Ensemble</td>
</tr>
</tbody>
</table>

Proficiency Courses

The following proficiencies are required in order to complete the program:

Keyboard proficiency equivalent to three semesters of piano class:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 119</td>
<td>Keyboard III</td>
</tr>
</tbody>
</table>

Guitar proficiency equivalent to one semester of guitar class:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 104</td>
<td>Guitar Class</td>
</tr>
</tbody>
</table>

Voice proficiency equivalent to one semester of voice class, or one semester of private voice:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102</td>
<td>Voice Class</td>
</tr>
<tr>
<td>MUSC 141</td>
<td>Applied Music</td>
</tr>
</tbody>
</table>

Total Credits: 64

1 Must be taken for a total of 6 credits.
2 Must be taken for a total of 4 credits.
3 Must be taken for a total of four semesters.

Minors

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.

Curriculum Requirements

The Anthropology minor is offered with completion of 18 credits of Anthropology courses including:

Program Courses

<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>
</tbody>
</table>

Select 15 credits of upper-division courses. 15

Total Credits: 18

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.
Curriculum 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.

Program Courses
- INAL 300/INCS 310/ENGL 351: Introduction to Language and Linguistics 3
- INAL 301: General Articulatory Phonetics 3
- INAL 403: Introduction to Phonology 3
- INAL 405: Introduction to Syntax 3

Select 6 credits from the following: 6
- INAL 437: Introduction to Literacy
- INAL 446: Introduction to Sociolinguistics
- INAL 452: Field Methods in Linguistics
- INAL 453: Introduction to Bible Translation
- Any INAL course
- Any INT1C course

Total Credits 18

Applied Music Minor

Curriculum 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.

Program Courses
- MUSC 141 or MUSC 142: Applied Music 8
- MUSC 421 or MUSC 422: Applied Music 6

Select 6 credits of upper-division MUSC elective courses 6

Total Credits 20

1. Taken 1–2 credits at a time through proficiency level: 224
2. Taken 1–2 credits at a time through proficiency level: 326

Ensemble Courses

Depending on the concentration of the student the following ensembles, and in some cases courses, are required:

Composition
Select 2 credits of ensembles; one major ensemble, plus one additional ensemble 2
- MUSC 181: Introduction to Composition 2

Total Credits 4

Instrumental
Select 4 credits of instrumental ensembles 4

Total Credits 4

Piano
Select 2 credits of ensembles that utilize piano 2
- MUSC 261: Keyboard Sight Reading I 1

Total Credits 4

Arts History Minor

Minor Requirements

An Art History Minor is offered with the completion of 18 credits.

Curriculum Requirements

Program Courses
- ARTS 116: History of Western Art I: Prehistoric Through Renaissance 3
- ARTS 126: History of Western Art II: Baroque through Modernism 3

Select 12 credits of elective courses from the following (9 credits must be upper division): 12

Total Credits 18
ARTS 311 Modernity: Realism to Surrealism
ARTS 315 Contemporary Art Trends
ARTS 321 Historical Development of Design
ARTS 405 Seminar in Art History
ARTS 410 Seminar in Art (taken as "Gallery Practices")
ARTS 426 History and Criticism of Photography
ARTS 433 Global Art Paradigms
ARTS 441 Art Theory and Criticism
ARTS 451 Interdisciplinary Art History Seminar

Total Credits 18

Art Minor

Curriculum Requirements

An Art Minor is offered with the completion of 21 credits.

Program Courses

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

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

Select five ARTS courses. At least two courses (6 credits) must be upper-division

Total Credits 21

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 2 and 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 and 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Curriculum Requirements

Students who complete the 30-credit Core Curriculum (GE) Bible Requirements 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.

Foundational Courses

BBST 103 Biblical Interpretation and Spiritual Formation 3
BBST 165 Foundations of Christian Thought 3
BBST 209 Old Testament History and Literature 3
BBST 210 New Testament History and Literature 3

Intermediate Courses

BBST 251 Theology I 3
BBST 354 Theology II 3

Select only one of the following Evangelism and Missions Exposition courses:

BBST 306 Early Christian History - Acts
BBST 316 Gospel of John
BBST 326 Lukan Writings

Elective Courses

BBST 300/400 Upper-Division Bible Elective 3
BBST 365 Bible Theology and Integration 3
BBST 465 Integration Seminar 1 3

Total Credits 30

1 BBST 465 may be taken with different content for a maximum of 6 credits counted toward graduation.

Biological Science Minor

Curriculum Requirements

A Biological Sciences Minor is offered with the completion of 20 credits, 12 of which must be upper-division.

Program Courses
Christian Ministries Minor

Mission
The Christian Ministries minor exists to provide essential equipping in ministry fundamentals to students who desire serve the Lord in a volunteer or part-time vocational capacity in the local church, parachurch organizations, or other specialized ministry opportunities. It provides training on learning, leadership, formation, and other specialized areas of Christian Ministry to prepare learners for impact in roles that are not full-time vocational positions or that do not require the full breadth of training provided by the Christian Ministries degree.

Curriculum Requirements
A Christian Ministries minor requires the completion of 18 credits.

Program-Specific Core Curriculum (GE) Courses
As a Christian Ministries minor the following Bible courses must be taken as part of the 30 credits of Bible:
- BBST 320 Methods of Bible Study
- BBST 465 Integration Seminar

Program Courses
- CEED 242 Psychology of Learning and Development
- CEED 254 Leadership Development
- Select 12 additional upper-division (CEED 300/400 level) credits

Total Credits 18

1. BBST 320 is to be taken as one of the two upper-division Bible Elective options.
2. BBST 465 is a course offered by various departments, but both Christian Ministries majors and minor are required to take the “Christian Ministries” Integration Seminar, specifically.
3. Credits 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.

Curriculum 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.

Program Courses
- KNES 329 Psychology of Coaching Sport and Human Movement
- KNES 410 Sports Management
- KNES 408 Motor Learning
- KNES 434 Leadership in Sport and Human Movement

Total Credits 18
Biola University

KNES 485 Internship 2

Select two of the following: 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 343</td>
<td>Techniques of Teaching and Coaching Basketball</td>
<td></td>
</tr>
<tr>
<td>KNES 344</td>
<td>Techniques of Teaching and Coaching Soccer</td>
<td></td>
</tr>
<tr>
<td>KNES 345</td>
<td>Techniques of Teaching and Coaching Tennis</td>
<td></td>
</tr>
<tr>
<td>KNES 346</td>
<td>Techniques of Teaching and Coaching Volleyball</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 460</td>
<td>Topics in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KNES 470</td>
<td>Seminars in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KNES 446</td>
<td>Exercise Prescription and Program Design</td>
<td></td>
</tr>
<tr>
<td>KNES 480</td>
<td>Directed Study</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 20

1. KNES 485 may be taken after consulting with an advisor and must be taken for a minimum of 2 credits.

Communication Studies Minor
Curriculum 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.

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 254</td>
<td>Communication Theories</td>
<td>3</td>
</tr>
<tr>
<td>COMM 473</td>
<td>Communication and Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 15 credits of electives in consultation with department. 15

Total Credits 21

Computer Science Minor
Curriculum Requirements

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

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 105</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 106</td>
<td>Data Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 15 credits of elective courses 15

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.

Total Credits 21

Contemporary Worship Music Minor
Curriculum 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.

Program-Specific Core Curriculum (GE) Courses
Fine Arts:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 101</td>
<td>Music Appreciation</td>
<td></td>
</tr>
</tbody>
</table>

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 141</td>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 142</td>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 153</td>
<td>Sight-Singing and Dictation I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 154</td>
<td>Music Theory I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 185</td>
<td>Worship Foundations</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 200</td>
<td>Concert Music</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 383</td>
<td>Congregational Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 386</td>
<td>Spiritual Formation and Worship</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 387</td>
<td>Designing and Leading Worship</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 421</td>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 422</td>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 452</td>
<td>Worship Arts Forum</td>
<td>0</td>
</tr>
</tbody>
</table>

Ensemble Courses

Select a total of 2 credits of ensemble (MUSC 002) 2

Total Credits 22

1. Must be taken for two semesters.

Elementary Education Minor
Curriculum 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. (p. 100) program. Students must consult with an advisor in the School of Education.

Program-Specific Core Curriculum (GE) Courses

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

Program Courses

Candidates must select 18 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 309</td>
<td>Elementary Math/Science Methods</td>
<td>2</td>
</tr>
<tr>
<td>LEDU 330</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 336</td>
<td>Elementary Health Curriculum and Methods</td>
<td>1</td>
</tr>
<tr>
<td>LEDU 337</td>
<td>Elementary History-Social Science Curriculum and Methods</td>
<td>1</td>
</tr>
<tr>
<td>LEDU 341</td>
<td>Methods of Teaching Linguistically Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 380</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 420</td>
<td>Elementary Reading/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 434</td>
<td>Elementary Curriculum, Differentiation, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 306</td>
<td>Elementary Art Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 21
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
Select six courses selected from the ENGL course list \(^1\) 18

Total Credits 18

\(^1\) Excluding ENGL 011, ENGL 012, ENGL 013, ENGL 014, ENGL 021, ENGL 022, ENGL 023, ENGL 024, ENGL 031, ENGL 032, ENGL 033, ENGL 034, ENGL 061, ENGL 062, ENGL 063, ENGL 064, ENGL 071, ENGL 072, ENGL 073, ENGL 074, ENGL 081, ENGL 082, ENGL 083, ENGL 084, ENGL 102, ENGL 103, ENGL 104, ENGL 105.

Environmental Science Minor

Mission
The mission of Biola’s Environmental Science minor is to allow students from all majors to be trained to 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 in order to create just and sustainable solutions for environmental issues.

Program Learning Outcomes
Upon completion of the Environmental Science Minor, students will be able to:

1. Integrate science and faith to evaluate major environmental issues and develop just and sustainable solutions. (ULO 1, 2).
2. Demonstrate field, lab, evaluation, and presentation skills needed to conduct environmental research. (ULO 1, 3).
3. Integrate science and faith with teaching skills to motivate people to care for people and the rest of God’s creation. (ULO 1, 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Curriculum Requirements

Program Courses
BIOS 112 Fundamentals of Organismal Biology 3
BIOS 114 Fundamentals of Organismal Biology Laboratory 1
BIOS 305 Global Development and Ecological Sustainability 4
or BIOS 353 Environmental Ethics 1
BIOS 452 Directed Studies in Environmental Sciences 1
Select one of the following: 4
BIOS 335 Field Biology
BIOS 360 Principles of Geographic Information Systems
BIOS 371 Conservation Biology
Select one of the following: 4
BIOS 302 Vertebrate Biology
BIOS 352 Marine Biology
BIOS 401 General Ecology
BIOS 446 Ornithology

Total Credits 20

Financial Planning Minor

Minor Requirements
A minor in Financial Planning is offered in the completion of 18 credits.

Curriculum Requirements

Program Courses
BUSN 243 Fundamentals of Financial Planning 3
BUSN 354 Insurance and Tax Planning 3
BUSN 339 Estate Planning 3
BUSN 342 Retirement Planning 3
BUSN 462 Investments 3
BUSN 477 Capstone for Financial Planning 3

Total Credits 18

Gender Studies Minor

Curriculum Requirements

The completion of the Gender Studies minor requires 18 credits, 6 of which must be unique to the minor.

Program-Specific Core Curriculum (GE) Courses
BBST 450 Advanced Study: Systematic Theology \(^1\)

Program Courses
ANTH 361 Anthropology of Gender 3
or SOCI 302 Sociology of Gender
Select 15 credits from the following: 15
ANTH 320 Topics in Gender Studies \(^2\)
ANTH 402 Family, Kinship and Gender
SOCI 320 Marriage and the Family
SOCI 352 Social Inequality: Race, Class and Gender
SOCI 460 Topics in Sociology \(^3\)
PSYC 345 Psychology of Gender
The following courses may be taken with a gender focused topic:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 430</td>
<td>Special Studies in Literature</td>
</tr>
<tr>
<td>ENGL 454</td>
<td>Studies in Literary Theory</td>
</tr>
<tr>
<td>ENGL 460</td>
<td>Studies in Genre</td>
</tr>
<tr>
<td>PSYC 470</td>
<td>Current Topics in Psychology</td>
</tr>
</tbody>
</table>

Total Credits 18

1. Students are required to take BBST 450 as one of their Bible electives. Does not count toward the Gender Studies Minor credits.
2. Must be taken as Gender and Globalization or Gender and Communication.
3. Must be taken as Film, Art, Race, and Gender or Feminist Movements.

**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.

**Curriculum Requirements**

A History Minor is offered with the completion of 18 credits beyond the Core Curriculum (GE) requirements, 12 of which must be upper-division.

**Program-Specific Core Curriculum (GE) Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 100</td>
<td>World Civilizations I</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilizations II</td>
</tr>
<tr>
<td>HIST 200</td>
<td>United States History To 1865</td>
</tr>
<tr>
<td>HIST 201</td>
<td>United States History Since 1865</td>
</tr>
</tbody>
</table>

**Program Courses**

Select a minimum of 3 credits in each of three concentrations (African/Middle Eastern/Asian Civilization, European Civilization, Civilizations of the Americas) 1

The remaining 9 credits may be chosen from either the three concentrations or any other History course offerings.

Total Credits 18

1. Concentration details may be found under the History, B.A. (p. 85) program page.

**Intercultural Studies Minor**

**Mission**

The Intercultural Studies minor equips students in areas of theology, history, culture and strategic planning as each relates 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.

**Curriculum Requirements**

An Intercultural Studies Minor is offered with the completion of the courses listed below. Students must consult with a department advisor.

**Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>General Cultural Anthropology</td>
</tr>
<tr>
<td>ANTH 403</td>
<td>Economic Anthropology</td>
</tr>
<tr>
<td>INCS 345</td>
<td>Introduction to International Development</td>
</tr>
<tr>
<td>INCS 433</td>
<td>Community Development Models and Strategies</td>
</tr>
<tr>
<td>INCS 347</td>
<td>Micro Issues in Relief and Development</td>
</tr>
<tr>
<td>INCS 435</td>
<td>Project Evaluation and Assessment</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (taken as &quot;Justice, Advocacy, and the Kingdom of God&quot;)</td>
</tr>
<tr>
<td>BBST 458</td>
<td>Theology of Mission</td>
</tr>
<tr>
<td>INCS 450</td>
<td>Theology of Mission</td>
</tr>
</tbody>
</table>

Total Credits 21

1. With permission from the International Development Minor Program Director, INCS 347 and/or INCS 435 may be substituted with one or more of the following courses:

   - ANTH 342
   - ANTH 370
   - INCS 485

12 credits must be upper-division.

**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.

**Curriculum 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.

**Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>General Cultural Anthropology</td>
</tr>
<tr>
<td>ANTH 403</td>
<td>Economic Anthropology</td>
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</tr>
<tr>
<td>INCS 347</td>
<td>Micro Issues in Relief and Development</td>
</tr>
<tr>
<td>INCS 435</td>
<td>Project Evaluation and Assessment</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (taken as &quot;Justice, Advocacy, and the Kingdom of God&quot;)</td>
</tr>
<tr>
<td>BBST 458</td>
<td>Theology of Mission</td>
</tr>
<tr>
<td>INCS 450</td>
<td>Theology of Mission</td>
</tr>
</tbody>
</table>

Total Credits 21

1. With permission from the International Development Minor Program Director, INCS 347 and/or INCS 435 may be substituted with one or more of the following courses:

   - ANTH 342
   - ANTH 370
   - INCS 485
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).

Curriculum 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.

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 208</td>
<td>World Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 308</td>
<td>Foreign Policy and Diplomacy</td>
<td>3</td>
</tr>
<tr>
<td>Select 12 credits from the following. Credits for Experiential Learning (see below) may count toward the 12 required credits in this section.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 309</td>
<td>National Security Strategy and Military Affairs</td>
<td></td>
</tr>
<tr>
<td>POSC 317</td>
<td>Politics of Global Terrorism</td>
<td></td>
</tr>
<tr>
<td>POSC 365</td>
<td>Wealth and Justice</td>
<td></td>
</tr>
<tr>
<td>POSC 407</td>
<td>International Organizations and Political Economy</td>
<td></td>
</tr>
<tr>
<td>POSC 409</td>
<td>Strategic Intelligence</td>
<td></td>
</tr>
<tr>
<td>POSC 415</td>
<td>Human Rights: Justice and Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>Students may select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 453</td>
<td>The Islamic City</td>
<td></td>
</tr>
<tr>
<td>POSC 454</td>
<td>Arab-Israeli Conflict</td>
<td></td>
</tr>
<tr>
<td>POSC 455</td>
<td>History of Israel and Zionism</td>
<td></td>
</tr>
<tr>
<td>POSC 456</td>
<td>Muslim, Jewish and Christian Relations</td>
<td></td>
</tr>
<tr>
<td>Experiential Learning Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 490</td>
<td>Internship in Political Science</td>
<td></td>
</tr>
<tr>
<td>POSC 240</td>
<td>Liberty and the Free Market in England</td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits | 18 |

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.

Curriculum Requirements
An Islamic Studies Minor is offered with the completion of 18 credits in Intercultural Studies and 3 specified credits in Bible.

Program-Specific Core Curriculum (GE) Courses
Students are strongly encouraged to take ANTH 200 for general education credit

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 233</td>
<td>Foundations of Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>or INCS 322</td>
<td>Intercultural Adjustment</td>
<td></td>
</tr>
<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>
<tr>
<td>All students completing a minor are required to take the following as a Bible or Intercultural Studies elective:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBST 458</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
<tr>
<td>or INCS 450</td>
<td>Theology of Mission</td>
<td></td>
</tr>
<tr>
<td>Select at least one History course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INCS 431</td>
<td>History of the Middle East and Islam I</td>
<td></td>
</tr>
<tr>
<td>INCS 432</td>
<td>History of the Middle East and Islam II</td>
<td></td>
</tr>
<tr>
<td>If only one History course is chosen, then choose one additional Islamic elective:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INCS 419</td>
<td>Sufism</td>
<td></td>
</tr>
<tr>
<td>INCS 434</td>
<td>Islam in America and the West</td>
<td></td>
</tr>
<tr>
<td>INCS 448</td>
<td>Topics in Islamic Studies</td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits | 18 |

Journalism and Integrated Media Minor

Minor Requirements
A Journalism and Integrated Media Minor is offered with the completion of 19 credits.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 105</td>
<td>Foundations of Journalism and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 107</td>
<td>Introduction to Convergence</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 120</td>
<td>Writing Across Media</td>
<td>3</td>
</tr>
<tr>
<td>or JOUR 220</td>
<td>Introduction to Visual Media</td>
<td></td>
</tr>
<tr>
<td>or JOUR 236</td>
<td>Introduction to Broadcast Journalism</td>
<td></td>
</tr>
</tbody>
</table>
Select two courses at the 300 or 400 level  

Total Credits  

23

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.

Curriculum Requirements
Students who wish to pursue a minor in Middle Eastern Studies must complete a minimum of 18 credits.

Program-Specific Core Curriculum (GE) Courses
Students are recommended to take the following courses as a part of their Core Curriculum (GE) requirements, total 6 credits:

- HIST 100 World Civilizations I
- HIST 101 World Civilizations II

Foreign Language Recommendation: In order to fulfill Biola University’s Core Curriculum (GE) 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 209 Old Testament History and Literature
- BBST 210 New Testament History and Literature
- BBST 465 Integration Seminar (should be taken as Israeli-Palestinian Conflicts)

Program Courses

History:
Select a minimum of 6 credits from the following:  

- HIST 430 History of the Jewish People
- HIST 441 History of the Middle East and Islam I
- HIST 442 History of the Middle East and Islam II

Middle East Culture and Religion:
Select a minimum of 12 credits from the following:  

- ANTH 365 Biblical Archaeology: Ancient Near East
- ANTH 366 Biblical Archaeology: Palestine
- ENGL 481 Studies in World Literature
- HIST 304 Ancient Near East
- HIST 454 Arab-Israeli Conflict
- HIST 455 History of Israel and Zionism
- HIST 456 Muslim, Jewish and Christian Relations
- INCS 324 Introduction to Islam and Islamic Theology
- INCS 325 Popular Islam

Kinesiology and Health Science Minor

Mission
The mission of the Kinesiology and Health Science minor is to serve students with academic interests in health promotion, personal training, group exercise instruction, fitness, and wellness.

Curriculum Requirements
A minor in Kinesiology and Health Science is offered for those with an interest in personal training, group fitness instruction, coaching, recreational leadership or physical education.

Twenty credits beyond the Core Curriculum (GE) 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.

Program Courses

BIOS 254 Human Anatomy  

KNES 301 Kinesiology  

Select 13 credits in consultation with a department advisor in order to create a focus area  

Total Credits  

19

Mathematics Minor

Curriculum 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.

Program Courses

MATH 106 Calculus II  

MATH 204 Introduction to Abstract Math  

MATH 205 Calculus III  

MATH 291 Linear Algebra  

CSCI 105 Introduction to Computer Science  

Select two courses at the 300 or 400 level  

Total Credits  

23
### 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 exegate text (the Word of God), and context (culture), avoiding the mistakes of the past (history) while using the most effective means possible to advance the gospel (strategy).

**Curriculum Requirements**

A Missions minor is offered with the completion of 18 credits, 12 of which must be upper-division.

**Program Courses**

<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 of Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>INCS 444</td>
<td>History of the Expansion of Christianity</td>
<td>3</td>
</tr>
<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></td>
</tr>
<tr>
<td>INCS 338</td>
<td>Urban Ministry Models</td>
<td></td>
</tr>
<tr>
<td>INCS 410</td>
<td>Frontier Missiology</td>
<td></td>
</tr>
<tr>
<td>INCS 451</td>
<td>Principles of Evangelism and Church Growth</td>
<td></td>
</tr>
<tr>
<td>INCS 324</td>
<td>Introduction to Islam and Islamic Theology</td>
<td></td>
</tr>
<tr>
<td>INCS 332</td>
<td>Peoples of the World</td>
<td></td>
</tr>
<tr>
<td>INCS 333</td>
<td>Principles of Church Multiplication</td>
<td></td>
</tr>
<tr>
<td>INCS 334</td>
<td>Church Planting Models and Strategies</td>
<td></td>
</tr>
<tr>
<td>INCS 338</td>
<td>Urban Ministry Models</td>
<td></td>
</tr>
<tr>
<td>INCS 342</td>
<td>World Christianity</td>
<td></td>
</tr>
<tr>
<td>INCS 360</td>
<td>Short-Term Mission Leadership</td>
<td></td>
</tr>
<tr>
<td>INCS 410</td>
<td>Frontier Missiology</td>
<td></td>
</tr>
<tr>
<td>INCS 447</td>
<td>Approaches to the Islamic World</td>
<td></td>
</tr>
<tr>
<td>INCS 448</td>
<td>Topics in Islamic Studies</td>
<td></td>
</tr>
<tr>
<td>INCS 451</td>
<td>Principles of Evangelism and Church Growth</td>
<td></td>
</tr>
<tr>
<td>INCS 456</td>
<td>World Religions</td>
<td></td>
</tr>
<tr>
<td>INCS 457</td>
<td>Urban Research</td>
<td></td>
</tr>
<tr>
<td>INCS 458</td>
<td>Village and Tribal Cultures</td>
<td></td>
</tr>
<tr>
<td>INCS 468</td>
<td>Women in Cross-Cultural Ministry</td>
<td></td>
</tr>
<tr>
<td>INCS 480</td>
<td>Directed Research</td>
<td></td>
</tr>
</tbody>
</table>

**Intercultural Studies Courses**

Select 6 credits of Intercultural Studies courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 200</td>
<td>Concert Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 153</td>
<td>Sight-Singing and Dictation I 1</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 154</td>
<td>Music Theory I 1</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 2</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 200</td>
<td>Concert Music 3</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 323</td>
<td>Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 118</td>
<td>Keyboard II 4</td>
<td>1</td>
</tr>
<tr>
<td>or MUSC 261</td>
<td>Keyboard Sight Reading I</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

18

1 Beyond what may have already been taken to fulfill one of the requirements above.

### Music Minor

For those students interested in a formal, cohesive music curriculum but who are not interested in music as a major, a Music minor is available. The Music minor requires 23 credits.

**Curriculum Requirements**

**Program Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 153</td>
<td>Sight-Singing and Dictation I 1</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 154</td>
<td>Music Theory I 1</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 2</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 200</td>
<td>Concert Music 3</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 323</td>
<td>Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 118</td>
<td>Keyboard II 4</td>
<td>1</td>
</tr>
<tr>
<td>or MUSC 261</td>
<td>Keyboard Sight Reading I</td>
<td></td>
</tr>
</tbody>
</table>

Select two courses, with instructor’s approval, from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 307</td>
<td>Music History and Literature: Medieval Through Early Baroque</td>
<td></td>
</tr>
<tr>
<td>MUSC 308</td>
<td>Music History and Literature: Mid-Baroque Through Classic</td>
<td></td>
</tr>
<tr>
<td>MUSC 309</td>
<td>Music History and Literature: Late Romantic Through Early 20th Century</td>
<td></td>
</tr>
<tr>
<td>MUSC 312</td>
<td>Music Theory/History and Literature of the 20th Century</td>
<td></td>
</tr>
<tr>
<td>MUSC 410</td>
<td>Music Cultures of the World</td>
<td></td>
</tr>
</tbody>
</table>

**Ensemble Courses**

Select 4 credits of ensemble, as appropriate to applied principal, from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 002</td>
<td>Chamber Music Ensemble</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 003</td>
<td>Symphony Orchestra</td>
<td></td>
</tr>
<tr>
<td>MUSC 005</td>
<td>Chamber Choir</td>
<td></td>
</tr>
<tr>
<td>MUSC 007</td>
<td>Jazz Ensemble</td>
<td></td>
</tr>
<tr>
<td>MUSC 008</td>
<td>Symphonic Winds</td>
<td></td>
</tr>
<tr>
<td>MUSC 009</td>
<td>Handbell Choir</td>
<td></td>
</tr>
<tr>
<td>MUSC 010</td>
<td>Vocal Jazz Ensemble</td>
<td></td>
</tr>
<tr>
<td>MUSC 012</td>
<td>Women’s Chorus</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

23-24

1 Entry-level standard required.
Political Science Minor

Mission
The mission of the Political Science program is to educate Christian men and women in political science in order to produce thinking Christians who demonstrate a broad understanding of the art and science of politics, based on a biblical foundation and worldview; who understand and apply biblical knowledge, Christian virtues, and ethical principles to politics; and who demonstrate entry-level professional skills necessary for success in politics and related fields.

Curriculum Requirements
A Political Science minor is offered with the completion of 18 credits beyond the Core Curriculum (GE) requirements (listed under Political Science, B.A. (p. 127)), 6 of which must be upper-division.

Program Courses
- POSC 208 World Politics 3
- POSC 211 Introduction to Political Economy 3
- POSC 250 Foundations of the American Political System 3
- POSC 256 Virtue, Citizenship, and Politics 3
- Select 6 credits of POSC upper-division elective courses 6

Total Credits 18

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.

Curriculum Requirements
A Pre-law minor is offered with the completion of 18 credits of upper-division courses.

Program-Specific Core Curriculum (GE) Courses
The Pre-Law student is encouraged to select the courses below in partial fulfillment of the Core Curriculum requirement. The Torrey Honors Pre-Law student is also encouraged to take some of these courses, if their schedules permit it, even though their Core Curriculum is otherwise fulfilled in the Torrey program.

- HIST 200 United States History To 1865
- HIST 201 United States History Since 1865
- PHIL 210 Introduction to Logic
- PHIL 214 Introduction to Philosophy
- POSC 225 Survey of American Government

Program Courses
Select 18 credits from the following: 18

- HIST 307 The Colonial Period, American Revolution, 1607–1800
- HIST 308 American Democracy, Civil War and Reconstruction, 1800–1877
- HIST 401 The Rise of Modern America, 1877–1920
- HIST 402 The United States Since 1920

Total Credits 18
### Psychology Minor

**Curriculum Requirements**

A Psychology Minor is offered with the completion of 18 credits, 12 of which must be upper-division.

<table>
<thead>
<tr>
<th>Program-Specific Core Curriculum (GE) Courses</th>
<th>PSYC 200</th>
<th>Introduction to Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Courses</strong></td>
<td>PSYC 206</td>
<td>Psychology and Christian Thought</td>
</tr>
<tr>
<td></td>
<td>Select 15 credits of psychology electives, 12 of which must be upper-division.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

### Public Administration Minor

**Mission**

The mission of the Public Administration minor is to train students with the introductory knowledge, skills, and ethical attitudes needed in order to impact the world for Jesus Christ in government, community agencies, private not-for-profit organizations, and private sector organizations that work in partnership with the public sector.

**Program Learning Outcomes**

Upon completion of the the minor in Public Administration students will be able to:

1. Demonstrate a working knowledge of fundamental theories in public administration (ULO 1).
2. Evaluate public administration practices based on scriptural and ethical principles (ULO 2).
3. Engage their future vocation in public administration as faithful stewards of God’s calling (ULO 2).
4. Demonstrate basic competence in public administration practices and in professional communication (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

### 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.

**Curriculum Requirements**

A Science and Theology minor is available to students who are Chemistry, Physics, Engineering or Biology department majors, who take the following courses:

<table>
<thead>
<tr>
<th>Program-Specific Core Curriculum (GE) Courses</th>
<th>HIST 101</th>
<th>World Civilizations II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHIL 214</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td><strong>Bible Requirements</strong></td>
<td>BBST 465</td>
<td>Integration Seminar (taken as “Christianity and the Natural Sciences”)</td>
</tr>
<tr>
<td>Select at least one of the following courses, which also counts towards their Bible elective(s):</td>
<td>BBST 311</td>
<td>Biblical Backgrounds</td>
</tr>
<tr>
<td></td>
<td>or BBST 360</td>
<td>Pentateuch</td>
</tr>
<tr>
<td></td>
<td>BBST 312</td>
<td>Principles of Interpretation</td>
</tr>
<tr>
<td></td>
<td>or BBST 320</td>
<td>Methods of Bible Study</td>
</tr>
<tr>
<td><strong>Program Courses</strong></td>
<td>BIOS 111</td>
<td>Fundamentals of Cellular and Molecular Biology</td>
</tr>
<tr>
<td></td>
<td>BIOS 113</td>
<td>Fundamentals of Cellular and Molecular Biology Laboratory</td>
</tr>
<tr>
<td></td>
<td>BIOS 112</td>
<td>Fundamentals of Organismal Biology</td>
</tr>
</tbody>
</table>

Total Credits: 18

1. Political Science majors may not count POSC 250 or POSC 256 towards the Minor, and instead must take an additional upper division elective. No more than 6 credits from the major may count toward this minor.
BIOS 114 Fundamentals of Organismal Biology Laboratory 1
PHSC 401 History of Science 3
PHSC 402 Philosophy of Science 3
CHEM 105 General Chemistry I 4
or CHEM 120 Principles of Organic and Biochemistry
Select one of the following: 4
PHSC 111 Physics I
& PHSC 117 and Physics I Laboratory
PHSC 132 General Physics I: Mechanics and Heat
& PHSC 134 and General Physics I Laboratory
Select one of the following: 4-8
PHSC 112 Physics II
& PHSC 118 and Physics II Laboratory
PHSC 233 General Physics II: Electricity and
& PHSC 237 Magnetism
& PHSC 234 and General Physics II Laboratory
and General Physics III: Waves, Optics and
Modern Physics
Total Credits 26-30

Secondary Education Minor

Curriculum 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. (p. 100) program. Students must consult the an advisor in the School of Education.

Program-Specific Core Curriculum (GE) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td>1</td>
</tr>
</tbody>
</table>

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</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 438</td>
<td>Secondary Curriculum, Differentiation, and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 1 credit of approved electives 1

Total Credits 18

1 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.

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.

Curriculum 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); with an average grade of "C" or better.

Program-Specific Core Curriculum (GE) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (Must be taken as &quot;Justice, Advocacy and the Kingdom of God,&quot; or see minor advisor for another approved topic.)</td>
<td></td>
</tr>
</tbody>
</table>

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 342</td>
<td>Social Justice and Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 415</td>
<td>Human Conflict</td>
<td>3</td>
</tr>
</tbody>
</table>

Select four courses equaling 12 credits from the following elective list below. A maximum of two courses per discipline.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>General Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 403</td>
<td>Economic Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 407</td>
<td>Ethnicity, Identity and Memory</td>
<td></td>
</tr>
<tr>
<td>ANTH 408</td>
<td>Language and Power</td>
<td></td>
</tr>
<tr>
<td>ENGL 283</td>
<td>Race and Ethnicity in American Literature</td>
<td></td>
</tr>
<tr>
<td>INCS 331</td>
<td>Peoples of Ethnic America</td>
<td></td>
</tr>
<tr>
<td>INCS 332</td>
<td>Peoples of the World</td>
<td></td>
</tr>
<tr>
<td>INCS 345</td>
<td>Introduction to International Development</td>
<td></td>
</tr>
<tr>
<td>INCS 420</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>INCS 456</td>
<td>World Religions</td>
<td></td>
</tr>
<tr>
<td>HIST 400</td>
<td>Studies in Developing Nations</td>
<td></td>
</tr>
<tr>
<td>HIST 425</td>
<td>War and Civilization</td>
<td></td>
</tr>
<tr>
<td>HIST 445</td>
<td>Africa: History, Peoples and Culture</td>
<td></td>
</tr>
<tr>
<td>POSC 207</td>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td>SOCI 302</td>
<td>Sociology of Gender</td>
<td></td>
</tr>
<tr>
<td>SOCI 342</td>
<td>Ethnic and Minority Groups</td>
<td></td>
</tr>
<tr>
<td>SOCI 348</td>
<td>Social Change in the Developing World</td>
<td></td>
</tr>
<tr>
<td>SOCI 352</td>
<td>Social Inequality: Race, Class and Gender</td>
<td></td>
</tr>
<tr>
<td>ANTH 470</td>
<td>Topics in Social Justice and Human Rights</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18

1 May be substituted for any one of the above electives, or courses in other departments cross-listed with it, or a department approved elective.
**Social Work Minor**

**Mission**
The mission of the Social Work minor is to provide a broad preparation for students who desire to enter the helping professions.

**Curriculum Requirements**
A Social Work Minor is offered with the completion of 18 credits, of which 15 must be upper-division.

**Program Courses**
The following courses are required:

- **SOCI 300 Social Work** 3
- **SOCI 366 Sociology Internship** 3
- Select one of the following: 3
  - SOCI 302 Sociology of Gender
  - SOCI 320 Marriage and the Family
  - SOCI 453 Sociology of Sexuality
- Select 9 credits of upper-division Sociology courses 9

**Total Credits** 18

---

**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.

**Curriculum Requirements**
A Sociology Minor is offered with the completion of 18 credits of sociology, of which 15 must be upper-division courses.

**Program Courses**
Select 18 credits of Sociology, 15 credits must be upper-division courses 18

**Total Credits** 18

---

**Spanish Minor**

**Minor Requirements**
Students must complete 18 credits beyond SPAN 100 to earn a minor in Spanish. Students are strongly encouraged to take either SPAN 205, SPAN 334, SPAN 335, or SPAN 485 and SPAN 480.

**Competency Requirement**
To enter the minor, students must have received at least a grade of "B-" in the most recent Core Curriculum (GE) Spanish course or test into a level beyond SPAN 100 through a department assessment.

**Curriculum Requirements**

**Program-Specific Core Curriculum (GE) Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (taken as &quot;Contemporary Hispanic Studies&quot;)</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.

**Curriculum Requirements**
Students who complete 18 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. Students will also receive a certificate. Sixteen of these credits must be completed at Biola University.

**Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INAL 300</td>
<td>Introduction to Language and Linguistics 3</td>
</tr>
<tr>
<td>or INAL 313</td>
<td>Language and Culture Learning</td>
</tr>
<tr>
<td>or INCS 310</td>
<td>General Linguistics</td>
</tr>
</tbody>
</table>
or ENGL 351 General English Linguistics
INTE 309 Grammar for English Teachers 3
INTE 421 Introduction to TESOL: Adult 3
or ENGL 353 Introduction to TESOL: Adult
INTE 427 Materials Evaluation and Preparation 3
INTE 433 Ethics, Values, and Intercultural Communication for TESOL Professionals 3
INTE 492 Practicum in TESOL I 3

Total Credits 18

Theatre Minor

Curriculum Requirements

A minor in Theatre requires a completion of 22 credits.

Program Courses

THTR 109 Production Practicum 2
THTR 264 Beginning Acting 3
THTR 409 Production Practicum II 2
THTR 468 Drama for Christian Ministry 3

Select 12 credits from the following, 8 of which must be upper-division:

THTR 162 Voice and Speech for Theatre
THTR 164 Introduction to Acting
THTR 215 Theatrical Makeup
THTR 210
THTR 232 Costume Study and Construction
THTR 241 Intro to Technical Theatre
COMM 280 Oral Interpretation
THTR 345 Lighting and Sound for Theatre
THTR 369 Intermediate Acting
THTR 391 Directing Theatre
THTR 405 Dramatic Theory and Criticism
THTR 419 Dramatic Design and Criticism
THTR 435 Playwriting for Performance
COMM 440 Communication Internship
COMM 450 Communication Practicum
THTR 463 Advanced Acting Workshop
COMM 470 Communication Seminar ¹
THTR 477 London Theatre Study Tour
COMM 480 Directed Research
MUSC 100 Keyboard I
MUSC 102 Voice Class
MUSC 153 Sight-Singing and Dictation I

Total Credits 22

¹ Topics related to Theatre only, for example Stage Management.

Bible Certificate – Undergraduate Mission

The 18-credit Bible Certificate program is intended to make the curriculum of Biola’s 30 credits of core undergraduate Bible course — a.k.a. Biola’s Bible Minor — available to students who have not (yet) matriculated into any of Biola’s bachelor degree programs. The mission for 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

Upon completion of the 18-credit Bible Certificate, students will be able to:

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 2 and 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 and 3).

Curriculum Requirements

Program Courses

BBST 103 Biblical Interpretation and Spiritual Formation 3
BBST 165 Foundations of Christian Thought 3
BBST 209 Old Testament History and Literature 3
BBST 210 New Testament History and Literature 3
BBST 251 Theology I 3
BBST 354 Theology II 3

Total Credits 18

Minimum Institutional Requirement

Of the 18 credits of Bible required for the 18-credit Bible and Theology Certificate, 9 credits must be taken from 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 institutional requirement.
Bible and Theology Certificate – Undergraduate

Mission
The 30-credit Bible and Theology Certificate program is intended to make the curriculum of Biola’s 30 credits of core undergraduate Bible courses—a.k.a. Biola’s Bible Minor—available to students who have not (yet) matriculated into any of Biola’s bachelor degree programs. The mission for 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
Upon completion of the 30-credit Bible and Theology Certificate, students will be able to:

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 2 and 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 and 3).

Curriculum Requirements

<table>
<thead>
<tr>
<th>Program Courses</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 103</td>
<td>3</td>
</tr>
<tr>
<td>BBST 165</td>
<td>3</td>
</tr>
<tr>
<td>BBST 209</td>
<td>3</td>
</tr>
<tr>
<td>BBST 210</td>
<td>3</td>
</tr>
<tr>
<td>BBST 251</td>
<td>3</td>
</tr>
<tr>
<td>BBST 354</td>
<td>3</td>
</tr>
<tr>
<td>BBST 356</td>
<td>3</td>
</tr>
<tr>
<td>BBST 316</td>
<td>3</td>
</tr>
<tr>
<td>BBST 326</td>
<td>3</td>
</tr>
<tr>
<td>BBST 300/400 elective</td>
<td>3</td>
</tr>
<tr>
<td>BBST 300/400 elective</td>
<td>3</td>
</tr>
</tbody>
</table>

BBST 465 Integration Seminar 1 3

Total Credits 30

1 May be taken with different content as a BBST elective for a maximum of 6 credits counted toward the certificate.

Minimum Institutional Requirement
Of the 30 credits of Bible required for the 30-credit Bible and Theology Certificate, 15 credits must be taken from 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 institutional requirement.

Child Development Permits – Undergraduate

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.

Curriculum Requirements

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 301</td>
<td>Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 335</td>
<td>Child Development: Birth through</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Adolescence</td>
<td></td>
</tr>
</tbody>
</table>

Program Courses

A paid Taskstream subscription is required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 356</td>
<td>Early Childhood Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 357</td>
<td>School/Family/Community Partnerships in</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Urban Settings</td>
<td></td>
</tr>
<tr>
<td>LEDU 358</td>
<td>Classroom Management in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Settings</td>
<td></td>
</tr>
<tr>
<td>LEDU 359</td>
<td>Observation and Assessment of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 360</td>
<td>Early Childhood Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 24

The Child Development Permit Program leading to a Child Development Assistant Permit and the Associate Teacher Permit 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 these Permits.

**Professional Teacher Preparation Program – Undergraduate**

**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 in self-contained and core settings.

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 successfully completing all required teacher preparation and pedagogy courses, as well as California Commission on Teacher Credentialing requirements. 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.

**Learning Outcomes**

**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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

**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:

<table>
<thead>
<tr>
<th>Code</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 420</td>
<td>Elementary Reading/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>or LEDU 425</td>
<td>Secondary Content Area Reading</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 434</td>
<td>Elementary Curriculum, Differentiation, and Assessment</td>
<td></td>
</tr>
<tr>
<td>LEDU 438</td>
<td>Secondary Curriculum, Differentiation, and Assessment</td>
<td></td>
</tr>
</tbody>
</table>

Elementary/Secondary Student Teaching I and II (12 credits) may be taken as a graduate student, and is not required for undergraduate graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 440</td>
<td>Elementary Student Teaching I</td>
<td></td>
</tr>
<tr>
<td>&amp; LEDU 442</td>
<td>and Elementary Student Teaching II</td>
<td></td>
</tr>
<tr>
<td>LEDU 450</td>
<td>Secondary Student Teaching I</td>
<td></td>
</tr>
<tr>
<td>&amp; LEDU 452</td>
<td>and Secondary Student Teaching II</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 15
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.

The student applicant must demonstrate a minimum cumulative 2.75 GPA (on a 4.0 grade scale). Students for whom English is not a primary language must have a TOEFL score of 100 iBT.

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 and the overall GPA in the pedagogy courses must be 3.0 or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 433</td>
<td>Single Subject Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>LEDU 309</td>
<td>Elementary Math/Science Methods</td>
<td>2</td>
</tr>
<tr>
<td>LEDU 336</td>
<td>Elementary Health Curriculum and Methods</td>
<td>1</td>
</tr>
<tr>
<td>LEDU 337</td>
<td>Elementary History-Social Science Curriculum and Methods</td>
<td>1</td>
</tr>
<tr>
<td>LEDU 380</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 306</td>
<td>Elementary Art Workshop</td>
<td>2</td>
</tr>
<tr>
<td>KNES 201</td>
<td>Elementary Physical Education Methods and Activities</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 310</td>
<td>Elementary Music Workshop</td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Certificate of Clearance and Tuberculosis (TB) Test
Candidates must complete the application for a Certificate of Clearance prior to taking LEDU 301 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 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 pedagogy courses. 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
Candidates must take the California Basic Educational Skills Test (CBEST) or satisfy the basic skills requirement prior to acceptance to the program. Passage of CBEST or equivalent is required 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
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 electronic 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 200 or POSC 225 with a grade of "C" or better. Students receiving AP college credit for either HIST 200 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 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.

**Teaching, ACSI Certificate**
Application information may be obtained from the ACSI liaison in the School of Education Office. 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 as well as:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 6 credits of Bible courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (taken as &quot;Christian Philosophy of Education&quot;)</td>
<td>3</td>
</tr>
<tr>
<td>YMDT 490</td>
<td>Selected Readings and Topics (taken as &quot;Philosophy of Education&quot;)</td>
<td></td>
</tr>
<tr>
<td>SEED 501</td>
<td>Philosophy and Values in Schools and Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

**Special Education Certificate – Undergraduate**
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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LEDU 301</td>
<td>Introduction to Teaching</td>
<td>3</td>
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<tr>
<td>LEDU 361</td>
<td>Issues in Special Education</td>
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<td>LEDU 362</td>
<td>Assessment and Evaluation of Exceptional Learners</td>
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<td>LEDU 363</td>
<td>Teaching Students with Mild Disabilities in Inclusive Settings</td>
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<td>LEDU 364</td>
<td>Behavior and Classroom Management for Students with Special Needs</td>
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<tr>
<td>LEDU 369</td>
<td>Introduction to Autism Spectrum Disorders</td>
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**TESOL Certificate – Undergraduate**
To recognize the significance of the training received, a certificate is granted to those who complete 18 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.

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>INAL 300</td>
<td>Introduction to Language and Linguistics</td>
<td>3</td>
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<tr>
<td>or INAL 313</td>
<td>Language and Culture Learning</td>
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<tr>
<td>or INCS 310</td>
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<td>or ENGL 351</td>
<td>General English Linguistics</td>
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<tr>
<td>INTE 309</td>
<td>Grammar for English Teachers</td>
<td>3</td>
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<td>INTE 421</td>
<td>Introduction to TESOL: Adult</td>
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<td>or ENGL 353</td>
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<td>INTE 427</td>
<td>Materials Evaluation and Preparation</td>
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<td>INTE 433</td>
<td>Ethics, Values, and Intercultural Communication for TESOL Professionals</td>
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<td>INTE 492</td>
<td>Practicum in TESOL I</td>
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<td>Total Credits</td>
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**Courses and Faculty by Discipline**
The undergraduate courses are housed in the following schools:

**Cook School of Intercultural Studies**
- Anthropology (ANTH) (p. 160)
American Sign Language

Faculty
Chair: Victor Velazquez, Ph.D.

Courses
ASLG 100 - Elementary American Sign Language Credits 4
Basic principles and practice in the fundamental skills of signs and fingerspelling from the ASL perspective for communication with the deaf. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $10.

ASLG 200 - Elementary American Sign Language II Credits 4
Basic principles and practice in the fundamental skills of signs and fingerspelling from the ASL perspective for communication with the deaf. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Grade Mode: A.
Prerequisites: ASLG 100 or HUFA 101 or equivalent. Students with high school American Sign Language should consult with the department for placement.
Restrictions: Must be Undergraduate Level.
Fee: $10.

ASLG 201 - Intermediate American Sign Language Credits 4
Designed for those who possess the basic skills of manual communication. Further instruction in the development of ASL vocabulary, fingerspelling, fluency, receptive and expressive skills. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Grade Mode: A.
Prerequisites: ASLG 200 or HUFA 102.
Restrictions: Must be Undergraduate Level.
Fee: $10.

Anthropology
A division of Cook School of Intercultural Studies

Faculty
Dean: Bulus Galadima, Ph.D.
Chair: Kevin Pittle
Professor: McMahan
Associate Professors: Greene, Lowry, Pittle

Courses
Anthropology (ANTH)

ANTH 200 - General Cultural Anthropology Credits 3
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. Notes: Approved for Core Curriculum Behavioral Science credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
ANTH 215 - Introduction to Archaeology Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 222 - Physical Anthropology Credits 3
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. Notes: Approved for Core Curriculum Science credit. May be taken with ANTH 223 for a total of 4 credits of laboratory science credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ANTH 223 - Physical Anthropology Laboratory Credit 1
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 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: Three lab hours. Notes: Approved for Core Curriculum Science credit. May be taken concurrently with ANTH 222, or in a subsequent semester. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ANTH 300 - Magic, Witchcraft and Sorcery Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 301 - Prehistoric Archaeology Credits 3
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. Grade Mode: A.
Prerequisites: ANTH 215 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.

ANTH 303 - Human Variation Credits 3
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. Grade Mode: A.
Prerequisites: ANTH 200, 222.
Restrictions: Must be Undergraduate Level.

ANTH 304 - Human Osteology Credits 3
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. Grade Mode: A.
Prerequisites: ANTH 200, ANTH 222.
Restrictions: Must be Undergraduate Level.

ANTH 306 - Cognitive Anthropology Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 310 - Introduction to Linguistic Anthropology: Language, Culture and Society Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 311 - Ancient Languages Credits 3
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 archaeoastronomical 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 Linear A, Mesopotamian Cuneiform Scripts, Hittite and Ugaritic, Egyptian Hieroglyphs and Merotic, Rongorongo; Mayan, Zapotec and Epi-Olmec; Indus Valley, the Phaistos Disk, the Voynich Manuscripts, etc.
- Reconstructing Lost Languages: Comparative Linguistics, philology, and linguistic reconstruction. Basic methodologies in historical and comparative linguistics, including types and universals of language change, methods of language reconstruction and causes and explanations of language change. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ANTH 312 - Archaeology Methods and Theories Credits 3
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. Grade Mode: A.
Prerequisites: ANTH 215 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.

ANTH 314 - Field Methods in Archaeology II Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 315 - Field Methods in Archaeology III Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 316 - Field Methods in Archaeology IV Credits 3
Enhanced course in the principles of archaeological field and laboratory process. The course focuses on the mapping, stratigraphy and specialized methods of data recovery archaeological data. Students are introduced to principles of leadership and organization of field archaeology, and professional and ethical conduct. Grade Mode: A.
Prerequisites: ANTH 315.
Restrictions: Must be Undergraduate Level.

ANTH 320 - Topics in Gender Studies Credits 1-3
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. Notes: May be taken for a total of 6 credits with different content. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
ANTH 321 - Prehistoric Cultures of North America Credits 3
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. Grade Mode: A.
Prerequisites: ANTH 200.
Restrictions: Must be Undergraduate Level.

ANTH 325 - Comparative Folklore and Mythology Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 330 - California Native Americans Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 335 - World Archaeology Credits 3
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. Grade Mode: A.
Prerequisites: ANTH 200.
Restrictions: Must be Undergraduate Level.

ANTH 342 - Social Justice and Human Rights Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 345 - Ethnographic Field Methods Credits 3
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. Grade Mode: A.
Prerequisites: ANTH 200.
Restrictions: Must be Undergraduate Level.

ANTH 350 - Anthropological Field Practicum Credits 3
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. Grade Mode: A.
Prerequisites: ANTH 200, ANTH 345.
Restrictions: Must be Junior Class, or Senior Class; and Anthropology (ANTH); Undergraduate Level.

ANTH 361 - Anthropology of Gender Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 365 - Biblical Archaeology: Ancient Near East Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 366 - Biblical Archaeology: Palestine Credits 3
The history of the excavation, the history and geography of Palestine and how archaeological findings have bearing upon Biblical interpretations. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ANTH 367 - Egyptian Archaeology Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 370 - Topics in Cultural Anthropology Credits 3
Examination of a variety of anthropological issues from either a theoretical or applied perspective including: marriage customs, leadership patterns, political relations, indigenous movements, culture change, worldview, etc. Notes: May be taken multiple times for credit with different course content. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ANTH 400 - Political Anthropology Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 401 - History of Anthropological Theory Credits 3
An examination of the theories and principle figures who have contributed to the development of modern anthropological inquiry, research strategies and field methods. Grade Mode: A.
Prerequisites: ANTH 200.
Restrictions: Must be Undergraduate Level.

ANTH 402 - Family, Kinship and Gender Credits 3
Cross-cultural study of the basic human groups of family, kin and community, examining marriage patterns and gender roles within families. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ANTH 403 - Economic Anthropology Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 404 - Symbol and Ritual Credits 3
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.
Restrictions: Must be Undergraduate Level.

ANTH 405 - Human Paleontology Credits 3
A survey of the human fossil record focusing on the functional and behavioral significance of important morphological changes within the fossil record. Grade Mode: A.
Prerequisites: ANTH 200, ANTH 222.
Restrictions: Must be Undergraduate Level.
ANTH 406 - Bioarchaeology Credits 3
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. **Grade Mode:** A.
**Prerequisites:** ANTH 200, ANTH 215.
**Restrictions:** Must be Undergraduate Level.

ANTH 407 - Ethnicity, Identity and Memory Credits 3
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.
**Restrictions:** Must be Undergraduate Level.

ANTH 408 - Language and Power Credits 3
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.
**Restrictions:** Must be Undergraduate Level.

ANTH 410 - Topics in Archaeology Credits 1-4
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. **Notes:** May be taken for a total of 6 credits with different content. **Grade Mode:** A.
**Prerequisites:** ANTH 215.
**Restrictions:** Must be Undergraduate Level.

ANTH 415 - Human Conflict Credits 3
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.
**Restrictions:** Must be Undergraduate Level.

ANTH 420 - Topics in Urban Anthropology Credits 3
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. **Notes:** May be taken multiple times with different course content. **Grade Mode:** A.
**Restrictions:** Must be Undergraduate Level.

ANTH 430 - Field Excursion: Turkey, Greece and Rome Credits 4
Examines the archaeological, historical and geographic backgrounds of Acts, the Epistles and Revelation. The program visits archaeological sites in Turkey, Greece and Rome including Ephesus, Pisidian Antioch, Corinth, Athens and several others. Anthropology students will examine the archaeological field reports from each of these excavations as part of their preparation. **Grade Mode:** A.
**Prerequisites:** BBST 110.
**Restrictions:** Must be Undergraduate Level.

ANTH 432 - Field Excursion: Israel Credits 3
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. **Grade Mode:** A.
**Prerequisites:** BBST 109.
**Restrictions:** Must be Undergraduate Level.

ANTH 433 - Anthropology of Consciousness Credits 3
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. **Grade Mode:** A.
**Restrictions:** Must be Undergraduate Level.

ANTH 440 - Topics in Biological Anthropology Credits 1-3
Selected topics in biological anthropology. **Notes:** May be taken multiple times for credit with different content. **Grade Mode:** A.
**Prerequisites:** ANTH 200, ANTH 222.
**Restrictions:** Must be Undergraduate Level.

ANTH 450 - Internship in Archaeology Credits 1-3
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. **Grade Mode:** A.
**Prerequisites:** ANTH 315.
**Restrictions:** Must be Undergraduate Level.

ANTH 460 - Topics in Contemporary Anthropological Theory Credits 1-3
An examination of various approaches to anthropology from 1950 to present. Topics may include neoevolutionist, symbolic, psychological, postmodern, or feminist theoretical approaches. **Notes:** May be taken for a total of 6 credits with different content. **Grade Mode:** A.
**Prerequisites:** ANTH 401.
**Restrictions:** Must be Undergraduate Level.

ANTH 470 - Topics in Social Justice and Human Rights Credits 3
Exploration of the contributions of anthropology and/or other academic disciplines to human rights and/or social justice considerations. Anthropological topics may include critical ethnography, cross-cultural approaches to developing international human rights standards, various forms of trafficking (human, organ, cultural heritage, etc.), genocide and ethnocide, anthropological ethics, representation and subjectivity in human rights and social justice contexts, universalism and relativism, anthropology of post-liberalism and neo-liberalism, cultural legitimacy, narrative approaches to transformational change, etc. **Grade Mode:** A.
**Restrictions:** Must be Undergraduate Level.
ANTH 480 - Directed Research in Anthropology Credits 1-3
Individual directed research in anthropology on a specific topic or problem. Notes: May be taken for a total of 6 credits with different content. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.

ANTH 485 - Internship in Anthropology Credits 3
Students may spend four weeks to a semester in a field, laboratory or museum or other work setting, during which time a student, under supervision, engages in the application of contemporary anthropological methods. Notes: May be taken twice. Grade Mode: A.
Prerequisites: ANTH 345, ANTH 401.
Restrictions: Must be Junior Class, or Senior Class; and a Major in Anthropology (ANTH); Undergraduate Level.

ANTH 490 - Thesis Credits 1-6
Research for and writing of a thesis under the supervision and guidance of an anthropology faculty mentor. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

Applied Linguistics
A division of Cook School of Intercultural Studies

Faculty
Dean: Bulus Galadima, Ph.D.
Chair: Kitty Purgason, Ph.D.
Professor: Lessard-Clouston, Liang, Purgason
Assistant Professor: Barber, Floyd
Instructors: Payton, Peckham

Courses
Applied Linguistics (INAL)

INAL 300 - Introduction to Language and Linguistics Credits 3
Introduction to the basic concepts in the scientific study of language, major areas of linguistic analysis, and several subareas of the field, including language in society. Material from English and a variety of other languages is used to provide a broad perspective. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INAL 301 - General Articulatory Phonetics Credits 3
The study of the articulation, classification, discrimination, production, and transcription of speech sounds. The focus is on a wide range of sounds found in the world’s languages. Grade Mode: A.
Prerequisites: INAL 300 or INCS 310 or ENGL 351 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.

INAL 302 - Phonetics and Phonology of English Credits 3
The study of the auditory discrimination, physical description, and systematic transcription of speech sounds, both standard and disordered, used in English and how these sounds are structured, organized and used. Some sounds from other languages are also included for comparison. Grade Mode: A.
Prerequisites: INAL 300 or INCS 310 or ENGL 351 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.

INAL 303 - Language and Culture Learning Credits 3
Techniques and activities to help a person be a more successful independent learner of a spoken language and the culture within which it is used. Practical experience in language and culture learning in a foreign-speaking community. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $125.

INAL 403 - Introduction to Phonology Credits 3
Introduction to the systematic arrangements and rules by which languages organize and alter their speech sounds. Grade Mode: A.
Prerequisites: INAL 301 or INAL 302.
Restrictions: Must be Undergraduate Level.

INAL 405 - Introduction to Syntax Credits 3
Introduction to the patterns, regularities, and rule-governed alternations in grammar whereby words are organized into phrases, clauses, and sentences. Grade Mode: A.
Prerequisites: INAL 300 or INCS 310 or ENGL 351 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.

INAL 437 - Introduction to Literacy Credits 3
An overview of literacy in neoliterate societies, including motivation, local authorship, orthography design, reading methodology, strategies for literacy programs and the relationship of literacy to social context. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INAL 446 - Introduction to Sociolinguistics Credits 3
Overview of the relationship between language and society. Topics covered include language and culture, language and social change, ethnicity, language contact, language policy, ethnography of communication, and social aspects of conversation. Grade Mode: A.
Prerequisites: ENGL 351 or INAL 300 or INCS 310.
Restrictions: Must be Undergraduate Level.

INAL 452 - Field Methods in Linguistics Credits 3
Extensive working with speakers of non-Indo-European languages, with special emphasis on collecting and analyzing language data leading to descriptions of phonology and syntax. Grade Mode: A.
Prerequisites: INAL 300, INAL 301, INAL 403, INAL 405.
Restrictions: Must be Undergraduate Level.
Fee: $100.

INAL 453 - Introduction to Bible Translation Credits 3
An introduction to the principles and problems of cross-language and cross-cultural communication with special emphasis on translating the Bible into indigenous languages. Grade Mode: A.
Prerequisites: INAL 300 or INCS 310 or ENGL 351, and INAL 403 or INAL 405.
Restrictions: Must be Undergraduate Level.

INAL 454 - Field Methods in Second Language and Culture Learning Credits 3
Overview of language and culture learning theories and skills. Topics covered include working with a cross-cultural partner, language learning styles, cultural bias, language and culture data management skills and comparison of cultural bias with biblical principles. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INAL 480 - Directed Research Credits 1-3
Independent study in various areas. Each student assigned to a faculty member for guidance and evaluation. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.
Within the field of psychology, treatments of abnormal behavior, including the full range of mental disorders, are examined. Students will learn the basic descriptive and inferential statistical concepts for social-psychological research with an emphasis on conceptual understanding and interpretation. Grade Mode: A.

Prerequisites: INAL 300.
Restrictions: Must be Undergraduate Level.

Goals for this course include a broad overview of abnormal psychology and an introduction to various psychopathological concepts, theories, and treatments. Students will be able to critically reflect upon the contribution of both theoretical and empirical 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. Students will examine and critically reflect upon the notion of health and wellbeing from a biblical/theological perspective to develop an integrative understanding of healthy living. Notes: Approved for Core Curriculum Bible credit. Grade Mode: A.

Restrictions: Must be Applied Psychology (APSY); and Undergraduate Level.

Applied Psychology
A division of Rosemead School of Psychology

Faculty
Dean: Clark D. Campbell, Ph.D.
Undergraduate Chair: Peter C. Hill, Ph.D.
Associate Professors: Bland

Courses
Applied Psychology (APSY)

APSY 208 - Statistics for Research
Credits 3
Students will learn the basic descriptive and inferential statistical concepts for social-psychological research with an emphasis on conceptual understanding and interpretation. Grade Mode: A.

Restrictions: Must be Undergraduate Level.

APSY 265 - Psychology and Christian Thought
Credits 3
An introduction to the nature and process of the application of Christian thought to the study and practice of psychology. Notes: Approved for Core Curriculum Bible credit. Grade Mode: A.

Restrictions: Must be Applied Psychology (APSY); and Undergraduate Level.

APSY 320 - Experimental Psychology
Credits 3
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. Notes: This course must be passed with a "C" or better to fulfill requirements for graduation. Grade Mode: A.

Restrictions: Must be Undergraduate Level.

APSY 325 - Developmental Psychology: Lifespan
Credits 3
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.

Restrictions: Must be Undergraduate Level.

APSY 344 - Abnormal Psychology
Credits 3
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.

Restrictions: Must be Undergraduate Level.

APSY 355 - Psychology of Health and Well-Being
Credits 3
An overview of basic clinical and counseling techniques oriented toward enhancing psychological health and well-being will be explored. Students will examine the contributions of both theoretical and empirical 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. Students will examine and critically reflect upon the notion of health and wellbeing from a biblical/theological perspective to develop an integrative understanding of healthy living. Notes: Approved for Core Curriculum Bible credit. Grade Mode: A.

Restrictions: Must be Applied Psychology (APSY); and Undergraduate Level.

APSY 365 - Cognitive Psychology
Credits 3
Analysis of social behavior, including social cognition, attitude formation, change, and group processes. Emphasis is placed on the application of social psychology principles to a range of issues, including sociocultural diversity, prejudice, conflict resolution, and gender roles. Grade Mode: A.

Restrictions: Must be Undergraduate Level.

APSY 410 - Psychology in the Workplace
Credits 3
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.

Restrictions: Must be Undergraduate Level.

APSY 414 - Theories of Personality
Credits 3
An overview of personality theories including the primary representatives from the major schools: analytic-psychodynamic, humanistic-existential, and cognitive-behavioral. Integrative content will be emphasized throughout the course. Grade Mode: A.

Restrictions: Must be Undergraduate Level.

APSY 417 - Counseling Techniques
Credits 3
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.

Restrictions: Must be Undergraduate Level.

APSY 425 - Psychology of Marriage and Family Life
Credits 3
An exploration of contemporary marriage and family life, including cultural and sociological factors impacting today's family. Divorce and remarriage, single parenting, dual career families, and the role of religious faith in the home will be addressed. Students will also examine and critically reflect upon the biblical and theological understanding of marriage and family to develop an integrative understanding of marriage and family life. Notes: Approved for Core Curriculum Bible credit. Grade Mode: A.

Restrictions: Must be Applied Psychology (APSY); and Undergraduate Level.
APSY 465 - Positive Psychology  Credits 3
An introduction to the field of positive psychology, which focuses on the systematic study of optimal human functioning; aiming to discover factors that contribute to individual and community flourishing. Theological integration will also be covered as it shares a concern with both Christian theology and ancient eudemonistic ethics regarding the cultivation of human virtues. Students will use the integrated thinking cultivated in the class while researching and presenting their findings.  
Notes: Approved for Core Curriculum Bible credit.  Grade Mode: A. 
Restrictions: Must be Applied Psychology (APSY); and Undergraduate Level.

APSY 470 - Current Topics in Psychology  Credits 1-3
Reading, research and discussion of selected topics in the field of psychology.  Grade Mode: A. 
Restrictions: Must be Undergraduate Level.

APSY 490 - Applied Psychology Capstone  Credit 1
The Applied Psychology e-Portfolio Capstone Project (CP) experience is designed to bring focus and reflection including integrating facets of the students interests with important concepts from the Applied Psychology curriculum and course assignments. Students in this course must create a capstone e-Portfolio using Google Sites, which includes sample assignments from courses taken as part of the program. Students will also write a 5–7 page paper that clearly articulates the student’s intellectual and personal development as it relates to the material they have studied and assignments they have completed while in the program. The paper should specifically reference the key assignments and personal reflection included in their e-Portfolio. The overarching goal of the capstone project is to support students to consolidate their learning into a professional and personal identity that can inform and guide their activities post-graduation. Notes: Capstone course must be taken in the last trimester of regular coursework at Biola University.  
Grade Mode: A. 
Restrictions: Must be Undergraduate Level.

Arabic

Faculty
Chair: Victor Velazquez, Ph.D.

Courses

ARAB 100 - Arabic Language and Culture I  Credits 4
This is an introductory course designed to build basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate low proficiency level.  
Lecture/Lab Hours: Five hours each week.  Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in Arabic should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year.  Grade Mode: A. 
Prerequisites: ARAB 100 or HUFR 101. Students with high school Arabic should consult with the department for placement. 
Restrictions: Must be Undergraduate Level. 
Fee: $10.

ARAB 200 - Arabic Language and Culture II  Credits 4
This is an introductory course designed to build basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate low-mid proficiency level.  
Lecture/Lab Hours: Five hours each week.  Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in Arabic should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year.  Grade Mode: A. 
Prerequisites: ARAB 200 or HUFR 102. Students with high school Arabic should consult with the department for placement. 
Restrictions: Must be Undergraduate Level. 
Fee: $10.

ARAB 201 - Arabic Language and Culture III  Credits 4
This is an intermediate course designed to further develop basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate mid-high proficiency level.  
Lecture/Lab Hours: Five hours each week.  Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in Arabic should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year.  Grade Mode: A. 
Prerequisites: ARAB 200 or HUFR 102. Students with high school Arabic should consult with the department for placement. 
Restrictions: Must be Undergraduate Level. 
Fee: $10.

ARAB 205 - Intercultural Communication in Arabic  Credits 4
This is an introductory course designed to build basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop intercultural communicative competence at an intermediate low-mid proficiency level.  
Notes: Offered off campus and includes a service component and course fee depending on the location and itinerary of the class and service component.  Grade Mode: A. 
Prerequisites: ARAB 100 or demonstration of proficiency through department assessment. 
Restrictions: Must be Undergraduate Level. 
Fee: May involve trip fee.

Art

Faculty
Chair: Zehavi Husser, Ph.D. 
Professors: Callis, Puls
Associate Professor: Aleckson, Anderson, Chang, Simonson

The Department of Art is accredited through the National Association of Schools of Art and Design (NASAD).
Courses

Art (ARTS)

ARTS 100 - Art Appreciation Credits 3
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. Notes: Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $10.

ARTS 107 - Drawing I Credits 3
An introduction to drawing, perspective, line, shape, value texture and composition. Notes: Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $60.

ARTS 108 - Figure Studies I Credits 3
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. Notes: Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $60.

ARTS 109 - Digital Tools Credits 3
An introduction to the terms, tools and techniques of visual computing for artists using the Macintosh platform. This course is designed to train students with basic computer skills and programs such as Adobe Photoshop and Illustrator and to insure digital literacy. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $100.

ARTS 110 - 2-D Design Credits 3
A foundational course devoted to examining, exploring, and applying two-dimensional design concepts, including color theory and composition. Notes: Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $90.

ARTS 111 - 3-D Design Credits 3
A foundational course devoted to examining, exploring, and applying three-dimensional design concepts, construction and composition. Notes: Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $90.

ARTS 112 - 4-D Design Credits 3
A foundational course examining, exploring, and applying design concepts as they relate to time (the fourth dimension) and time-based artworks including focused studies in installation art, performance art, and video. Notes: Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Prerequisites: ARTS 110, ARTS 111.
Restrictions: Must be Undergraduate Level.
Fee: $90.

ARTS 116 - History of Western Art I: Prehistoric Through Renaissance Credits 3
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $30.
ARTS 306 - Elementary Art Workshop
Developing and preparing art assignments suitable for elementary school pupils. Grade Mode: A.
Prerequisites: LEDU 301.
Restrictions: Must be Junior Class, or Senior Class; and must be Undergraduate Level.
Fee: $90.

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. Grade Mode: A.
Prerequisites: ARTS 107, ARTS 108.
Restrictions: Must be Undergraduate Level.
Fee: $60.

ARTS 308 - Painting II
Introduction to non-representational acrylic painting techniques. Emphasis on issues of color and design as applied to organic, geometric, and pattern abstraction. Grade Mode: A.
Prerequisites: ARTS 213.
Restrictions: Must be Undergraduate Level.
Fee: $60.

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. Grade Mode: A.
Prerequisites: ARTS 126.
Restrictions: Must be Undergraduate Level.
Fee: $50.

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 readings related to the current discourse, students explore the process of design and communication. Grade Mode: A.
Prerequisites: ARTS 112.
Restrictions: Must be Undergraduate Level.
Fee: $100.

ARTS 315 - Contemporary Art Trends
A study of art produced since World War II, focusing on current movements within the international art community. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $30.

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. Notes: Highly recommended that students own or have access to digital SLR camera. Grade Mode: A.
Prerequisites: ARTS 221.
Restrictions: Must be Undergraduate Level.
Fee: $100.

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. Grade Mode: A.
Prerequisites: ARTS 110.
Restrictions: Must be Undergraduate Level.
Fee: $100.

ARTS 319 - Figure Studies II
Extensive investigation of the figure. Emphasis is placed on a broad approach to understanding and interpreting the human figure. Grade Mode: A.
Prerequisites: ARTS 108.
Restrictions: Must be Undergraduate Level.
Fee: $100.

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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $90.

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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $90.

ARTS 327 - Installation and Time-Based 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. Grade Mode: A.
Prerequisites: ARTS 112.
Restrictions: Must be Undergraduate Level.
Fee: $90.

ARTS 333 - Graphic Design Forms I
A critical exploration of current graphic design forms emphasizing core design competencies including color theory, image-text integration and problem solving. A variety of software applications such as Adobe Illustrator, Photoshop and InDesign are used in investigating mass media and examining particular strategies, imagery and delivery. Grade Mode: A.
Prerequisites: ARTS 423.
Restrictions: Must be Undergraduate Level.
Fee: $100.

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. Notes: Highly recommended that students own a 35mm SLR camera. Grade Mode: A.
Prerequisites: ARTS 221.
Restrictions: Must be Undergraduate Level.
Fee: $100.
ARTS 337 - Typography II
An application of typographic principles to applied communication design projects. Skills for building typographic relationships with text, content and image are refined. Students also investigate the application of type in a variety of media and dimension, exploring the possibilities of conceptually-based typographic design. Grade Mode: A.
Prerequisites: ARTS 317.
Restrictions: Must be Undergraduate Level.
Fee: $100.

ARTS 341 - Animation I
Interdisciplinary studio exploration in analog and digital animation. Course focuses on experimental and theoretical movement, and choreography systems investigating culture and identity. Grade Mode: A.
Prerequisites: ARTS 112.
Restrictions: Must be Undergraduate Level.
Fee: $90.

ARTS 344 - Contemporary Photographic Practices
Advanced studio exploration in contemporary photographic trends, including mixed media, installation, collaboration, and various new media. Notes: Highly recommended that students own or have access to a digital SLR camera. Grade Mode: A.
Prerequisites: ARTS 316.
Restrictions: Must be Undergraduate Level.
Fee: $100.

ARTS 348 - New Media Art I
Exploration of new media art including formal, conceptual, and narrative approaches. Emphasis on the use of new media as creative tools for personal expression. Notes: Students are recommended to provide their own video cameras. Grade Mode: A.
Prerequisites: ARTS 112.
Restrictions: Must be Undergraduate Level.
Fee: $100.

ARTS 352 - Installation and Time-Based Art II
Advanced interdisciplinary studio exploration in installation art and performance art studies. Emphasis is placed on the architecture, choreography and psychology of body and space. Grade Mode: A.
Prerequisites: ARTS 327.
Restrictions: Must be Undergraduate Level.
Fee: $90.

ARTS 354 - New Media Art II
Advanced studio exploration in new media art. Emphasis placed on the history of video and film art. Notes: Students are recommended to provide their own video cameras. Grade Mode: A.
Prerequisites: ARTS 348.
Restrictions: Must be Undergraduate Level.
Fee: $100.

ARTS 408 - Drawing III
Extensive exploration in studio problems with emphasis on historical and current issues as they apply to individual direction and expression in drawing. Grade Mode: A.
Prerequisites: ARTS 307.
Restrictions: Must be Undergraduate Level.
Fee: $60.

ARTS 410 - Seminar in Art
Individual or group study under faculty direction with an emphasis in studio art and creative research. Notes: Seminars may be taken multiple times for credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: May involve fee of $30-$60.

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. Grade Mode: A.
Prerequisites: ARTS 308.
Restrictions: Must be Undergraduate Level.
Fee: $60.

ARTS 415 - Sculpture III
Advanced sculptural concepts emphasizing individual development of style, aesthetic ideas, and continuation of media exploration. Grade Mode: A.
Prerequisites: ARTS 305.
Restrictions: Must be Undergraduate Level.
Fee: $90.

ARTS 423 - Integrated Design II
A consideration of psychological, technical and aesthetic concerns relating to various types of communication design including 2-D, 3-D and 4-D forms. Emphasis on production processes. Discussions include consideration of art history and its influence within communication design practice. Grade Mode: A.
Prerequisites: ARTS 314, ARTS 317.
Restrictions: Must be Undergraduate Level.
Fee: $100.

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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $60.

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. Grade Mode: A.
Prerequisites: ARTS 109.
Restrictions: Must be Undergraduate Level.
Fee: $100.

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. Grade Mode: A.
Prerequisites: ARTS 423.
Restrictions: Must be Undergraduate Level.
Fee: $100.
ARTS 432 - Advanced Integrative Photography Credits 3
Extensive exploration in studio problems with emphasis on historical and current issues as they apply to individual direction and expression in photography using either color and/or black and white photography. Grade Mode: A.
Prerequisites: ARTS 316, ARTS 334.
Restrictions: Must be Undergraduate Level.
Fee: $100.

ARTS 433 - Global Art Paradigms Credits 3
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. Grade Mode: A.
Prerequisites: ARTS 126.
Restrictions: Must be Junior Class, or Senior Class; and must be Undergraduate Level.
Fee: $90.

ARTS 434 - Interdisciplinary Investigations Credits 3
A cross-discipline studio and theory seminar focusing on individual and collaborative thematic investigations. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and must be Undergraduate Level.
Fee: $90.

ARTS 436 - Graphic Design Forms II Credits 3
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. Grade Mode: A.
Prerequisites: ARTS 333, ARTS 423.
Restrictions: Must be Undergraduate Level.
Fee: $90.

ARTS 440 - Senior Seminar Credits 3
Senior-level cross-emphasis studio and theory investigation. Individual direction is navigated thorough critique and discourse. Grade Mode: A.
Restrictions: Must be Senior Class; and Undergraduate Level.
Fee: $90.

ARTS 441 - Art Theory and Criticism Credits 3
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. Grade Mode: A.
Prerequisites: ARTS 126, ARTS 315.
Restrictions: Must be Undergraduate Level.
Fee: $90.

ARTS 442 - Web Design II Credits 3
An advanced course in web site production emphasizing creative and technical skill development. Students examine current directions in web site management, user interface design, information architecture and scripting. Grade Mode: A.
Prerequisites: ARTS 428.
Restrictions: Must be Undergraduate Level.
Fee: $100.

ARTS 450 - Internship Credits 3
Apprenticeship program designed to give students first-hand exposure to professional artists, designers and art institutions. Internships individually tailored to meet the needs of the student. Approved internship experiences require student to complete a minimum of 120 hours with one or more mentors or organizations. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and must be Undergraduate Level.

ARTS 451 - Interdisciplinary Art History Seminar Credits 3
Interdisciplinary investigations with an emphasis in cross-disciplinary art historical special subjects and related historical and cultural subjects. Grade Mode: A.
Restrictions: Must be a Minor in Art History (ARTH); and Undergraduate Level.

ARTS 462 - Advanced Studio Practicum Credits 1-3
Independent research in advanced studio practices under the direction of a faculty member. Notes: See academic advisor prior to registration. Practicum may be taken multiple times for credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $60.

ARTS 464 - Advanced Studio Practicum Credits 1-3
Independent research in advanced studio practices under the direction of a faculty member. Notes: See academic advisor prior to registration. Practicum may be taken multiple times for credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $60.

ARTS 475 - Culmination Credits 3
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. Grade Mode: A.
Restrictions: Must be Senior Class; and a Major in Studio Arts (ARFA); Undergraduate Level.
Fee: $90.

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: David Talley, Ph.D. - Old Testament
Erik Thorennes, Ph.D. - Systematic Theology
Matthew Williams, Ph.D. - New Testament
Professors: Berding, Horner, Huffman, Langer, Lunde, Pierce, Talley, Thorennes, M. Williams
Associate Professors: Anizor, Draycott, Jung, Lee-Barnewall, Lister, Lockett, McKinley, McMartin, Stetina, Trimm, T. Williams
Assistant Professors: Hagen, Harris, Petitfils, Volkmer
Biblical Studies Challenge Exams

Challenge exams are designed for those who have a working knowledge of the course content as a result of prior learning (attending a Christian high school, for example), but were not able to transfer that work to Biola. Informal, personal study normally will not prepare one adequately to pass these exams. Exams are available for BBST 209 (3 credits) and BBST 210 (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

Biblical and Theological Studies (BBST)

BBST 103 - Biblical Interpretation and Spiritual Formation Credits 3
Equipping to interpret and apply the Bible in accurate and dynamic ways for spiritual transformation and character formation. Notes: Must be completed during the first year. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BBST 105 - Foundations of Christian Thought Credits 3
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. Notes: Must be completed during the first year. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BBST 109 - Old Testament History and Literature Credits 3
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, C.
Restrictions: Must be Undergraduate Level.

BBST 110 - New Testament History and Literature Credits 3
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, C.
Restrictions: Must be Undergraduate Level.

BBST 165 - Foundations of Christian Thought Credits 3
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. Notes: Formerly BBST 105. Must be completed during the first year. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BBST 209 - Old Testament History and Literature Credits 3
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. Notes: Formerly BBST 109. Grade Mode: A, C.
Restrictions: Must be Undergraduate Level.

BBST 210 - New Testament History and Literature Credits 3
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. Notes: Formerly BBST 110. Grade Mode: A, C.
Restrictions: Must be Undergraduate Level.

BBST 220 - Guided Study Credits 1-3
For those needing credits to complete their Bible requirement. Reading with written reports on biblical and/or theological subjects. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BBST 251 - Theology I Credits 3
The Biblical doctrines of God, Christ, man, and sin, with reference to the history and development of Christian theology. Grade Mode: A.
Prerequisites: BBST 103, BBST 165.
Restrictions: Must be Undergraduate Level.

BBST 260 - Christian Theology Credits 3
The biblical doctrines of salvation, the Holy Spirit, the church, and last things, with reference to the history and development of Christian theology. Prerequisites: BBST 103, BBST 165. Notes: Must be matriculated into an online degree program. Grade Mode: A.
Restrictions: Must be a Major in Biblical Ministries (BBMN), a Major in Business Management (BMNG) or a Major in Applied Psychology (APSY); and Undergraduate Level.

BBST 301 - Biblical Studies Research Seminar Credits 3
Research skills for use of the internet, library and reference works in biblical studies and theology. Methods of writing with emphasis on critical thinking, persuasion, and evaluation are covered, culminating in a research paper and oral presentation. Notes: Must be taken within the first two years at Biola. Grade Mode: A.
Restrictions: Must be a Major in Biblical & Theological Studies (BBLE); and Undergraduate Level.

BBST 306 - Early Christian History - Acts Credits 3
Study of the Book of Acts from a missions perspective, dealing with the activity of the early church and its current expression in evangelism and missions. Notes: Approved for Core Curriculum Bible Evangelism credit. Students may only take one course in this category (either BBST 306, BBST 316, or BBST 326). Grade Mode: A.
Prerequisites: BBST 103, BBST 165, BBST 210.
Restrictions: Must be Undergraduate Level.

BBST 311 - Biblical Backgrounds Credits 3
Contributions of archeology, geography, culture, and history to biblical interpretation. Notes: May include abroad-study in lands of the biblical world. Grade Mode: A.
Prerequisites: BBST 103, BBST 165, BBST 209, BBST 210.
Restrictions: Must be a Major in Biblical & Theological Studies (BBLE); and Undergraduate Level.
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. Grade Mode: A.  
Prerequisites: BBST 103, BBST 165.  
Restrictions: Must be a Major in Biblical & Theological Studies (BBLE); and Undergraduate Level.  

BBST 316 - Gospel of John  
Authorship, occasion of writing, themes, theological issues, literary structure and content of the Gospel of John. Notes: Approved for Core Curriculum Bible Evangelism credit. Students may only take one course in this category (either BBST 306, BBST 316, or BBST 326). Grade Mode: A.  
Prerequisites: BBST 103, BBST 165, BBST 210.  
Restrictions: Must be Undergraduate Level.  

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. Grade Mode: A.  
Prerequisites: BBST 103.  
Restrictions: Must not be a Major in Biblical & Theological Studies (BBLE); and must be Undergraduate Level.  

BBST 321 - Historical Theology  
Historical survey of people and movements which have shaped the faith of the Christian Church from post-biblical times to the present. Grade Mode: A.  
Prerequisites: BBST 103, BBST 165, BBST 251, BBST 354.  
Restrictions: Must be Biblical & Theological Studies (BBLE); and Undergraduate Level.  

BBST 326 - Lukan Writings  
An exegetic examination of the New Testament books of Luke and Acts that focuses on evangelism and missions to encourage the ability to articulate the gospel and to formulate a growing personal vision for missions. This expository study also encourages students to reflect upon the unity and diversity within the community of the Christian church and to be prepared to interact on behalf of the gospel in a diverse world. Notes: Approved for Core Curriculum Bible Evangelism credit. Students may only take one course in this category (either BBST 306, BBST 316, or BBST 326). Grade Mode: A.  
Prerequisites: BBST 103, BBST 165, BBST 210.  
Restrictions: Must be Undergraduate Level.  

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. Grade Mode: A.  
Prerequisites: BBST 210.  
Restrictions: Must be Senior Class; and Undergraduate Level.  

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.  
Restrictions: Must be Undergraduate Level.  

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. Grade Mode: A.  
Prerequisites: BBST 103, BBST 165, BBST 210.  
Restrictions: Must be Undergraduate Level.  

BBST 343 - General Letters  
Authorship, occasion of writing, themes, theological issues, literary structure and content of non-Pauline letters. Grade Mode: A.  
Prerequisites: BBST 103, BBST 165, BBST 210.  
Restrictions: Must be Undergraduate Level.  

BBST 344 - I Corinthians  
An in-depth analysis of Paul’s first letter to the Corinthians, emphasizing the historical and cultural background of the letter, its author, and its recipients; the theology of the letter; and the relationship between theology and ethics in Paul’s instructions to the church. Focuses particularly on how Paul’s ethical method can be appropriated in a twenty-first century context. Grade Mode: A.  
Prerequisites: BBST 103, BBST 165, BBST 210.  
Restrictions: Must be Undergraduate Level.  

BBST 354 - 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. Notes: Formerly BBST 254. Grade Mode: A.  
Restrictions: Must be Undergraduate Level.  

BBST 360 - Pentateuch  
Mosaic authorship, historical and cultural backdrop, themes, theological issues, literary structure and content. Grade Mode: A.  
Prerequisites: BBST 103, BBST 165, BBST 209.  
Restrictions: Must be Undergraduate Level.  

BBST 365 - Bible Theology and Integration  
An intermediate integration class in which the student will study a particular area of biblical studies and/or theology. The class will include an integration component to explore how the area is integrated with an area of culture (i.e., history, literature, psychology, sociology, etc.) outside of biblical studies and theology. Notes: BBLE majors may take this course up to 4 times for credit. Grade Mode: A.  
Prerequisites: BBST 165 (formerly BBST 105), BBST 209 (formerly BBST 109), BBST 210 (formerly BBST 110).  
Restrictions: Must be Undergraduate Level.  

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. Grade Mode: A.  
Prerequisites: BBST 103, BBST 165, BBST 209.  
Restrictions: Must be Undergraduate Level.  

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. Grade Mode: A.  
Prerequisites: BBST 103, BBST 165, BBST 209.  
Restrictions: Must be Undergraduate Level.  

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. Grade Mode: A.  
Prerequisites: BBST 103, BBST 165, BBST 209.  
Restrictions: Must be Undergraduate Level.
BBST 381 - Selected Psalms Credits 3
A study of the book of Psalms with a view toward understanding its purposes and appropriate uses. Attention is given to the poetic (and musical) character of this material. Different types of psalms are identified, compared, and contrasted in order to determine how these psalms were likely used in antiquity. Students are led to experience the different types of psalms so as to gain insight into how they might be appropriately used today. Grade Mode: A.
Prerequisites: BBST 209, BBST 251, BBST 354.
Restrictions: Must be Undergraduate Level.

BBST 391 - Major Prophets Credits 3
Authorship, date of writing, historical and cultural backdrop, themes, theological issues, literary structure and content. Grade Mode: A.
Prerequisites: BBST 103, BBST 165, BBST 209.
Restrictions: Must be Undergraduate Level.

BBST 392 - Minor Prophets Credits 3
Authorship, date of writing, historical and cultural backdrop, themes, theological issues, literary structure and content. Grade Mode: A.
Prerequisites: BBST 103, BBST 165, BBST 209.
Restrictions: Must be Undergraduate Level.

BBST 393 - Isaiah Credits 3
A study of the book of Isaiah with a view toward understanding the prophet’s own historical context as well as the Exilic and post-Exilic periods which are the focus of much of the second half of the book. Attention is given to important themes and the major teachings of Isaiah, to the relevance and application of the book’s message in the prophet’s time and in the time following his lifetime. Different types of prophetic literature are identified, with time devoted to the interpretation of prophetic literature and its relevance for individuals and the church today. Grade Mode: A.
Prerequisites: BBST 209, BBST 251, BBST 354.
Restrictions: Must be Undergraduate Level.

BBST 394 - Daniel Credits 3
An exegetical, theological, and expositional study of the Old Testament book of Daniel covering introductory matters, historical and cultural backdrops, literary structure, the big idea and key themes of each major section, and how to teach Daniel in a church context. While the methodology primarily reflects canonical theology, implications for practical and systematic theology are also included. The focus is theocentric, aimed toward knowing God’s person and work through the book of Daniel. Grade Mode: A.
Prerequisites: BBST 209, BBST 251, BBST 354.
Restrictions: Must be Undergraduate Level.

BBST 413 - Biblical Theology Seminar Credits 3
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. Grade Mode: A.
Prerequisites: BBST 209, BBST 210, BBST 251, BBST 301, BBST 311, BBST 312, BBST 354; and BLGR 102 or BLHE 102.
Restrictions: Must be a Major in Biblical & Theological Studies (BBLE); and Undergraduate Level.

BBST 414 - Systematic Theology Seminar Credits 3
Focus on engaging a single topic of biblical revelation with attention to the exegetical, philosophical, and practical dimensions in a systematic theology discourse. Grade Mode: A.
Prerequisites: BBST 209, BBST 210, BBST 251, BBST 301, BBST 311, BBST 312, BBST 354, BLGR 102 or BLHE 102.
Restrictions: Must be a Major in Biblical & Theological Studies (BBLE); and Undergraduate Level.

BBST 430 - Advanced Study: New Testament Credits 1-3
Independent student research and writing in addition to a seminar style classroom atmosphere for the study of selected texts and/or topics. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Prerequisites: BBST 103, BBST 165, BBST 210.
Restrictions: Must be Undergraduate Level.

BBST 440 - Advanced Study: Old Testament Credits 1-3
Independent student research and writing in addition to a seminar style classroom atmosphere for the study of selected texts and/or topics. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Prerequisites: BBST 103, BBST 165, BBST 209.
Restrictions: Must be Undergraduate Level.

BBST 450 - Advanced Study: Systematic Theology Credits 1-3
Independent student research and writing in addition to a seminar style classroom atmosphere for the study of selected texts and/or topics from either or both testaments, thematically arranged to emphasize biblical, historical and/or systematic theology. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Prerequisites: BBST 251, BBST 354.
Restrictions: Must be Undergraduate Level.

BBST 451 - Character of God Credits 3
A biblical and theological exploration of God’s character. Attention is given to the biblical basis for our understanding of who God is and the implications this has for our daily lives. Seeks also to gain a greater understanding of recent challenges to the classical understanding of the character of God. Grade Mode: A.
Prerequisites: BBST 103, BBST 165, BBST 251, BBST 354.
Restrictions: Must be Undergraduate Level.

BBST 452 - Theology of Marriage and Family Credits 3
An advanced seminar on the theology of marriage and family. Attention is given to the biblical and theological underpinnings of our understanding of marriage and family, with an additional focus on the practical implications this has on our daily lives. Grade Mode: A.
Prerequisites: BBST 103, BBST 165, BBST 251, BBST 354.
Restrictions: Must be Undergraduate Level.

BBST 453 - Theology of Gender Credits 3
A biblical and theological analysis of the contemporary evangelical gender debate by examining its history, most important contributors, divergent evangelical views (e.g., egalitarian and complementarian), and key biblical texts. Grade Mode: A.
Prerequisites: BBST 103, BBST 165, BBST 251, BBST 354.
Restrictions: Must be Undergraduate Level.

BBST 455 - Pauline Theology: Romans Credits 3
Study of Paul's theology and worldview as contained in the book of Romans, with special attention given to introductory and historical matters. Grade Mode: A.
Prerequisites: BBST 210, BBST 251, BBST 354.
Restrictions: Must be a Major in Biblical & Theological Studies (BBLE); and Undergraduate Level.
BBST 458 - Theology of Mission Credits 3
Study of God’s redemptive acts in Scripture on behalf of mankind, with application to the mission of the church today. Grade Mode: A.
Prerequisites: BBST 209, BBST 251, BBST 306, BBST 354.
Restrictions: Must be Undergraduate Level.

BBST 465 - Integration Seminar Credits 3
Senior level capstone seminar in which the student will search the Bible and the literature dealing with the topic(s) under discussion in the course leading to the discovery of means whereby the subject area may be ‘integrated’ with Biblical truth. The results of the research will be incorporated in a paper or project which will be critiqued by the seminar members and by the professor. Notes: May be taken for a total of 6 credits counted toward graduation with different content. Grade Mode: A.
Prerequisites: BBST 209, BBST 210, BBST 251, BBST 354.
Restrictions: Must be Senior Class; and Undergraduate Level.

BBST 471 - The Apostolic Fathers Credits 3
Students will read and discuss the earliest Christian documents composed after the apostolic age, spanning the years A.D. 95–160 (e.g., Aristides, Clement of Rome, Ignatius, Justin Martyr, Papias, Polycarp), with a focus upon compositional purpose, historical setting, theology, and connections with New Testament documents. Grade Mode: A.
Prerequisites: BBST 210, BBST 251, BBST 301, BBST 312, BBST 354.
Restrictions: Must be Undergraduate Level.

BBST 475 - Puritan Theology Credits 3
Traces the history of Protestant spiritual formation from Martin Luther and John Calvin to the English Puritans and acquaints students with the history, theology, and theological influences of relevant theologians. Emphasizes the doctrinal distinctives of the Puritan movement and includes reading primary sources from that era. Grade Mode: A.
Prerequisites: BBST 103, BBST 165, BBST 251, BBST 354.
Restrictions: Must be Undergraduate Level.

BBST 480 - Directed Research Credits 1-3
Guided independent reading, research, problem-solving and preparation of a formal paper or project done in consultation with a selected professor. Notes: May be taken for a total of 6 credits. Students may receive no more than a total of 6 credits counted towards graduation for 480 and 490 combined. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BBST 481 - New Testament Use of the Old Testament Credits 3
A consideration of the issues raised by the use of the OT in the NT. Special attention is given to the hermeneutical presuppositions and exegetical methods employed by the NT writers as they appropriate the OT scriptures, and to the theological implications that arise from their use. Grade Mode: A.
Prerequisites: BBST 251, BBST 301, BBST 312, BBST 354; BLGR 102 or BLHE 102.
Restrictions: Must be a Major in Biblical & Theological Studies (BBLE); and Undergraduate Level.

BBST 490 - Practicum Credits 1-3
Supervised experience in teaching biblical studies. Includes course preparation, observation and evaluation. Notes: May be taken for a total of 6 credits. Students may receive no more than a total of 6 credits counted towards graduation for 480 and 490 combined. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

### Courses

#### Biological Sciences (BIOS)

**BIOS 100 - Biological Principles:** Lecture Credits 3
A survey of biological principles including: cell, zoology, ecology, human anatomy, genetics, and origin of life theories. Notes: No lab is required, but BIOS 110 is the lab course designed to accompany this course. BIOS 100 without the lab (110) will not receive transfer credit at most other universities. Approved for Core Curriculum Science credit. Cannot be taken to fulfill elective requirements for these majors: Bio Sci: Secondary Instruction (BISI), Human Biology (BIHB), Biological Science (BIOS), Biochemistry (BCHM) or Environmental Science (BIES). Grade Mode: A.
Restrictions: Must not be a Major in Bio Sci:Secondary Instruction (BISI), a Major in Human Biology (BIHB), a Major in Biological Science (BIOS), a Major in Biochemistry (BCHM) or a Major in Environmental Science (BIES); and must be Undergraduate Level.

**BIOS 103 - Introduction to Environmental Science** Credits 3
An interdisciplinary approach to the study of the environment using concepts from ecology, biology, chemistry, geology, the social sciences and Scripture to understand the interplay of natural resources, how humans are affecting the environment, and how to deal with environmental problems. Notes: Approved for Core Curriculum Science credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

**BIOS 110 - Observational Biology Laboratory** Credits 2
Observational and investigative approach to surveying a range of biological organisms and examining selected human systems. Notes: Three hours lab, one hour lecture/discussion designed to be taken with BIOS 100. Approved for Core Curriculum Science Credit. Cannot be taken to fulfill elective requirements for these majors: Bio Sci: Secondary Instruction (BISI), Human Biology (BIHB), Biological Science (BIOS), Biochemistry (BCHM) or Environmental Science (BIES). Grade Mode: A.
Restrictions: Must not be a Major in Bio Sci:Secondary Instruction (BISI), a Major in Human Biology (BIHB), a Major in Biological Science (BIOS), a Major in Biochemistry (BCHM) or a Major in Environmental Science (BIES); and must be Undergraduate Level.

Fee: Lab $95.

**BIOS 111 - Fundamentals of Cellular and Molecular Biology** Credits 3
Introductory course for majors emphasizing the principles of cellular and molecular biology, genetics, and development. Grade Mode: A.
Corequisites: BIOS 113.
Restrictions: Must be Undergraduate Level.

**BIOS 112 - Fundamentals of Organismal Biology** Credits 3
Introductory course for biological science majors emphasizing the principles of systematics and biodiversity, population genetics and origins theories, ecology, and anatomy and physiology. Notes: Approved for Core Curriculum Science credit. Grade Mode: A.
Corequisites: BIOS 114.
Restrictions: Must be Undergraduate Level.

### Biological Sciences

**Faculty**

Chair: Wendy Billock, Ph.D.
BIOS 113 - Fundamentals of Cellular and Molecular Biology Laboratory Credit 1
This laboratory accompanies BIOS 111 and is divided between observational and experimental approaches, with emphasis on the collection and interpretation of quantitative data. Frequent lab discussion of relevant issues and literature will be included. Grade Mode: A.
Corequisites: BIOS 111.
Restrictions: Must be Undergraduate Level.
Fee: $95.

BIOS 114 - Fundamentals of Organismal Biology Laboratory Credit 1
This laboratory, which accompanies BIOS 114, will involve dissection as well as experimentation. A field project involving the La Mirada Creek is included. Notes: Approved for Core Curriculum Science credit. Grade Mode: A.
Corequisites: BIOS 112.
Restrictions: Must be Undergraduate Level.
Fee: $95.

BIOS 120 - Current Topics in Biology Credits 3
Selected topics of current interest and concern are studied. Sections are offered each year upon sufficient demand. Topics are the following:

Human Ecology: An introduction to contemporary environmental problems emphasizing humanity's role in their cause and responsible stewardship of natural resources, including such topics as biological diversity, cycles in nature, population dynamics, pollution, progress, energy sources, natural resources, endangered species, and attitudes toward the earth.

Human Biology: Selected body systems and/or diseases will be studied in detail.

Plant/Animal Studies: An investigative and/or identification approach to studying selected plant and/or animal groups. (See also BIOS 362).
Notes: Approved for Core Curriculum Science credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 121 - Nutrition Credits 3
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. Notes: Approved for Core Curriculum Science credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 130 - Seminar in Biological Science Credits 1-2
On-line course in which students discuss current topics in biology through weekly literature searches and interactive on-line postings.
Notes: Approved for Core Curriculum Science credit. Cannot be taken to fulfill elective requirements for these majors: Bio Sci: Secondary Instruction (BISI), Human Biology (BIHB), Biological Science (BIOS), Biochemistry (BCHM) or Environmental Science (BIES). Grade Mode: A.
Restrictions: Must not be a Major in Bio Sci:Secondary Instruction (BISI), a Major in Human Biology (BIHB), a Major in Biological Science (BIOS), a Major in Biochemistry (BCHM) or a Major in Environmental Science (BIES); and must be Undergraduate Level.

BIOS 200 - Sophomore Writing Seminar Credit 1
Writing for competency in the biological sciences. Students will get instruction and practice in science writing for the biological sciences as well as the two portions of the writing competency requirement. At the end of the course, students will take the timed writing portion of the writing competency requirement. Notes: 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.
Prerequisites: BIOS 111 or BIOS 112; and ENGL 100 or ENGL 112.
Restrictions: Must not be Freshman Class; and must be Undergraduate Level.

BIOS 222 - Botany Credits 4
The study of the organs, tissues, functions and responses to environment of typical flowering plants and the morphology and life history of the major lower plant groups. Field work required, including collection and classification of native plants for the Biola Herbarium. Lecture/Lab Hours: Three hours lecture, four hours laboratory. There will be some Saturday field trips. Grade Mode: A, N.
Prerequisites: BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114.
Restrictions: Must be Undergraduate Level.
Fee: Lab $95.

BIOS 223 - Principles of Human Anatomy and Physiology Credits 4
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. Notes: Approved for Core Curriculum Science credit. Grade Mode: A, N.
Restrictions: Must not be Freshman Class; Environmental Science (BIES), Nursing (NURS), Biological Science (BIOS), Kinesiology (KHPE), Biochemistry (BCHM) or Human Biology (BIHB); and must be Undergraduate Level.
Fee: $95.

BIOS 224 - Human Anatomy Credits 4
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. Notes: Cadavers are used. Grade Mode: A, N.
Restrictions: Must be Undergraduate Level.
Fee: Lab $95.

BIOS 281 - Physiology Credits 4
A study of the basic concepts of physiological regulation from the level of the cell to the integrated intact organism including neural, muscular, and neuro-endocrine regulatory systems. Laboratory includes human systems analysis and electrophysiology. Lecture/Lab Hours: Three hours lecture, one hour pre-lab, three hours laboratory. Grade Mode: A, N.
Prerequisites: CHEM 105 or CHEM 120.
Restrictions: Must not be Freshman Class; and must be Undergraduate Level.
Fee: Lab $95.
BIOS 282 - Microbiology Credits 4
A study of microbial organisms with emphasis on bacteria and viruses, including their morphology, physiology, metabolism and genetics; host parasite interactions; humoral and cell-mediated immunity. Laboratory practice in handling microorganisms, including identification and culture techniques. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Grade Mode: A, N.
Restrictions: Must be Undergraduate Level.
Fee: Lab $95.

BIOS 290 - Natural History of Marine Mammals Credit 1
Biology and natural history of marine mammals with special emphasis on California species. Notes: Approved for Core Curriculum Science credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 302 - Vertebrate Biology Credits 4
The biology of vertebrates, stressing structure and function. Laboratory dissection of representative vertebrates emphasizes comparative anatomy. Grade Mode: A, N.
Prerequisites: BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114.
Restrictions: Must be Undergraduate Level.
Fee: $95.

BIOS 303 - Ecological Agriculture Credits 4
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. Notes: Au Sable offering. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 305 - Global Development and Ecological Sustainability Credits 3-4
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. Notes: Biola or Au Sable offering. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 306 - Land Resources Credits 4
Systems level perspective on landforms and ecosystems. Includes analysis and interpretation of field data, remote sensing 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. Notes: Au Sable offering.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 307 - Lake Ecology and Management Credits 4
Field study of lakes and other freshwater systems with applications to planning and management. Includes an introduction to limnology and investigation of representative lakes, streams, and wetlands of the region and compares the North American Great Lakes with other great lakes of the world and their stewardship. Notes: Au Sable offering. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 310 - Prosection Credits 1-2
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. Notes: Special Approval Required. May be taken for a total of 2 credits. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: Dissection $95.

BIOS 311 - Neurobiology Credits 3
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. Grade Mode: A.
Prerequisites: BIOS 111 and BIOS 112; or BIOS 254 or BIOS 236.
Restrictions: Must be Undergraduate Level.

BIOS 312 - Cell and Molecular Biology Credits 3
Discusses the molecular organization and function of cells and their organelles, with emphasis on chromosome structure, gene expression, membrane structure and function, energy conversion, and experimental methods used to study subcellular components. Grade Mode: A.
Prerequisites: BIOS 111 and BIOS 113. CHEM 301 and CHEM 311; or CHEM 320, or CHEM 321 and CHEM 322 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.

BIOS 315 - Nutrition and Metabolism Credits 3
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. Lecture/Lab Hours: Three hours lecture.
When Offered: Spring. Grade Mode: A, N.
Prerequisites: BIOS 111 and BIOS 113; CHEM 301; or CHEM 320, or CHEM 321 and CHEM 322.
Restrictions: Must be Undergraduate Level.

BIOS 316 - Nutrition and Metabolism Lab Credit 1
The Nutrition and Metabolism Laboratory will acquaint students with fundamental techniques used in food preparation and food science. Various foods will be analyzed for total energy content using various forms of calorimetry. Foods will also be analyzed for protein, simple and complex carbohydrate as well as fat content. Students will analyze the physical properties of various foods and experiment with preservation techniques. Students will tour several food production, processing and distribution centers. Attendance at each scheduled lab session is required and students will document their experimental procedures and results in a lab notebook. Lecture/Lab Hours: four hours laboratory.
When Offered: Spring. Grade Mode: A, N.
Prerequisites: BIOS 111 and BIOS 113; CHEM 301; or CHEM 320, or CHEM 321 and CHEM 322.
Restrictions: Must be Undergraduate Level.
Fee: $95.
BIOS 322 - Laboratory in Cell and Molecular Biology Credits 2
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. Grade Mode: A.
Prerequisites: BIOS 111 and BIOS 113. CHEM 301 and CHEM 311; or CHEM 320, or CHEM 321 and CHEM 322 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.
Fee: Lab $95.

BIOS 325 - Environmental Microbiology Credits 4
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. Grade Mode: A, N.
Prerequisites: BIOS 103; and CHEM 106 or CHEM 112 or CHEM 120.
Restrictions: Must be Undergraduate Level.
Fee: Varies based on cost of transportation and activity fees.

BIOS 326 - Sciences CSET Preparation Credit 1
Review of the subject matter in the California Subject Examinations for Teachers (CSET) Science subtest exams. Test-taking strategies. Notes: May be taken for a total of 3 credits. Only 1 credit may count towards degree. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 332 - Genetics Credits 4
Integrates principles of Mendelian and molecular genetics toward understanding structure and function of the gene. Emphasizes quantitative analysis of genetic data and explores current issues of genetic engineering from technical and ethical viewpoints. Lecture/Lab Hours: Three hours lecture, four hours lab. Grade Mode: A, N.
Prerequisites: CHEM 301 and CHEM 311; or CHEM 320, or CHEM 321 and CHEM 322 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.
Fee: Lab $95.

BIOS 335 - Field Biology Credits 1-4
Systematics, distribution, behavior and ecology of the common plants and animals of the selected domestic or international site or region. Emphasis is on the site's biodiversity, ecology, and associated conservation issues. Trips to domestic sites may occur during Interterm or Summer terms, as well as on Saturdays or weekends during the school year. Domestic sites may include the LA region, the Sierra, the Grand Canyon, and the Channel Islands. Trips to international sites may occur in the Interterm or Summer term and may include studies world-wide. Both domestic and international sites will vary from year to year based on faculty interest and student support and enrollment. Notes: Students taking this course as an elective will have different assignments than BIOS and BIES majors. Credits vary based on different lengths of time at the study site. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: Varies by location and duration of trip(s).

BIOS 351 - Invertebrate Biology Credits 4
Taxonomy and morphology of invertebrate phyla; laboratory dissection of invertebrates. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Grade Mode: A, N.
Prerequisites: BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114.
Restrictions: Must be Undergraduate Level.
Fee: Lab $95.

BIOS 352 - Marine Biology Credits 4
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. Grade Mode: A, N.
Prerequisites: BIOS 100 and 110; or BIOS 112 and BIOS 114.
Restrictions: Must be Undergraduate Level.
Fee: Varies based on cost of transportation and activity fees.

BIOS 353 - Environmental Ethics Credits 3-4
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. Notes: Biola or Au Sable offering. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 354 - Bioethics Credits 4
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. Notes: Biola or Au Sable offering. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 355 - Environmental Health: An Ecological Perspective Credits 4
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. Notes: Biola or Au Sable offering. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
BIOS 360 - Principles of Geographic Information Systems Credits 4
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. Notes: Must have good computer skills and be familiar with Microsoft Excel. Grade Mode: A, N.
Restrictions: Must not be Freshman Class; and must be Undergraduate Level.
Fee: $95.

BIOS 362 - Natural History of Southern California Credits 3
A field-oriented course to study and identify the common plants and animals found within the major plant and animal communities of Southern California. Lecture/Lab Hours: Two hours lecture, four hours laboratory/field, including one or two extended field trips. Grade Mode: A.
Prerequisites: BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114.
Restrictions: Must be Undergraduate Level.
Fee: Transportation fee varies.

BIOS 371 - Conservation Biology Credits 4
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. Fee: $95 Notes: Biola and Au Sable offering. Grade Mode: A.
Prerequisites: BIOS 100 and BIOS 110, or BIOS 112 and BIOS 114.
Restrictions: Must be Undergraduate Level.

BIOS 372 - Restoration Ecology Credits 4
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. Notes: Au Sable offering. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 380 - Advanced Microbiology Credits 4
Same as BIOS 282, with the additional requirement of microbial isolation and identification of field and clinical samples. An 8–10 page research paper and presentation on one of these isolations is also required. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Grade Mode: A, N.
Prerequisites: CHEM 106 or CHEM 112 or CHEM 120.
Restrictions: Must be Undergraduate Level.
Fee: $95.

BIOS 381 - Advanced Physiology Credits 4
An advanced study of human physiology that emphasizes the mechanisms of homeostasis at the cellular, organ, and system levels. Neural, vascular, respiratory, excretory, digestive, and endocrine systems are studied. Advanced Physiology includes a major laboratory research project. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Grade Mode: A, N.
Prerequisites: CHEM 106 or CHEM 120; BIOS 112 and BIOS 114, or BIOS 254.
Restrictions: Must be Undergraduate Level.

BIOS 382 - Vertebrate Physiology Credits 4
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. Grade Mode: A, N.
Prerequisites: BIOS 112 and BIOS 114, or BIOS 254; CHEM 106 or CHEM 112 or CHEM 120.
Restrictions: Must be Undergraduate Level.
Fee: Lab $95.

BIOS 390 - Au Sable Institute of Environmental Studies Credits 4
Biola or Au Sable offering.

BIOS 391 - Introduction to Environmental Science Credits 4
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. Grade Mode: A, N.
Prerequisites: BIOS 110 and BIOS 114, or BIOS 112 and BIOS 114.
Restrictions: Must be Undergraduate Level.

BIOS 392 - Advanced Microbiology Credits 4
Same as BIOS 282, with the additional requirement of microbial isolation and identification of field and clinical samples. An 8–10 page research paper and presentation on one of these isolations is also required. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Grade Mode: A, N.
Prerequisites: CHEM 106 or CHEM 112 or CHEM 120.
Restrictions: Must be Undergraduate Level.
Fee: $95.

BIOS 402 - Parasitology Credits 4
Taxonomy, life history, physiology, molecular basis, ecology, and morphology of animal parasites with emphasis on those affecting humans. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Grade Mode: A, N.
Prerequisites: BIOS 111 and BIOS 113; and BIOS 112 and BIOS 114.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.
Fee: Lab $95.

BIOS 403 - Advanced Physiology Credits 4
An advanced study of human physiology that emphasizes the mechanisms of homeostasis at the cellular, organ, and system levels. Neural, vascular, respiratory, excretory, digestive, and endocrine systems are studied. Advanced Physiology includes a major laboratory research project. Lecture/Lab Hours: Three hours lecture, four hours laboratory. Grade Mode: A, N.
Prerequisites: CHEM 106 or CHEM 120; BIOS 112 and BIOS 114, or BIOS 254.
Restrictions: Must be Undergraduate Level.

BIOS 404 - Field Ecology Credits 4
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. Grade Mode: A.
Prerequisites: BIOS 100 and BIOS 110, or BIOS 112 and BIOS 114.
Restrictions: Must be Undergraduate Level.
Fee: Transportation fee varies.

BIOS 410 - Topics in Environmental Science Credits 1-4
Selected topics in environmental science. Notes: May be taken for a total of 8 credits with different content. Biola or Au Sable offering. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
BIOS 411 - Biochemistry I  Credits 3
Structures and properties of biomolecular components of cells, including proteins, carbohydrates, lipids, nucleotides, nucleic acids, vitamins and coenzymes, kinetics and regulation of enzyme action in biological systems. Notes: BIOS 111 and BIOS 113 (Fundamentals of Cellular and Molecular Biology) recommended. Grade Mode: A.
Prerequisites: CHEM 302.
Restrictions: Must be Undergraduate Level.

BIOS 412 - Biochemistry II  Credits 3
Principles of metabolic processes; mathematical treatment of bioenergetics emphasizing major concepts and problem solving. Notes: BIOS 111 and BIOS 113 (Fundamentals of Cellular and Molecular Biology) recommended.
CHEM 302. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 413 - Laboratory in Biochemistry  Credits 2
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. BIOS 111 and BIOS 113 (Fundamentals of Cellular and Molecular Biology) recommended. Grade Mode: A.
Prerequisites: CHEM 302.
Restrictions: Must be Undergraduate Level.
Fee: Lab $150.

BIOS 424 - Advanced Molecular Techniques  Credits 2
Continuation of the molecular techniques introduced in BIOS 332 laboratory. Includes various techniques of advanced molecular analysis such as RNA isolation, reverse transcription, expression constructs, northern blotting, in situ hybridization, and genotyping. Lecture/Lab Hours: Six hours lab. Grade Mode: A.
Prerequisites: BIOS 322.
Restrictions: Must be Undergraduate Level.
Fee: Lab $95.

BIOS 430 - Topics in Natural Resource Management  Credits 1-4
Selected topics in natural resource management. Notes: May be taken for a total of 8 credits with different content. Au Sable offering. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 431 - Developmental Biology  Credits 4
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. Grade Mode: A, N.
Prerequisites: BIOS 312.
Restrictions: Must be Undergraduate Level.
Fee: Lab $95.

BIOS 440 - Topics in Advanced Biology  Credits 1-4
Selected topics of current interest and concern are studied. Notes: Course may be taken multiple times for credit with different content (section title). Grade Mode: A.
Restrictions: Must be a Major in Bio Sci:Secondary Instruction (BISI), a Major in Human Biology (BIHB), a Major in Biological Science (BIOS), a Major in Biochemistry (BCHM) or a Major in Environmental Science (BIES); and Undergraduate Level.

BIOS 445 - Immunology  Credits 4
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. Grade Mode: A, N.
Prerequisites: BIOS 281 or BIOS 282 or BIOS 312 or BIOS 382.
Restrictions: Must be Undergraduate Level.
Fee: Lab $95.

BIOS 446 - Ornithology  Credits 4
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. Grade Mode: A.
Prerequisites: BIOS 100 and BIOS 110, or BIOS 112 and BIOS 114.
Restrictions: Must be Undergraduate Level.
Fee: $95.

BIOS 450 - Directed Research  Credits 1-4
Literature and laboratory or field research of a specific subject or technique in biology; advanced students gain experience in experimental design, laboratory investigation and technical writing. Notes: Special approval required. Requires a written report. May be taken in subsequent semesters for a total of 4 credits. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; a Major in Bio Sci:Secondary Instruction (BISI), a Major in Biological Science (BIOS), a Major in Biochemistry (BCHM) or a Major in Human Biology (BIHB); and Undergraduate Level.
Fee: Lab $95.

BIOS 452 - Directed Studies in Environmental Sciences  Credits 1-2
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. Notes: May be taken for credit multiple times for a maximum of 6 credits. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 455 - General Virology  Credits 4
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. Grade Mode: A, N.
Prerequisites: BIOS 111 and BIOS 113, BIOS 282 or BIOS 380.
Restrictions: Must be Undergraduate Level.
Fee: $95.
BIOS 460 - Clinical Observation Practicum  Credit 1
- 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. Notes: Case study and research paper required. Thirty hours of observation. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class, and Undergraduate Level.
Fee: Insurance $75.

BIOS 470 - Seminar in Advanced Biology  Credit 1
Literature research followed by oral presentation, group discussion and evaluation; independent thought and study stressed. Notes: May be taken twice for a maximum of 2 credits. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; a Major in BioSci:Secondary Instruction (BISI), a Major in Human Biology (BIHB), a Major in Biological Science (BIOS), a Major in Biochemistry (BCHM) or a Major in Environmental Science (BIES); and Undergraduate Level.

BIOS 480 - Internship  Credit 1
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. Notes: A minimum of thirty hours of involvement. May be taken multiple times for a maximum of 2 credits. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.

Business Administration
A division of Crowell School of Business

Faculty
Dean: Gary Lindblad, Ed.D.
Chair: David Bourgeois, Ph.D.
Professor: Castro, Rundle
Associate Professors: Aquas, Bourgeois, Burnett, Harman, McHugh, Mgrdichian, Mobley, Sherwin, Wilson, Woodward
Assistant Professors: Enete

Courses
Business Administration (BUSN)

BUSN 105 - Programming and Data Structures for Business  Credits 3
This course presents object oriented and procedural software engineering methodologies in data definition and measurement, abstract data type, construction and use in developing screen editors, reports and other IS applications using data structures including indexed files. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BUSN 201 - Principles of Macroeconomics  Credits 3
Macroeconomics: supply and demand analysis, fiscal and monetary policy, money and banking, international trade and the balance of payments. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BUSN 202 - Principles of Microeconomics  Credits 3
An introduction to microeconomic analysis. Topics covered include consumer theory, the conduct of firms under competitive or monopolistic conditions, the causes and consequences of various market outcomes, and the role of government in regulating economic behavior. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BUSN 205 - Economic Principles  Credits 3
Micro and macro economic theory with an emphasis on the application of this theory to current economic issues, including the study of those who developed the theory and their predecessors. Issues involving trade and finance among nations and their comparative economic systems will also be examined. Grade Mode: A.
Restrictions: Must not be a Major in Business Administration (BUSN); and must be Undergraduate Level.

BUSN 211 - Principles of Accounting I  Credits 3
Financial accounting concepts and techniques essential for all business majors and those seeking to learn the language of business; analyzing and recording transactions; preparation of financial statements; valuation and allocation procedures. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $10.

BUSN 212 - Principles of Accounting II  Credits 3
Financial accounting for corporations; analysis of financial statements; international accounting issues; introduction to managerial accounting; product costing and cost allocation procedures; budgetary control and responsibility accounting; analysis and techniques for planning and managerial decision making. Grade Mode: A.
Prerequisites: BUSN 211.
Restrictions: Must be Undergraduate Level.
Fee: $10.

BUSN 220 - Management Information Systems  Credits 3
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.
Restrictions: Must be Undergraduate Level.
Fee: $25.

BUSN 229 - Personal and Family Finances  Credits 3
Managing family finances; budgeting use of credit; borrowing money; saving methods; purchase of life, health, property and auto insurance; buying and renting property; taxes; buying securities; wills and estates. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BUSN 230 - Introduction to Marketing  Credits 3
Introduction to the basic elements of modern marketing including the study of the marketing environment framework, target market, market segmentation, marketing ethics, and the marketing mix variables of product, promotion, price, public relations, and place/distribution. Notes: This course is intended for students who do not have marketing or marketing management as a concentration. Grade Mode: A.
Prerequisites: BUSN 190 or MATH 190.
Restrictions: Must not be a Concentration in Business/Marketing (BUMK) or a Concentration in Marketing Management (BUMG); and must be Undergraduate Level.
BUSN 231 - Introduction to Marketing: Practical Application  
Introduction to the basic elements of modern marketing including the study of the marketing environment framework, target market, market segmentation, marketing ethics, and the marketing mix variables of product, promotion, price, public relations, and place/distribution. It is designed to facilitate primary and secondary research to complete a target market project. **Notes:** 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.  
**Prerequisites:** BUSN 190 or MATH 190.  
**Restrictions:** Must be Undergraduate Level.

BUSN 240 - Principles of Management  
Credits 3  
Practices 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.  
**Restrictions:** Must be Undergraduate Level.

BUSN 243 - Fundamentals of Financial Planning  
Credits 3  
This course will teach students the process of formulating, implementing, and monitoring financial decisions into an integrated plan that guides an individual or family to achieve their financial goals. A strong emphasis will be placed on formulating financial goals that are consistent with Biblical truth. **Notes:** BUSN 220 or knowledge of spreadsheets is required prior to enrolling. **Grade Mode:** A.  
**Prerequisites:** ENGL 113.  
**Restrictions:** Must be Undergraduate Level.

BUSN 301 - Business Writing and Case Analysis  
Credits 3  
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. **Notes:** 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.  
**Prerequisites:** BUSN 220. ENGL 100 or 112; and ENGL 113. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

BUSN 306 - System Analysis and Design  
Credits 3  
Students with information technology skills will learn to analyze and design information systems. Students will practice project management during team-oriented analysis and design of a departmental level system. **Grade Mode:** A.  
**Prerequisites:** BUSN 105, BUSN 220. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

BUSN 307 - Social Media, SEO and Digital Strategy  
Credits 3  
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.  
**Restrictions:** Must be Undergraduate Level.

BUSN 308 - Business Technology Practicum  
Credits 3  
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. **Grade Mode:** A.  
**Prerequisites:** BUSN 220. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

BUSN 311 - Intermediate Accounting I  
Credits 3  
Advanced treatment of cash-flow, funds-flow analyses, preparation of financial statements, income tax allocation, valuation, forecasts, and cash reconciliation. **Grade Mode:** A.  
**Prerequisites:** BUSN 212.  
**Restrictions:** Must be Undergraduate Level.

BUSN 312 - Intermediate Accounting II  
Credits 3  
Advanced treatment of cash-flow, funds-flow analyses, preparation of financial statements, income tax allocation, valuation, forecasts, and cash reconciliation. **Grade Mode:** A.  
**Prerequisites:** BUSN 311.  
**Restrictions:** Must be Undergraduate Level.

BUSN 313 - Cost Accounting  
Credits 3  
Cost accounting from a managerial, conceptual and technical viewpoint; product, labor, material and overhead costing; planning and control processes; and analytical procedures. **Grade Mode:** A.  
**Prerequisites:** BUSN 311. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

BUSN 314 - Federal Income Tax For Individuals  
Credits 3  
An explanation of the federal income tax law as it relates to individuals. The tax structure is examined in light of its historical development with emphasis on problem solving. **Grade Mode:** A.  
**Prerequisites:** Acceptance into the Crowell School of Business.  
**Restrictions:** Undergraduate Level.

BUSN 316 - Federal Income Tax for Partnerships, Corporations and Estates  
Credits 3  
An explanation of the federal income tax law as it relates to partnerships and corporations. Estate taxes are reviewed with a historical perspective. **Grade Mode:** A.  
**Prerequisites:** Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

BUSN 317 - Accounting Information Systems  
Credits 3  
The study of computer based systems for the collection, organization, and presentation of accounting information. **Grade Mode:** A.  
**Prerequisites:** BUSN 311. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.
### BUSN 318 - Human Resource Management
**Credits:** 3  
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. **Grade Mode:** A.  
**Prerequisites:** Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 319 - Organizational Ethics
**Credits:** 3  
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. **Notes:** This course does not meet Core Curriculum requirements. **Grade Mode:** A.  
**Prerequisites:** Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 320 - Business Analytics
**Credits:** 3  
Students will be introduced to the concepts of business analytics. Topics will include business modeling, optimization techniques, advanced spreadsheet techniques, and data visualization. **Grade Mode:** A.  
**Prerequisites:** BUSN 220, MATH 190. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 321 - Production and Operations Management
**Credits:** 3  
The study of the processes involved in the production and operations core of the for-profit and not-for-profit organization, making extensive use of computerized tools in statistical and mathematical tools to solve common production (product-based) problems, including techniques of quality management, and a consideration of Christian principles of servanthood in the production and operations management process. **Grade Mode:** A.  
**Prerequisites:** BUSN 220. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 322 - Organizational Behavior
**Credits:** 3  
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. **Notes:** Business Administration minors should see Crowell School of Business to add the course. **Grade Mode:** A.  
**Prerequisites:** Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 323 - Business Ethics and Conflict Resolution
**Credits:** 3  
A study of the relevant ideas and developments in the field of business ethics management or conflict, change and innovation; business ethics and societal relationships. **Notes:** Business Administration minors should see Crowell School of Business to add the course. **Grade Mode:** A.  
**Prerequisites:** Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 324 - Global Operations Management
**Credits:** 3  
The study of the processes involved in the production and operations core of the for-profit and not-for-profit organization, making extensive use of computerized tools in statistical and mathematical tools to solve common production (product-based) problems, including techniques of quality management, and a consideration of Christian principles of servanthood in the production and operations management process. **Grade Mode:** A.  
**Prerequisites:** BUSN 220. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 325 - Global Business Environment
**Credits:** 3  
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. **Grade Mode:** A.  
**Prerequisites:** Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 326 - Professional Selling
**Credits:** 3  
An introduction to the profession of professional selling, and sales management. The choice of sales and sales management as a career will be discussed. Topics of interest include: strategically planning each sales call within a larger account strategy, making the sales call, strengthening communications, responding helpfully to objections, obtaining commitment, and building partnerships. Sales force planning, organizing, management, territory development, selection, compensation, sales force effectiveness, and performance will also be analyzed and discussed. **Grade Mode:** A.  
**Prerequisites:** BUSN 230 or BUSN 231. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 327 - Production and Operations Management
**Credits:** 3  
The study of the processes involved in the production and operations core of the for-profit and not-for-profit organization, making extensive use of computerized tools in statistical and mathematical tools to solve common production (product-based) problems, including techniques of quality management, and a consideration of Christian principles of servanthood in the production and operations management process. **Grade Mode:** A.  
**Prerequisites:** BUSN 220. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 328 - Organizational Behavior
**Credits:** 3  
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. **Notes:** Business Administration minors should see Crowell School of Business to add the course. **Grade Mode:** A.  
**Prerequisites:** Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 329 - Estate Planning
**Credits:** 3  
This course focuses on the components of estate planning which include property titling mechanisms, tax implications, types of trusts, wealth transfer strategies, and postmortem estate planning techniques. Throughout the course, the student will develop a comprehensive, biblical perspective of wealth within the context of estate planning and wealth transfer. **Grade Mode:** A.  
**Prerequisites:** BUSN 243.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 330 - Money and Banking
**Credits:** 3  
An introduction to the function of money and banking, the nature and role of banks, and the role of money in the American economy and the world; analysis of commercial banking and U.S. monetary system. **Grade Mode:** A.  
**Prerequisites:** BUSN 201. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 331 - Professional Selling
**Credits:** 3  
An introduction to the profession of professional selling, and sales management. The choice of sales and sales management as a career will be discussed. Topics of interest include: strategically planning each sales call within a larger account strategy, making the sales call, strengthening communications, responding helpfully to objections, obtaining commitment, and building partnerships. Sales force planning, organizing, management, territory development, selection, compensation, sales force effectiveness, and performance will also be analyzed and discussed. **Grade Mode:** A.  
**Prerequisites:** BUSN 230 or BUSN 231. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 332 - Business Analytics
**Credits:** 3  
Students will be introduced to the concepts of business analytics. Topics will include business modeling, optimization techniques, advanced spreadsheet techniques, and data visualization. **Grade Mode:** A.  
**Prerequisites:** BUSN 220, MATH 190. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 333 - Global Marketing Management
**Credits:** 3  
This course focuses on analyzing client retirement and benefit needs, differentiating between retirement plans, evaluating the rules and tax implications of retirement plans, applying the Social Security system to the financial planning process, recommending retirement plans for businesses, and selecting suitable client investments. Throughout this course, the student will develop a comprehensive, biblical perspective of retirement and benefits planning. **Grade Mode:** A.  
**Prerequisites:** BUSN 243.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 334 - Global Business Environment
**Credits:** 3  
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. **Grade Mode:** A.  
**Prerequisites:** Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 335 - Money and Banking
**Credits:** 3  
An introduction to the function of money and banking, the nature and role of banks, and the role of money in the American economy and the world; analysis of commercial banking and U.S. monetary system. **Grade Mode:** A.  
**Prerequisites:** BUSN 201. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 336 - Professional Selling
**Credits:** 3  
An introduction to the profession of professional selling, and sales management. The choice of sales and sales management as a career will be discussed. Topics of interest include: strategically planning each sales call within a larger account strategy, making the sales call, strengthening communications, responding helpfully to objections, obtaining commitment, and building partnerships. Sales force planning, organizing, management, territory development, selection, compensation, sales force effectiveness, and performance will also be analyzed and discussed. **Grade Mode:** A.  
**Prerequisites:** BUSN 230 or BUSN 231. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 337 - Estate Planning
**Credits:** 3  
This course focuses on the components of estate planning which include property titling mechanisms, tax implications, types of trusts, wealth transfer strategies, and postmortem estate planning techniques. Throughout the course, the student will develop a comprehensive, biblical perspective of wealth within the context of estate planning and wealth transfer. **Grade Mode:** A.  
**Prerequisites:** BUSN 243.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 338 - Business Analytics
**Credits:** 3  
Students will be introduced to the concepts of business analytics. Topics will include business modeling, optimization techniques, advanced spreadsheet techniques, and data visualization. **Grade Mode:** A.  
**Prerequisites:** BUSN 220, MATH 190. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 339 - Global Marketing Management
**Credits:** 3  
This course focuses on analyzing client retirement and benefit needs, differentiating between retirement plans, evaluating the rules and tax implications of retirement plans, applying the Social Security system to the financial planning process, recommending retirement plans for businesses, and selecting suitable client investments. Throughout this course, the student will develop a comprehensive, biblical perspective of retirement and benefits planning. **Grade Mode:** A.  
**Prerequisites:** BUSN 243.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 340 - Global Business Environment
**Credits:** 3  
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. **Grade Mode:** A.  
**Prerequisites:** Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

### BUSN 341 - Money and Banking
**Credits:** 3  
An introduction to the function of money and banking, the nature and role of banks, and the role of money in the American economy and the world; analysis of commercial banking and U.S. monetary system. **Grade Mode:** A.  
**Prerequisites:** BUSN 201. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.
BUSN 354 - Insurance and Tax Planning Credits 3
This course provides detailed coverage on the taxation of individuals and businesses, as well as the principles of risk and insurance. These topics will be analyzed through both an economic and biblical lens. Grade Mode: A.
Prerequisites: BUSN 243.
Restrictions: Must be Undergraduate Level.

BUSN 357 - Advanced Business Statistics Credits 3
Prepares the student for working in the field of business analytics. Content includes: a review of descriptive statistics; experimental design; ANOVA; linear and multiple regression; contingency table analysis; time series analysis; forecasting. Students will also work with a variety of software to analyze data. Grade Mode: A.
Prerequisites: CSCI 105, MATH 190. Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

BUSN 361 - Business Law Credits 3
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. Grade Mode: A.
Prerequisites: Acceptance into the Crowell School of Business or Business Minor.
Restrictions: Must be Undergraduate Level.

BUSN 370 - Business Finance Credits 3
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. Notes: Business Administration minors should see Crowell School of Business to add the course. Grade Mode: A.
Prerequisites: BUSN 190 or MATH 190, and BUSN 212. Acceptance into the Crowell School of Business or Business Minor.
Restrictions: Must be Undergraduate Level.

BUSN 375 - Business as Mission Credits 3
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. Notes: Business Administration minors should see Crowell School of Business to add the course. Grade Mode: A.
Prerequisites: Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

BUSN 392 - Principles of Advertising Credits 3
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. Grade Mode: A.
Prerequisites: Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.
Fee: $25.

BUSN 402 - Database Management Credits 3
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). Grade Mode: A.
Prerequisites: BUSN 105. Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

BUSN 403 - Digital Business Credits 3
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. Notes: Business Administration minors should see Crowell School of Business to add the course. Grade Mode: A.
Prerequisites: BUSN 220. Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

BUSN 405 - MIS Project Management Credits 3
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. Grade Mode: A.
Prerequisites: BUSN 306. Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

BUSN 407 - Computer Applications in Business Credits 3
The study and application of spreadsheet and database software to business problems with an emphasis on problem solving and presentation techniques. Grade Mode: A.
Prerequisites: BUSN 212, BUSN 220, BUSN 230 or BUSN 231; BUSN 370. Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.
Fee: $20.

BUSN 410 - Customer Relationship Management Credits 3
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. Grade Mode: A.
Prerequisites: BUSN 230 or BUSN 231; BUSN 240. Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

BUSN 411 - Advanced Accounting Credits 3
Examines essential elements of corporate consolidations, branch and departmental accounting, international accounting, advanced partnership and fund accounting concepts. Grade Mode: A.
Prerequisites: BUSN 312. Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUSN 412</td>
<td>Auditing</td>
<td>3</td>
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<td>Introduction to standards and procedures which comprise the contemporary audit environment. Topics include, ethics, legal liability, internal control, substantive evidence, and reporting. Course work includes Comprehensive practice audit. Grade Mode: A. Prerequisites: BUSN 312. Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>BUSN 416</td>
<td>Women in Leadership</td>
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<td>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. Grade Mode: A. Prerequisites: Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>BUSN 418</td>
<td>Consumer Behavior</td>
<td>3</td>
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<td>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, customer value and satisfaction, motivation, personality, consumer culture, group influence, consumer decision-making perspectives, switching behavior, and consumer loyalty. Grade Mode: A. Prerequisites: BUSN 230 or BUSN 231. Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>BUSN 421</td>
<td>Leadership and Change</td>
<td>3</td>
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<td>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. Grade Mode: A. Prerequisites: Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>BUSN 423</td>
<td>Advanced Business Analytics</td>
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<td>This course will continue to prepare students for a career in business analytics. Using case studies, students will synthesize and apply a variety of business analysis methodologies. Students will learn needed database concepts, data mining methods, and other digital technologies needed to work with large, unstructured data sets. Grade Mode: A. Prerequisites: BUSN 323, BUSN 328. Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>BUSN 432</td>
<td>Marketing Research</td>
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<td>Understanding the role of marketing research in management decision-making. Project approach to the marketing search process of secondary research, focus groups and survey preparation, collection and analysis. Preparation of written research reports. Grade Mode: A. Prerequisites: BUSN 220, BUSN 231. Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>BUSN 435</td>
<td>Business to Business Marketing</td>
<td>3</td>
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<td>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. Grade Mode: A. Prerequisites: BUSN 220, BUSN 231. Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>BUSN 437</td>
<td>Real Estate</td>
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<td>Laws relating to rights and obligations inherent in ownership of real property; how title to real property is transferred; homesteads, trust and deeds, liens; land descriptions; escrow procedures; title insurance, and the real estate broker. Grade Mode: A. Prerequisites: BUSN 361. Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>BUSN 438</td>
<td>Marketing for Non-Profit Organizations</td>
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<td>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. Grade Mode: A. Prerequisites: BUSN 432. Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>BUSN 450</td>
<td>Directed Studies</td>
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<td>Extensive exploration of the literature in a selected field of business or economics under faculty guidance. Notes: May be taken multiple times with different content for a maximum of 6 credits. Grade Mode: A. Prerequisites: May vary by topic. Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>BUSN 453</td>
<td>Website Development for Marketing</td>
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<td>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. Notes: Individual credits satisfied by five-week modules. Grade Mode: A. Prerequisites: BUSN 220; BUSN 230 or BUSN 231. Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>BUSN 455</td>
<td>Internet Marketing</td>
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<td>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. Grade Mode: A. Prerequisites: BUSN 230 or BUSN 231. Acceptance into the Crowell School of Business. Restrictions: Must be Undergraduate Level.</td>
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**BUSN 460 - Business Internship**  
Credits 3  
An academic internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, and reflection, students gain an understanding of the internship site's work, mission, and understanding of their customers. Students will relate their internship experience to their academic study, as well as the organization's position in the broader industry or field. Students will produce a critical reflection on their internship experience demonstrating how they have addressed specific learning goals. **Notes:** Students must complete 200 hours of internship within the term that they are enrolled. An online application must be approved prior to registration. **Grade Mode:** A.  
**Prerequisites:** Approved proposal. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

**BUSN 462 - Investments**  
Credits 3  
Principles for the individual investor; tests of a sound investment, information sources; types of stocks and bonds; mechanics of purchase and sale. **Grade Mode:** A.  
**Restrictions:** Must be Undergraduate Level.

**BUSN 463 - Advanced Corporate Finance**  
Credits 3  
Advanced analysis of the management of long-term assets, debt and equity, including capital acquisitions. Some attention to shorter term management of inventory and payables. **Grade Mode:** A.  
**Prerequisites:** BUSN 370. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

**BUSN 464 - Entrepreneurship and Small Business Management**  
Credits 3  
Methods, problems and factors involved in launching and managing small profit and non-profit organizations. **Grade Mode:** A.  
**Prerequisites:** BUSN 230 or BUSN 231; BUSN 370. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

**BUSN 470 - Strategic Management**  
Credits 3  
How to determine strategic direction in organizations. Core studies and projects provide practical application of principles, with projects designed to provide actual research experience, with case study approach. **Grade Mode:** A.  
**Prerequisites:** BUSN 220; BUSN 230 or BUSN 231; BUSN 370. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be Undergraduate Level.

**BUSN 472 - Capstone for International Business Concentration**  
Credits 3  
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. **Notes:** 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.  
**Prerequisites:** BUSN 323, BUSN 347, and BUSN 375. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be a Concentration in International Business (BUIB).  
**Fee:** $25.

**BUSN 473 - Capstone for Management Concentration**  
Credits 3  
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. **Notes:** 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.  
**Prerequisites:** BUSN 323, BUSN 347, and BUSN 421. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be a Concentration in Business/Management (BUMN).  
**Fee:** $25.

**BUSN 474 - Capstone for Marketing Concentration**  
Credits 3  
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. **Notes:** 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.  
**Prerequisites:** BUSN 323, BUSN 432, and BUSN 435. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be a Concentration in Business/Marketing (BUMK).  
**Fee:** $25.

**BUSN 475 - Capstone for Marketing Management Concentration**  
Credits 3  
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. **Notes:** 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.  
**Prerequisites:** BUSN 323, BUSN 328, and BUSN 334. Acceptance into the Crowell School of Business.  
**Restrictions:** Must be a Concentration in Marketing Management (BUMG).  
**Fee:** $25.
BUSN 476 - Capstone for Business Analytics Concentration Credits 3
As the capstone for Business Analytics concentration students, this course will explore advanced and current topics in the use of data for business decision-making. Students will complete an academic service learning project, field study, or other experiential project related to their future career interests; complete an e-Portfolio including career preparation materials; and demonstrate their ability to apply the principles and practice of ethical and responsible management of data. Notes: 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.
Prerequisites: BUSN 323, and BUSN 423. Acceptance into the Crowell School of Business.
Restrictions: Must be a Concentration in Business Analytics (BUAN); and Undergraduate Level.
Fee: $25.

BUSN 477 - Capstone for Financial Planning Credits 3
This course synthesizes the principles and practices of financial planning. Students will create a comprehensive financial plan that considers the fundamentals of financial planning, risk management, income tax, retirement, employee benefits, investment, and estate planning. Students will also integrate biblical principles of leadership, discipleship, stewardship, decision-making, question-asking, and goal-setting involved in the financial planning process. Grade Mode: A.
Prerequisites: BUSN 354, BUSN 462; and either BUSN 339 or BUSN 342.
Restrictions: Must be Undergraduate Level.
Fee: $25.

BUSN 478 - Capstone for Business Management Credits 3
As the capstone course for students in the BS, Business Management program, this course will explore advanced and current topics in management. Societal and biblical understandings of work and of human nature as it relates to work; the role of the Christian in the workplace. Students will complete a project related to career planning. Notes: No substitutions or transfers will be allowed in place of this course. Grade Mode: A.
Prerequisites: BUSN 318, BUSN 319, BUSN 328, BUSN 347, BUSN 361, BUSN 370, BUSN 375, BUSN 421.
Restrictions: Must be a Major in Business Management (BMNG); and Undergraduate Level.

BUSN 479 - Capstone for Financial Management Concentration Credits 3
As the capstone for financial management concentration students, this course will explore advanced and current topics in finance and management. Students will complete an academic service learning project, field study, or other experiential project related to their future career interests, complete an ePortfolio including career preparation materials, demonstrate the ability to apply the principles and practice of ethical and responsible business behaviors consistent with Biblical leadership models. Notes: Passing this course with a "C" or better will satisfy the Crowell School of Business ePortfolio Competency Requirement. No substitutions or transfers will be allowed in place of this course. Grade Mode: A.
Prerequisites: BUSN 323, BUSN 421, BUSN 462, and 463. Acceptance into the Crowell School of Business.
Restrictions: Must be a Concentration in Financial Management (BUFM); and Undergraduate Level.
Fee: $25.

BUSN 480 - Non-Profit Management Credits 3
Examination and evaluation of the principles of business strategies applied to the non-profit sector. Practical application will be utilized through individual student projects that require an assessment and respective strategies for vital aspects of a non-profit organization. Grade Mode: A.
Prerequisites: BUSN 240.
Restrictions: Must be Undergraduate Level.

BUSN 490 - Seminar in Current Business Topics Credits 1-3
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. Notes: May be taken for a total of 3 credits with different content. Grade Mode: A.
Prerequisites: Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

Chemistry

Faculty
Chair: John Bloom, Ph.D.
Professors: Bloom, Chen, Silzel
Associate Professors: Yee
Assistant Professors: Chang, Johnson, Lu, Pichaj
Instructor: Baggett

Courses

Chemistry (CHEM)

CHEM 100 - The Chemistry of Everyday Life Credits 3
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. Notes: Approved for Core Curriculum Science credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CHEM 105 - General Chemistry I Credits 4
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. Notes: Approved for Core Curriculum Science credit. Grade Mode: A, N.

CHEM 106 - General Chemistry II Credits 4
Continuation of General Chemistry I. Subjects include chemical kinetics, equilibrium, thermodynamics, solubility, acidity, electrochemistry, coordination complexes and various special topics. Lecture/Lab Hours: Three hours lecture; three hours laboratory; one hour recitation, weekly. Notes: A minimum grade of a "C" is required to subsequently register in CHEM 321 and 322. Grade Mode: A, N.
Prerequisites: CHEM 105.
Restrictions: Must be Undergraduate Level.
Fee: $110.

CHEM 321 and 322
CHEM 107 - Introduction to Chemistry Credits 3
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.
Notes: Approved for Core Curriculum 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.
Restrictions: Must be Undergraduate Level.

CHEM 110 - Chemistry Topics Credits 1-4
Various topics in introductory chemistry. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CHEM 120 - Principles of Organic and Biochemistry Credits 4
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. Notes: Meets the Nursing requirement in Chemistry. This course is also required for some Kinesiology and Physical Education programs. Approved for Core Curriculum Science credit. Grade Mode: A, N.
Prerequisites: Passing score on Chemistry Placement Exam; or CHEM 104, CHEM 105 or CHEM 107 with at least a "B-".
Restrictions: Must be Undergraduate Level.
Fee: $80.

CHEM 301 - Organic Chemistry I Credits 3
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. Grade Mode: A.
Prerequisites: CHEM 106 with a grade of "C-" or better.
Corequisites: CHEM 311.
Restrictions: Must be Undergraduate Level.

CHEM 302 - Organic Chemistry II Credits 3
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. Grade Mode: A.
Prerequisites: CHEM 301.
Corequisites: CHEM 312.
Restrictions: Must be Undergraduate Level.

CHEM 311 - Laboratory in Organic Chemistry I Credit 1
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.
Grade Mode: A.
Corequisites: CHEM 301.
Restrictions: Must be Undergraduate Level.
Fee: $150.

CHEM 312 - Laboratory in Organic Chemistry II Credit 1
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. Grade Mode: A.
Corequisites: CHEM 302.
Restrictions: Must be Undergraduate Level.
Fee: $150.

CHEM 321 - Basic Organic and Biochemistry Credits 3
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. Notes: 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.
Prerequisites: CHEM 106 with a grade of "C-" or better.
Corequisites: CHEM 322.
Restrictions: Must be Undergraduate Level.

CHEM 322 - Basic Organic and Biochemistry Lab Credit 1
Lab techniques and experiments related to the Basic Organic and Biochemistry lecture course. Lecture/Lab Hours: Three hours laboratory weekly. Grade Mode: A.
Prerequisites: CHEM 106 with a grade of "C-" or better.
Corequisites: CHEM 321.
Restrictions: Must be Undergraduate Level.
Fee: $120.

CHEM 332 - Environmental Chemistry Credits 4
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. Grade Mode: A, N.
Prerequisites: CHEM 302 or 320; or 321 and 322.
Restrictions: Must be Undergraduate Level.
Fee: $120.

CHEM 350 - Analytical Chemistry Credits 5
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. Grade Mode: A, N.
Prerequisites: CHEM 301.
Restrictions: Must be Undergraduate Level.
Fee: $130.

CHEM 352 - Fundamentals of Material Science Credits 3
Introduction to the structure-property relationships of engineering and natural materials including metals, ceramics, polymers and composites. Examines the strength of materials, strengthening mechanisms, diffusion, phase transformations, heat treatment and microstructure control. Considers how materials are selected for design of a product. Grade Mode: A.
Prerequisites: PHSC 112 or 233; CHEM 105 and MATH 105.
Restrictions: Must be Undergraduate Level.
CHEM 360 - Inorganic Chemistry  Credits 3
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.  
**Grade Mode:** A.  
**Prerequisites:** CHEM 302 with a grade of "C" or better; MATH 105.  
**Restrictions:** Must be Undergraduate Level.

CHEM 380 - Introduction to Physical Chemistry  Credits 3
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.  
**Grade Mode:** A.  
**Prerequisites:** CHEM 106, MATH 105; PHSC 112 or 233.  
**Restrictions:** Must be Undergraduate Level.

CHEM 390 - Introduction to Food Chemistry  Credits 4
This course will introduce students to the chemistry of the key components in foods, their properties and interactions, and changes that occur during different stages of production. Lectures will provide the molecular bases behind food behavior. The laboratory will give students practical experience in basic food chemistry techniques, and help demonstrate concepts from lecture.  
**Lecture/Lab Hours:** Three hours lecture, three hours laboratory, weekly.  
**Grade Mode:** A.  
**Prerequisites:** CHEM 311.  
**Restrictions:** Must be Undergraduate Level.  
**Fee:** $100.

CHEM 402 - Physical Chemistry I  Credits 3
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 Schrodinger equation, multi-electron systems, and polyatomic molecules.  
**Grade Mode:** A.  
**Prerequisites:** CHEM 106, MATH 106; PHSC 112 or 233.  
**Restrictions:** Must be Undergraduate Level.

CHEM 405 - Physical Chemistry II  Credits 4
Building upon the thermodynamic and quantum mechanical foundation of Physical Chemistry I, this course applies quantum mechanics to Hartree-Fock theory and electronic, vibrational, 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.  
**Grade Mode:** A, N.  
**Prerequisites:** CHEM 402.  
**Restrictions:** Must be Undergraduate Level.  
**Fee:** $120.

CHEM 411 - Biochemistry I  Credits 3
Structures and properties of biomolecular components of cells, including proteins, carbohydrates, lipids, nucleotides, nucleic acids, vitamins and coenzymes, kinetics and mechanism and regulation of enzyme action in biological systems.  
**Notes:** BIOS 111 and 113 are recommended.  
**Grade Mode:** A.  
**Prerequisites:** CHEM 302.  
**Restrictions:** Must be Undergraduate Level.

CHEM 412 - Biochemistry II  Credits 3
Principles of metabolic processes; mathematical treatment of bioenergetics emphasizing major concepts and problem solving.  
**Lecture/Lab Hours:** Three hours lecture.  
**Notes:** BIOS 111 and 113 are recommended.  
**Grade Mode:** A.  
**Prerequisites:** CHEM 302.  
**Restrictions:** Must be Undergraduate Level.

CHEM 413 - Laboratory in Biochemistry  Credits 2
A laboratory course to accompany CHEM 411, CHEM 412 (BIOS 411, BIOS 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.  
**Lecture/Lab Hours:** Six hours laboratory weekly.  
**Notes:** BIOS 111 and 113 are recommended.  
**Grade Mode:** A.  
**Prerequisites:** CHEM 302.  
**Restrictions:** Must be Undergraduate Level.  
**Fee:** $150.

CHEM 420 - Special Topics in Chemistry  Credits 1-3
Subjects include such areas as the chemical literature, various instrumental methods, polymers, organometallics and industrial chemistry.  
**Grade Mode:** A.  
**Restrictions:** Must be Junior Class, or Senior Class; a Major in Environmental Science (BIES), a Major in Human Biology (BIHB), a Major in Physics (PHYS), a Major in Bio Sci:Secondary Instruction (BISI), a Major in Chemistry (CHEM), a Major in Engineering Physics (PHEP), a Major in Physical Science (PHSC), a Major in Biochemistry (BCHM) or a Major in Biological Science (BIOS); and Undergraduate Level.  
**Fee:** May involve lab fees of up to $150.

CHEM 430 - Advanced Organic Chemistry  Credits 3
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.  
**Grade Mode:** A.  
**Prerequisites:** CHEM 301, CHEM 302, CHEM 311, CHEM 312 each with a "C+" or higher.  
**Restrictions:** Must be Undergraduate Level.

CHEM 431 - Advanced Organic Chemistry Lab  Credits 2
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 products. An oral presentation on a current topic within organic chemistry will be required.  
**Lecture/Lab Hours:** Six hours laboratory weekly.  
**Grade Mode:** A.  
**Prerequisites:** CHEM 430 (concurrent registration permitted).  
**Restrictions:** Must be Undergraduate Level.  
**Fee:** $150.
CHEM 440 - Introduction to Computational Chemistry Credits 3
This course introduces the principles of computational chemistry, including computational methods for molecular design, visualization, and the prediction of molecular properties such as charge, geometry, stability, photodynamics, and spectroscopic characteristics. The course will survey the most commonly used computational methods, their applicability and limitations, enabling students to select appropriate methods for the solution of practical problems in research and industrial applications. Beginning with visualization tools, the use of crystallographic data, the selection of coordinate systems, the course will progress through classical molecular dynamics and force fields to progressively more advanced quantum mechanical methods including semiempirical models, Hartree-Fock, configuration interaction, and the application of density functional theory. Students will learn to perform geometry optimization, location of transition states, conformational analysis, and prediction of molecular and spectroscopic properties. The course will also cover solvation models, excited states, and the application of quantum methods to large molecular clusters. The class features a project-based approach that makes use of the STH computing cluster and various software packages for quantum chemical visualization and calculations, primarily using the Unix operating system. Grade Mode: A.
Prerequisites: CHEM 405, MATH 205. May be taken concurrently.
Restrictions: Must be a Major in Chemistry (CHEM), a Major in Engineering Physics (PEHEP) or a Major in Biochemistry (BCHM); and Undergraduate Level.

CHEM 480 - Special Project in Chemistry Credits 1-3
Research or industrial internship. Notes: Requires a written report. May be taken multiple times for a total of 6 credits. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; a Major in Environmental Science (BIES), a Major in Physical Science (PHSC), a Major in Biological Science (BIOS), a Major in Engineering Physics (PHEP), a Major in Biochemistry (BCHM) or a Major in Human Biology (BIHB); and Undergraduate Level.
Fee: May involve lab fees of up to $150.

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.
Associate Dean: Doug Huffman, Ph.D.
Chair: David Keehn, Ph.D.
Professors: Carr
Associate Professors: Keehn

Courses
Christian Ministries (CEED)
CEED 150 - Foundations of Ministry Credits 3
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CEED 242 - Psychology of Learning and Development Credits 3
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CEED 254 - Leadership Development Credits 3
Overview of biblical and contemporary leadership theories applied to personal leadership development and the equipping of volunteer leaders within the local church. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CEED 255 - Foundations of Spiritual Formation Credits 3
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CEED 260 - Interpersonal and Cross-Cultural Relationships in Christian Ministry Credits 3
Focuses on development of relationships and communication skills between individuals, small groups and within multiracial and multi-ethnic congregations. Includes conflict resolution in ministry. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CEED 312 - Christian Ministry Skills Credits 3
Includes instruction and skill development in a variety of functions expected of those in full-time Christian ministry, including examples such as: public speaking and giving extemporaneous remarks, public prayer, worship service introductions, worship service coordination, working with church boards and pastoral leadership, conducting meetings, leading church staff, selecting staff, conducting the ordinances of baptism and the Lord's Supper; and essentials regarding conducing weddings, funerals, hospital visitation, and pre-engagement training as time permits. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CEED 313 - Christian Ministry Discipleship Credits 3
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CEED 319 - Media in Ministry Credits 2
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. Notes: By arrangement. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CEED 320 - Methods of Bible Study Credits 3
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. Grade Mode: A.
Prerequisites: BBST 103.
Restrictions: Must be Undergraduate Level.

CEED 326 - Counseling Methods Credits 3
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. Grade Mode: A.
Restrictions: Must be Christian Ministries (CHMN) or Christian Education Ministries (CEED); and Undergraduate Level.
CEED 330 - Biblical Interpretation and Teaching Credits 3
Instruction in the use of computer-based biblical research tools with an emphasis on the use of these tools for the development of instructional lesson plan preparation, execution, and evaluation. Special emphasis is placed on training students in teaching competencies. Grade Mode: A. Prerequisites: BBST 320. Restrictions: Must be Undergraduate Level.

CEED 406 - Parachurch Youth Ministries Credits 2
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. Grade Mode: A. Restrictions: Must be Undergraduate Level.

CEED 411 - Women's and Men's Ministry in Christian Education Credits 2
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. Grade Mode: A. Prerequisites: CEED 150. Restrictions: Must be Undergraduate Level.

CEED 412 - Missions Education in the Church Credits 2
Basic administration of a program within the church's educational ministry through which missions is taught to all age levels. Notes: By arrangement. Grade Mode: A. Restrictions: Must be Undergraduate Level.

CEED 415 - Organization and Administration of Christian Ministries Credits 3
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. Grade Mode: A. Prerequisites: CEED 150, CEED 260. Restrictions: Must be Undergraduate Level.

CEED 416 - Curriculum Development Credits 2
Essential principles in curriculum formulation including evolution of existing curricula and curriculum writing experience. Notes: By arrangement. Grade Mode: A. Prerequisites: One of the age level courses: CEED 372, CEED 373 or CEED 374. Restrictions: Must be Undergraduate Level.

CEED 419 - Models of Children's Ministry Credits 2
An exploration and assessment of various contemporary approaches to Children's Ministry, from birth to age 12. Includes practice in the development of ministry strategies involving family, community, and church resources. Notes: By Arrangement. Grade Mode: A. Restrictions: Must be Undergraduate Level.

CEED 422 - Singles Ministries in the Church Credits 2
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. Notes: By arrangement. Grade Mode: A. Restrictions: Must be Undergraduate Level.

CEED 430 - Camp Leadership Credits 2
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. Grade Mode: A. Restrictions: Must be Undergraduate Level. Fee: May be required.

CEED 433 - Family Ministries in the Church Credits 2
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. Grade Mode: A. Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.

CEED 436 - Worship in the Church Credits 2
A survey and critical evaluation of contemporary Christian music of various worship styles and trends within the local church and parachurch ministries. Notes: By arrangement. Grade Mode: A. Restrictions: Must be Undergraduate Level.

CEED 441 - Adolescent Culture and Development Credits 2
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. Grade Mode: A. Restrictions: Must be Undergraduate Level.

CEED 465 - Internship in Christian Ministries Credits 7
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. Notes: Students doing Internship in Christian Ministries are limited to 15 credits that semester. Grade Mode: A. Prerequisites: Application. Restrictions: Must be Undergraduate Level.

CEED 470 - Current Topics in Christian Education Credits 1-3
Designed for upper-division students in Christian Education who want to study specialized topics not currently covered in catalog course offerings. Notes: May be taken two times with different emphasis. By arrangement. Grade Mode: A. Restrictions: Must be Undergraduate Level. Fee: May be required.

CEED 472 - Special Studies in Children's Ministries Credits 2

CEED 478 - Adult Development and Education Credits 2
A study of issues and development tasks of adults. Attention to the ministry of meeting the needs and utilizing the potential of adults. Grade Mode: A. Restrictions: Must be Undergraduate Level.
CEED 479 - Programming for Christian Ministries  Credits 2
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. Grade Mode: A.
Prerequisites: Ceed 433 or 441 or 478.
Restrictions: Must be Undergraduate Level.

CEED 480 - Independent Study in Christian Ministries  Credits 1-3
Development of skills in an independent study of topics in the field of Christian Ministries. Notes: May be taken multiple times for credit. Offered by arrangement. Grade Mode: A.
Restrictions: Must be Senior Class; and a Major in Christian Ministries (CHMN); Undergraduate Level.

CEED 482 - Advance Studies in Children's Ministries  Credits 2
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. Grade Mode: A.
Prerequisites: Ceed 465.
Restrictions: Must be Undergraduate Level.

CEED 484 - Advanced Studies in Youth Ministries  Credits 2
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. Notes: By Arrangement. Grade Mode: A.
Prerequisites: Ceed 465.
Restrictions: Must be Undergraduate Level.

CEED 486 - Advanced Studies in Family Ministry  Credits 2
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. Grade Mode: A.
Prerequisites: Ceed 465.
Restrictions: Must be Undergraduate Level.

Courses

Cinema and Media Arts (CNMA)

CNMA 101 - The Art of Storytelling  Credits 3
Giving filmmakers an introduction to the building blocks of storytelling: character, setting and plot. Students will read and study the steps of the Hero's Journey as used in current Hollywood films. They will analyze story structure, write short stories based on real and imagined events and create film ideas and short screenplays. Special emphasis will be given to the history, art and aesthetics of storytelling. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.

CNMA 102 - Visual Aesthetics  Credits 3
Through an introduction to the building blocks of visual storytelling, students will learn to use film grammar to tell their stories effectively. Special emphasis will be given to lighting, color, shape, line, and space. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $60.

CNMA 103 - Introduction to TV and Film Production  Credits 3
Creating sculptors via the building blocks of moving images: the editing of pictures and sound. Students will form groups to write, direct, shoot and edit short film and video projects. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $60.

CNMA 104 - History of Cinema  Credits 3
Creating historians via a survey of the development of the motion picture including the evolution of motion pictures as an art form, classic Hollywood narrative structure, technological developments, communication medium, and industry. 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. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.

CNMA 202 - Introduction to Mass Media  Credits 3
An introductory approach to the major mass media: film, television, music, print, radio and Internet. Includes history, growth, business practices and technological aspects of each. Explores a Christian response, strategy for witness and influence, and integration into the field. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.

CNMA 203 - Screenwriting I  Credits 3
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. Grade Mode: A.
Prerequisites: CNMA 101.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $20.

Cinema and Media Arts

Faculty

Chair: Gerald Fisher, Ph.D.
Professors: Fisher, Gonzales
Associate Professors: Schmidt, Swain, Yamada
Assistant Professors: Hafer
Instructors: Tucker
CNMA 204 - The Entertainment Business Credits 3
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. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.

CNMA 251 - Sound Recording Credits 2
An introduction to the theory and practice of storytelling with sound. Topics include physics, acoustics and psychoacoustics of sound, field and studio sound recording, multi-track mixing and editing, and sound effects as applied to film, television, recording arts and other media. Grade Mode: A.
Prerequisites: CNMA 101, CNMA 102.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.

CNMA 262 - Directing for TV and Film Credits 2
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. Grade Mode: A.
Prerequisites: CNMA 101, CNMA 102.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.

CNMA 301 - Transmedia Credits 2
Transmedia introduces the techniques of telling a story across multiple technology platforms and formats. Topics include: web design, media streaming, small screen production and apps for pads or smartphones, graphic design, interactive, virtual reality, audio and video formats for new media; computer hardware, operating systems, networking and server systems. Grade Mode: A.
Prerequisites: CNMA 101 or BUSN 211; and CNMA 102 or BUSN 212.
Restrictions: Must be a Major in Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.

CNMA 302 - Production Management Credits 3
Covers the budgeting and scheduling necessary for media production. Students learn the parameters considered in making decisions to balance the creative goals and logistical demands of production. Matters of insurance; deal negotiation; contracts; union rules (including SAG-AFTRA, DGA, IATSE) copyright and clearance issues; management of crew; liaison difficulties with studios, clients and outside publics; and other issues will be covered. Evaluation of students' understanding will be based on a budget and schedule for a one hour single camera drama they will be required to complete, as well as pertinent test and quizzes. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $50.

CNMA 303 - Cinematography Credits 2
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. Grade Mode: A.
Prerequisites: CNMA 101, CNMA 102.
Corequisites: CNMA 315.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.

CNMA 310 - Visual Effects Credits 3
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. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.

CNMA 312 - Screenwriting II Credits 3
Advanced work in writing an original feature-length screenplay. Grade Mode: A.
Prerequisites: CNMA 203.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $20.

CNMA 315 - Editing for Film and Television Credits 2
Instruction and application in the art of digital editing with emphasis on Final Cut Pro HD. An intense study of the craft and role of the editor as storyteller. Covers various genres and formats (e.g., features, documentaries, short films, trailers). Emphasis on the editor's role in other aspects of post-production, including audio, music, color correction, digital effects, DVD authoring. Several individual projects allow hands-on practical learning. Grade Mode: A.
Prerequisites: CNMA 101, CNMA 102, CNMA 104.
Corequisites: CNMA 303.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.

CNMA 320 - Advanced Studies in Criticism Credits 3
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. Notes: May be taken multiple times for credit. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.

CNMA 350 - Advanced Studies in Media Production Credits 1-3
Aspects of theory and practice in media production. Notes: May be taken multiple times for credit with different course content. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Restrictions</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNMA 351</td>
<td>Writing the Scene</td>
<td>3</td>
<td>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 each week later. Several of the assignments will be rewritten after notes have been given. Grade Mode: A.</td>
<td>CNMA 203.</td>
<td></td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$100.</td>
</tr>
<tr>
<td>CNMA 352</td>
<td>Character Development and Dialogue</td>
<td>3</td>
<td>An exploration of characters and dialogue in film and television formats. Scenes and sequences will be written by students during the course. Grade Mode: A.</td>
<td>CNMA 203.</td>
<td></td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$100.</td>
</tr>
<tr>
<td>CNMA 353</td>
<td>Media Literacy</td>
<td>3</td>
<td>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. Grade Mode: A.</td>
<td>CNMA 351</td>
<td></td>
<td>Must be a Major in Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$100.</td>
</tr>
<tr>
<td>CNMA 354</td>
<td>The TV Writer's Room</td>
<td>3</td>
<td>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. Grade Mode: A.</td>
<td>CNMA 351.</td>
<td></td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$50.</td>
</tr>
<tr>
<td>CNMA 355</td>
<td>History of Television Programming</td>
<td>3</td>
<td>A study of the history of the television business from a programming perspective. Students learn how programming of each season reflects the socioeconomic 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 present. Grade Mode: A.</td>
<td>CNMA 101.</td>
<td></td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$100.</td>
</tr>
<tr>
<td>CNMA 358</td>
<td>Motion Picture Pre-Production</td>
<td>3</td>
<td>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. Grade Mode: A.</td>
<td>CNMA 302.</td>
<td>CNMA 359.</td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$100.</td>
</tr>
<tr>
<td>CNMA 359</td>
<td>Motion Picture Production</td>
<td>3</td>
<td>Principal photography will be done for the film project begun in 358. Emphasizes lighting, camera operation, sound recording and directing. Grade Mode: A.</td>
<td>CNMA 251, CNMA 262, CNMA 303, CNMA 315.</td>
<td>CNMA 358.</td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$100.</td>
</tr>
<tr>
<td>CNMA 361</td>
<td>Intermediate Production: Narrative</td>
<td>3</td>
<td>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. Grade Mode: A.</td>
<td>CNMA 351.</td>
<td></td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$100.</td>
</tr>
<tr>
<td>CNMA 362</td>
<td>Intermediate Production: Documentary</td>
<td>3</td>
<td>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. Grade Mode: A.</td>
<td>CNMA 351.</td>
<td></td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$100.</td>
</tr>
<tr>
<td>CNMA 364</td>
<td>Media Performance</td>
<td>3</td>
<td>Use of acting skills in front of television cameras using scenes from actual television and film scripts. Includes critiques of acting methods. Grade Mode: A.</td>
<td>CNMA 351.</td>
<td></td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$50.</td>
</tr>
<tr>
<td>CNMA 365</td>
<td>Digital Audio Editing and Post Production</td>
<td>3</td>
<td>Exploration of digital audio editing. Entirely computer-based exploration of developing, composing, recording, mixing and posting audio for film, television and recording arts. Grade Mode: A.</td>
<td>CNMA 251.</td>
<td></td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$50.</td>
</tr>
<tr>
<td>CNMA 375</td>
<td>Expansive Media</td>
<td>3</td>
<td>An introduction to the fundraising, creating and producing, promoting, branding, and distribution of documentaries, music videos, commercials, mobisodes, webisodes, and industrial films. Grade Mode: A.</td>
<td>CNMA 101, CNMA 262, CNMA 303, CNMA 315.</td>
<td>CNMA 358.</td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$25.</td>
</tr>
<tr>
<td>CNMA 392</td>
<td>Principles of Advertising</td>
<td>3</td>
<td>Advertising principles and techniques. The study of effective and ineffective forms of advertising. Applications linked to public relations, media events, marketing, and communication encounters. Grade Mode: A.</td>
<td>CNMA 101, CNMA 262, CNMA 303, CNMA 315.</td>
<td>CNMA 358.</td>
<td>Must be Cinema and Media Arts (CNMA); and Undergraduate Level.</td>
<td>$25.</td>
</tr>
</tbody>
</table>
CNMA 405 - Understanding Representation Credits 2
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, learning basic contracts that professionals in the industry will need in order to do business in their areas. In addition, this will include packaging and pitching of projects, which students will learn to reduce ideas to basic components enhancing verbal presentation skills. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 420 - Coverages and Rewrites Credits 2
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. Grade Mode: A.
Prerequisites: CNMA 312.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 425 - Advanced Audio Recording Credits 3
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. Grade Mode: A.
Prerequisites: CNMA 365.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $50.

CNMA 433 - Mass Media Law and Ethics Credits 3
Study of theoretical approaches to the First Amendment as well as specific areas of concern to professional journalists such as defamation, privacy, fair trial, obscenity, copyright, shield laws, sunshine laws, etc. Exploration of applied professional ethics and contemporary professional issues of ethics for media professionals. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 440 - Cinema and Media Arts Internship Credits 1-3
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. Notes: Sixty hours of internship is required for each academic credit. May be taken multiple times for a maximum of 6 credits. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 447 - Advanced Screen Writing Credits 3
Advanced work in writing and polishing dramatic scripts for television and motion pictures. Grade Mode: A.
Prerequisites: CNMA 356.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 449 - The Role of the Producer Credits 3
Producers make film and television happen. This course covers what a producer does to create a budget, to find financing, to manage the production process, and to market and distribute a film or television project. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 450 - Cinema and Media Arts Practicum Credits 1-3
Directed practical experience in the various fields of mass communication. Notes: May be taken for a total of 6 credits with different content. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 451 - Audio Post Production for Film and TV Credits 3
Development of advanced aesthetics and techniques in composing, editing and processing audio for film and television postproduction. Includes ADR, sound effects, surround sound and orchestra recording. Grade Mode: A.
Prerequisites: CNMA 359.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $50.

CNMA 452 - Motion Picture Post-Production Credits 3
The final course in a three-course film production sequence (358, 359, 452). Emphasizes editing, music, sound effects, mixing, laboratory coordination, and distribution. Grade Mode: A.
Prerequisites: CNMA 359.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $50.

CNMA 453 - Beauty as Truth Credits 2
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. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 455 - Media Management Credits 3
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. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 456 - Senior Media Project Credits 3
Student produces a ‘calling card’ project with advice and guidance from faculty. The project will represent the student’s highest achievement in media production. Projects can include scripts, audio recordings, video, motion pictures, and other emerging media. Grade Mode: A.
Prerequisites: CNMA 356 or CNMA 359.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $50.
CNMA 457 - Mass Communication Theory Credits 3
Social scientific theory in mass communication with emphasis on practical usefulness of theories. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 458 - Mass Communication Research Credits 3
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. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 459 - Faith and Film Credits 3
This is the capstone integration course covering what a Christian film is and what makes a Christian filmmaker. Films will be analyzed and discussed to understand how God’s truth can be seen in films regardless of who creates them. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 460 - Advanced Production Credits 3
Students will perform a particular above-the-line function (producer, director, cinematographer, editor, sound designer, production designer) for an advanced production that will serve as a calling card/resume builder. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 464 - Advanced Editing for TV and Film Credits 3
This workshop-based course will require students to edit entire short films to understand not just what makes a scene work but an entire story arc. Through the critiquing of one another’s work, students will learn to articulate what is, and is not, working in their weekly cuts. Grade Mode: A.
Prerequisites: CNMA 315, CNMA 452.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.

CNMA 465 - Advanced Directing for TV and Film Credits 3
The three keys to directing will be covered in this class: visual structure, working with actors and leadership. Grade Mode: A.
Prerequisites: CNMA 262.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.

CNMA 470 - Cinema and Media Arts Seminar Credits 1-3
A rotating variety of topics and production experiences often employing special guests from within the media industries. Possible topics include, but are not limited to, Fund Raising, Event Planning, Visual Effects, Audio Recording, Cinematography, Production Design, the Sundance Film Festival, the City of the Angels Film Festival, the Biola Media Conference.
Notes: May be taken multiple times. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: May involve lab fees.

CNMA 475 - Church Media Credits 2
The duties of a ‘media director’ inside the local church are explored. Students will learn how to start and manage a media ministry, providing them with the skills to team build, produce content, shepherd volunteers, and communicate with other church leadership. With marketing to the church in mind, students will discover trends and track sales. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 480 - Directed Research Credits 1-3
Individual research in an area of mass communication determined in consultation with the instructor. Notes: Special approval required. May be taken for a total of 6 credits. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

Communication Sciences and Disorders

Faculty
Chair: Matthew Rouse, SLP.D.
Associate Professor: Dantuma, Hernandez, Newport, Petroi, Rouse, Welty
Assistant Professor: Clemens

Courses

Communication Disorders (CÖDS)

CODS 210 - Introduction to Human Disabilities Credits 3
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. Notes: Open to all majors. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CODS 318 - Neuroanatomical Foundations for Communication Disorders Credits 3
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.
Restrictions: Must be Undergraduate Level.

CODS 321 - Clinical Phonetics and Phonology Credits 3
The study of phonetic transcription and phonological theory and the application of these concepts to patients with disordered speech. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CODS 324 - Anatomy and Physiology of Speech and Hearing Credits 3
Anatomy and physiology of the speech and hearing mechanisms. The normal processes of respiration, phonation, articulation, resonance and hearing are covered. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
CODS 325 - Speech and Hearing Science Credits 3
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. **Grade Mode:** A, N.  
**Prerequisites:** CODS 210.  
**Restrictions:** Must be Undergraduate Level.  
**Fee:** $40.

CODS 328 - Fluency Disorders Credits 3
Review of the theories concerning etiology of fluency disorders. Survey assessment and treatment approaches for stuttering and cluttering. **Grade Mode:** A.  
**Prerequisites:** CODS 210.  
**Restrictions:** Must be Undergraduate Level.

CODS 331 - Speech and Language Development and Disorders (Birth to 5yrs) Credits 3
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. **Grade Mode:** A.  
**Prerequisites:** CODS 210.  
**Restrictions:** Must be Undergraduate Level.

CODS 332 - Speech and Language Development and Disorders (5yrs to Adolescence) Credits 3
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. **Grade Mode:** A.  
**Prerequisites:** CODS 210.  
**Restrictions:** Must be Undergraduate Level.

CODS 333 - Multi-Cultural Issues in Communication Disorders Credits 3
Involves the assessment and intervention of students from multicultural backgrounds with speech and/or language difficulties. Attention paid to developing 'cultural sensitivity' and an awareness of the cultural and bilingual influences on assessment and intervention decisions. The purpose of the course is to prepare the student for effective and innovative work with clients from diverse populations. **Grade Mode:** A.  
**Prerequisites:** CODS 210.  
**Restrictions:** Must be Undergraduate Level.

CODS 418 - Audiology Credits 3
Anatomy and physiology of the ear, hearing problems, testing and rehabilitation. Practical experience in pure tone threshold testing. **Grade Mode:** A.  
**Prerequisites:** CODS 210, CODS 324.  
**Restrictions:** Must be Undergraduate Level.  
**Fee:** $15.

CODS 420 - Aural Rehabilitation Credits 3
Review of management procedures used by professionals for the rehabilitation/habitation of persons with hearing impairments. Includes speech reading, auditory training, hearing aids and other communication systems and assistive listening devices. **Grade Mode:** A.  
**Prerequisites:** CODS 318, CODS 425.  
**Restrictions:** Must be Undergraduate Level.

CODS 425 - Audiology Credits 3
Anatomy and physiology of the ear, hearing problems, testing and rehabilitation. Practical experience in pure tone threshold testing. **Grade Mode:** A.  
**Prerequisites:** CODS 210, CODS 324.  
**Restrictions:** Must be Undergraduate Level.  
**Fee:** $15.

CODS 429 - Clinical Practicum: Biola Speech/Language Clinic Credits 1-2
Supervised experience working with persons with communication disorders in the Biola Speech Clinic and offsite locations. **Notes:** May be taken for a total of 6 credits. **Grade Mode:** A.  
**Prerequisites:** CODS 331, CODS 332, CODS 439, CODS 441, CODS 442.  
**Restrictions:** Must have completed 25 hours of observation prior to clinic.  
**Restrictions:** Must be Undergraduate Level.  
**Fee:** $50.

CODS 432 - Dysphagia Credits 3
The anatomy and physiology of normal swallowing and the anatomic and physiologic disturbances affecting deglutition, emphasizing radiographic and bedside diagnostic and treatment procedures. **Grade Mode:** A.  
**Prerequisites:** CODS 210, CODS 318, CODS 324.  
**Restrictions:** Must be Undergraduate Level.

CODS 439 - Speech Sound Disorders Credits 3
Overview of the etiologies, diagnosis and remediation of articulation and phonological problems. **Grade Mode:** A.  
**Prerequisites:** CODS 210, CODS 321, CODS 324.  
**Restrictions:** Must be Undergraduate Level.

CODS 440 - Communication Disorders Internship Credits 1-3
For students prepared to gain practical experience usually off campus in a work situation. **Notes:** May be taken for a total of 6 credits. **Grade Mode:** A.  
**Prerequisites:** Limited to qualified juniors or seniors.  
**Restrictions:** Must be Junior Class, or Senior Class; and Undergraduate Level.

CODS 441 - Diagnostic Methods Credits 3
Survey of procedures ranging from interviewing to formal and informal tests involved in the evaluation and assessment of speech, language, voice, cognitive and swallowing problems in children and adults. **Grade Mode:** A, N.  
**Prerequisites:** CODS 210, CODS 324.  
**Restrictions:** Must be Undergraduate Level.  
**Fee:** $10.

CODS 442 - Therapeutic Methods Credits 3
Introduction to general therapeutic approaches and specific techniques of habilitation and rehabilitation of speech, language, voice, cognitive and swallowing problems in child and adult populations. **Grade Mode:** A, N.  
**Prerequisites:** CODS 210, CODS 324.  
**Restrictions:** Must be Undergraduate Level.  
**Fee:** $10.

CODS 444 - Voice Disorders Credits 3
Topics to be covered include: etiologies, types of voice disorders including neurogenic, functional, and organic voice disorders, and review of assessment and treatment methods. Various craniofacial disorders that affect voice will also be surveyed, such as cleft palate. **Grade Mode:** A.  
**Prerequisites:** CODS 210, CODS 324.  
**Restrictions:** Must be Undergraduate Level.
Communication Studies

Faculty
Chair: Joy Qualls, Ph.D.
Professor: Muehlhoff
Associate Professor: Brandon, Molloy
Assistant Professors: Bortot, Calley, Moe
Instructor: Elliott

Courses

Communication Studies (COMM)
COMM 100 - Introduction to Public Communication Credits 3
Development of communication skills in public speaking. The course will include presentational skills, attention to multicultural communication encounters, audience analysis, speech opportunities, research, organization and critical thinking. Notes: May count as a lower division COMM major elective only for Torrey Honors program students. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 170 - Small Group Communication Credits 3
This course focuses on the individual’s communication in a group setting: leadership in groups; group communication norms and processes with emphasis on problem solving and conflict management techniques. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 181 - Introduction to Argumentation and Debate Credits 3
Effective oral communication: invention, analysis, evidence, methods of attack and defense and arrangement of ideas. Notes: Approved for Core Curriculum Communication credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 200 - The Rhetorical Act Credits 3
This course develops student understanding of rhetoric as the foundation to all effective communication. Based on a communication model that recognizes the rhetorical situation as a determining factor in all communication decisions, the course provides students with instruction on gathering, organizing, and presenting information appropriate for the audience, context, and purpose of the communication event. Students will understand their role as both communicator/audience and will be asked to deliver/critique oral and written products to demonstrate their development of rhetorical skills. Notes: Approved for Core Curriculum credit. Students should take this course in the second semester of their Freshman or the first semester of their Sophomore year at Biola. Ideally, a student would have had a COMM 100 (public speaking) or other fundamentals of communication course as part of their high school curriculum. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 254 - Communication Theories Credits 3
Descriptions and applications of communication theories such as symbolic interaction, relational theories, narrative paradigm and selected group operational theories. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 270 - Interpersonal Communication Credits 3
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.
Restrictions: Must be Undergraduate Level.

COMM 280 - Oral Interpretation Credits 3
Practical speech experience in debate and individual speaking events. Notes: May be taken twice for credit for a total of 4 credits. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 282 - Intercollegiate Forensics Credits 2
Practical speech experience in debate and individual speaking events.

COMM 320 - Advanced Public Communication Credits 3
Additional experience in improving public speaking skills in power point presentations, critiquing of speeches, and groups presentations. Speeches include: Semiotics Analysis; Apologetics Speech; Tribute Speech; and Group Presentation. Grade Mode: A.
Prerequisites: COMM 100.
Restrictions: Must be Undergraduate Level.

COMM 368 - Methods of Communication Research Credits 3
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.
Restrictions: Must be Undergraduate Level.

COMM 382 - Intercollegiate Forensics Credits 2
Practical speech experience in debate and individual speaking events. Notes: May be taken twice for credit for a total of 4 credits. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
COMM 385 - Persuasive Communication Credits 3
Techniques of persuasive speaking and communication persuasion theories. Experience in the preparation and delivery of speeches. Grade Mode: A.
Prerequisites: COMM 100.
Restrictions: Must be Undergraduate Level.

COMM 386 - Forms of Public Communication Credits 3
Application, practice and analysis of selected communication forms from a rhetorical perspective. Sections offered in political, social issues and nonverbal communication. Notes: May be taken multiple times with different course content. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 387 - Organizational Communication Credits 3
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.
Restrictions: Must be Undergraduate Level.

COMM 388 - Rhetorical Theories Credits 3
Major theories of rhetorical and public address from classical to contemporary periods. Grade Mode: A.
Prerequisites: COMM 254.
Restrictions: Must be Undergraduate Level.

COMM 400 - Communication Internship Credits 1-3
For students prepared to gain practical experience. Usually off campus in a work situation. Notes: Contact Communication Studies Office to pick up contract and receive instructions. May be taken for a total of 6 credits. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.

COMM 445 - Teaching Assistant Credits 1-3
Grade assignments and/or exams, learning how to use rubrics and to apply communication pedagogy in comments and marks. Proctor exams and assist with teaching, research, and administrative duties as needed. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.

COMM 446 - Rhetorical Criticism Credits 3
Evaluation and assessment of communication sources and artifacts. Application of critical methodologies (e.g., pentadic, narrative, feminist, metaphor, generic) to generate scholarly commentary. Grade Mode: A.
Prerequisites: COMM 254.
Restrictions: Must be Undergraduate Level.
Fee: $100

COMM 449 - Rhetoric of Media Studies Credits 3
Rhetorical criticism and evaluation of communicative messages in film, television, theatre, popular music, the popular press/books, and Internet. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.

COMM 470 - Communication Seminar Credits 1-3
Various aspects and problems in the fields of communication. Notes: May be taken multiple times with different course content. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 473 - Communication and Diversity Credits 3
Study and analysis of intercultural communication and identity within the context of the United States. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $50.

COMM 474 - Advanced Studies in Communication Behavior Credits 3
Selected communication topics varied by semester. Sections offered include: gender studies, relational studies, family communication, leadership communication, and engaging worldviews. Notes: May be taken multiple times for credit with different course content. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 480 - Directed Research Credits 1-3
Individual research in areas of communication determined in consultation with the instructor. Notes: An Add/Drop Slip and Arranged Course Form must be obtained at the Communication Studies Office. May be taken for a total of three credits. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

Computer Science

Faculty

Interim Chair: Walt Stangl, Ph.D.
Professor: Lin, Wong
Associate Professor: Lew

Courses

Computer Science (CSCI)

CSCI 103 - Computer Applications Credit 1
Introduction to computer applications using programs such as Word, Excel, or PowerPoint. Notes: May be taken multiple times for credit with a different topic. May not be counted toward the major. May not be counted toward Core Curriculum requirements. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CSCI 104 - The Nature of Computing Credits 2
Restrictions: Must be Undergraduate Level.

CSCI 105 - Introduction to Computer Science Credits 3
Introduction to computer hardware and software. Problem solving methods. Elementary concepts of algorithm development. C++ programming. Lecture/Lab Hours: Three hours lecture, one hour lab. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
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. Grade Mode: A.
Prerequisites: CSCI 105.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: CSCI 105.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: CSCI 106.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: CSCI 106 and CSCI 220.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: CSCI 106.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: CSCI 106; MATH 112 or MATH 204.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: CSCI 230.
Restrictions: Must be Undergraduate Level.

CSCI 430 - Computer Communications
Concepts of computer communications, local area networks, seven layers of communication protocols, global networks. When Offered: Spring. Grade Mode: A.
Prerequisites: CSCI 311.
Restrictions: Must be Undergraduate Level.

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. Notes: Course may be taken multiple times for credit with different content. Grade Mode: A.
Prerequisites: CSCI 106.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: CSCI 230, CSCI 311, and CSCI 430.
Restrictions: Must be Undergraduate Level.

CSCI 480 - Research Seminar
Special studies in computer science. Grade Mode: A.
Restrictions: Must be Senior Class; and must be Undergraduate Level.

Education
A division of the School of Education

Faculty
Dean: June Hetzel, Ph.D.
Assistant Dean: Tim Stranske, Ph.D.
Chair: Lorena Vidaurre, Ph.D.
Professors: Hetzel, Stranske
Associate Professors: Bishop, Block, Curtis, Eastman, LaBarbera, Reid, Serna, Stein, Taylor, Vidaurre, Wong-Lo
Assistant Professors: Cid

Courses

Education (LEDU)

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. Successful completion of this course constitutes one of the requirements for admission to the Teacher Preparation Program. CBEST must be taken or basic skills requirement met during this course for acceptance to a credential program. Grade Mode: A.
Lecture/ Lab Hours: A 25-hour fieldwork practicum component is required. Notes: 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. Grade Mode: A.
Restrictions: Must not be Freshman Class; and must be Undergraduate Level.
Fee: Paid Taskstream subscription required. Approximately $130 for livescan and application fees will be required.
LEDU 309 - Elementary Math/Science Methods Credits 2
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. Notes: Credential candidates must pass this course with a "B-" or higher. Grade Mode: A.
Prerequisites: LEDU 420.
Corequisites: LEDU 336, LEDU 434.
Restrictions: Must be Undergraduate Level.
Fee: $25. Paid Taskstream subscription required for credential candidates.

LEDU 324 - Performing Arts in Education Credit 1
Multiple subject teacher candidates identify, apply, appreciate the value of, and practice components and strands of culturally and developmentally appropriate dance and theater education for youth as found in the Visual and Performing Arts Framework and Student Academic Content Standards. Lecture/Lab Hours: A 15-hour fieldwork practicum component is required. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $50.

LEDU 330 - Psychological Foundations of Education Credits 3
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. Notes: Special approval required. Restricted to formal application and acceptance to the School of Education. Credential candidates must pass this course with a "B-" or higher. This course is designed to fulfill the University's writing competency requirement for credential students. Grade Mode: A.
Prerequisites: PSYC 200; LEDU 301 or MUSC 205.
Restrictions: Must be Undergraduate Level.
Fee: $50. Paid Taskstream subscription required.

LEDU 335 - Child Development: Birth through Adolescence Credits 3
Basic concepts of cognitive development, including psychosocial, moral and language development. Define concepts related to the development of personality and temperament. Examine scope of physical development of children and the connections between health and learning. These theories are investigated in light of classroom implications for identifying and describing individual differences in the development of children. Covers the impact of genetic, sociocultural and socioeconomic factors on the development of children and young adolescents. Notes: This class is designed to fulfill the University's writing competency requirement for non-credential students. Grade Mode: A.
Prerequisites: PSYC 200.
Restrictions: Must not be Freshman Class; and must be Undergraduate Level.

LEDU 336 - Elementary Health Curriculum and Methods Credit 1
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. Notes: Credential candidates must pass this course with a "B-" or higher. Grade Mode: A.
Prerequisites: LEDU 420.
Corequisites: LEDU 309, LEDU 434.
Restrictions: Must be Undergraduate Level.
Fee: Paid Taskstream subscription required for credential candidates.

LEDU 337 - Elementary History-Social Science Curriculum and Methods Credit 1
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. Notes: Credential candidates must pass this course with a "B-" or higher. Grade Mode: A.
Prerequisites: LEDU 341.
Corequisites: LEDU 420.
Restrictions: Must be Undergraduate Level.
Fee: Paid Taskstream subscription required for credential candidates.

LEDU 341 - Methods of Teaching Linguistically Diverse Students Credits 3
Survey of the theories, programs, and instructional practices for English language development, including first and second language acquisition and individual factors affecting language acquisition. Strategies for the application of theory to classroom practice and instruction in content area literacy are emphasized. Principles of educational equity, diversity, and cultural and linguistic responsiveness are examined. Lecture/LabHours: A 10-hour fieldwork practicum component is required. Notes: Credential candidates must pass this course with a "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #1. Grade Mode: A.
Prerequisites: LEDU 330.
Restrictions: Must be Undergraduate Level.
Fee: $100. Paid Taskstream subscription required.

LEDU 356 Early Childhood Curriculum Credits 3
This course examines ways to create meaningful curriculum that is aligned with the National Association for the Education of Young Children (NAEYC) program standards, the California Preschool Learning Foundations, and the California Common Core and Content Standards. Teacher candidates develop curriculum plans that integrate language and literacy, mathematics, and play for children ages 3 to 8. Particular attention is given to the key role of adult-child interactions and teaching strategies supporting physical, social and intellectual development for all children. Lecture/Lab Hours: A 9-hour field practicum component is required. Notes: Early Childhood permit candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 301, LEDU 335.
Restrictions: Must be Undergraduate Level.
Fee: Paid Taskstream subscription required.

LEDU 357 - School/Family/Community Partnerships in Early Childhood Urban Settings Credits 3
The focus of this course is to provide an examination of family, community, societal, and cultural influences on children's schooling and learning. It highlights strategies for integrating family members and community resources into the learning process. Emphasis will be given to the 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. Notes: Early Childhood permit candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 301, LEDU 335.
Restrictions: Must be Undergraduate Level.
Fee: Paid Taskstream subscription required.
LEDU 358 - Classroom Management in Early Childhood Settings Credits 3
This course offers an overview of childhood 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. **Notes:** Early Childhood permit candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. **Grade Mode:** A. **Prerequisites:** LEDU 356. **Restrictions:** Must be Undergraduate Level. **Fee:** Paid Taskstream subscription required.

LEDU 359 - Observation and Assessment of Young Children Credits 3
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. **Notes:** Early Childhood permit candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. **Grade Mode:** A. **Prerequisites:** LEDU 356. **Restrictions:** Must be Undergraduate Level. **Fee:** Paid Taskstream subscription required.

LEDU 360 - Early Childhood Practicum Credits 3
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. **Notes:** Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for practicum. **Grade Mode:** A. **Prerequisites:** LEDU 357, LEDU 358, and LEDU 359. **Restrictions:** Must be Undergraduate Level. **Fee:** Paid Taskstream subscription required.

LEDU 361 - Issues in Special Education Credits 3
This course provides a basic introduction to the history and educational philosophy of special education. It includes study of mild/moderate disabilities (specific learning disabilities, cognitive impairments, and emotional and behavioral disturbances). The course examines legal issues and laws pertaining to special education giving attention to school compliance and student and parent rights. **Notes:** Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. **Grade Mode:** A. **Prerequisites:** LEDU 301. **Restrictions:** Must be Undergraduate Level. **Fee:** Paid Taskstream subscription required.

LEDU 362 - Assessment and Evaluation of Exceptional Learners Credits 3
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. **Notes:** Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. **Grade Mode:** A. **Prerequisites:** LEDU 301. **Restrictions:** Must be Undergraduate Level. **Fee:** Paid Taskstream subscription required.

LEDU 363 - Teaching Students with Mild Disabilities in Inclusive Settings Credits 3
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. **Notes:** Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. **Grade Mode:** A. **Prerequisites:** LEDU 301. **Restrictions:** Must be Undergraduate Level. **Fee:** Paid Taskstream subscription required.

LEDU 364 - Behavior and Classroom Management for Students with Special Needs Credits 3
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. **Notes:** Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. **Grade Mode:** A. **Prerequisites:** LEDU 301. **Restrictions:** Must be Undergraduate Level. **Fee:** Paid Taskstream subscription required.

LEDU 365 - Current Issues in Technology and Instruction Credits 3
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. **Restrictions:** Must be Undergraduate Level.

LEDU 366 - Innovative Usage of Multimedia within Schools Credits 3
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. **Grade Mode:** A. **Prerequisites:** LEDU 365. **Restrictions:** Must be Undergraduate Level.
LEDU 367 - World Wide Web Design Credits 3
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. Grade Mode: A.
Prerequisites: LEDU 365.
Restrictions: Must be Undergraduate Level.

LEDU 368 - Elements of Computer Hardware and Software Maintenance and Repair Credits 3
Instruction will include basic knowledge of computer hardware and software design, repair, and maintenance to assure proper usage and availability within a school. Grade Mode: A.
Prerequisites: LEDU 365.
Restrictions: Must be Undergraduate Level.

LEDU 369 - Introduction to Autism Spectrum Disorders Credits 3
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. Notes: Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 301.
Restrictions: Must be Undergraduate Level.
Fee: Paid Taskstream subscription required.

LEDU 378 - CalTPA Remediation Credit 1
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. Notes: Course by arrangement. May only be taken twice. Grade Mode: C.
Restrictions: Must be Undergraduate Level.

LEDU 380 - Children's Literature Credits 3
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. Notes: Credential candidates must pass this course with a grade of "B-" or higher. Grade Mode: A.
Prerequisites: One of the following: ENGL 220, ENGL 230, ENGL 251, ENGL 252, ENGL 253, ENGL 281, ENGL 282, ENGL 283 or ENGL 290.
Restrictions: Must be Undergraduate Level.
Fee: Paid Taskstream subscription required for credential candidates.

LEDU 416 - International Education Fieldwork Credits 3
This course consists of three units of fieldwork in a country other than the United States of America. The student experiences teaching, researching, reflecting and praying which lays the foundation for understanding and explaining the ways in which educational influences shape the world's economies, polities, and societies, and their consequences for global conflict and cooperation. Students will learn to distinguish among different theoretical explanations for understanding schooling and education in a given society, think critically about their strengths and weaknesses, and apply them to a range of historical and contemporary issues. Notes: Special approval required from the School of Education. This course may be taken two times for credit. See advisor for details. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: An additional course fee is associated with travel out of country.

LEDU 420 - Elementary Reading/Language Arts Credits 3
Methods and materials for teaching reading to students in elementary schools; attention to a variety of approaches and techniques; consideration of the needs of pupils with varied cultural and language backgrounds. Lecture/Lab Hours: A 35-hour fieldwork practicum component is required. Notes: 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. Grade Mode: A.
Prerequisites: LEDU 341.
Corequisites: LEDU 337.
Restrictions: Must be Undergraduate Level.
Fee: $100. Paid Taskstream subscription required.

LEDU 425 - Secondary Content Area Reading Credits 3
Methods and materials for teaching reading through content areas in secondary schools; attention to reading techniques, testing, and individualization. Lecture/Lab Hours: A 35-hour fieldwork practicum component is required. Notes: 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. Grade Mode: A.

LEDU 432 - Elementary Curriculum Fieldwork Credit 1
A 60-hour fieldwork course to support Multiple Subject Credential candidates in application of teaching pedagogy. Candidates will design and teach a minimum of three lessons in local elementary schools. Notes: Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: Paid Taskstream subscription required for credential candidates.
LEDU 433 - Single Subject Pedagogy  Credits 2
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 - Methods of Teaching Spanish as a Foreign Language: During interrelated activities in program coursework and fieldwork, Single Subject Modern Language candidates learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the state-adopted K–12 Foreign Language Framework and Student Academic Content Standards for students learning Spanish (Grades 7–12).
Single Subject Pedagogy - Health Science: During interrelated activities in program coursework and fieldwork, Single Subject Health Science candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the state-adopted K–12 academic content standards for students in Health Science (Grades 7–12).
Single Subject Pedagogy - History/Social Science: During interrelated activities in program coursework and fieldwork, Single Subject History/Social Science candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the K–12 state-adopted academic content standards for History/Social Science (Grades 7–12).
Single Subject Pedagogy - Mathematics: During interrelated activities in program coursework and fieldwork, Single Subject Mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of mathematics; and problem solving skills in mathematics, and acquire pedagogical skills that assist students in learning K–12 state-adopted academic content standards for Mathematics (Grades 7–12).
Single Subject Pedagogy - Physical Education: During interrelated activities in program coursework and fieldwork, Single Subject Physical Education candidates learn, understand and use content-specific teaching strategies for helping students in learning K–12 state-adopted academic content standards for Physical Education (Grades 7–12).
Single Subject Pedagogy - Science: During interrelated activities in program coursework and fieldwork, Single Subject Science candidates relate the state-adopted K–12 academic content standards for students in Science (Grades 7–12) to major concepts, principles and investigations in the science disciplines, including planning, organizing, and implementing effective instruction. Notes: Credential candidates must pass this course with a grade of "B+" or higher. Grade Mode: A. Prerequisites: LEDU 425. Corequisites: LEDU 438. Restrictions: Must be Undergraduate Level. Fee: Paid Taskstream subscription required.

LEDU 434 - Elementary Curriculum, Differentiation, and Assessment  Credits 3
The course emphasis is curriculum and instruction through the planning and teaching of a variety of developmentally and ability-appropriate instructional strategies for all learners, including Universal Design of Learning and Multi-Tiered System of Supports (MTTS), differentiation, and assessment. Candidates will complete 60-hours of fieldwork. Candidates will design and teach several classroom lessons in local elementary schools. Notes: Those teaching full-time may have fieldwork hours reduced to 15 (based on Director approval). Credential candidates must pass this course with a grade of B+ or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Prerequisites: LEDU 420. Corequisites: LEDU 309, LEDU 336. Restrictions: Must be Undergraduate Level. Fee: $100. Paid Taskstream subscription required.

LEDU 437 - Secondary Curriculum Fieldwork  Credit 1
A 60-hour fieldwork course to support Single Subject Credential candidates in application of teaching pedagogy. Candidates will design and teach a minimum of three lessons in local secondary schools. Notes: Credential candidates must pass this course with a grade of B+ or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Restrictions: Must be Undergraduate Level.

LEDU 438 - Secondary Curriculum, Differentiation, and Assessment  Credits 3
The course emphasis is curriculum and instruction through the planning and teaching of a variety of developmentally and ability-appropriate instructional strategies for all learners, including Universal Design of Learning and Multi-Tiered System of Supports (MTTS), differentiation, and assessment. Candidates will complete 60-hours of fieldwork. Candidates will design and teach several classroom lessons in local secondary schools. Notes: Those teaching full-time may have fieldwork hours reduced to 15 (based on Director approval). Credential candidates must pass this course with a grade of B+ or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Prerequisites: LEDU 425. Corequisites: LEDU 433. Restrictions: Must be Undergraduate Level. Fee: $100. Paid Taskstream subscription required.

LEDU 440 - Elementary Student Teaching I  Credits 6
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and University supervisors. University seminar required. Notes: 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). Grade Mode: A. Prerequisites: LEDU 434. Restrictions: Must be Undergraduate Level. Fee: $120. Paid Taskstream subscription required.
LEDU 442 - Elementary Student Teaching II Credits 6
See LEDU 440. Notes: Special approval required. Restricted to formal application. Must pass course with a grade of "B−" or higher. Grade Mode: A.
Prerequisites: LEDU 440 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.
Fee: Paid Taskstream subscription required.

LEDU 450 - Secondary Student Teaching I Credits 6
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and University supervisors. University seminar required. Notes: 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 452 if completing student teaching in one semester. (See also SEED 514/515).
Grade Mode: A.
Prerequisites: LEDU 438.
Restrictions: Must be Undergraduate Level.
Fee: $120. Paid Taskstream subscription required.

LEDU 452 - Secondary Student Teaching II Credits 6
See LEDU 450. Notes: Special approval required. Restricted to formal application. Must pass course with a grade of "B−" or higher. Grade Mode: A.
Prerequisites: LEDU 450 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.
Fee: Paid Taskstream subscription required.

LEDU 480 - Directed Study Credits 1-3
Subject matter and credit by arrangement. Notes: An Add/Drop Slip and Arranged Course Form must be submitted. May be taken for a total of 6 credits. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

English

Faculty
Chair: Christopher Davidson, M.F.A.
Professor: Buchanan, Kleist, Smith
Associate Professors: Adams, Davidson, Garcia, Hashimov, Malandra, Matzke, Park, Wang, Williamson

Courses

English (ENGL)

ENGL 011 - Foundational Academic Reading, Writing, and Grammar Credits 3
A foundation-level course in English-language reading, writing, and grammar for general academic purposes, contexts, and audiences. The course is intended for students for whom English is not a primary language and prepares them for academic programs. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must be Undergraduate Level.

ENGL 012 - Foundational Communication and Grammar in Context Credits 3
A foundation-level course in English-language oral communication and grammar in disciplinary contexts. The course is intended for students for whom English is not a primary language and prepares them for academic programs. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must be Undergraduate Level.

ENGL 013 - Foundational Communication in Faith and Missional Contexts Credits 3
A foundation-level course in the use of the English-language (oral and written) in biblical, Christian, and missional contexts. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the introductory stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must be Undergraduate Level.

ENGL 021 - Intermediate Academic Reading, Writing, and Grammar Credits 3
An intermediate-level course in English-language reading, writing, and grammar for general academic purposes, contexts, and audiences. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the developmental stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must be Undergraduate Level.

ENGL 022 - Intermediate Communication and Grammar in Context Credits 3
An intermediate-level course in English-language oral communication and applied grammar in disciplinary contexts and for academic audiences. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the developmental stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must be Undergraduate Level.

ENGL 023 - Intermediate Communication in Faith and Missional Contexts Credits 3
An intermediate-level course in the use of the English-language (oral and written) in biblical, Christian, and missional contexts. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the developmental stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must be Undergraduate Level.
ENGL 024 - Intermediate Writing and Speech Lab Credits 3
An intermediate-level lab course in English-language writing and speech. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the developmental stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must be Undergraduate Level.

ENGL 031 - Advanced Academic Reading, Writing, and Grammar Credits 3
An advanced-level course in English-language reading, writing, and grammar for general academic purposes, contexts, and audiences. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the mastery stage (equivalent to 'approaching introduction' for Core Curriculum purposes). Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must be Undergraduate Level.

ENGL 032 - Advanced Communication and Grammar in Context Credits 3
An advanced-level course in the use of the English-language (oral and written) in biblical, Christian, and missional contexts. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the introductory stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must be Undergraduate Level.

ENGL 033 - Advanced Communication in Faith and Missional Contexts Credits 3
An advanced-level course in the use of the English-language (oral and written) in biblical, Christian, and missional contexts. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the mastery stage (equivalent to 'approaching introduction' for Core Curriculum purposes). Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must be Undergraduate Level.

ENGL 034 - Advanced Writing and Speech Lab Credits 3
An advanced-level lab course in English-language writing and speech. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the mastery stage (equivalent to 'approaching introduction' for Core Curriculum purposes). Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must be Undergraduate Level.

ENGL 061 - Foundational Scholarly Reading, Writing, and Grammar for Graduate Studies Credits 3
A foundation-level course in English-language reading, writing, and grammar for general scholarly purposes, contexts, and audiences for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for graduate programs at the introductory stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate EL placement.
Restrictions: Must not be Doctoral Level, Post Baccalaureate Level or Graduate Level.

ENGL 062 - Foundational Communication, Conventions, and Grammar in Context for Graduate Studies Credits 3
A foundation-level course in English-language oral communication, conventions, and applied grammar in disciplinary contexts and for scholarly audiences for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for graduate programs at the introductory stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate ELP placement.
Restrictions: Must be Graduate Level.

ENGL 063 - Foundational Communication in Faith, Theology, and Missions for Graduate Studies Credits 3
A foundation-level course in the use of the English-language (oral and written) in the context of biblical scholarship, theology, and missions for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the introductory stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate ELP placement.
Restrictions: Must be Doctoral Level, Post Baccalaureate Level or Graduate Level.

ENGL 064 - Foundational Writing and Speech Lab for Graduate Studies Credits 3
A foundation-level lab course in English-language writing and speech for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the introductory stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate ELP placement.
Restrictions: Must be Doctoral Level, Post Baccalaureate Level or Graduate Level.

ENGL 067 - Intermediate Scholarly Reading, Writing, and Grammar for Graduate Studies Credits 3
An intermediate-level course in English-language reading, writing, and grammar for general scholarly purposes, contexts, and audiences for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for graduate programs at the developmental stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate ELP placement.
Restrictions: Must be Doctoral Level, Post Baccalaureate Level or Graduate Level.

ENGL 071 - Intermediate Communication, Conventions, and Grammar in Context for Graduate Studies Credits 3
An intermediate-level course in English-language oral communication, conventions, and applied grammar in disciplinary contexts and for scholarly audiences for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for graduate programs at the developmental stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate ELP placement.
Restrictions: Must be Doctoral Level, Post Baccalaureate Level or Graduate Level.
ENGL 073 - Intermediate Communication in Faith, Theology, and Missions for Graduate Studies Credits 3
An intermediate-level course in the use of the English-language (oral and written) in the context of biblical scholarship, theology, and missions for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for graduate programs at the developmental stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate ELP placement.
Restrictions: Must be Doctoral Level, Post Baccalaureate Level or Graduate Level.

ENGL 074 - Intermediate Writing and Speech Lab for Graduate Studies Credits 3
An intermediate-level lab course in English-language writing and speech for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the developmental stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate ELP placement.
Restrictions: Must be Doctoral Level, Post Baccalaureate Level or Graduate Level.

ENGL 081 - Advanced Scholarly Reading, Writing, and Grammar for Graduate Studies Credits 3
An advanced-level course in English-language reading, writing, and grammar for general scholarly purposes, contexts, and audiences for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for graduate programs at the mastery stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate ELP placement.
Restrictions: Must be Doctoral Level, Post Baccalaureate Level or Graduate Level.

ENGL 082 - Advanced Communication, Conventions, and Grammar in Context for Graduate Studies Credits 3
An advanced-level course in English-language oral communication, conventions, and applied grammar in disciplinary contexts and for scholarly audiences for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for graduate programs at the mastery stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate ELP placement.
Restrictions: Must be Doctoral Level, Post Baccalaureate Level or Graduate Level.

ENGL 083 - Advanced Communication in Faith, Theology, and Missions for Graduate Studies Credits 3
An advanced-level course in the use of the English-language (oral and written) in the context of biblical scholarship, theology, and missions for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for graduate programs at the mastery stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate ELP placement.
Restrictions: Must be Doctoral Level, Post Baccalaureate Level or Graduate Level.

ENGL 084 - Advanced Writing and Speech Lab for Graduate Studies Credits 3
An advanced-level lab course in English-language writing and speech for graduate studies. The course is intended for students for whom English is not a primary language and prepares them for academic programs at the mastery stage. Notes: EL credit only (does not count toward academic degree credits). Grade Mode: A.
Prerequisites: Must meet appropriate ELP placement.
Restrictions: Must be Doctoral Level, Post Baccalaureate Level or Graduate Level.

ENGL 100 - Basic Studies in Critical Thinking and Writing Credits 3
Reading and discussion of ideas and methods in writing, stressing fundamentals of grammar, punctuation, spelling and paragraph writing, along with critical thinking persuasion and evaluation. Lecture/Lab Hours: Three hours of lecture, two hours of lab. Notes: Approved for Core Curriculum Foreign Language 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 advanced EL courses must take ENGL 100 within the first term of residence. Grade Mode: A.
Restrictions: Undergraduate Level.

ENGL 102 - Academic English Language and Culture I Credits 3
An advanced course designed to further develop language skills (reading, writing, and grammar) by focusing on the cultural content, vocabulary and grammar necessary to develop intercultural communicative competence at a mid-high proficiency level. Notes: Approved for Core Curriculum Foreign Language credit. Grade Mode: A.
Prerequisites: Must meet appropriate ELP/ALP placement.
Restrictions: Must be Undergraduate Level or Graduate Level.

ENGL 103 - Advanced English Language and Culture II Credits 3
An advanced grammatical structures of English through academic content, which target the development of advanced-level oral and written proficiency through readings and discussion of academic texts and culture broadly defined (film, literature, newspapers, pop culture, etc.), as well as writing assignments and oral presentations. Notes: Approved for Core Curriculum Foreign Language credit. Grade Mode: A.
Prerequisites: Must meet appropriate ELP/ALP placement.
Restrictions: Must be Undergraduate Level or Graduate Level.

ENGL 104 - Academic English Language and Culture II Credits 3
In this course, students will learn and practice reading and writing strategies for completing their assigned work in other courses on campus. The skills and strategies practiced in English 102 (writing data commentary, comparison/contrast, cause & effect, process, extended definitions, summary and problem/solution) are woven into this course as students do research, read authentic texts and complete longer writing assignments. Notes: Approved for Core Curriculum Foreign Language credit. Grade Mode: A.
Prerequisites: Must meet appropriate ELP/ALP placement.
Restrictions: Must be Undergraduate Level or Graduate Level.

ENGL 105 - Advanced English Communication - Academic Listening & Speaking Credits 3
An academic listening, speaking, and critical thinking course that aims to improve students' ability to participate in university course lectures and class discussions. Students will respond to lectures, participate in and lead class discussions and deliver short oral reports. This course also targets the development of advanced-level oral proficiency through contemporary oral and digital presentation formats. Notes: Approved for Core Curriculum Foreign Language credit. Grade Mode: A.
Prerequisites: Must meet appropriate ELP/ALP placement.
Restrictions: Must be Undergraduate Level or Graduate Level.
ENGL 100 - Introduction to English Studies
Credits 3
This introductory language course for education students: history of language, introduction to grammar, and practical matters about teaching English as a second language. Required and approved for Core Curriculum English credit. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 112 - Studies in Critical Thinking and Writing I
Credits 3
A study of selected writers and their works from 1832 through the present. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 113 - Studies in Critical Thinking and Writing II
Credits 3
A study of selected writers and their works from 1616 to 1832. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 190 - Introduction to English Studies
Credits 3
Approved for Core Curriculum Literature credit. Successful completion of the final portfolio fulfills the Writing Competency Requirement unless otherwise noted by the individual department. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course.
Restrictions: Must be Undergraduate Level.

ENGL 200 - Writing for Competency
Credits 3
An introduction to the study of English language and literature, with particular attention to the practical skills needed for success in the discipline: close reading, critical thinking, and clear writing. Notes: This course is open to all students. Grade Mode: A.
Prerequisites: Must be Undergraduate Level.

ENGL 210 - Writing for Competency
Credits 3
An introduction to writing at the college level. Designed for students who have not satisfied the WCR (Writing Competency Requirement) as described in the General Studies section. A grade of C+ or better will fulfill the competency requirement. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113.
Restrictions: Must be Undergraduate Level.

ENGL 220 - Literature and Film
Credits 3
A study of selected writers and their works from the early Middle Ages to 1616. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 221 - British Literature I
Credits 3
A study of selected writers and their works from 1616 to 1832. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 230 - Topics in Diverse Literatures
Credits 3
Selected writers representative of international or ethnic literatures. Notes: Approved for Core Curriculum Literature credit. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 240 - Advanced Composition
Credits 3
Study of the theories of writing and rhetorical models. Extensive practice in writing. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course.
Restrictions: Must be Undergraduate Level.

ENGL 250 - British Literature II
Credits 3
A study of selected writers and their works from 1832 through the present. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 252 - British Literature II
Credits 3
A study of selected writers and their works from 1832 through the present. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 253 - British Literature III
Credits 3
A study of selected writers and their works from 1832 through the present. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 281 - American Literature I
Credits 3
A study of selected writers from the Age of Realism through the present day. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 282 - American Literature II
Credits 3
A study of selected writers from the Age of Realism through the present day. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 283 - Race and Ethnicity in American Literature
Credits 3
Studies in diverse literatures of the United States. Notes: Approved for Core Curriculum Literature credit. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 288 - American Literature III
Credits 3
A study of selected writers and their works from 1616 to 1832. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 290 - World Literature
Credits 3
Studies in diverse literatures of the United States. Notes: Approved for Core Curriculum Literature credit. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 313 - Writing in the Disciplines
Credits 3
A culmination of writing experiences and practices throughout the Core, this course uses discipline-specific texts and contexts for reading and discussion of ideas and methods in writing. Students will compare and critically analyze academic writing created by themselves and by experts; research and discover customs, values, and hallmarks of writing in their disciplines; use effective invention, drafting, revising, and proofreading methods for written work; learn to find, synthesize, and cite discipline-specific sources; and prepare essays and multi-genre artifacts useful in both academic and professional settings. 16-24 pages of polished prose, or its equivalent required. Notes: Required and Approved for Core Curriculum English credit. Successful completion of the final portfolio fulfills the Writing Competency Requirement unless otherwise noted by the individual department. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 320 - Studies in Grammar and Language
Credits 3
Introductory language course for education students: history of language, grammatical systems, usage/composition; teaching applications. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; one 200-level course.
Restrictions: Must be Undergraduate Level.

ENGL 340 - Advanced Composition
Credits 3
Study of the theories of writing and rhetorical models. Extensive practice in writing. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course.
Restrictions: Must be Undergraduate Level.
ENGL 344 - Creative Writing: Fiction Credits 3
Fiction workshop. Students will read and critique each other’s work, study selected modern and contemporary short stories and investigate the creative writing process. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course.
Restrictions: Must be Undergraduate Level.

ENGL 351 - General English Linguistics Credits 3
Introduction to the basic concepts in scientific study of language, major areas of linguistic analysis and several subareas of the field. Although the primary emphasis is on English, material from other languages is introduced to provide a broad perspective. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ENGL 353 - Introduction to TESOL: Adult Credits 3
Basic concepts, methods and techniques of teaching English (ESL or EFL) to speakers of other languages. Introduces principles of second language learning along with techniques for teaching both separate and integrated skills to adults or postsecondary students. Notes: See INTE 421. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ENGL 354 - Introduction to TESOL: K–12 Credits 3
Examination of rationale, methods and materials for teaching English in elementary and secondary multilingual classrooms. Assessment, the role of the primary language, and techniques for teaching oral and written language are also covered. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ENGL 360 - Studies in American Literature Credits 3
Specific eras and movements in American literature. Two or more sections offered every year. The sections include American literature from Colonial America, the Constitution to the Civil War, the Civil War to the New Deal, and the New Deal to the present. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course.
Restrictions: Must be Undergraduate Level.

ENGL 370 - Studies in British Literature Credits 3
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. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course.
Restrictions: Must be Undergraduate Level.

ENGL 380 - Studies in Children's Literature Credits 3
Readings in children's literature, including consideration of forms, themes, and critical approaches. Notes: Intended for Education majors only. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course.
Restrictions: Must be a Major in Liberal Studies (LELS); and Undergraduate Level.

ENGL 389 - Studies in Major Authors Credits 3
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, postcolonial theory and the new historicism. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course.
Restrictions: Must be Undergraduate Level.

ENGL 400 - Studies in Shakespeare Credits 3
Studies of a selection of Shakespeare's plays, providing an overview of Shakespearean tragedy, comedy, and historical drama. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.
Restrictions: Must be Undergraduate Level.

ENGL 410 - Studies in Specialized Writing Credits 3
Comparative studies of a specific cultural literature. Sections offered in areas such as African, Spanish, Russian, Jewish, and German literature. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.
Restrictions: Must be Undergraduate Level.

ENGL 420 - Studies in Comparative Literature Credits 3
Studies of a selection of Shakespeare's plays, providing an overview of Shakespearean tragedy, comedy, and historical drama. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.
Restrictions: Must be Undergraduate Level.

ENGL 430 - Special Studies in Literature Credits 3
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). Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.
Restrictions: Must be Undergraduate Level.

ENGL 433 - CSET Preparation Class Credit 1
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). Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.
Restrictions: Must be Undergraduate Level.

ENGL 440 - Studies in Major Authors Credits 3
An in-depth study of the works of one or more significant authors with attention to the chronological development of the author’s style, main themes and relationship to the literary tradition. Sections offered include such authors as Chaucer, Milton, Wordsworth and Coleridge, Faulkner, and Hemingway. Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.
Restrictions: Must be Undergraduate Level.
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ENGL 454</td>
<td>Studies in Literary Theory</td>
<td>3</td>
<td>Applied studies of literature using selected theoretical methodologies. Grade Mode: A.</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<td>Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; and 390.</td>
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<tr>
<td>ENGL 460</td>
<td>Studies in Genre</td>
<td>3</td>
<td>Studies in a specific literary (poetry, short story, novel, etc), rhetorical, or written (literary non-fiction, poetry, technical writing, etc) genre. Grade Mode: A.</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<td>Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.</td>
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<tr>
<td>ENGL 471</td>
<td>Honors Seminar</td>
<td>3</td>
<td>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. Grade Mode: A.</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<td>Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.</td>
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<tr>
<td>ENGL 481</td>
<td>Studies in World Literature</td>
<td>3</td>
<td>Specialized studies of global literatures focusing on authors, periods, and/or movements from literary traditions other than the United States and Britain. Grade Mode: A.</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<td></td>
<td>Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.</td>
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<tr>
<td>ENGL 482</td>
<td>Studies in Ethnic Literature</td>
<td>3</td>
<td>Specialized studies of race and ethnicity in literatures of North America and Britain. Grade Mode: A.</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<td></td>
<td>Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.</td>
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<tr>
<td>ENGL 490</td>
<td>English Practicum</td>
<td>1-3</td>
<td>Practical experience in English teaching, editing and/or research at the college level. Notes: 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.</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<td>Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.</td>
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<tr>
<td>ENGL 491</td>
<td>Senior Thesis</td>
<td>3</td>
<td>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. Grade Mode: A.</td>
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<td>Restrictions: Must be Senior Class; and a Concentration in Honors Graduate School Prep (EHON); Undergraduate Level.</td>
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<td>Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.</td>
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<tr>
<td>ENGL 495</td>
<td>English Capstone Course</td>
<td>3</td>
<td>The English Capstone course endeavors to promote individual research, demonstrate creative/scholarly productivity, and foster communal encouragement and accountability on a project that relies heavily on skills acquired in the students' previous years in the program. A culminating Capstone Project will be produced in consultation with the peer cohort and with one or more faculty members in the Department of English. Notes: Must be a graduating Senior. Grade Mode: A.</td>
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<td>Restrictions: Must be Senior Class; and a Major in English (ENGL); Undergraduate Level.</td>
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</table>

**French**

**Faculty**

Chair: Victor Velasquez, Ph.D.

Associate Professor: Bryant

Assistant Professors: Hernandez, Velasquez

**Courses**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FREN 100</td>
<td>French Language and Culture I</td>
<td>4</td>
<td>This is an introductory course designed to build basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate low proficiency level.</td>
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<td>Lecture/Lab Hours: Five hours each week. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in French should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A.</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<td>Fee: $10.</td>
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<tr>
<td>FREN 200</td>
<td>French Language and Culture II</td>
<td>4</td>
<td>This is an introductory course designed to build basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate low-mid proficiency level.</td>
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<td></td>
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<td>Lecture/Lab Hours: Five hours each week. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in French should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A.</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<td>Fee: $10.</td>
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</tbody>
</table>
FREN 201 - French Language and Culture III Credits 4
This is an intermediate course designed to further develop basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop intercultural communicative competence at an intermediate mid-high proficiency level. Lecture/Lab Hours: Five hours each week. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in French should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A. Prerequisites: FREN 200 or HUFF 102. Students with high school French should consult with the department for placement. Restrictions: Must be Undergraduate Level. Fee: $10.

FREN 202 - Intermediate French II Credits 3
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. Lecture/Lab Hours: Three hours each week. When Offered: Not offered on a regular basis. Notes: Students desiring to enroll in French should do so during the freshman and sophomore years. Approved for Core Curriculum credit, however, it is impossible to complete Core Curriculum (B.A. degree) if the student starts in the senior year. Grade Mode: A. Prerequisites: FREN 201 or HUFF 201. Students with high school French should consult with the department for placement. Restrictions: Must be Undergraduate Level.

FREN 205 - Intercultural Communication in French Credits 4
This is an introductory course designed to build basic language skills (listening, speaking, reading, and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop intercultural communicative competence at an intermediate low-mid proficiency level. Notes: Approved for Core Curriculum credit. Offered off campus and includes a service component and course fee depending on the location and itinerary of the class and service component. Grade Mode: A. Prerequisites: FREN 100 or demonstration of proficiency through department assessment. Restrictions: Must be Undergraduate Level. Fee: May involve trip fee.

FREN 230 - French Conversation and Composition Credits 3
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. Notes: This course will not be offered on a regular basis. Grade Mode: A. Prerequisites: FREN 202 or HUFF 202. Restrictions: Must be Undergraduate Level.

FREN 299 - Faith, Life and Culture: Travel Practicum Credits 3
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. Grade Mode: A. Prerequisites: FREN 201 or HUFF 201. Restrictions: Must be Undergraduate Level. Fee: Additional fees may vary.

FREN 300 - Readings in French Credits 3
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. Notes: This course is taught in French. Grade Mode: A. Prerequisites: FREN 202 or HUFF 202. Restrictions: Must be Undergraduate Level.

FREN 330 - Advanced Conversation and Composition Credits 3
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. Grade Mode: A. Prerequisites: FREN 230 or HUFF 230. Restrictions: Must be Undergraduate Level.

FREN 360 - Topics in French and Francophone Literature and Culture Credits 3
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. Grade Mode: A. Prerequisites: FREN 330 or HUFF 330. Restrictions: Must be Undergraduate Level.

FREN 400 - French Literature in Translation Credits 3
Specialized studies on global literature focusing on authors, genres, periods, regions, or traditions from the French and Francophone world. Grade Mode: A. Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 300-level ENGL course or one 300-level FREN course or one 300-level HUFF course. Restrictions: Must be Undergraduate Level.

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

General Studies (GNST)

GNST 001 - Strategies for Academic and Personal Success Credits 0
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 living/learning, moderation, critical thinking, test-taking and holistic living. Grade Mode: C.
Restrictions: Must be Undergraduate Level.
Fee: $60.

GNST 002 - Above and Beyond Credits 0
College study skill development, organizational and academic accountability, for selected/approved participants through the undergraduate admissions process. Grade Mode: C.
Prerequisites: Course eligibility via selection.
Restrictions: Must be Freshman Class; and Undergraduate Level.

GNST 003 - LEAD Scholars Program Credits 0
This course is a 2-semester required course for students in the LEAD Scholars Program. The course guides the students in constructing a Biblical foundation for diversity and analyzing cultural worldviews. Grade Mode: C.
Restrictions: Must be Undergraduate Level.

GNST 004 - Gospel Choir Credits 0
This multicultural experience focuses on the training in, and performance of, all categories of Gospel music. Grade Mode: C.
Restrictions: Must be Undergraduate Level.

GNST 101 - Introduction to Career Planning Credits 1-2
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $35.

GNST 102 - First Year Seminar Credit 1
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, liberal arts education. This course is linked to the student’s chosen major or a disciplinary theme (for students exploring majors). Required of all first-time students with fewer than 12 transferable credits from a college (excluding AP, IB, dual credit, or CLEP).
Notes: Required for graduation. Grade Mode: A.
Restrictions: Must be Freshman Class; and Undergraduate Level.

GNST 140 - Leadership Practicum I Credits 1-3
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.
Notes: May not be used to substitute for a Core Curriculum requirement. May not be counted toward any major. May be taken multiple times for credit with different content. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

GNST 451 - Leadership Practicum II Credits 1-3
Directed practical experience in leadership communication for students involved in Residence Life, Spiritual Life, Christian Formation and Ministry, Student Orientation Service, Student Government Association, the Student Missionary Union, and Commuter Life. Notes: May not be used to substitute for a Core Curriculum requirement. May not be counted toward any major. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

Geography

Faculty

Chair: Alicia Dewey, Ph.D.
Professors: Rood
Associate Professor: Christensen, Dewey, Wamagatta

Courses

H GEO 301 - Cultural Geography Credits 3
World cultural regions; study of cultural forces and their interaction with the physical environment to produce the varieties of cultural landscape: population distribution, general land use, settlement pattern, transportation and communication; attention given to contemporary environmental concerns. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

H GEO 310 - Studies in Geography Credits 3
Continental areas studies by regions emphasizing physical, cultural, economic and historical dimensions which give geographic personality to individual regions and nations, or thematic topics such as globalization, demography, human rights or other topics. Notes: 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.
Restrictions: Must be Undergraduate Level.

German

Faculty

Chair: Victor Velazquez, Ph.D.

Courses

GR MN 100 - German Language and Culture I Credits 4
This is an introductory course designed to build basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate low proficiency level.
Lecture/Lab Hours: Five hours each week. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in German should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A.
Prerequisites: Students with high school German should consult with the department for placement.
Restrictions: Must be Undergraduate Level.
Fee: $10.
GRMN 200 - German Language and Culture II  
Credits 4  
This is an introductory course designed to build basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate low-mid proficiency level. 
Lecture/Lab Hours: Five hours each week. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in German should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A.  
Prerequisites: GRMN 100 or HUFR 101. Students with high school German should consult with the department for placement.  
Restrictions: Must be Undergraduate Level.  
Fee: $10.  

GRMN 201 - German Language and Culture III  
Credits 4  
This is an intermediate course designed to further develop basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate mid-high proficiency level. Lecture/Lab Hours: Five hours each week. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in German should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A.  
Prerequisites: GRMN 200 or HUFR 102. Students with high school German should consult with the department for placement.  
Restrictions: Must be Undergraduate Level.  
Fee: $10.  

GRMN 205 - Intercultural Communication in German  
Credits 4  
This is an introductory course designed to build basic language skills (listening, speaking, reading, and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop intercultural communicative competence at an intermediate low-mid proficiency level. Notes: Approved for Core Curriculum credit. Offered off campus and includes a service component and course fee depending on the location and itinerary of the class and service component. Grade Mode: A.  
Prerequisites: GRMN 100 or demonstration of proficiency through department assessment.  
Restrictions: Must be Undergraduate Level.  
Fee: May involve trip fee.

Greek

A division of Talbot School of Theology

Faculty

Dean: Clinton E. Arnold, Ph.D.  
Dean of the Faculty: Scott B. Rae, Ph.D.  
Associate Dean: Douglas Huffman, Ph.D.  
Distinguished Professor: Wilkins  
Professors: Arnold, Berding, Hellerman, Hubbard, Huffman, Lunde, Manning, Rhee  
Associate Professors: Geringer, Lockett

The purpose of these courses is to provide students with tools that 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 related background material. Two years of Greek (BLGR 101, BLGR 102, BLGR 201, and BLGR 202) will fulfill the general education foreign language requirement.

Elementary Greek Grammar Challenge Exam

This challenge exam is designed for those who have a firm grasp of elementary Greek grammar (a.k.a. first-year Greek) as a result of prior learning (e.g., taking a rigorous NT Greek sequence of courses in high school or in an online program such as those by Zondervan, BibleMesh, and others), but were not able to transfer that work to Biola. Informal, personal study normally will not adequately prepare one to pass this exam. There is one exam that covers all of first-year Greek, i.e., BLGR 101 (3 credits) and BLGR 102 (3 credits). Challenge exams have fees, see the Financial Information (p. 13) section for details.

Successful performance must be attained in order for the student to receive credit for the challenge exam. It is possible for a student to perform well enough to get credit for both BLGR 101 and BLGR 102 (6 credits); but some students will get credit for onlyBLGR 101 (3 credits) and be required to take the BLGR 102 course. Grades for the challenge exam are recorded on a credit or no credit basis only. Because successful completion of first-year Greek is a prerequisite for second-year Greek, the challenge exam must be taken in the summer before the student wishes to enter the second-year Greek sequence beginning in the Fall term. No re-takes are permitted.

Courses

Greek (BLGR)

BLGR 101 - Elementary Greek Grammar I  
Credits 3  
An introductory study of the basic elements of New Testament Greek, emphasizing syntax and development of vocabulary. Grade Mode: A, C.  
Restrictions: Must be Undergraduate Level.  

BLGR 102 - Elementary Greek Grammar II  
Credits 3  
Restrictions: Must be Undergraduate Level.  

BLGR 201 - Intermediate Greek Grammar and Exegesis I  
Credits 3  
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. Grade Mode: A.  
Restrictions: Must be Undergraduate Level.  

BLGR 202 - Intermediate Greek Grammar and Exegesis II  
Credits 3  
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. Grade Mode: A.  
Restrictions: Must be Undergraduate Level.
BLGR 304 - Studies in Biblical Greek Credits 1-4
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. Notes: May be taken multiple times with different content. Grade Mode: A.
Prerequisites: BLGR 202.
Restrictions: Must be Undergraduate Level.

BLGR 305 - Studies in Biblical Greek Credits 1-4
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. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Prerequisites: BLGR 202.
Restrictions: Must be Undergraduate Level.

BLGR 403 - Hellenistic Greek Credits 3
Readings from the Jewish, patriotic and pagan writers of the Hellenistic period, including the Septuagint, with attention to literary analysis and comparison with relevant biblical authors. Opportunity may be given to use the GRAMCORD and Ibycus computer projects. Grade Mode: A.
Prerequisites: BLGR 202 or equivalent.
Restrictions: Must be Undergraduate Level.

BLGR 405 - Advanced New Testament Textual Criticism Credits 3
A survey of the materials, history and theories of New Testament textual criticism. Grade Mode: A.
Prerequisites: BLGR 202.
Restrictions: Must be Undergraduate Level.

BLGR 407 - Advanced Greek Grammar Credits 3
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. Grade Mode: A.
Prerequisites: BLGR 304 and BLGR 305.
Restrictions: Must be Undergraduate Level.

BLGR 480 - Directed Research Credits 1-3
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. Notes: May be taken multiple times with different content. Grade Mode: A.
Prerequisites: BLGR 202 and at least 6 credits of upper-division Greek.
Restrictions: Must be Undergraduate Level.

BLHE 101 - Elementary Hebrew Grammar I Credits 3
Introduction to the language of the Hebrew Bible: morphology, syntax, as well as reading and translation of biblical texts. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BLHE 102 - Elementary Hebrew Grammar II Credits 3
Introduction to the language of the Hebrew Bible: morphology, syntax, as well as reading and translation of biblical texts. Grade Mode: A.
Prerequisites: BLHE 101.
Restrictions: Must be Undergraduate Level.

BLHE 201 - Intermediate Hebrew Grammar I Credits 3
Advanced grammar and syntax with emphasis upon rapid reading as well as the development of exegetical skills. Grade Mode: A.
Prerequisites: BLHE 102.
Restrictions: Must be Undergraduate Level.

BLHE 202 - Intermediate Hebrew Grammar II Credits 3
Advanced grammar and syntax with emphasis upon rapid reading as well as the development of exegetical skills. Grade Mode: A.
Prerequisites: BLHE 201.
Restrictions: Must be Undergraduate Level.

History

Chair: Alicia Dewey, Ph.D.
Professor: Rood
Associate Professors: Christensen, Dewey, Lim, Wamagatta

Courses

History (HIST)

HIST 100 - World Civilizations I Credits 3
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. Notes: Formerly HIST 207. Approved for Core Curriculum World History credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 101 - World Civilizations II Credits 3
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. Notes: Formerly HIST 208. Approved for Core Curriculum World History credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

Hebrew

A division of Talbot School of Theology

Faculty

Dean: Clinton E. Arnold, Ph.D.
Dean of the Faculty: Scott B. Rae, Ph.D.
Associate Dean: Douglas Huffman, Ph.D.
Professors: Curtis
Associate Professor: Volkmer

The purpose of these courses is to provide students with tools that 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, BLHE 102, BLHE 201, and BLHE 202) will fulfill the general education foreign language requirement.
HIST 107 - United States History Credits 3
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. Grade Mode: A. Restrictions: Must be Liberal Studies Elementary Ed (LSEE); and Undergraduate Level.

HIST 108 - United States History to 1865 Credits 3
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. Notes: Approved for Core Curriculum US History credit. Meets the United States Constitution requirements for California teacher certification. Grade Mode: A. Restrictions: Must be Undergraduate Level.

HIST 109 - United States History Since 1865 Credits 3
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. Notes: Approved for Core Curriculum US History credit. Grade Mode: A. Restrictions: Must be Undergraduate Level.

HIST 115 - Perspectives on American History Credits 1-2
Topics on the influence of Christianity in shaping the American mind. A discussion class is required along with this course. Grade Mode: A. Restrictions: Must be Undergraduate Level.

HIST 200 - United States History To 1865 Credits 3
A survey of U.S. history from the pre-contact period through the U.S. Civil War. Covers Native Americans, the colonial period, the Revolutionary War, the creation of the Constitution and the early American republic, the antebellum period, and the Civil War. Notes: Formerly HIST 108. Approved for Core Curriculum U.S. History credit. Meets the United States Constitution requirements for California teacher certification. Grade Mode: A. Restrictions: Must be Undergraduate Level.

HIST 201 - United States History Since 1865 Credits 3
A survey of U.S. history from the Civil War to the 21st century. Topics include Reconstruction, the Gilded Age and Progressive Eras, the Great Depression, U.S. involvement in the two world wars, the Cold War, the Civil Rights movement, and the present age. Major Supreme Court cases will be covered as well as social and ethnic issues. Notes: Formerly HIST 109. Approved for Core Curriculum U.S. History credit. Grade Mode: A. Restrictions: Must be Undergraduate Level.

HIST 207 - World Civilizations I Credits 3
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. Notes: Approved for Core Curriculum World History credit. Grade Mode: A. Restrictions: Must be Undergraduate Level.

HIST 208 - World Civilizations II Credits 3
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. Notes: Approved for Core Curriculum World History credit. Grade Mode: A. Restrictions: Must be Undergraduate Level.

HIST 215 - Perspectives on World Civilizations Credits 1-2
Introduction to historical interpretation with reference to Christian understandings of history. Notes: For clarification contact the Department of History and Political Science. Grade Mode: A. Restrictions: Must be Undergraduate Level.

HIST 290 - Research Methods in History Credits 3
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. Notes: Should be taken in the sophomore year or as close to that as possible for transfer students. Grade Mode: A. Restrictions: Must be Undergraduate Level.

HIST 300 - The Black American Experience Credits 3
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. Restrictions: Must be Undergraduate Level.

HIST 304 - Ancient Near East Credits 3
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. Restrictions: Must be Undergraduate Level.

HIST 305 - English History Credits 3
Survey of British history from the Anglo-Saxon period to contemporary times; emphasis on social, intellectual, religious and political developments. Grade Mode: A. Restrictions: Must be Undergraduate Level.

HIST 306 - Studies in British History Credits 3

HIST 307 - The Colonial Period, American Revolution, 1607–1800 Credits 3
Settlement and growth of the Anglo-American civilization; the American Revolution; growth of political, economic, social and religious institutions to 1800. Grade Mode: A. Restrictions: Must be Undergraduate Level.

HIST 308 - American Democracy, Civil War and Reconstruction, 1800–1877 Credits 3
Nationalism and the growth of sectionalism reform movements; Manifest Destiny; disruption of American democracy, Civil War and political reconstruction to 1877. Grade Mode: A. Restrictions: Must be Undergraduate Level.
HIST 310 - Social and Intellectual History of the United States Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 312 - History of Latin America Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 313 - Medieval Europe Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 318 - Studies in Modern Europe Credits 1-3
Thematic and period studies in 16th through 20th century Europe including: Age of Revolutions, Age of Ideologies, Enlightenment, Industrialization, Holocaust, and Global Interdependence. Notes: May be taken multiple times for credit with different focus. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 320 - The American Presidency Credits 3
Historical development of the office of the presidency; formal and informal powers of the President in executive, legislative, judicial, military, diplomatic and political areas. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 321 - History of the Christian Church Credits 3
A historical survey of Church history from Pentecost to the present. Emphasis given to leading personalities and movements within the Church. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 322 - Ancient Greece Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 324 - Roman History Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 325 - Themes in American History Credits 3
Sections offered each year on such topics as: the American South, the American West, Women in America, the Asian Americans. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 331 - History of East Asia Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 332 - Studies in Asian Civilizations Credits 3
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. Notes: May be taken multiple times for credit with a different focus. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 335 - History of Modern China Credits 3
The history of China from 1800 to the present. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 350 - Political Philosophy - Ancient Credits 3
A study of selected political theorists. Emphasis on such writers as Plato, Aristotle, Church Fathers, Augustine, Aquinas, Machiavelli, Luther, Calvin, Hobbes, Locke, Burke, Bentham, Marx, Niebuhr and others. Readings in primary sources. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 351 - Political Philosophy - Modern Credits 3
A study of selected works of Renaissance and modern political philosophy. Emphasis on such writers as Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Kant, Nietzsche and others. Careful reading in primary sources, class discussion and written interpretation. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 360 - Economic History of the United States Credits 3
Growth and development of the American economy from the Colonial period to contemporary times. Emphasis on such dynamic factors as political, social, legal, technological and international developments affecting changes in agriculture, transportation, communication, commerce, industry and finance. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 375 - Teaching Assistant Preparation Credits 1-3
Mentoring, instruction, and practice in pedagogical approaches and methods of teaching and administering large numbers to students as an assistant to professors in class and outside of class. Notes: May be taken for a total of 3 credits. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 390 - History of Mexico Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 400 - Studies in Developing Nations Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 401 - The Rise of Modern America, 1877–1920 Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 402 - The United States Since 1920 Credits 3
Shaping of American social, economic, political 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.
Restrictions: Must be Undergraduate Level.

HIST 403 - California History Credits 3
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.
Restrictions: Must be Undergraduate Level.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Grade Mode</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 405</td>
<td>Problems in American Diplomacy</td>
<td>3</td>
<td>Growth and development of American foreign relations from the Revolution to the present. Analysis of the conduct of foreign relations, its objectives and limitations. Grade Mode: A.</td>
<td></td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HIST 408</td>
<td>The Church in the American Experience</td>
<td>3</td>
<td>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.</td>
<td></td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HIST 410</td>
<td>American Constitutional Law</td>
<td>3</td>
<td>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. Grade Mode: A.</td>
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<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HIST 412</td>
<td>The American West</td>
<td>3</td>
<td>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.</td>
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<td>Must be Undergraduate Level.</td>
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<tr>
<td>HIST 415</td>
<td>Oral History</td>
<td>3</td>
<td>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.</td>
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<td>Must be Undergraduate Level.</td>
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<tr>
<td>HIST 418</td>
<td>The History of the City</td>
<td>3</td>
<td>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.</td>
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<td>Must be Undergraduate Level.</td>
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<tr>
<td>HIST 420</td>
<td>History of Russia</td>
<td>3</td>
<td>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.</td>
<td></td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HIST 422</td>
<td>Renaissance and Reformation</td>
<td>3</td>
<td>Europe from the late 14th to early 17th century. Stress on changes inaugurated by the Renaissance and Reformation; rise of nation-states and foundations of modern European society. Grade Mode: A.</td>
<td></td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HIST 423</td>
<td>Early Modern Europe</td>
<td>3</td>
<td>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.</td>
<td></td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HIST 424</td>
<td>Twentieth Century Europe</td>
<td>3</td>
<td>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.</td>
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<td>Must be Undergraduate Level.</td>
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<tr>
<td>HIST 425</td>
<td>War and Civilization</td>
<td>3</td>
<td>Survey of military history emphasizing the development of technology, tactics, war theory, ethical standards and worldview. Grade Mode: A.</td>
<td></td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HIST 426</td>
<td>German History and Culture</td>
<td>3</td>
<td>History of German-speaking lands and Germany from 1500 to present. Covers the Protestant Reformations, 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. Grade Mode: A.</td>
<td></td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HIST 430</td>
<td>History of the Jewish People</td>
<td>3</td>
<td>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.</td>
<td></td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HIST 433</td>
<td>History in Christianity in Africa</td>
<td>3</td>
<td>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.</td>
<td></td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HIST 441</td>
<td>History of the Middle East and Islam I</td>
<td>3</td>
<td>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.</td>
<td></td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HIST 442</td>
<td>History of the Middle East and Islam II</td>
<td>3</td>
<td>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.</td>
<td></td>
<td>Must be Undergraduate Level.</td>
</tr>
</tbody>
</table>
HIST 445 - Africa: History, Peoples and Culture  Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 447 - Topics in African History  Credits 3
An in-depth study of a significant topic, period, or region in African history. These may include but are not limited to African religious history; African economic history; ancient African civilizations; trans-Atlantic slave trade; European colonialism; armed conflicts in Africa; pre-colonial Africa, gender issues in Africa, and postcolonial Africa. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 449 - Arab-Israeli Conflict  Credits 3
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 450 - History of Israel and Zionism  Credits 3
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 456 - Muslim, Jewish and Christian Relations  Credits 3
History of Muslim, Jewish and Christian relations. Multidisciplinary approach. Questions of church and state, morality, Scripture. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 463 - Seminar in Religious Traditions  Credits 3
Significant religious traditions offered with different focus and content, such as: Asian Religious Traditions, the Evangelical Tradition. Notes: May be taken multiple times with different content. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 465 - Integration Seminar  Credits 3
Issues in the contemporary world addressed from an interdisciplinary social science and Biblical perspective. Grade Mode: A.
Restrictions: Must be Senior Class; and Undergraduate Level.

HIST 470 - Studies in History  Credits 1-3
Topics in history including individual reading in historical literature. Notes: May be taken multiple times with different content. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 480 - Research Seminar  Credits 3
Special studies in history for majors utilizing the techniques of problem-solving, research and formal writing. Non-majors may undertake special study in specific geographical areas; Latin America, Europe, Asia, United States, Near East and Africa. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 488 - Internship  Credits 1-6
Designed for 'public history' experience such as historical preservation, archival research, work in museums, etc., as well as other work-related experience that fits into the student's planned career track. Proposal describing objectives, collateral reading and anticipated benefits to be approved by faculty advisor and Career Services during semester prior to registration. Notes: 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 9 credits. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 490 - Honors Program  Credits 3
First semester of a year-long independent research project for history majors culminating in an honors thesis. First semester: reading and research under supervision. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.

HIST 491 - Honors Program  Credits 3
Second semester of a year-long independent research project for history majors culminating in an honors thesis. Drafting and writing final paper. Grade Mode: A.
Prerequisites: HIST 490.
Restrictions: Must be Junior Class, or Senior Class; and History (HIST); Undergraduate Level.

HIST 495 - Capstone: History in Christian Faith and Practice  Credits 3
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. Notes: Required for all History majors. Grade Mode: A.
Restrictions: Must be Senior Class; and Undergraduate Level.

Intercultural Studies

Faculty
Dean: Bulus Galadima, Ph.D.
Chair: Alan McMahan, Ph.D.
Professors: Lessard-Clouston, Liang, McMahan, Purgason, Starcher
Associate Professors: Decker, Greene, Nehrbass, Pittle, Sappington, Yeh
Assistant Professor: Barber, Floyd

Courses

Intercultural Studies (INCS)

INCS 233 - Foundations of Global Studies  Credits 3
Exploration of foundational issues related to international and intercultural ministry, including foundational models of global Christian witness, mission formation, contextualization, and an overview of various global realities (poverty; international development; Islam; 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.
Restrictions: Must be Undergraduate Level.

INCS 310 - General Linguistics  Credits 3
Introduction to the basic concepts in the scientific study of language, major areas of linguistic analysis, and several subareas of the field, including language in society. Material from English and a variety of other languages is used to provide a broad perspective. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
### INCS 313 - Language and Culture Learning Credits 3
Techniques and activities to help a person be a successful independent learner of a spoken language and of the culture within which it is used. Practical experience in language and culture learning in a foreign-speaking community. **Grade Mode:** A.
**Restrictions:** Must be Undergraduate Level.
**Fee:** $100.

### INCS 322 - Intercultural Adjustment Credits 3
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.
**Restrictions:** Must be Undergraduate Level.

### INCS 324 - Introduction to Islam and Islamic Theology Credits 3
An introductory survey of the Islamic world and its faith, and major themes in Muslim theology and doctrine from the Qur'an to contemporary Muslim thinkers. Topics include faith, practice, the daily life and spiritual world of Muslims; the systematic character of Muslim thought; theological, historical, political, social and cultural barriers and bridges between Muslims and Christians. Critical issues like contextualization, power encounter, church multiplication, the role of women, and contemporary Islamic thought including the emergence of Islamic fundamentalism and militant Islam. **Grade Mode:** A.
**Restrictions:** Must be Undergraduate Level.

### INCS 325 - Popular Islam Credits 3
Survey of varieties of 'folk' beliefs, practices and local expressions of the less orthodox, mystical and more syncretic/animistic components of Islam. This course equips students to understand the religious experience of everyday Islam (representing 80% of Muslims) from a biblical perspective in order to contextually communicate to the felt needs of ordinary Muslims. **Grade Mode:** A.
**Prerequisites:** INCS 324.
**Restrictions:** Must be Undergraduate Level.

### INCS 331 - Peoples of Ethnic America Credits 3
A study of non-Caucasian ethnic groups in America in light of their historical and socio-cultural background. Practical field experience in an ethnic community. **Grade Mode:** A.
**Restrictions:** Must be Undergraduate Level.

### INCS 332 - Peoples of the World Credits 3
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

**Notes:** May be taken multiple times for credit with different course content. **Grade Mode:** A.
**Restrictions:** Must be Undergraduate Level.

### INCS 333 - Principles of Church Multiplication Credits 3
Exploration of the foundational issues related to global ministry, emphasizing church planting strategies for entering and leaving an area. A holistic approach to ministry designed to empower nationals for ministry and using teamwork with the investigation of spiritual gifts, skills and life experience. **Grade Mode:** A.
**Restrictions:** Must be Undergraduate Level.

### INCS 334 - Church Planting Models and Strategies Credits 3
A survey and analysis of the strengths and weaknesses of various church planting strategies. Emphasizing key factors which the church planter can implement in a given cross-cultural context with strategy for turning over the leadership to the local church. **Grade Mode:** A.
**Prerequisites:** INCS 333.
**Restrictions:** Must be Undergraduate Level.

### INCS 338 - Urban Ministry Models Credits 3
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. **Grade Mode:** A.
**Restrictions:** Must be Undergraduate Level.
**Fee:** $50.

### INCS 342 - World Christianity Credits 3
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.
**Restrictions:** Must be Undergraduate Level.

### INCS 345 - Introduction to International Development Credits 3
Key theories, models and macro concerns in development, and historic overview of the practice of relief and development. Exploration of topics such as poverty, gender, human rights, debt, nationalism and economic development, globalization, and transformational/holistic development. Provides a broad survey of development concepts, trends, and challenges. **Notes:** Prerequisite to INCS 347, INCS 433, INCS 435.
**Grade Mode:** A.
**Restrictions:** Must not be Freshman Class; and must be Undergraduate Level.

### INCS 347 - Micro Issues in Relief and Development Credits 3
This course deals with micro issues in relief and development such as sustainable agriculture, HIV/AIDS and other health issues, literacy, the environment, food security, micro-enterprise development, gender, migration issues, internally displaced persons (IDP's), refugee response and the role of NGO's and faith-based organizations/agencies in working with complex humanitarian emergencies. **Grade Mode:** A.
**Prerequisites:** INCS 345.
**Restrictions:** Must be Undergraduate Level.

### INCS 352 - Field Internship Credit 1
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. **Notes:** Also available for CPLE. This course may not be taken in conjunction with a semester abroad study program. **Grade Mode:** A.
**Prerequisites:** ANTH 200, INCS 233, INCS 322, and INCS 457 or INCS 458 (concurrent registration permitted). Required for all concentrations.
**Restrictions:** Must be Undergraduate Level.
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. Notes: Required for all concentrations. Preparation for field internship, 352 is taken in the Spring semester; the actual field experience is done in the summer between the Junior and Senior year, and 354 and the portfolio are completed in the 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.
Prerequisites: INCS 352.
Restrictions: Must be Undergraduate Level.

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.
Restrictions: Must be Undergraduate Level.

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 exegete 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.
Restrictions: Must be Undergraduate Level.

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.
Restrictions: Must be Undergraduate Level.

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.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: INCS 324.
Restrictions: Must be Undergraduate Level.

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. Notes: See also COMM 472. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

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.
Restrictions: Must be Undergraduate Level.

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.
Restrictions: Must be Undergraduate Level.

INCS 430 - Seminar: Topics in Intercultural Health Care
Global Health Perspectives: Theories and skills related to health teaching, physical assessment, preparation and utilization of indigenous health care.

Global Health: Preparation for living overseas: healthy lifestyle, prevention of disease, mental and spiritual burnout, initial treatment where there is no doctor.

Global Health Priorities: Preparation for serving organizations involved in planning and implementing health care systems at the district and village level.

Global Health Communication: The anthropological study of problems of illness and health with emphasis on the cultural context of health care programs. Notes: May be taken multiple times with different content. Grade Mode: A.

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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: INCS 345.
Restrictions: Must be Undergraduate Level.

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.
Restrictions: Must be Undergraduate Level.
INCS 435 - Project Evaluation and Assessment Credits 3
Examination of the planning, design, implementation, and evaluation/assessment of a development project. Special emphasis on project funding and support, project supervision, project partnership issues, governmental and non-governmental relationships, and participatory evaluation methods. Students will gain practical/hands-on experience through evaluating a local development project. Grade Mode: A.
Prerequisites: INCS 345.
Restrictions: Must be Undergraduate Level.

INCS 440 - The Local Church and World Missions Credits 3
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.
Restrictions: Must be Undergraduate Level.

INCS 444 - History of the Expansion of Christianity Credits 3
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.
Restrictions: Must be Undergraduate Level.

INCS 445 - New Religious Movements Credits 3
Examines the role of religion and belief systems as they affect the appearance and direction of a variety of revitalization movements found in Africa, North America, Brazil, Asia and the Pacific. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 447 - Approaches to the Islamic World Credits 3
Exploration of historical and contemporary approaches to Muslim peoples, including an analysis of effective interactions and Muslim perceptions, and individual and organizational approaches like evangelism, apologetics, interfaith 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. Grade Mode: A.
Prerequisites: INCS 324.
Restrictions: Must be Undergraduate Level.

INCS 448 - Topics in Islamic Studies Credits 1-3
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. Notes: May be taken multiple times with different content. Grade Mode: A.
Prerequisites: INCS 324.
Restrictions: Must be Undergraduate Level.

INCS 449 - Topics in Ministry to Internationals and Immigrants Credits 3
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. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 450 - Theology of Mission Credits 3
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. Notes: See BBST 458. Grade Mode: A.
Prerequisites: BBST 109, BBST 251, BBST 254; and BBST 306 or BBST 316 or BBST 326.
Restrictions: Must be Undergraduate Level.

INCS 451 - Principles of Evangelism and Church Growth Credits 3
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.
Restrictions: Must be Undergraduate Level.

INCS 453 - Christianity and Culture Credits 3
Anthropological approach to Christian theologizing; interrelationships between supracultural Christianity and human cultures. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 454 - Village and Tribal Cultures Credits 3
The distinctive features of the historical ethnic religions, with special emphasis on their comparison and encounter with Christianity and their bearings upon missionary strategies. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 455 - Urban Research Credits 3
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. Notes: Course is usually offered in Los Angeles in the Fall semester and frequently in New York City as a Summer Study Tour. See Program Director for details. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 456 - World Religions Credits 3
Analysis of the cultural institutions and values in tribal, peasant and newly emerging economies, with special consideration as to their openness or resistance to change. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 457 - Urban Transformation Credits 3
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.
Restrictions: Must be Undergraduate Level.
Courses

Kinesiology and Health Science (KNES)

KNES 101 - Health and Wellness  
Credit 1  
The course provides students from diverse backgrounds with opportunities to consider their own health and wellness. Through a range of different learning experiences, the class considers issues from contemporary society that confront their health, well-being and quality of life. Notes: Approved for Core Curriculum Kinesiology and Health Science credit. Outdoor exercise required, outside of class time. Grade Mode: A. Restrictions: Must be Undergraduate Level.

KNES 107 - Lifetime Wellness  
Credit 1  
Students in this course will have the opportunity to gain knowledge about the broad spectrum of human health components as related to personal wellness for life, and participate in activities to support that goal. Through a diverse set of learning experiences, students will gain insight into how they can implement physical activity and exercise into their daily lives. Students will also learn techniques to enhance nutritional, behavioral, emotional, and spiritual wellness, thereby positively impacting their overall quality of life. Structured independent physical activity outside of class hours is required throughout the semester. Notes: Approved for Core Curriculum Kinesiology and Health Science credit. Grade Mode: A. Restrictions: Must be Undergraduate Level. Fee: $20.

KNES 110 - Physical Education Skills and Techniques  
Credit 1  
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. Notes: Approved for Core Curriculum Kinesiology and Health Science 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 activity credit. **First Aid/CPR does not count as activity credit. Grade Mode: A, C. Restrictions: Must be Undergraduate Level. 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 $575).

KNES 118 - Varsity Athletics  
Credit 1  
Reserved for intercollegiate athletic teams. Enrollment during the registration period necessary. Grade Mode: A. Restrictions: Must be Undergraduate Level.

KNES 130 - Intermediate Physical Education Skills and Techniques  
Credit 1  
Intermediate skills, individual and team strategy and rules in selected activity classes. Notes: Approved for Core Curriculum Kinesiology and Health Science credit. Grade Mode: A. Prerequisites: KNES 110. Restrictions: Must be Undergraduate Level. Fee: $15 (exceptions: archery, $35; bowling, $50; golf, $45).

Kinesiology and Health Science

Faculty

Chair: Marc Apkarian, Ph.D.
Professor: Holmquist
Associate Professors: Apkarian, Henry, Larson
Assistant: Altamirano, Gardner, Peterson
Instructor: Miller
KNES 140 - Physical Education Skills and Techniques: Aquatics  Credit 1
Fundamental and advanced techniques of individual skills. Lifeguard training, water safety instruction (WSI), water polo.  Notes: Approved for Core Curriculum Kinesiology and Health Science credit. First Aid/CPR does not count as activity credit.  Grade Mode: A.
Prerequisites: Prerequisite or co-requisite for Lifeguard Training: First Aid/CPR. Prerequisite for WSI: Valid EWS or Lifeguard Training Certificate or equivalent.
Restrictions: Must be Undergraduate Level.
Fee: $15.

KNES 150 - Advanced Physical Education Skills and Techniques  Credit 1
Advanced skills, individual and team strategy and rules in selected activity classes.  Notes: Approved for Core Curriculum Kinesiology and Health Science credit.  Grade Mode: A.
Prerequisites: KNES 110 or KNES 130.
Restrictions: Must be Undergraduate Level.
Fee: $15 (exceptions: archery, $35; bowling, $50; golf, $45).

KNES 201 - Elementary Physical Education Methods and Activities  Credits 2
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.
Grade Mode: A.
Restrictions: Must be a Major in Physical Education (PEED), a Major in Liberal Stds Multidisciplinary (LSMD), a Major in Liberal Studies (LELS) or a Major in Liberal Studies Elementary Ed (LSEE); and Undergraduate Level.

KNES 205 - Foundations in Physical Education and Kinesiology  Credits 3
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.
Restrictions: Must be Undergraduate Level.

KNES 213 - Fundamental Principles of Physical Fitness  Credits 2
Fundational principles of physical fitness for enhancing cardiorespiratory 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.  Notes: This course will fulfill the Core Curriculum Kinesiology and Health Science credit for Kinesiology majors only.  PEED majors (only) may take BIOS 236 or BIOS 254 as the prerequisite for KNES 213, and must pass the class with a C- or better.  All others must take BIOS 254 as the prerequisite for KNES 213.  Grade Mode: A.
Prerequisites: BIOS 236 or BIOS 254.
Restrictions: Must be Undergraduate Level.
Fee: $30.

KNES 301 - Kinesiology  Credits 3
Human movement with emphasis on the structure and function of the skeletal, muscular and nervous systems, with simple mechanical principles involved in movement skills.  Grade Mode: A.
Prerequisites: PEED majors: BIOS 236 or BIOS 254; Non-PEED majors: BIOS 254.
Restrictions: Must be Undergraduate Level.

KNES 302 - Exercise Physiology  Credits 3
Basic physiological concepts of muscular exercise with emphasis on the acute responses and chronic adaptations of the neuromuscular, circulatory and respiratory systems.  Grade Mode: A.
Prerequisites: PEED majors: BIOS 236 or (BIOS 254 and BIOS 281); Non-PEED majors: BIOS 254 and BIOS 281.
Restrictions: Must be Undergraduate Level.

KNES 303 - Exercise Physiology Laboratory  Credit 1
Laboratory and field applications of testing in exercise physiology. Theory and skills in fitness assessment will be covered, along with analyses of test results.  Grade Mode: A.
Prerequisites: KNES 302 (Concurrent registration permitted).
Restrictions: Must be Undergraduate Level.
Fee: $35.

KNES 307 - Measurement and Evaluation in Kinesiology  Credits 3
Lecture, laboratory and field experience in the development, evaluation and application of tests in kinesiology and physical education; use and interpretation of elementary statistics.  Grade Mode: A.
Prerequisites: MATH 210, or MATH 318, or equivalent.
Restrictions: Must be Undergraduate Level.
Fee: $25.

KNES 329 - Psychology of Coaching Sport and Human Movement  Credits 3
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.
Restrictions: Must be Undergraduate Level.

KNES 335 - Health Concepts  Credits 3
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.
Notes: The course is designed for majors in kinesiology and physical education. Not for the Core Curriculum requirement in the sciences.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

KNES 343 - Techniques of Teaching and Coaching Basketball  Credits 2
The theory, fundamentals, strategies, and techniques of teaching and coaching basketball.  Grade Mode: A.
Restrictions: Must be Undergraduate Level.

KNES 344 - Techniques of Teaching and Coaching Soccer  Credits 2
The theory, fundamentals, strategies, and techniques of teaching and coaching soccer.  Grade Mode: A.
Restrictions: Must be Undergraduate Level.

KNES 345 - Techniques of Teaching and Coaching Tennis  Credits 2
The theory, fundamentals, strategies, and techniques of teaching and coaching tennis.  Grade Mode: A.
Restrictions: Must be Undergraduate Level.

KNES 346 - Techniques of Teaching and Coaching Volleyball  Credits 2
The theory, fundamentals, strategies, and techniques of teaching and coaching volleyball.  Grade Mode: A.
Restrictions: Must be Undergraduate Level.
KNES 401 - Care and Prevention of Athletic Injuries Credits 3
Introduction to understanding athletic injuries, including principles, theories and practice in the disciplines of injury prevention, assessment and treatment. Grade Mode: A.
Prerequisites: PEED majors: BIOS 236 or BIOS 254; Non-PEED majors: BIOS 254.
Restrictions: Must be Undergraduate Level.
Fee: $50.

KNES 402 - Assessment and Rehabilitation of Athletic Injuries Credits 3
Advanced theory and application of techniques in injury evaluation, therapeutic modalities and rehabilitative exercises currently used in the fields of athletic training and physical therapy. Grade Mode: A.
Prerequisites: BIOS 254.
Restrictions: Must be Undergraduate Level.

KNES 403 - Adapted Physical Education Credits 3
Analysis of the principles underlying the teaching of physical education for students with disabilities; survey of specific disabilities and the implication of each for physical education. Grade Mode: A.
Prerequisites: KNES 201.
Restrictions: Must be Undergraduate Level.

KNES 408 - Motor Learning Credits 3
Overview of significant factors that influence and determine the learning and control of motor skills. Motor learning issues are examined from a behavioral perspective, and applications are made to teaching, coaching and rehabilitation settings. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

KNES 410 - Sports Management Credits 3
The study of people, activities, businesses, and organizations involved in producing, promoting and organizing any sports related business, event, or product. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

KNES 412 - Secondary Physical Education Methods and Activities Credits 3
Systematic analysis and refinement of teaching skills within the discipline of physical education. Planning whole school curricula; meeting needs of middle school and high school P.E. programs. Grade Mode: A.
Prerequisites: KNES 201, KNES 205.
Restrictions: Must be Undergraduate Level.

KNES 420 - Sociology and Psychology in Physical Education and Sport Credits 3
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.
Restrictions: Must be Undergraduate Level.

KNES 422 - Biomechanics Credits 3
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. Grade Mode: A.
Prerequisites: KNES 301 and PHSC 111.
Restrictions: Must be Undergraduate Level.
Fee: $15.

KNES 433 - Leadership in Sport and Human Movement Credits 3
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.
Restrictions: Must be Undergraduate Level.

KNES 440 - Nutrition for Health and Sport Credits 3
Theoretical and practical aspects of human nutrition for health and sport. Scientific treatment of applied nutritional principles for health enhancement and successful sport performance. Grade Mode: A.
Prerequisites: BIOS 281 or equivalent; CHEM 105 or equivalent.
Restrictions: Must be Undergraduate Level.

KNES 446 - Exercise Prescription and Program Design Credits 3
Principles and techniques used to prescribe and design exercise programs for apparently healthy and special populations, including those with medical considerations. Health risk appraisal and physical fitness assessment through the use of field and laboratory tests. Grade Mode: A.
Prerequisites: KNES 301, KNES 302, KNES 303.
Restrictions: Must be Undergraduate Level.

KNES 450 - Topics in Kinesiology Credits 1-3
Study of topics related to kinesiology in areas such as exercise science and allied health care. Notes: May be taken more than once with a different topic. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

KNES 451 - Internship Credits 1-3
Professionally supervised participation in a middle school, high school, or college coaching setting. Notes: A minimum of thirty hours of involvement will be required. Documentation of time spent and activities performed must be submitted. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

Mathematics

Faculty
Interim Chair: Walt Stangl, Ph.D.
Professor: Lin
Associate Professor: DiMuro, Stangl, Wilson, Yan
Courses

Mathematics (MATH)

MATH 101 - Precalculus Mathematics  Credits 3
Sets, the real number system, relations, functions, graphs, algebraic processes, inequalities, trigonometric functions, exponential and logarithmic functions, introduction to sequences. Notes: Approved for Core Curriculum Math credit. May not be counted toward the major. Grade Mode: A.
Prerequisites: Three years of high school mathematics.
Restrictions: Must be Undergraduate Level.

MATH 102 - Topics in Mathematics  Credits 1-3
Topics in mathematics selected from Core Curriculum mathematics classes. Arranged in conjunction with the individual needs of the student. Notes: Approved for Core Curriculum Math credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MATH 103 - Calculus for Management Sciences  Credits 3
Fundamental principles of differential and integral calculus. Applications chosen mainly from the management sciences. Notes: Approved for Core Curriculum Math credit. Students must pass prerequisite online Pre-Business Calculus Course (free/no credit) prior to taking the course. Grade Mode: A, N.
Restrictions: Must be Undergraduate Level.

MATH 105 - Calculus I  Credits 4
Limits, differentiation and integration of rational and trigonometric functions, with applications. Notes: Approved for Core Curriculum Math credit. Grade Mode: A.
Prerequisites: Four years of high school mathematics.
Restrictions: Must be Undergraduate Level.

MATH 106 - Calculus II  Credits 4
Differentiation and integration of logarithmic, exponential and inverse trigonometric functions; various methods of integration; infinite sequences and series; parametric equations, polar coordinates. Grade Mode: A.
Prerequisites: MATH 105.
Restrictions: Must be Undergraduate Level.

MATH 112 - Discrete Structures  Credits 3
Elementary properties of sets, discrete probability and combinatorial analysis, graphs, relations, orderings, functions, simple algebraic structures, binary arithmetic and other bases, methods of proof. Grade Mode: A.
Prerequisites: Three years of high school mathematics.
Restrictions: Must be Undergraduate Level.

MATH 117 - Fundamentals of Mathematics for Elementary Teachers I  Credits 3
Problem solving, set theory, whole numbers, number theory, integers, rational numbers as fractions, decimals, percents, and real numbers. Use of manipulatives. Notes: Cannot be counted toward the Mathematics major. Typically offered in Fall. Grade Mode: A.
Restrictions: Must be Liberal Stds Multidisciplinary (LSMD), Liberal Studies Elementary Ed (LSEE), Interdisciplinary Education (INED) or Liberal Studies (LELS); and Undergraduate Level.

MATH 118 - Fundamentals of Mathematics for Elementary Teachers II  Credits 3
Introductory geometry, congruence, symmetry, measurement, algebra and coordinate geometry, statistics, probability. Use of manipulatives. Notes: Cannot be counted toward the Mathematics major. Typically offered in Spring. Grade Mode: A.
Restrictions: Must be Liberal Stds Multidisciplinary (LSMD), Liberal Studies Elementary Ed (LSEE), Interdisciplinary Education (INED) or Liberal Studies (LELS); and Undergraduate Level.

MATH 120 - The Nature of Mathematics  Credits 3
Selected topics in mathematics with consideration of historical development and related philosophical issues. Designed to meet the Core Curriculum requirement in mathematics for liberal arts students. Notes: Approved for Core Curriculum Math credit. May not be counted toward the Mathematics major. Credit given for either 120 or 130, not both. Grade Mode: A.
Restrictions: Must not be Mathematical Science (MASC); and must be Undergraduate Level.

MATH 121 - Quantitative Reasoning for the Natural Sciences  Credit 1
QR is using the math you already know to better understand the world. This course will cover important mathematical ideas and problem solving skills in the context of the natural sciences such as biology, chemistry, physics, and environmental science. Topics may include: ratios, rates, percentages, units, descriptive statistics, linear and exponential modeling, correlation, logic, probability. Conceptual understanding and application will be emphasized. Notes: Approved for Core Curriculum credit. Designed to be taken with concurrently with your BIOS, CHEM, PHSC, or ENVR Core requirement, although concurrent enrollment is not required. Designed to be taken before MATH 123. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MATH 122 - Quantitative Reasoning for the Behavioral Sciences  Credit 1
QR is using the math you already know to better understand the world. This course will cover important mathematical ideas and problem solving skills in the context of psychology, sociology, and anthropology. Topics may include: ratios, rates, percentages, units, descriptive statistics, linear and exponential modeling, correlation, logic, probability. Conceptual understanding and application will be emphasized. Notes: Approved for Core Curriculum credit. Designed to be taken with your ANTH, PSYC, or SOCI Core requirement, although concurrent enrollment is not required. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MATH 123 - Quantitative Reasoning Seminar  Credit 1
This course will cover important mathematical ideas and problem solving skills in the context of psychology, sociology, and anthropology. Topics may include: ratios, rates, percentages, units, descriptive statistics, linear and exponential modeling, correlation, logic, probability. Conceptual understanding and application will be emphasized. Notes: Approved for Core Curriculum credit. Designed to be taken concurrently with ENGL 313, providing support for the capstone QR paper. Designed to be taken after MATH 121. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
MATH 130 - Honors Nature of Mathematics  Credits 3
A historical, thematic and integrative study of the nature of mathematics using selected topics. Readings in primary source material. Mathematical content includes number theory, geometries and concepts of calculus. Notes: Approved for Core Curriculum Math credit. May be counted toward the Mathematics minor. Credit given for either 120 or 130, not both. Grade Mode: A.
Prerequisites: MATH 101 or equivalent.
Restrictions: Must be Undergraduate Level.

MATH 190 - Business Statistics  Credits 3
Collection and presentation of business data, central tendency and dispersion measures for business analysis, sampling and inference for confidence intervals and hypothesis testing, business forecasting with simple and multiple regression, index numbers. Notes: Approved for Core Curriculum Math credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MATH 204 - Introduction to Abstract Math  Credits 3
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. Grade Mode: A.
Prerequisites: MATH 105.
Restrictions: Must be Undergraduate Level.

MATH 205 - Calculus III  Credits 4
Functions of two and three variables, partial differentiation, multiple integration, curves and surfaces in three dimensional space. Grade Mode: A.
Prerequisites: MATH 106.
Restrictions: Must be Undergraduate Level.

MATH 210 - Introduction to Probability and Statistics  Credits 3
Nature of statistical methods, description of sample data, fundamental concepts of probability, probability distributions, sampling, estimation, correlation and regression, application of same. Notes: Approved for Core Curriculum Math credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MATH 291 - Linear Algebra  Credits 3
Topics from matrices, determinants, linear transformations and vector spaces. Grade Mode: A.
Prerequisites: MATH 106.
Restrictions: Must be Undergraduate Level.

MATH 305 - Introduction to Real Analysis I  Credits 3
The real number system, elementary topological concepts in Cartesian spaces, convergence, continuity, derivatives and integrals. When Offered: Alternate years. Grade Mode: A.
Prerequisites: MATH 204 and MATH 205.
Restrictions: Must be Undergraduate Level.

MATH 315 - Abstract Algebra I  Credits 3
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. Grade Mode: A.
Prerequisites: MATH 204 and MATH 291.
Restrictions: Must be Undergraduate Level.

MATH 318 - Biostatistics  Credits 3
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. Notes: Approved for Core Curriculum Math credit. Credit given for only one of 210 and 318. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MATH 321 - Numerical Analysis  Credits 3
Functions of one variable, approximate numerical solutions of nonlinear equations and systems of linear equations, interpolation theory, numerical differentiation and integration, numerical solutions of ordinary differential equations. When Offered: Alternate years. Grade Mode: A.
Prerequisites: MATH 291, CSCI 105.
Restrictions: Must be Undergraduate Level.

MATH 326 - Mathematics CSET Preparation  Credit 1
Review of the subject matter of the Subtests of the CSET Mathematics exam. Test-taking strategies. Notes: May be taken multiple times for credit. Does not count toward the major. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MATH 331 - Probability  Credits 3
Samples spaces, axioms and elementary theorems of probability, combinatorics, independence, conditional probability, Bayes’ Theorem, one and higher dimensional random variables, special and multivariate distributions. When Offered: Alternate years. Grade Mode: A.
Prerequisites: MATH 204 and MATH 205.
Restrictions: Must be Undergraduate Level.

MATH 332 - Statistics  Credits 3
Estimation: consistency, unbiasedness, maximum likelihood, confidence intervals. Hypothesis-testing: type I and II errors, likelihood ratio tests, test for means and variances; regression and correlation, Chi-square tests, decision theory, nonparametric statistics; application of statistical methods. When Offered: Alternate years. Grade Mode: A.
Prerequisites: MATH 331.
Restrictions: Must be Undergraduate Level.

MATH 333 - Operations Research  Credits 3
Mathematical foundations of model building, optimization, linear programming models, game theoretic models. Grade Mode: A.
Prerequisites: MATH 105, CSCI 105.
Restrictions: Must be Undergraduate Level.

MATH 335 - Ordinary Differential Equations  Credits 3
First order differential equations, second order linear differential equations, power series solutions, Laplace transforms, systems of first order linear equations. When Offered: Spring. Grade Mode: A.
Prerequisites: MATH 205.
Restrictions: Must be Undergraduate Level.

MATH 336 - Mathematical Methods in Physics  Credits 3
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. Grade Mode: A.
Prerequisites: MATH 335.
Restrictions: Must be Undergraduate Level.
MATH 341 - Classical Geometry Credits 3
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.
Restrictions: Must be Undergraduate Level.

MATH 370 - Readings in Mathematics Credit 1
Reading of material in a special topic. Colloquium participation. Writing and oral presentation of a research paper. Notes: May be taken multiple times for credit. Grade Mode: A.
Restrictions: Must be a Major in Mathematics (MATH) or a Major in Mathematical Science (MASC); and Undergraduate Level.

MATH 380 - Statistical Consulting Practicum Credits 1-3
Practical experience of applying statistical methods to real-world statistical consulting problems. Initial meeting with client, converting problem to solvable form, conducting analysis, and presenting results to client. Attention given to 'soft' (consultant-client interaction, effective group work, presentation skills) and 'hard' (analysis use of statistical software) aspects of consulting process. Notes: Special approval required. Grade Mode: A.
Prerequisites: MATH 190 or MATH 210 or MATH 318 or MATH 332.
Restrictions: Must be Undergraduate Level.

MATH 410 - Introduction to Real Analysis II Credits 3
Main theorems in integral calculus. Infinite series of numbers and functions. When Offered: Alternate years. Grade Mode: A.
Prerequisites: MATH 305.
Restrictions: Must be Undergraduate Level.

MATH 415 - Number Theory and the History of Mathematics Credits 3
The history of mathematics from Euclid through the 19th century as seen by exploring developments in number theory including congruences, Diophantine equations, divisibility, theorems of Fermat and Wilson, primitive roots, indices, quadratic reciprocity and the distribution of prime numbers. When Offered: Fall, odd years. Grade Mode: A.
Prerequisites: MATH 204.
Restrictions: Must be Undergraduate Level.

MATH 440 - Complex Variables Credits 3
Complex variables, analytic functions, complex integral theorems, power series, conformal mappings. When Offered: Alternate years. Grade Mode: A.
Prerequisites: MATH 205.
Restrictions: Must be Undergraduate Level.

MATH 450 - Abstract Algebra II Credits 3
Topics from groups, ring and fields. Galois theory. When Offered: Alternate years. Grade Mode: A.
Prerequisites: MATH 315.
Restrictions: Must be Undergraduate Level.

MATH 480 - Research Seminar Credits 1-3
Special studies in mathematics. Notes: May be taken multiple times for credit. May involve participation in a Research Experience for Undergraduates (REU) if approved by the Department. Grade Mode: A.
Restrictions: Must be Senior Class; and must be Undergraduate Level.

Courses

MATH 450 - Abstract Algebra II Credits 3
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.
Restrictions: Must be Undergraduate Level.

JOUR 105 - Foundations of Journalism and Public Relations Credits 3
Overview of the influence of American media beginning with Journalism in the late 1700s, extending into convergent media of the early 21st century. The course examines the crafting and influence of media messages over time, including print, photo, audio, video, and interactive Web media. The course examines interplay of journalism and public relations over the decades, exploring the roots of, and ethical principles underlying, best practice(s). Students will juxtapose their biblical world-view with ethical decision-making seen in today's national and international media. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $35.

JOUR 107 - Introduction to Convergence Credits 3
A course introducing students to fact-based storytelling that combines print and visuals in a Web format that meets the needs of students aiming at careers in the convergent media of journalism and public relations. Students learn convergence through readings, discussion, observation and project work. The course serves as a prerequisite to Convergent Media Production. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $50.

JOUR 110 - Contemporary Issues in Journalism Credits 2
Designed to help students thoughtfully explore the major issues of mass media in American society and in limited global contexts from legal, ethical, social, cultural, technical and fiscal perspectives. Students also explore the relationship of the press and religion. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

JOUR 120 - Writing Across Media Credits 3
Instruction in writing for media ranging from print to photos, to radio to television, to social media. Lecture, discussion, and writing assignments of varying lengths and deadline ground students in crafting of narratives that inform, explain and illustrate ideas using facts, quotes, data, and background information. Basics of media interviewing and source attribution are introduced. The course emphasizes critical thinking, critical reading, and editing (alone and in groups) to find and eliminate errors in logic and meaning, but also in grammar, spelling and punctuation. The course grounds students in use of Associated Press style, but will also guide them into use of scholarly and non-scholarly source attribution for scholarly writing about journalism and media. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

JOUR 220 - Introduction to Visual Media Credits 3
An examination of the basics of photography-editorial, graphic and technical. This introduction presumes no previous knowledge of photography. Students learn to capture images based on the above criteria with standard digital photographic equipment (SLR based). Students also learn basic skills to edit still photographs with the ‘digital darkroom’ and prepare them for publications and Web media. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $75.

Media, Journalism and Public Relations

Faculty
Chair: Tamara Welter, Ph.D.
Professors: Longinow

Associate Professor: Kim, Oleson, Welter
Instructor: Simon
JOUR 231 - Public Affairs Reporting  
Credits 3  
A laboratory-oriented course in public affairs reporting that puts emphasis on back-grounding, interviewing, topic newsgathering and basic familiarity with use of public records and the paper trail for deadlines, stories in print visual and/or broadcast news. Grade Mode: A.  
Prerequisites: JOUR 105, JOUR 120.  
Restrictions: Must be Undergraduate Level.  
Fee: $20.  

JOUR 235 - Videography  
Credits 3  
A course in broadcast journalism in which students learn the craft of shooting TV news and informational video. They also study the process of video storytelling and how to create a compelling news package. Course includes shooting stand-ups, interview, b-roll and voice-overs, with an emphasis on editing and production. Grade Mode: A.  
Restrictions: Must be Undergraduate Level.  
Fee: $80.  

JOUR 236 - Introduction to Broadcast Journalism  
Credits 3  
Students learn basic techniques of broadcast news-writing, video shooting, editing and production. Classes consist of lecture/discussion and guidance in project work for telling visual and/or audio stories adapted to traditional broadcast settings as well as Web audiences. Grade Mode: A.  
Prerequisites: JOUR 105, JOUR 107 may be taken concurrently.  
Restrictions: Must be Undergraduate Level.  
Fee: $25.  

JOUR 241 - Audio Workshop  
Credit 1  
Workshop course to provide an introduction to the field of audio production for radio, film and television. In this course students will learn and practice techniques for recording, editing, mixing and exhibiting radio, film and television sound. Introduces audio production techniques and equipment operation. Includes terminology, basic script writing, editing, producing commercials, public service announcements and news casting in a studio setting. Introduction to the place of sound (voice, music, sound effects) in radio, television, motion pictures, and the Internet. An overview of technology and its use in audio recording and editing; using analog and digital equipment. Grade Mode: A.  
Prerequisites: JOUR 107.  
Restrictions: Must be Undergraduate Level.  

JOUR 243 - TV Directing Workshop  
Credit 1  
This workshop introduces students to concepts and techniques for capturing video in a live studio environment and challenges the students to think and act as members of a production team. Students will gain the foundational concepts and techniques needed for understanding media creation while also giving them a useful and practical outlet with which to develop and hone their skills. This course will give students a greater understanding of how audio, camera work, lighting, editing, set design, and directing all contribute to video production within a studio based production environment. Grade Mode: A.  
Prerequisites: JOUR 107.  
Restrictions: Must be Undergraduate Level.  

JOUR 245 - Video Workshop  
Credit 1  
Students will learn the essentials in shooting, editing and streaming compelling video; preparing them for the other video courses in the broadcast curriculum. Also, students will learn about multi-media reporting and a convergent newsroom, shooting DV and editing on Final Cut Pro, all necessary skills to become a competitive broadcast journalist. Grade Mode: A.  
Restrictions:  

JOUR 267 - Media Career Readiness  
Credit 1  
Practical study and experience in successful strategies for making the step from academia to media careers. Experiences in developing personal digital branding artifacts and self-presentation will be covered. Grade Mode: A.  
Restrictions: Must be Undergraduate Level.  

JOUR 300 - Practicum  
Credit 1  
Portfolio course in which students produce professional-level work in one of the following campus media: newspaper, magazine, public relations, television, radio or Web/convergent media. Work in the practicum is designed as a springboard to competitive application for internships and career-entry in media and media-related ministry. Students are not allowed to take Practicum credits simultaneously (in one semester).  
Notes: May be taken twice for credit. Grade Mode: A.  
Prerequisites: JOUR 105, JOUR 107; and JOUR 111 or JOUR 220 or JOUR 231 or JOUR 235 or JOUR 236 as pertinent to the practicum.  
Restrictions: Must be Undergraduate Level.  
Fee: $30.  

JOUR 301 - Sports Journalism  
Credits 3  
Practical study and experience in successful strategies for covering youth, varsity and professional sports for deadline news media (print, broadcast and Web). The course will emphasize techniques for interviewing, reporting and writing about sports for print and online media, but will include elements applicable to video and audio components of a convergent approach to sports journalism. Ethics of sports journalism practice from a Christian world-view are applied to the media marketplace through discussion and project-driven experience.  
Notes: JOUR 220, JOUR 231, and JOUR 235 are recommended. Grade Mode: A.  
Restrictions: Must be Undergraduate Level.  
Fee: $10.  

JOUR 303 - Convergent Production  
Credits 3  
Deadline production for the Web using news, features and sports reporting approaches. Students learn techniques for effectively combining writing, still photos, video clips, audio files, and interactive media elements to produce contextual coverage of breaking events and trends affecting the Biola campus and/or the surrounding region. Students rotate responsibilities for various pieces of the convergent product. Grade Mode: A.  
Prerequisites: JOUR 105, JOUR 107.  
Restrictions: Must be Undergraduate Level.  
Fee: $20.  

JOUR 305 - Database Journalism  
Credits 3  
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. Grade Mode: A.  
Restrictions: Must be Undergraduate Level.  
Fee: $20.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 311</td>
<td>Studio Production</td>
<td>3</td>
<td>Students will be part of a team that will produce a streaming weekly webcast featuring news of the Biola campus, surrounding community and Los Angeles. Practical skills of producing a TV newscast, the language of TV, writing a reader, a VO, a VO-SOT, a news package, incorporating sound bites, reporter stand ups, and the timing and producing a newscast will be taught. A deeper understanding of multimedia reporting and a convergent newsgroup, shooting DV and editing on Final Cut Pro will also be gained. Notes: May be taken twice for credit. Grade Mode: A. Prerequisites: JOUR 241, JOUR 243, JOUR 245. Restrictions: .</td>
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<tr>
<td>JOUR 315</td>
<td>Religion, Culture and Media</td>
<td>3</td>
<td>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. Grade Mode: A. Prerequisites: JOUR 105, JOUR 107. Restrictions: Must be Undergraduate Level. Fee: $10.</td>
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<tr>
<td>JOUR 332</td>
<td>Publication Editing and Management</td>
<td>3</td>
<td>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. Grade Mode: A. Prerequisites: JOUR 105. Restrictions: Must be Undergraduate Level. Fee: $50.</td>
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<tr>
<td>JOUR 333</td>
<td>Travel Video Practicum</td>
<td>3</td>
<td>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. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>JOUR 334</td>
<td>Producing and Writing for Broadcast News</td>
<td>3</td>
<td>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. Grade Mode: A. Prerequisites: JOUR 236. Restrictions: Must be Undergraduate Level. Fee: $30.</td>
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<tr>
<td>JOUR 335</td>
<td>Magazine and Free-Lance Writing</td>
<td>3</td>
<td>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. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>JOUR 337</td>
<td>Intermediate Broadcast Production</td>
<td>3</td>
<td>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. Grade Mode: A. Restrictions: Must be Undergraduate Level. Fee: $80.</td>
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<tr>
<td>JOUR 342</td>
<td>Visual Meaning</td>
<td>3</td>
<td>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 be included depending on the semester. Grade Mode: A. Prerequisites: JOUR 105, JOUR 107. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>JOUR 344</td>
<td>Media Internship</td>
<td>1</td>
<td>A portfolio-driven, introductive learning experience beyond the university classroom via working in a company, business or media-related organization. This course will allow students to explore their interest, aptitude and stamina for work within their chosen area of journalism or media-related organization or ministry. This course is aimed at providing students with a beginning portfolio of work suitable for applying to an advanced internship. Notes: Sixty hours of internship are required for each academic credit. May be taken multiple times for credit for a total of 3 times. Grade Mode: A. Prerequisites: JOUR 105, JOUR 107, JOUR 267; and either JOUR 120 or JOUR 220 or JOUR 236. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>JOUR 347</td>
<td>Photojournalism I</td>
<td>3</td>
<td>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. Grade Mode: A. Prerequisites: JOUR 220. Restrictions: Must be Undergraduate Level. Fee: $80.</td>
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</table>
JOUR 348 - Publication, Web and Media Design
Credits 3
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. Grade Mode: A.
Prerequisites: JOUR 249.
Restrictions: Must be Undergraduate Level.
Fee: $35.

JOUR 350 - Cross-Cultural Storytelling Project
Credits 3
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. Grade Mode: A.
Prerequisites: JOUR 105, JOUR 107.
Restrictions: Must be Undergraduate Level.

JOUR 351 - Broadcast Anchoring and Announcing
Credits 3
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. Grade Mode: A.
Prerequisites: JOUR 230 or JOUR 236.
Restrictions: Must be Undergraduate Level.
Fee: $10.

JOUR 354 - Literary Journalists
Credits 3
Through written projects and discussion, this course helps students see the bridge between the best of American literature and the ongoing success of literary non-fiction journalism for such magazines as the New Yorker and Atlantic Monthly. By means of regular instruction and guest speakers, students learn to adapt theme, characters, plot and the pacing of narrative needed to develop stories that are both factual and dramatic. Students read and critique not only professionals' work, but also their own. May include study of the bridge between literary journalism and script-writing. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $25.

JOUR 386 - National Journalism
Credits 3
Seminar-style course that takes place in a major news market, focusing on broadcast and/or print news from a national perspective. Students examine national publications and/or news broadcasts over the course of the semester. A major focus of the course, in some semesters, is on political reporting. Guest speakers may include reporters, anchors, producers, writers and editors from the national media. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

JOUR 387 - International Journalism
Credits 3
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.
Restrictions: Must be Undergraduate Level.

JOUR 431 - Investigative Reporting
Credits 3
Takes students to the highest levels of identification of news trends and the roots of news events by means of advanced database investigation, use of extensive public documents and advanced forms of paper trail pursuit to report on people, businesses, organizations and institutions. The course approaches in-depth investigation with a Christian worldview that sees truth-telling as a Biblical prophetic mandate balancing mercy and justice. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $20.

JOUR 440 - Journalism Internship
Credits 1-3
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 an advanced portfolio of work suitable for entry level positions in their field. Notes: One hundred and twenty 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.
Restrictions: Must be Junior Class, or Senior Class; and must be Undergraduate Level.

JOUR 444 - Advanced Internship and Career Preparation in Media
Credits 2
A portfolio-driven, rigorous learning experience beyond the university classroom via working in an advanced internship with a company, business or media-related organization. This course will allow students to refine their interest, aptitude and stamina for work within their chosen area of journalism or media-related opportunity. This course is aimed at providing students with an advanced portfolio of work suitable for applying to entry level positions in their field. Notes: One hundred and twenty hours of internship are required for this course. Grade Mode: A.
Prerequisites: PREL 344.
Restrictions: Must be Undergraduate Level.
JOUR 447 - Commentary, Opinion and Reviews Credits 3
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 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. Restrictions: Must be Undergraduate Level.

JOUR 464 - Philosophy and Ethics of Media Credits 3
A capstone course 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. Restrictions: Must be Undergraduate Level.

JOUR 466 - Photojournalism II Credits 3
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. Grade Mode: A. Prerequisites: JOUR 437. Restrictions: Must be Undergraduate Level. Fee: $80.

JOUR 470 - Journalism Seminar Credits 1-3
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. Notes: May be taken multiple times for a maximum of 6 credits. Grade Mode: A. Prerequisites: JOUR 105, JOUR 107, JOUR 111 or JOUR 231 or JOUR 236 as pertinent to the seminar topic. Restrictions: Must be Undergraduate Level. Fee: May involve lab fees.

JOUR 480 - Directed Research Credits 1-3
Individual research in an area of Journalism or Public Relations determined in consultation with the instructor. Notes: Special approval required. May be taken for a total of 6 credits. Grade Mode: A. Restrictions: Must be Undergraduate Level.

JOUR 486 - Media Narrative Project Credits 3
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. Grade Mode: A. Prerequisites: JOUR 230 or JOUR 231 or JOUR 249 or JOUR 347. Restrictions: Must be Undergraduate Level. Fee: $50.

JOUR 488 - Visual Capstone Credits 3
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. Grade Mode: A. Prerequisites: JOUR 348 or JOUR 466. Restrictions: Must be Undergraduate Level.

JOUR 495 - Senior Portfolio Credit 1
A course guiding students in preparation, management and presentation/defense of competency in the senior portfolio required for graduation in the major. The portfolio measures learning in pre-professional, presentation and convergence program learning outcomes. Students are advised to take this course in the semester prior to their intended semester of graduation. Notes: Students must earn a “C” or better in the course for it to count toward the major. Students may have opportunity to revise the portfolio if its deficiencies are remediable and can be adjusted within the timeframe of the course schedule. Students whose portfolios need more extensive revision may repeat this course if necessary. Presentations as part of the public presentation requirement cannot be revised and failure to meet competency will require the student to retake this course. Grade Mode: A. Restrictions: Must be Senior Class; a Major in Journalism (JOUR), a Major in Public Relations (PREL) or a Major in Journalism & Integrated Media (JOIM); and Undergraduate Level.

Music Faculty
Director: George Boespflug, Ph.D.
Professors: Boespflug, Feller, Hulling, Hung, Liesch, Robison
Associate Professors: Askew, Denham, Larson, Owen, Park, Stewart, Zeller
Courses

Music (MUSC)

MUSC 001 - Biola Chorale  Credits 0-1
Performance of standard choral literature representing a variety of styles and periods. Notes: Membership by audition. Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $125.

MUSC 002 - Chamber Music Ensemble  Credits 0-1
Encompasses a wide variety of chamber grouping and chamber music literature. The following ensemble combinations are commonly organized under this heading: brass quintet, woodwind quintet, flute ensemble, string quartet, percussion ensemble, piano chamber ensembles, small vocal ensembles, and worship bands. Notes: Open to vocal, keyboard and other instrumental students by audition. Piano accompanying is graded on a credit/no-credit basis. Approved for Core Curriculum Fine Arts credit. Grade Mode: A, C.
Restrictions: Must be Undergraduate Level.

MUSC 003 - Symphony Orchestra  Credits 0-1
Performance of standard orchestral music literature encompassing a wide variety of styles and periods. Notes: Membership by audition. Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 005 - Chamber Choir  Credits 0-1
Performance of standard chamber choir literature representing styles ranging from the Renaissance through the 20th century. Notes: Approved for Core Curriculum credit. Membership by audition. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 007 - Jazz Ensemble  Credits 0-1
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. Notes: Membership open to all male students by audition. Approved for Core Curriculum Fine Arts credit. Membership by audition. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 008 - Symphonic Winds  Credits 0-1
Performance of standard wind ensemble literature. For advanced wind and percussion players. Notes: Approved for Core Curriculum credit. Membership by audition. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $130.

MUSC 009 - Handbell Choir  Credits 0-1
Performance of a wide spectrum of handbell literature as separate ensemble and in conjunction with other instrumental and vocal ensembles. Notes: Membership by audition. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 010 - Vocal Jazz Ensemble  Credits 0-1
Performance of standard vocal jazz music representing the broad range of jazz styles which have developed over the past century in this country. Notes: Membership by audition. Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 012 - Women's Chorus  Credits 0-1
Performance of a variety of literature and styles from Renaissance through the 20th Century. Notes: Membership open to all women students by audition. Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $40.

MUSC 013 - Worship and Popular Music Ensemble  Credits 0-1
Performance of popular literature, from both the Contemporary Christian/Worship and secular song catalogs. Notes: Membership by audition. Required for Worship Majors, Contemporary Worship Minors, and B.A. Music (Commercial Music concentration) Majors. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 014 - Men's Chorus  Credits 0-1
Performance of a variety of literature and styles from Renaissance through the 20th Century. Notes: Membership open to all students by audition. Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 015 - Pep Band  Credit 1
An instrumental ensemble that performs renditions of popular songs to promote school spirit at athletic events and community functions. Notes: Open to students by audition. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 098 - Remedial Music Theory  Credit 1
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. Notes: Available only online. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 100 - Keyboard I  Credit 1
Designed to develop general keyboard facility. For the music major, as preparation for entrance to MUSC 118. Notes: Credits earned by the music major may not apply toward music degree requirements. Grade Mode: A.
Restrictions: Must be Music Education (MUED), Music in Worship (MUWO), Music (MUSC), Music (MUWM), Music Composition (MUCO) or Music Performance (MUPR); and Undergraduate Level.
Fee: $135.

MUSC 101 - Music Appreciation  Credits 3
Elements of music and media of performance in historical perspective. Provides basic background in music literature. Notes: For the non-music major. Approved for Core Curriculum Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 102 - Voice Class  Credit 1
Basic vocal training. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $97.

MUSC 104 - Guitar Class  Credit 1
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $97.
MUSC 115 - History of Rock: A Social and Musical Revolution  Credits 3
This course will focus on popular music developments from 1950-1980 by examining the connections between rock and roll and black American culture, the impact of technology on rock, the economic climate and its affect on rock and the volatile relationship between politics and rock music, focusing on the music with social and cultural change. Notes: Approved for Core Curriculum (GE) Fine Arts credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 118 - Keyboard II  Credit 1
Keyboard technique and literature for the non-keyboard major. Grade Mode: A.
Prerequisites: MUSC 100 or test score.
Restrictions: Must be Undergraduate Level.
Fee: $135.

MUSC 119 - Keyboard III  Credit 1
Keyboard technique and literature for the non-keyboard major. Grade Mode: A.
Prerequisites: MUSC 118 or test score.
Restrictions: Must be Undergraduate Level.
Fee: $135.

MUSC 120 - Keyboard IV  Credit 1
Advanced functional keyboard skills for the composition major. Includes will be such skills as the playing of four-voice progressions incorporating secondary dominants, Neapolitan sixths, raised supertonic, raised submediant seventh chords, etc., as well as at-sight simple figured-bass realization and sight reading from an open score. Notes: Required for B.M. Composition students. Grade Mode: A.
Prerequisites: MUSC 119 or test score.
Restrictions: Must be a Major in Music Composition (MUOC); and Undergraduate Level.
Fee: $125.

MUSC 124 - Sound Production I  Credit 1
Training in the use of speakers, microphones, mixers, amps, computers, EQ's, preamps, and personal recording in worship settings. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 125 - Sound Production II  Credit 1
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. Grade Mode: A.
Prerequisites: MUSC 124.
Restrictions: Must be Undergraduate Level.

MUSC 126 - Introduction to Music Technology  Credits 2
Designed specifically for Commercial Music and Worship Arts majors. An introduction to basic music notation software plus a solid theoretical/technical working knowledge of fundamentals used in both live and recorded music production. Students gain sufficient expertise to be able to notate songs, arrangements, rhythm charts, and lead sheets using the powerful, professional functions of Finale and other software. Students also gain enough expertise to understand basic sound theory, microphone designs and principles, and basic analog/digital music production theory. Grade Mode: A.
Restrictions: Must be Contemporary Worship Music (MUCW), Worship Arts (MUWA) or Commercial Music (MUCC); and Undergraduate Level.

MUSC 127 - Introduction to Music Production: Pro Tools  Credits 2
Designed specifically for Commercial Music and Worship Arts majors. The goal is to give each student a solid theoretical and technical knowledge of Digital Audio Workstation recording and mixing. The class covers digital audio history, recording techniques, MIDI sequencing, and mixing. By the end of this course, students will have a working knowledge of the primary functions/features of Protools and will be able to record, edit and mix their own music. Grade Mode: A.
Prerequisites: MUSC 126.
Restrictions: Contemporary Worship Music (MU CW), Worship Arts (MUWA) or Commercial Music (MUCC); and must be Undergraduate Level.

MUSC 130 - Advanced Guitar Class I  Credit 1
Studies in various scales, major and minor triad/sevenths; reading of standard notation in open through 5th position. Grade Mode: A.
Restrictions: Must be a Major in Music in Worship (MUWO) or a Major in Music (MUWM); and Undergraduate Level.
Fee: $43.

MUSC 134 - Advanced Guitar Class II  Credit 1
Studies in various modes: upper extensions of major and minor chords; reading of standard notation in positions 6 through 11. Grade Mode: A.
Prerequisites: MUSC 130.
Restrictions: Must be Undergraduate Level.
Fee: $43.

MUSC 141 - Applied Music  Credit 1
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, percussion instruments, conducting, and improvisation. Notes: Non-music majors are welcome to take applied lessons, see Conservatory for approval.
Grade Mode: A.
Restrictions: Must be Music Department; and Undergraduate Level.
Fee: Half hour lesson $356.

MUSC 142 - Applied Music  Credits 2
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, percussion instruments, conducting, and improvisation. Notes: Non-music majors are welcome to take applied lessons, see Conservatory for approval.
Grade Mode: A.
Restrictions: Must be Music Department; and Undergraduate Level.
Fee: Half hour lesson $712.

MUSC 151 - Lyric Diction I  Credit 1
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. Notes: Courses must be taken in sequence, with MUSC 151 being taught first. For students admitted prior to Fall 2017.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 152 - Lyric Diction II  Credit 1
German diction and grammar will be covered in the second semester.
Notes: For students admitted prior to Fall 2017. Grade Mode: A.
Prerequisites: MUSC 151.
Restrictions: Must be Undergraduate Level.
MUSC 153 - Sight-Singing and Dictation I  Credits 2
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. Notes: Students may test into an accelerated section of this course. Grade Mode: A. Restrictions: Must be Music Department; and Undergraduate Level.

MUSC 154 - Music Theory I  Credits 2
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. Grade Mode: A. Restrictions: Must be Music Department; and Undergraduate Level.

MUSC 156 - Lyric Diction I  Credit 1
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. The International Phonetic Alphabet, as it applies to the languages studied, and the pronunciation of the Italian, German and Latin languages will be taught in this semester, as well as special considerations in singing in English. Notes: Lyric diction is taught in two semesters. The two courses are 1-credit lab courses meeting two hours per week. Grade Mode: A. Restrictions: Must be a Concentration in Voice (MUPV); and Undergraduate Level.

MUSC 157 - Lyric Diction II  Credit 1
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. The pronunciation of the French and Spanish languages will be taught in this semester. Notes: Lyric diction is taught in two semesters. The two courses are 1-credit lab courses meeting two hours per week. Grade Mode: A. Prerequisites: MUSC 156. Restrictions: Must be Undergraduate Level.

MUSC 163 - Sight-Singing and Dictation II  Credits 2
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. Notes: Students may test into an accelerated section of this course. Grade Mode: A. Prerequisites: MUSC 153. Restrictions: Must be Undergraduate Level.

MUSC 164 - Music Theory II  Credits 2
A study of common-practice diatonic harmony with emphasis on voice leading and harmonic progression. Includes part writing, non-harmonic tones, figured bass and Roman analysis. Grade Mode: A. Prerequisites: MUSC 154. Restrictions: Must be Undergraduate Level.

MUSC 180 - Performance Seminar  Credit 1
Group performance, discussion of performance practice and performance evaluation. Possible sections of voice, piano, organ and various wind and orchestral instruments. Notes: May be taken for up to 3 credits in the same area of performance. Grade Mode: A. Restrictions: Must be a Major in Music Performance (MUPR); and Undergraduate Level.

MUSC 181 - Introduction to Composition  Credits 2
A writing course designed to provide opportunity for developing basic skills in the manipulation of musical materials. Grade Mode: A. Restrictions: Must be Undergraduate Level.

MUSC 185 - Worship Foundations  Credits 2
Survey of worship in the Bible from Genesis to Revelation. Study of key worship passages, biblical models of worship (Tabernacle/Temple, Synagogue, Pauline, Revelation worship) and their contemporary applications. Students visit eight culturally and ethnically diverse church services and submit a report. Grade Mode: A. Restrictions: Must be Music in Worship (MUWO), Music (MUWM), Contemporary Worship Music (MUCW) or Worship Arts (MUWA); and Undergraduate Level.

MUSC 200 - Concert Music  Credits 0
Attendance at specified number and types of concerts each semester. Notes: Four semesters required for graduation. Grade Mode: C. Restrictions: Must be Undergraduate Level.

MUSC 211 - Improvisation for Non Keyboardists: Concepts/Practices  Credits 2
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. Notes: 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. Grade Mode: A. Restrictions: Must be Undergraduate Level.

MUSC 217 - Improvisation for Keyboardists: Concepts/Practices  Credits 2
Focus on contemporary chords, voicings, and progressions; transposition; modulation; musical style. Hymns and worship choruses used as templates. Grade Mode: A. Prerequisites: MUSC 163, MUSC 164. Restrictions: Must be Undergraduate Level.

MUSC 251 - Song Literature I  Credit 1
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 Schoenberg. Emphasis will be placed on how solo song influences or is influenced by major style trends of the various periods. Grade Mode: A. Restrictions: Must be Undergraduate Level.

MUSC 252 - Song Literature II  Credit 1
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. Grade Mode: A. Prerequisites: MUSC 251. Restrictions: Must be Undergraduate Level.
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 to accurately pronounce and articulate foreign languages, and to know the meaning of every word in the text in order to convey it accurately. Notes: In the third semester (MUSC 253) French diction and grammar will be covered. For students admitted prior to Fall 2017. Grade Mode: A.

Prerequisites: MUSC 152.
Restrictions: Must be Undergraduate Level.

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. Notes: For students admitted prior to Fall 2017. Grade Mode: A.

Prerequisites: MUSC 253.
Restrictions: Must be Undergraduate Level.

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.

Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.

Prerequisites: MUSC 261.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.

Prerequisites: MUSC 154.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.

Prerequisites: MUSC 270.
Restrictions: Must be Undergraduate Level.

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. Notes: May be taken for up to 3 credits in the same area of performance. Grade Mode: A.

Restrictions: Must be a Major in Music Performance (MUPR); and Undergraduate Level.

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 Core Curriculum requirement in Physical Education. Grade Mode: A.

Restrictions: Must be Undergraduate Level.

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.

Restrictions: Must be Undergraduate Level.

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.

Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.

Prerequisites: MUSC 164.
Restrictions: Must be Music (MUWM), Music Performance (MUPR), Music (MUSC), Music Composition (MUCO) or Music Education (MUED); and Undergraduate Level.
Fee: $43.

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. Grade Mode: A.

Prerequisites: MUSC 307.
Restrictions: Must be Undergraduate Level.
Fee: $43.

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. Grade Mode: A.

Prerequisites: MUSC 308.
Restrictions: Must be Undergraduate Level.
Fee: $43.

MUSC 310 - Elementary Music Workshop

Instruction in materials for teaching music in the elementary school. Notes: Non-music majors. Grade Mode: A.

Prerequisites: LEDU 301.
Restrictions: Music Performance (MUPR), Music (MUSC), Music (MUWM), Music Composition (MUCO) or Music Education (MUED); and must be Undergraduate Level.

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. Grade Mode: A.

Prerequisites: MUSC 309.
Restrictions: Must be Undergraduate Level.
Fee: $43.
MUSC 317 - Survey of Western Music I: Classical thru Mid-Twentieth Century Credits 3
A historical and critical study of western music from 1750 to the mid-twentieth century with a particular emphasis on the sacred music of this period. Attention will be given to music literature, theory and performance practice, as well as the relevance of topics studied to modern worship services. Grade Mode: A.
Prerequisites: MUSC 164.
Restrictions: Must be Undergraduate Level.

MUSC 318 - Survey of Western Music II: Medieval thru Baroque Credits 3
A continuation of MUSC 317 focusing on the late twenty-first century and the Medieval, Renaissance and Baroque periods, with a particular emphasis on the sacred music of those periods. Attention will be given to music literature, theory and performance practice, as well as the relevance of topics studied to modern worship services. Prerequisites: MUSC 317. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 321 - Marching Band Lab Credit 1
Workshop in preparation for teaching marching band principles and techniques in the intermediate and secondary schools. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 322 - Basic Conducting Credits 2
Basic conducting skills; the psychology of conducting; observation of choral and orchestral rehearsals. Grade Mode: A.
Prerequisites: MUSC 364.
Restrictions: Must be Music Education (MUED), Music in Worship (MUWO), Music (MUSC), Music (MUWM), Music Composition (MUCO) or Music Performance (MUPR); and Undergraduate Level.

MUSC 323 - Advanced Studies in Conducting Credits 2
One or more sections offered periodically in the areas of choral and instrumental conducting. Continuation of the objectives of MUSC 323 related specifically to the technical and interpretative skills of either choral or instrumental conducting. Grade Mode: A.
Prerequisites: MUSC 323.
Restrictions: Must be Undergraduate Level.

MUSC 324 - Analysis of 20th Century Music Credits 2
A study of orchestral instruments with emphasis on a working knowledge of ranges and idiomatic qualities/capacities of each. Included are numerous scoring projects. Grade Mode: A.
Prerequisites: MUSC 332, MUSC 364.
Restrictions: Must be Undergraduate Level.

MUSC 325 - Countertone Credits 2
Emphasis on 16th and 18th century two- and three-voice techniques. Analysis of representative literature and writing of short style pieces. Grade Mode: A.
Prerequisites: MUSC 363, MUSC 364.
Restrictions: Must be Undergraduate Level.

MUSC 328 - General Music Methods Credits 2
An introduction to teaching general music in both elementary and secondary school situations in accordance with national and state standards for music education. Grade Mode: A.
Prerequisites: MUSC 205.
Restrictions: Must be a Major in Music Education (MUED); and Undergraduate Level.

MUSC 330 - Contemporary Music Issues Credits 1-3
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. Notes: May be taken multiple times with different content. Grade Mode: A.
Prerequisites: MUSC 163, MUSC 164.
Restrictions: Must be Undergraduate Level.

MUSC 332 - Music for Children Credits 2
Pre-professional course designed for music majors who plan to qualify for the state K–12 single subject teaching credential in music. Students learn and practice skills important for teaching elementary music lessons. Explores the history and philosophy of American music education, emphasizing influences of Dalcroze, Kodaly, Orff and Suzuki.
Grade Mode: A.
Prerequisites: MUSC 205.
Restrictions: Must be a Major in Music in Worship (MUWO) or a Major in Music (MUWM); and Undergraduate Level.

MUSC 338 - Secondary Music Methods Credits 2
Methods and materials for teaching secondary music in grades 6–12. Grade Mode: A.
Prerequisites: MUSC 205
Restrictions: Must be Undergraduate Level.

MUSC 340 - Special Studies: Theory/Composition Credits 2-3
One or more courses offered periodically in such areas as arranging, jazz theory, advanced computer music. Grade Mode: A.
Prerequisites: MUSC 363, MUSC 364.
Restrictions: Must be Undergraduate Level.

MUSC 341 - Orchestration Credits 2
A study of orchestral instruments with emphasis on a working knowledge of ranges and idiomatic qualities/capacities of each. Included are numerous scoring projects. Grade Mode: A.
Prerequisites: MUSC 353, MUSC 354.
Restrictions: Must be Undergraduate Level.

MUSC 342 - Form and Analysis I Credits 2
The analysis of music from the various common practice periods, with emphasis on fundamental formal structural concepts and processes. Grade Mode: A.
Prerequisites: MUSC 363, MUSC 364.
Restrictions: Must be Undergraduate Level.

MUSC 343 - Survey of Western Music I: Classical thru Mid-Twentieth Century Credits 3
A historical and critical study of western music from 1750 to the mid-twentieth century with a particular emphasis on the sacred music of this period. Attention will be given to music literature, theory and performance practice, as well as the relevance of topics studied to modern worship services. Grade Mode: A.
Prerequisites: MUSC 164.
Restrictions: Must be Undergraduate Level.

MUSC 344 - Survey of Western Music II: Medieval thru Baroque Credits 3
A continuation of MUSC 317 focusing on the late twenty-first century and the Medieval, Renaissance and Baroque periods, with a particular emphasis on the sacred music of those periods. Attention will be given to music literature, theory and performance practice, as well as the relevance of topics studied to modern worship services. Prerequisites: MUSC 317. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 345 - Analysis of 20th Century Music Credits 2
A study of orchestral instruments with emphasis on a working knowledge of ranges and idiomatic qualities/capacities of each. Included are numerous scoring projects. Grade Mode: A.
Prerequisites: MUSC 353, MUSC 354.
Restrictions: Must be Undergraduate Level.

MUSC 346 - Analysis of 20th Century Music Credits 2
Focuses on developing tools for practical analysis of 20th Century music. Class time will be spent discussing, interpreting, and exercising some of the many styles and techniques developed in that period. Grade Mode: A.
Prerequisites: MUSC 343.
Restrictions: Must be Undergraduate Level.

MUSC 347 - Music Technology and Production Credits 2
Emphasis on MIDI, notation and sequencing software, score and part preparation, editing and mastering of recordings, electronic music history, and basic acoustics. Grade Mode: A.
Restrictions: Must be Music Department; and Undergraduate Level.
MUSC 348 - Vocal and Instrumental Arranging for Schools Credit 2
An introduction to principles and practices of arranging music for choral and instrumental groups with emphasis upon producing arrangements suitable for K–12 ensembles. Grade Mode: A. Prequisites: MUSC 205, MUSC 346. Restrictions: Must be Undergraduate Level.

MUSC 349 - Pop Theory for Contemporary Worship II Credit 1
Continuation of 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, and turnarounds. Emphasis on writing arrangements and projects which incorporate the above features. Grade Mode: A. Prerequisites: MUSC 346. Restrictions: Must be a Major in Music in Worship (MUWO) or a Major in Music (MWM); and Undergraduate Level.

MUSC 351 - Keyboard Orchestration Credits 2
Sequencing. Application of presets and samples to worship songs. Creating and performing complementary parts (string, synth, percussion, and B3 sounds) for sound tracks. Grade Mode: A. Prerequisites: MUSC 119, MUSC 354. Restrictions: Must be Undergraduate Level.

MUSC 353 - Sight-Singing and Dictation III Credit 1
This course centers on the application of sight-singing and dictation skills acquired in 153 and 163, with particular focus on dominant and non-dominant seventh chords, altered non-harmonic tones, secondary dominants and chromatic melodies. Notes: Students may test into an accelerated section of this course. Grade Mode: A. Prerequisites: MUSC 163. Restrictions: Must be Undergraduate Level.

MUSC 354 - Music Theory III Credits 2
This is the final semester of common-practice diatonic harmony. Emphasis is on voice leading and harmonic progressions including altered dominants, borrowed chords, the Neapolitan Sixth chord, augmented chords and modulation. Grade Mode: A. Prerequisites: MUSC 164. Restrictions: Must be Undergraduate Level.

MUSC 355 - Advanced Keyboard Skills Credit 1
This course is designed to teach church service playing skills at an advanced level to pianists and organists. Areas of work include: harmonization, transposition, modulation, improvisation, hymn playing, accompanying (solo and choral) and repertoire. Grade Mode: A. Restrictions: Must be Undergraduate Level.

MUSC 356 - Music Education: Brass Credit 1
Preparation for teaching brass instrumental music in elementary and secondary schools. Grade Mode: A. Restrictions: Must be Undergraduate Level.

MUSC 357 - Music Education: Percussion Credit 1
Preparation for teaching percussion instrumental music in elementary and secondary schools. Grade Mode: A. Restrictions: Must be Undergraduate Level.

MUSC 358 - Music Education: Strings Credit 1
Preparation for teaching string instrumental music in elementary and secondary schools. Grade Mode: A. Restrictions: Must be Undergraduate Level.

MUSC 359 - Music Education: Woodwinds Credit 1
Preparation for teaching woodwind instrumental music in elementary and secondary schools. Grade Mode: A. Restrictions: Must be Undergraduate Level.

MUSC 360 - Collaborative Piano Credits 2
Study and performance of piano accompaniment for vocal and instrumental literature; discussion of styles and performance practices; experience in public performance. Notes: May be taken for a total of 4 credits. Grade Mode: A. Prerequisites: MUSC 261, MUSC 262. Restrictions: Must be Undergraduate Level.

MUSC 362 - Advanced Music Technology and Film Scoring Credit 1
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. Notes: Must be taken for up to 2 credits. Grade Mode: A. Prerequisites: MUSC 347. Restrictions: Must be a Major in Music Composition (MUCC); and Undergraduate Level.

MUSC 363 - Sight-Singing and Dictation IV Credit 1
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. Notes: Students may test into an accelerated section of this course. Grade Mode: A. Prerequisites: MUSC 353. Restrictions: Must be Undergraduate Level.

MUSC 364 - Music Theory IV Credits 2
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. Grade Mode: A. Prerequisites: MUSC 354. Restrictions: Must be Undergraduate Level.

MUSC 367 - Pop Theory for Worship and Commercial Music Credits 2
Understand and be able to employ Nashville Numbers, standard and emerging pop symbols, professional charting practices, and digital notation software. Become competent in dictating transcriptions. Create and present for class performance an original (1) lead sheet and (2) rhythm chart arrangement. Grade Mode: A. Prerequisites: MUSC 364. Restrictions: Must be Worship Arts (MUWA), Music in Worship (MUWO) or Commercial Music (MUCC); and Undergraduate Level.

MUSC 368 - Pop Theory II for Worship and Commercial Music Credits 2
Continuation of MUSC 367. Create, present, and rehearse in class, original and arranged, professional-level, digitally notated, lead sheet, rhythm charts, and full band arrangements. Create a seamless presentation, with modulations within and between pieces. Introduce rhythmic and/or harmonic variation (including third relationships and fifth relationships). Exhibit mastery of symbols and special notation markings. Final exam requires a transcription. Lectures and assignments address these competencies. Grade Mode: A. Prerequisites: MUSC 367. Restrictions: Must be Worship Arts (MUWA), Music in Worship (MUWO) or Commercial Music (MUCC); and Undergraduate Level.
MUSC 369 - Survey of Contemporary Keyboard Styles and Techniques Credits 2
The course will explore and analyze through practical examples and exercises, the multiple facets of various styles in contemporary music, such as of Pop, Rock, Gospel, Country, Latin and Funk styles as applied to worship contexts. The students will learn the rhythm and harmonic elements basic to each of these styles along with the specific instrumentation to replicate it authentically. When Offered: Fall Semester. Notes: Non-worship students by instructor permission only. Grade Mode: A.
Prerequisites: MUSC 119, MUSC 354.
Restrictions: Must be Worship Arts (MUWA), Music in Worship (MUWO) or Music (MUSC); and Undergraduate Level.

MUSC 370 - Junior Recital Credits 0
Preparation for applied major recital. (Length 30–45 minutes). Grade Mode: C.
Prerequisites: MUSC 118.
Restrictions: Must be Undergraduate Level.
Fee: $43.

MUSC 371 - Composing for New Media I: Film, TV, and Audio Production Credit 1
Emphasis on advanced use of synthesizers, MIDI, multi-track hard disk recording, and mixing. Covers the intricacies of composing music for film and television. Notes: A minimum grade of a "C" is required to pass. Grade Mode: A.
Prerequisites: MUSC 347.
Restrictions: Must be a Major in Music Composition (MUCO); and Undergraduate Level.

MUSC 372 - Composing for New Media II: Sound Design, Recording Techniques Credit 1
Covers the intricacies of sound design, as well as further develops skills in recording both synthetic and live sources. Notes: A minimum grade of a "C" is required to pass. Grade Mode: A.
Prerequisites: MUSC 347.
Restrictions: Must be a Major in Music Composition (MUCO); and Undergraduate Level.

MUSC 373 - Composing for New Media III: Advanced Orchestration, Score Preparation Credit 1
An in-depth follow-up course to the introduction to orchestration presented in MUSC 342 (Orchestration). Also furthers skills in notation software. Notes: A minimum grade of a "C" is required to pass. Grade Mode: A.
Prerequisites: MUSC 342, MUSC 347.
Restrictions: Must be a Major in Music Composition (MUCO); and Undergraduate Level.

MUSC 374 - Composing for New Media IV: Scoring for Film and Video Games, Audio Production Credit 1
Covers the intricacies composing for film and video games. Notes: A minimum grade of a "C" is required to pass. Grade Mode: A.
Prerequisites: MUSC 347.
Restrictions: Must be a Major in Music Composition (MUCO); and Undergraduate Level.

MUSC 380 - Performance Seminar Credit 1
Group performance, discussion of performance practice and performance evaluation. Possible sections of voice, piano, organ and various wind and orchestral instruments. Notes: May be taken for up to 3 credits in the same area of performance. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 381 - Church Music Principles: Philosophy and Practice Credits 3
Music of the Bible. Music in ethnic and multicultural churches. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 382 - Church Music Leadership: Administration Credits 3
Planning and organizing worship services and other church events involving music. Conducting music ensembles and congregational singing. Working with the pastoral staff and volunteers. Communication skills. Emphasis will be placed on ethnic and multicultural contexts. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 383 - Congregational Music Credits 3
Classic and contemporary hymns are sung, pondered, memorized; biblical allusions traced; hymn stories/writers surveyed. Ethnic songs, current worship songs, and internet resources are explored. Students draw close to songs spiritually in their personal devotions and acquire skill introducing them publicly. Grade Mode: A.
Restrictions: Must be Music in Worship (MUWO), Music (MUWM), Contemporary Worship Music (MUCW) or Worship Arts (MUWA); and Undergraduate Level.

MUSC 384 - Church Music Literature Credits 2
Choir, keyboard instruments, drama resources, art, symbolism, banners, audio-visual techniques. Emphasis will be placed on ethnic and multicultural contexts. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 386 - Spiritual Formation and Worship Credits 2
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. Grade Mode: A.
Restrictions: Must be Music (MUWM), Music in Worship (MUWO) or Contemporary Worship Music (MUCW); and Undergraduate Level.

MUSC 387 - Designing and Leading Worship Credits 2
How to craft a theological, relevant service; overseeing the sound and media; clarifying the role of visuals; building the team and managing rehearsals; working with the band; relating to pastor. Emphasis on skill development and student projects. Grade Mode: A.
Prerequisites: MUSC 154.
Restrictions: Must be Music (MUWM), Music in Worship (MUWO) or Contemporary Worship Music (MUCW); and Undergraduate Level.

MUSC 388 - The Calling, Character, Competencies of the Worship Leader Credits 2
The worship leader role requires more than becoming a proficient musician. The breadth and complexity of leading biblical worship and leading people is explored: personal mission, values, character and personality traits, the multiple facets of artistry, leadership, pastoral care and administration. The course culminates in crafting biblical, compelling worship sets and a public worship session led by the class. Grade Mode: A.
Restrictions: Must be Music in Worship (MUWO), Music (MUWM), Contemporary Worship Music (MUCW) or Worship Arts (MUWA); and Undergraduate Level.
MUSC 389 - Worship Design and Leadership Credits 2
Practical, advanced experience in curating biblical, creative, compelling service content. Understanding the function/impact of live artistic and technical production to enhance a worship experience. Essential on-stage worship leading skills. Leading and equipping teams (bands, vocals, visuals, tech). Introduction to systems/live production software. Culmination in a class-generated/executed campus-wide worship event.
Grade Mode: A.
Prerequisites: MUSC 388.
Restrictions: Must be Music in Worship (MUWO) or Worship Arts (MUWA); and Undergraduate Level.

MUSC 390 - Opera Theatre Credits 0-3
The study and performance of major operas and selected Broadway musicals. Notes: Open to all students by audition. Students may only register for Opera Theatre for zero credits if they are already at 18 credits of required courses for the semester. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 395 - Music/Opera Theater: Acting for Singers I Credits 2
This course is designed to develop acting skills in singers who wish to perform on the lyric stage. Students will be taught techniques for text and character analysis and will explore various music-theatre styles through observation and improvisation, and will apply these concepts to the performance of excerpts from contemporary music theatre and opera repertoire. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 396 - Music/Opera Theater: Acting for Singers II Credits 2
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 410 - Music Cultures of the World Credits 3
An introductory study of the interrelationships between music and culture through the examination of the music of varying cultures. Basic elements of music as they are found in world cultures will be studied. Grade Mode: A.
Prerequisites: MUSC 364; MUSC 307 or MUSC 317.
Restrictions: Must be Junior Class, or Senior Class; Music Education (MUED), Music in Worship (MUWO), Music (MUSC), Church Music (MUSM), Music Composition (MUCO) or Music Performance (MUPR), and Undergraduate Level.
Fee: $32.

MUSC 420 - Special Studies in Music Literature Credits 2
An in-depth study of music literature as it relates to specific instruments, ensembles, periods of history, geographical locations, individual composers or ethnic groups. One or more sections offered every year in areas such as piano literature, organ literature, instrumental literature (strings, woodwinds, brass, percussion instruments), instrumental or choral literature for schools, American music, the symphony, the string quartet, the concerto, the sonata, etc. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 421 - Applied Music Credits 1
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, and percussion instruments. Notes: Non-music majors are welcome to take applied lessons, see Conservatory for approval. Grade Mode: A.
Restrictions: Must be Music Department; and Undergraduate Level.
Fee: Half-hour lesson $356.

MUSC 422 - Applied Music Credits 2
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, and percussion instruments. Notes: Non-music majors are welcome to take applied lessons, see Conservatory for approval. Grade Mode: A.
Restrictions: Must be Music Department; and Undergraduate Level.
Fee: Hour lesson $712.

MUSC 423 - Applied Music Credits 3
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, and percussion instruments. Notes: Non-music majors are welcome to take applied lessons, see Conservatory for approval. Grade Mode: A.
Restrictions: Must be Music Department; and Undergraduate Level.

MUSC 430 - Pedagogy Credits 2
For the private teacher. Practical procedures in training a student in general musicianship, memorization, proper practice habits, sight-reading and other areas peculiar to specific instruments. Survey of graded literature and methods. Sections will be offered in areas such as: piano, organ, voice, wind and orchestral instruments. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 450 - Music Practicum Credits 1-3
Fieldwork experience in music under the supervision of the music faculty and professionals in the field. Open to junior and senior music majors with the consent of the music faculty. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; Music Education (MUED), Music (MUWM), Music (MUSC), Church Music (MUSM), Music Composition (MUCO) or Music Performance (MUPR), and Undergraduate Level.

MUSC 452 - Worship Arts Forum Credits 0
Worship pastors, song writers/arrangers, clinicians, sound/media professionals, and professors share their expertise and perspective. Weekly opportunity to interact and dialogue. Grade Mode: C.
Restrictions: Must be Music (MUWM) or Music in Worship (MUWO); and Undergraduate Level.

MUSC 453 - Worship Internship Credits 1-5
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. Notes: Best taken concurrently with other courses and spread out over 2 or even 3 semesters. May be taken in blocks of 1–5 credits. Grade Mode: A.
Prerequisites: MUSC 185, MUSC 287, MUSC 353, MUSC 354.
Restrictions: Must be Junior Class, or Senior Class; and a Major in Music in Worship (MUWO) or a Major in Music (MUWM); Undergraduate Level.

MUSC 470 - Senior Recital/Final Project Credits 0
Preparation for senior-level music education recital (Length: 30 minutes). Grade Mode: A.
Prerequisites: MUSC 119.
Restrictions: Must be Senior Class; and a Major in Music Education (MUED); Undergraduate Level.
Fee: $65.
NURS 409 - Nursing of the Patient/Family I - Theory Credits 4
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. Notes: Course may be challenged for the credits listed. Grade Mode: A.

Restrictions: Must be Undergraduate Level.
Fee: $100.

NURS 212 - Nursing of the Patient/Family I - Clinical Credits 3
Clinical application of NURS 211 content. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: A.

Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 213 - Nursing of the Patient/Family I - Nursing Application Lab Credit 1
Simulation and skills laboratory practice required for NURS 212 clinical application. Notes: Must earn at least 80% on lab exams to receive credit. Course may be challenged for the credits listed. Grade Mode: C.

Restrictions: Must be Undergraduate Level.
Fee: $100.

NURS 216 - Nursing of the Patient/Family II - Theory Credits 3
Second of three core courses on medical-surgical nursing care of diverse populations. Expands student learning of disease pathophysiology and the evidence-based knowledge, applied reasoning and skill needed for quality and Christian nursing care. Notes: Course may be challenged for the credits listed. Grade Mode: A.

Prerequisites: NURS 306.
Corequisites: NURS 218, NURS 219, NURS 351, NURS 353.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 218 - Nursing of the Patient/Family II - Clinical Credits 3
Clinical application of NURS 217 theory, reasoning and skill. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: C.

Corequisites: NURS 216, NURS 218.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 219 - Nursing of the Patient/Family II - Nursing Application Lab Credit 1
Simulation and skills laboratory practice necessary for NURS 218 clinical application. Notes: Must earn at least 80% on lab exams to receive credit. Course may be challenged for the credits listed. Grade Mode: C.

Corequisites: NURS 216, NURS 218.
Restrictions: Must be Undergraduate Level.
Fee: $100.

NURS 230 - Clinical Topics in Nursing Credits 1-3
Allows students to explore issues related to nursing prior to attaining upper-division status. Notes: May be taken for a total of 9 credits with different content. Grade Mode: A.

Restrictions: Must be Undergraduate Level.
Fee: $40.

Courses

Nursing (NURS)

NURS 112 - Introduction to Professional Nursing Credit 1
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. Notes: This course is required for admission into the clinical nursing program. Grade Mode: A.

Restrictions: Must not be Freshman Class; and must be Undergraduate Level.

NURS 204 - Essentials of Clinical Nursing Pharmacology Credits 2
Use of the nursing process in the administration of medication. Notes: Course may be challenged for the credits listed. Grade Mode: A.

Restrictions: Must be Undergraduate Level.
NURS 232 - Clinical Experiences in Nursing Credits 1-4
Allows students the opportunity to gain additional clinical nursing experience prior to attaining upper-division status. Notes: May be taken for a total of 12 credits with different content. Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: C.
Restrictions: Must be Undergraduate Level.
Fee: $40.

NURS 300 - Professional Nursing Seminar Credits 1-3
A transition seminar designed to facilitate socialization into baccalaureate professional nursing. Notes: Designed for transfer-challenge students. May be taken multiple times for credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

NURS 306 - Nursing Assessment of the Patient - Theory Credits 2
Introduction to nursing assessment and documentation of common signs and symptoms of wellness and illness. Notes: Course may be challenged for the credits listed. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

NURS 307 - Nursing Assessment of the Patient - Clinical Credit 1
Clinical practice of nursing assessment and reporting. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: C.
Corequisites: NURS 209, NURS 212, NURS 213, NURS 306.
Restrictions: Must be Undergraduate Level.

NURS 320 - Directed Individual Studies Credits 1-3
Permits students to pursue special interests related to the profession of nursing. Notes: May be taken for a total of 6 credits with different content. Grade Mode: A.
Restrictions: Must be a Major in Nursing (NURS); and Undergraduate Level.

NURS 321 - Clinical Enrichment Credits 1-4
Opportunity for additional application of the nursing process in selected health care settings. Notes: May be taken multiple times with different content. Must earn at least a "C" (2.0) for credit. Grade Mode: C.
Prerequisites: NURS 211.
Restrictions: Must be a Major in Nursing (NURS); and Undergraduate Level.
Fee: $40.

NURS 341 - Nursing of the Mental Health Patient/Family - Theory Credits 2
Theoretical and evidence-based concepts related to quality mental health nursing care of patients and their families. Notes: Course may be challenged for the credits listed. Grade Mode: A.
Prerequisites: NURS 204, NURS 217.
Corequisites: NURS 345.
Restrictions: Must be Undergraduate Level.

NURS 343 - Nursing of the Mental Health Patient/Family - Clinical Credits 2
Clinical application of NURS 341 knowledge and skill. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: C.
Corequisites: NURS 341.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 345 - Nursing of the Mental Health Patient/Family - Clinical Credit 1.5
Clinical application of NURS 341 knowledge and skill. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: C, N.
Corequisites: NURS 341.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 347 - Introduction to Women's Health - Theory Credits 2
Introduction to quality nursing care of women across the reproductive years. Emphasis is on the mother and family in the childbearing years. Notes: Course may be challenged for the credits listed. Grade Mode: A.
Prerequisites: NURS 204, NURS 217.
Corequisites: NURS 349.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 351 - Nursing of the Older Adult Patient/Family - Theory Credits 2
Theoretical and evidence-based concepts related to the quality nursing care of the older adult patient and their families. Notes: Course may be challenged for the credits listed. Grade Mode: A.
Prerequisites: NURS 209 or NURS 211.
Corequisites: NURS 353.
Restrictions: Must be Undergraduate Level.

NURS 353 - Nursing of the Older Adult Patient/Family - Clinical Credit 1
Clinical application of NURS 351 theory, reasoning and skill. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: C.
Corequisites: NURS 351.
Restrictions: Must be Undergraduate Level.

NURS 355 - Pediatric Nursing - Theory Credits 2
Introduction to quality nursing care of children, adolescents and the family. Notes: Course may be challenged for credits listed. Grade Mode: A, N.
Prerequisites: NURS 358.
Corequisites: NURS 357.
Restrictions: Must be Undergraduate Level.

NURS 356 - Pediatric Nursing - Clinical Credits 2
Clinical application of NURS 355 theory, reasoning and skill. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for credits listed. Grade Mode: C.
Corequisites: NURS 355.
Restrictions: Must be Undergraduate Level.
Fee: $65.
NURS 357 - Pediatric Nursing - Clinical Credit 1.5
Clinical application of NURS 355 theory, reasoning and skill. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for credits listed. Grade Mode: C.
Corequisites: NURS 355.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 358 - Nursing of the Patient/Family III - Theory Credits 2
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. Notes: Course may be challenged for credits listed. Grade Mode: A.
Prerequisites: NURS 204, NURS 217.
Corequisites: NURS 359.
Restrictions: Must be Undergraduate Level.
Fee: $100.

NURS 359 - Nursing of the Patient/Family III - Clinical Credits 2
Clinical application of complex medical-surgical nursing knowledge, reasoning and skill in providing complex patient care. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: C.
Corequisites: NURS 358.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 367 - Critical Care Nursing - Theory Credits 2
Complex medical-surgical nursing care of patients in critical care environments. Notes: Course may be challenged for the credits listed.
Grade Mode: A.
Prerequisites: NURS 358.
Corequisites: NURS 369.
Restrictions: Must be Undergraduate Level.
Fee: $100.

NURS 368 - Critical Care Nursing - Clinical Credits 2.5
Clinical application of the nursing process in providing complex care to multicultural clients in a critical care setting. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: C, N.
Corequisites: NURS 367.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 369 - Critical Care Nursing - Clinical Credits 2
Clinical application of the nursing process in providing complex care to multicultural clients in a critical care setting. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: C, N.
Corequisites: NURS 367.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 441 - Introduction to Nursing Research Credits 2
Introduction to professional nursing’s utilization of the research process. Grade Mode: A.
Prerequisites: NURS 351; MATH 210 or MATH 318.
Restrictions: Must be Undergraduate Level.

NURS 442 - Applied Nursing Research Credit 1
Application of NURS 441 theory in an established research study. Grade Mode: A.
Prerequisites: NURS 441.
Restrictions: Must be Undergraduate Level.

NURS 450 - Leadership/Management in Nursing - Theory Credits 2
Analysis of leadership theories and health care issues/trends which influence professional nursing practice. Notes: Course may be challenged for the credits listed. Grade Mode: A.
Prerequisites: NURS 341, NURS 347, NURS 351, NURS 355, NURS 367.
Corequisites: NURS 451, NURS 452.
Restrictions: Must be Undergraduate Level.
Fee: $100.

NURS 451 - Leadership/Management in Nursing: Transition to Practice - Clinical Credits 3
Clinical application of NURS 450 theory, reasoning and skill in the care of medical-surgical patients. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: C.
Corequisites: NURS 450, NURS 452.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 452 - Leadership/Management in Nursing: Elective Setting - Clinical Credits 2
Clinical application of NURS 450 theory, clinical site/preceptor availability. Notes: Must earn at least a "C" (2.0) for credit. Course may be challenged for the credits listed. Grade Mode: C.
Corequisites: NURS 450, NURS 451.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 461 - Community and Public Health Nursing - Theory Credits 4
Integration of nursing knowledge, reasoning and skill in community-based promotion of population well-being. Grade Mode: A.
Prerequisites: NURS 341, NURS 347, NURS 351, NURS 355, NURS 358.
Corequisites: NURS 462.
Restrictions: Must be Undergraduate Level.
Fee: $100.

NURS 462 - Nursing in the Community - Clinical Credits 4
Clinical application of NURS 461 theory, reasoning and skill in various community settings. Notes: Must earn at least a "C" (2.0) for credit. Grade Mode: C, N.
Corequisites: NURS 461.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 463 - Community and Public Health Nursing - Clinical Credits 3
Clinical application of NURS 461 theory, reasoning and skill in various community settings. Notes: Must earn at least a "C" (2.0) for credit. Grade Mode: C, N.
Corequisites: NURS 461.
Restrictions: Must be Undergraduate Level.
Fee: $65.

NURS 441 - Introduction to Nursing Research

Philosophy

Faculty

Chair: Kent Dunnunton, Ph.D.
Professors: Crisp, Dunnunton, Ten Elshof
Associate Professors: Ciocchi
Courses

Philosophy (PHIL)

PHIL 210 - Introduction to LogicCredits 3
A general introduction to logic covering both deductive and inductive
inference, and the analysis of arguments in ordinary language. Notes:
Approved for Core Curriculum Philosophy credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 211 - Introduction to Ancient PhilosophyCredits 3
An introduction to philosophy through a study of the earliest period of
philosophic development in the West, covering the Pre-Socratics through
the Neo-Platonists. Notes: Approved for Core Curriculum Philosophy
credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 212 - Introduction to Medieval PhilosophyCredits 3
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. Notes: Approved for Core
Curriculum Philosophy credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 213 - Introduction to Modern PhilosophyCredits 3
An introduction to philosophy through a study of the history of
philosophy from the Renaissance through the 18th century. Notes:
Approved for Core Curriculum Philosophy credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 214 - Introduction to PhilosophyCredits 3
A general introduction to the nature, problems, methods, concepts, and
divisions of philosophy. Notes: Approved for Core Curriculum Philosophy
credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 215 - Introduction to EthicsCredits 3
An introduction to philosophy through a study of the principal ethical
theories and thinkers; basic ethical problems and related biblical
teaching. Notes: Approved for Core Curriculum Philosophy credit. Grade
Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 216 - Introduction to Philosophy and AestheticsCredits 3
An introduction to the problems, methods and concepts of philosophy
with an emphasis on the issues and theories of aesthetics. Notes:
Approved for Core Curriculum Philosophy credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 220 - Introduction to Philosophical Argument and WritingCredits 3
A study of 1) some common types of philosophical arguments and 2) a
set of skills necessary for good philosophical writing. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 230 - Introduction to Practical WisdomCredits 3
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. Grade
Mode: A.
Corequisites: PHIL 231.
Restrictions: Must be Philosophy (PHIL) or Humanities:Philosophy
(HUPH); and Undergraduate Level.

PHIL 231 - Practical Wisdom Lab ICredit 1
A seminar designed to assist its members in practical application of
insights from PHIL 230. Grade Mode: A.
Corequisites: PHIL 230.
Restrictions: Must be Philosophy (PHIL) or Humanities:Philosophy
(HUPH); and Undergraduate Level.

PHIL 301 - Greek and Roman PhilosophyCredits 3
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. Grade Mode: A.
Prerequisites: PHIL 210 or PHIL 212 or PHIL 213 or PHIL 214 or PHIL 215
or PHIL 216 or PHIL 220.
Restrictions: Must be Undergraduate Level.

PHIL 302 - Medieval PhilosophyCredits 3
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. Grade Mode: A.
Prerequisites: PHIL 210 or PHIL 211 or PHIL 213 or PHIL 214 or PHIL 215
or PHIL 216 or PHIL 220.
Restrictions: Must be Undergraduate Level.

PHIL 303 - Modern PhilosophyCredits 3
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. Grade Mode: A.
Prerequisites: PHIL 210 or PHIL 211 or PHIL 212 or PHIL 214 or PHIL 215
or PHIL 216 or PHIL 220.
Restrictions: Must be Undergraduate Level.

PHIL 306 - Philosophy of ReligionCredits 3
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. Grade Mode: A.
Prerequisites: PHIL 210 or PHIL 211 or PHIL 212 or PHIL 213 or PHIL 214
or PHIL 215 or PHIL 216 or PHIL 220.
Restrictions: Must be Undergraduate Level.

PHIL 307 - Metaphysics and EpistemologyCredits 3
A critical examination of 1) selected metaphysical topics and problems
and 2) the nature and scope of human knowledge. Grade Mode: A.
Prerequisites: PHIL 210 or PHIL 211 or PHIL 212 or PHIL 213 or PHIL 214
or PHIL 215 or PHIL 216 or PHIL 220.
Restrictions: Must be Undergraduate Level.

PHIL 308 - EthicsCredits 3
A study of the principal ethical theories and thinkers, basic ethical
problems, and related biblical teaching. Grade Mode: A.
Prerequisites: PHIL 210 or PHIL 211 or PHIL 212 or PHIL 213 or PHIL 214
or PHIL 215 or PHIL 216 or PHIL 220.
Restrictions: Must be Undergraduate Level.

PHIL 330 - Studies in Wisdom TraditionsCredits 3
An intensive study of one or more wisdom traditions. Grade Mode: A.
Prerequisites: PHIL 230 and PHIL 231.
Corequisites: PHIL 331.
Restrictions: Must be Philosophy (PHIL) or Humanities:Philosophy
(HUPH); and Undergraduate Level.
PHIL 331 - Practical Wisdom Lab II
A seminar designed to assist its members in practical application of insights from PHIL 330. Grade Mode: A. Corequisites: PHIL 330. Restrictions: Must be Philosophy (PHIL) or Humanities:Philosophy (HUPH); and Undergraduate Level.

PHIL 400 - Practical Wisdom: Texts
Reading, study, and application of the insights of one or more texts from a wisdom tradition. Grade Mode: A. Prerequisites: PHIL 210, PHIL 211, PHIL 212, PHIL 213, PHIL 214, PHIL 215, PHIL 216, or PHIL 220. Restrictions: Must be Undergraduate Level.

PHIL 410 - Practical Wisdom: Thinkers
Reading, study, and application of insights of a thinker from one of the wisdom traditions. Grade Mode: A. Prerequisites: PHIL 210, PHIL 211, PHIL 212, PHIL 213, PHIL 214, PHIL 215, PHIL 216, or PHIL 220. Restrictions: Must be Undergraduate Level.

PHIL 420 - Theoretical Wisdom: History of Philosophy
Reading and study in selected topics, thinkers, or periods in the history of philosophy. Grade Mode: A. Prerequisites: PHIL 210, PHIL 211, PHIL 212, PHIL 213, PHIL 214, PHIL 215, PHIL 216, or PHIL 220. Restrictions: Must be Undergraduate Level.

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. Grade Mode: A. Prerequisites: PHIL 210, PHIL 211, PHIL 212, PHIL 213, PHIL 214, PHIL 215, PHIL 216, or PHIL 220. Restrictions: Must be Undergraduate Level.

PHIL 440 - Theoretical Wisdom: Philosophical Topics
Reading and study in selected topics in philosophy with special attention to contemporary developments in the philosophical literature. Grade Mode: A. Prerequisites: PHIL 210, PHIL 211, PHIL 212, PHIL 213, PHIL 214, PHIL 215, PHIL 216, or PHIL 220. Restrictions: Must be Undergraduate Level.

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. Grade Mode: A. Prerequisites: PHIL 210, PHIL 211, PHIL 212, PHIL 213, PHIL 214, PHIL 215, PHIL 216, or PHIL 220. Restrictions: Must be Undergraduate Level.

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. Grade Mode: A. Prerequisites: PHIL 210, PHIL 220, PHIL 230, PHIL 231; PHIL 301 or PHIL 302 or PHIL 303. Restrictions: Must be Senior Class; and a Major in Philosophy (PHIL); Undergraduate Level.

PHIL 461 - Symbolic Logic
An introduction to the basic elements of modern symbolic logic, including propositional and predicate logic. Grade Mode: A. Prerequisites: PHIL 210, PHIL 211, PHIL 212, PHIL 213, PHIL 214, PHIL 215, PHIL 216, or PHIL 220. Restrictions: Must be Undergraduate Level.

PHIL 482 - Readings in Philosophy
Directed reading in selected topics and problems in philosophy. Grade Mode: A. Prerequisites: PHIL 210, PHIL 211, PHIL 212, PHIL 213, PHIL 214, PHIL 215, PHIL 216, or PHIL 220. Restrictions: Must be Undergraduate Level.

PHIL 490 - Directed Research
Directed research in some philosophical topic or problem. Grade Mode: A. Prerequisites: PHIL 210, PHIL 211, PHIL 212, PHIL 213, PHIL 214, PHIL 215, PHIL 216, or PHIL 220. Restrictions: Must be Undergraduate Level.

Physical Science

Faculty
Chair: John Bloom, Ph.D.
Professors: Bloom, Chen
Associate Professors: Yee
Assistant Professors: Chang, Johnson, Lu, Pichaj
Instructor: Baggett

Courses

Physical Science (PHSC)

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. Notes: 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. Restrictions: Must be Undergraduate Level.

PHSC 101 - Physical Science Survey: Lecture
A survey of the basic principles of physics, chemistry, geology, meteorology and astronomy. Designed for the non-science major. Notes: Approved for Core Curriculum Science credit. Grade Mode: A. Restrictions: Must be Undergraduate Level.

PHSC 102 - Physical Science Survey Laboratory
A laboratory experience to accompany the lecture course. Lecture/Lab Hours: Three hour laboratory weekly. Notes: Approved for Core Curriculum Science credit. Required for Liberal Studies majors, and optional for others. Grade Mode: A. Prerequisites: PHSC 101 (concurrent registration permitted). Restrictions: Must be Undergraduate Level. Fee: $75.

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. Notes: Approved for Core Curriculum Science credit. Grade Mode: A. Restrictions: Must be Undergraduate Level. Fee: $80.
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. Notes: Approved for Core Curriculum Science credit. Grade Mode: A. 
Prerequisites: PHSC 103 (concurrent registration permitted). 
Restrictions: Must be Undergraduate Level. 
Fee: $80. 

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, or from PHSC 111, PHSC 112, PHSC 132, PHSC 233 or PHSC 234. Notes: Approved for Core Curriculum Science credit. Grade Mode: A. 
Restrictions: Must be Undergraduate Level. 

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. Notes: Approved for Core Curriculum Science credit. Counts toward the Core Curriculum Science requirement for all majors except Communication Disorders. Grade Mode: A, N. 
Restrictions: Must be Undergraduate Level. 
Fee: $40. 

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. Notes: Approved for Core Curriculum Science credit. Grade Mode: A. 
Restrictions: Must be Undergraduate Level. 
Fee: $80. 

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. Notes: Approved for Core Curriculum Science credit. Grade Mode: A, N. 
Prerequisites: Passing score on the Physics Placement Exam or PHSC 092 with a grade of "C" or better. 
Corequisites: PHSC 117. 
Restrictions: Must not be a Major in Chemistry (CHEM), a Major in Physics (PHYS), a Major in Engineering Physics (PHEP) or a Major in Physical Science (PHSC); and must be Undergraduate Level. 

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. Grade Mode: A, N. 
Prerequisites: PHSC 111, PHSC 117. 
Corequisites: PHSC 118. 
Restrictions: Must not be a Major in Physics (PHYS), a Major in Physical Science (PHSC), a Major in Chemistry (CHEM) or a Major in Engineering Physics (PHEP); and must be Undergraduate Level. 

PHSC 115 - Physics in Everyday Life  
This course is intended for non-science majors who are seeking a connection between science and the world in which they live. It is intended to convey an appreciation for the physical sciences through the discovery of principles within objects of everyday experience and to show that science is not something to be feared but is indeed reflective of God's creativity, beauty and provision. Notes: Approved for Core Curriculum Science credit. Grade Mode: A. 
Restrictions: Must be Undergraduate Level. 

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. Notes: Approved for Core Curriculum Science credit. Grade Mode: A. 
Corequisites: PHSC 111. 
Restrictions: Must be Undergraduate Level. 
Fee: $90. 

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. Grade Mode: A. 
Corequisites: PHSC 112. 
Restrictions: Must be Undergraduate Level. 
Fee: $90. 

PHSC 119 - Physics in Everyday Life Laboratory  
The optional hands-on component for the lecture course that provides students experience with common laboratory tools for a better understanding and appreciation of the principles behind many of the objects of everyday life. Lecture/Lab Hours: Three hours of laboratory weekly. Notes: Approved for Core Curriculum Science credit. Grade Mode: A. 
Prerequisites: PHSC 115 (concurrent registration permitted). 
Restrictions: Must be Undergraduate Level. 
Fee: $70. 

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. Grade Mode: A. 
Restrictions: Must be Undergraduate Level. 
Fee: $75. 

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. Grade Mode: A. 
Restrictions: Must be Undergraduate Level. 
Fee: $75.
PHSC 132 - General Physics I: Mechanics and Heat Credits 3
Basic principles of physics emphasizing Newtonian mechanics; conservation of energy and momentum; oscillations, fluids and thermodynamics. Lecture/Lab Hours: Three hours lecture, one hour recitation, weekly. Notes: Primarily for Physical Science and Engineering Physics majors. Approved for Core Curriculum Science credit. Grade Mode: A, N.
Prerequisites: MATH 105 (concurrent registration permitted). Passing score on the Physics Placement Exam or PHSC 092 with a grade of "B" or better.
Corequisites: PHSC 134.
Restrictions: Must be Undergraduate Level.

PHSC 134 - General Physics I Laboratory Credit 1
The application of the laws and theories of mechanics and thermodynamics through experiment. Lecture/Lab Hours: Three hours of laboratory weekly. Notes: Approved for Core Curriculum Science credit.
Grade Mode: A.
Corequisites: PHSC 132.
Restrictions: Must be Undergraduate Level.
Fee: $90.

PHSC 233 - General Physics II: Electricity and Magnetism Credits 3
Introduction to electrostatics, conductors and currents, magnetic fields, and Maxwell's equations. Lecture/Lab Hours: Three hours lecture, one hour recitation, weekly. Notes: Primarily for Physical Science and Engineering Physics majors. Grade Mode: A, N.
Prerequisites: PHSC 132, PHSC 134.
Corequisites: PHSC 237.
Restrictions: Must be Undergraduate Level.

PHSC 234 - General Physics III: Waves, Optics and Modern Physics Credits 4
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. Notes: Primarily for Physical Science and Engineering Physics majors. The optics section may be taken for one credit (PHSC 450). Grade Mode: A, N.
Prerequisites: PHSC 233, PHSC 237.
Restrictions: Must be Undergraduate Level.
Fee: $120.

PHSC 237 - General Physics II Laboratory Credit 1
The application of the laws and theories of electricity and magnetism through experiment. Lecture/Lab Hours: Three hours laboratory weekly. Grade Mode: A, N.
Corequisites: PHSC 233.
Restrictions: Must be Undergraduate Level.
Fee: $90.

PHSC 250 - Science and Origins Credits 3
A survey of basic scientific theories of origins, their crucial experimental evidences, and background material in physics, chemistry, geology and astronomy. Particular attention will be given to comparison of scientific theories of origins and biblical revelation. Notes: Approved for Core Curriculum Science credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHSC 311 - Computer Techniques in Science and Engineering Credits 3
Use of computation tools using MATLAB and LabVIEW in chemistry, physics and engineering, digital signal analysis and instrument control. Grade Mode: A.
Prerequisites: PHSC 124, PHSC 233, PHSC 237; or CHEM 106; MATH 205 recommended.
Restrictions: Must be Undergraduate Level.
Fee: $110.

PHSC 313 - Statics Credits 3
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. Notes: Primarily for Engineering Physics majors. Grade Mode: A.
Prerequisites: PHSC 132, PHSC 134.
Restrictions: Must be Physics (PHYS), Physical Science (PHSC), Biochemistry (BCHM) or Engineering Physics (PHEP); and Undergraduate Level.

PHSC 314 - Mechanics of Materials Credits 3
Analysis of stress, strain and deflection of mechanical elements due to tension. Shear, bending or torsion, combined stresses, elastic stability and energy methods. Notes: Primarily for Engineering Physics majors. Grade Mode: A.
Prerequisites: PHSC 313.
Restrictions: Must be Undergraduate Level.

PHSC 316 - Dynamics Credits 3
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. Notes: Primarily for Engineering Physics majors. Grade Mode: A.
Prerequisites: PHSC 313.
Restrictions: Must be Undergraduate Level.

PHSC 318 - Classical Mechanics Credits 3
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. Notes: Primarily for physics majors. Grade Mode: A.
Prerequisites: PHSC 132, PHSC 134; MATH 335.
Restrictions: Must be Undergraduate Level.

PHSC 321 - Circuits and Instrumentation I Credits 5
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. Grade Mode: A, N.
Prerequisites: PHSC 233, PHSC 237.
Restrictions: Must be Undergraduate Level.
Fee: $150.

PHSC 322 - Circuits and Instrumentation II Credits 3
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. Grade Mode: A.
Prerequisites: PHSC 321.
Restrictions: Must be Undergraduate Level.
Fee: $150.
PHSC 326 - Sciences CSET Preparation
Review of the subject matter in the California Subject Examinations for Teachers (CSET) Science subtest exams. Test-taking strategies. Notes: May be taken a total of 3 times. Does not count toward the major. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: PHSC 132, PHSC 134.
Restrictions: Must be Undergraduate Level.

PHSC 332 - Quantum Mechanics
An introduction to quantum mechanics including 1-D potentials, Schrodinger's equation, the hydrogen atom with spin, Dirac notation, operator formalism, bonding, the solid state and interpretation. Grade Mode: A.
Prerequisites: PHSC 234, PHSC 237; MATH 335.
Restrictions: Must be Undergraduate Level.

PHSC 333 - Theoretical Physics
Examines the strength of materials, strengthening mechanisms, natural materials including metals, ceramics, polymers and composites. Grade Mode: A.
Prerequisites: PHSC 112 or PHSC 233; CHEM 105 and MATH 105.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: MATH 335.
Restrictions: Must be Undergraduate Level.

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. Grade Mode: A.
Prerequisites: PHSC 233, PHSC 237; MATH 335.
Restrictions: Must be Undergraduate Level.

PHSC 341 - 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. Notes: Does not count towards the major. Grade Mode: A.
Prerequisites: PHIL 214; HIST 208; PHSC 111 or PHSC 132; PHSC 112 or PHSC 233.
Restrictions: Must be Undergraduate Level.

PHSC 342 - Philosophy of Science
A survey and analysis of the philosophical methods that the sciences use as a way of knowing the world. Notes: Does not count towards the major. Grade Mode: A.
Prerequisites: PHIL 214; HIST 208; PHSC 111 or PHSC 132; PHSC 112 or PHSC 233.
Restrictions: Must be Undergraduate Level.

PHSC 344 - Physics Laboratory
A laboratory course in which selected experiments cover several areas of classical and contemporary physics. Emphasis on data collection and analysis techniques. Grade Mode: A.
Prerequisites: PHSC 234, PHSC 321; MATH 335.
Restrictions: Must be Undergraduate Level.
Fee: $150.

PHSC 401 - Physics Laboratory
A laboratory course in which selected experiments cover several areas of classical and contemporary physics. Emphasis on data collection and analysis techniques. Grade Mode: A.
Prerequisites: PHSC 234, PHSC 321; MATH 335.
Restrictions: Must be Undergraduate Level.
Fee: $150.

PHSC 402 - Philosophy of Science
A survey and analysis of the philosophical methods that the sciences use as a way of knowing the world. Notes: Does not count towards the major. Grade Mode: A.
Prerequisites: PHIL 214; HIST 208; PHSC 111 or PHSC 132; PHSC 112 or PHSC 233.
Restrictions: Must be Undergraduate Level.

PHSC 404 - Modern Physics Laboratory
A laboratory course in which selected experiments cover several areas of classical and contemporary physics. Emphasis on data collection and analysis techniques. Grade Mode: A.
Prerequisites: PHSC 234, PHSC 321; MATH 335.
Restrictions: Must be Undergraduate Level.
Fee: $150.

PHSC 405 - 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. Grade Mode: A.
Prerequisites: PHSC 234, PHSC 321; MATH 335.
Restrictions: Must be Undergraduate Level.
Fee: $150.

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. Notes: May be taken for a total of 6 credits. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; a Major in Environmental Science (BIES), a Major in Human Biology (BIHB), a Major in Physics (PHYS), a Major in Bio Sci:Secondary Instruction (BISI), a Major in Chemistry (CHEM), a Major in Engineering Physics (PHEP), a Major in Physical Science (PHSC), a Major in Biochemistry (BCHM) or a Major in Biological Science (BIOS); and Undergraduate Level.
Fee: May involve lab fees of up to $150.

PHSC 450 - Special Topics in Physical Science
Varying course content. Topics such as optics, special relativity, nuclear and biophysics will be offered. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; a Major in Environmental Science (BIES), a Major in Human Biology (BIHB), a Major in Physics (PHYS), a Major in Bio Sci:Secondary Instruction (BISI), a Major in Chemistry (CHEM), a Major in Engineering Physics (PHEP), a Major in Physical Science (PHSC), a Major in Biochemistry (BCHM) or a Major in Biological Science (BIOS); and Undergraduate Level.

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. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; a Major in Environmental Science (BIES), a Major in Human Biology (BIHB), a Major in Physics (PHYS), a Major in Bio Sci:Secondary Instruction (BISI), a Major in Chemistry (CHEM), a Major in Physical Science (PHSC), a Major in Biochemistry (BCHM) or a Major in Biological Science (BIOS); and Undergraduate Level.

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. Grade Mode: A.
Prerequisites: PHSC 234, PHSC 321; MATH 335.
Restrictions: Must be Undergraduate Level.
Fee: $150.

PHSC 490 - 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. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; a Major in Environmental Science (BIES), a Major in Human Biology (BIHB), a Major in Physics (PHYS), a Major in Bio Sci:Secondary Instruction (BISI), a Major in Chemistry (CHEM), a Major in Physical Science (PHSC), a Major in Biochemistry (BCHM) or a Major in Biological Science (BIOS); and Undergraduate Level.

PHSC 499 - Senior Seminar
A seminar course for which students do research, write a thesis or perform some other activity under the direction of a faculty member. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHSC 510 - Independent Study
Independent study directed by a faculty member. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHSC 515 - Seminar in Physical Science
Seminar in specialized area of physical science. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; a Major in Environmental Science (BIES), a Major in Human Biology (BIHB), a Major in Physics (PHYS), a Major in Bio Sci:Secondary Instruction (BISI), a Major in Chemistry (CHEM), a Major in Engineering Physics (PHEP), a Major in Physical Science (PHSC), a Major in Biochemistry (BCHM) or a Major in Biological Science (BIOS); and Undergraduate Level.

Political Science

Faculty
Chair: Darren P. Guerra, Ph.D.
Associate Professor: 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.
Restrictions: Must be Undergraduate Level.
POSC 206 - Comparative Government Credits 3
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.
Restrictions: Must be Undergraduate Level.

POSC 207 - International Relations Credits 3
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.
Restrictions: Must be Undergraduate Level.

POSC 208 - World Politics Credits 3
Introduces students to the theories and key concepts of international relations and to comparative political systems. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 211 - Introduction to Political Economy Credits 3
This introductory survey course covers a broad spectrum of micro- and macro-economic theories, terms, methods, and principles that will enable students in the Social Sciences to understand the basic mechanics and processes of the political economy. Students will also engage and integrate the subject matter themes with concepts of political theory, such as justice, freedom, property ownership, Biblical human relationships and stewardship. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 225 - Survey of American Government Credits 3
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. Notes: Approved for Core Curriculum US History credit. Meets the requirement for United States Constitution for California teacher certification. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 230 - Perspectives on American Government Credits 1-2
Contemporary issues in American government and politics as seen from a Christian perspective. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 240 - Liberty and the Free Market in England Credits 3
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.
Restrictions: Must be Undergraduate Level.

POSC 250 - Foundations of the American Political System Credits 3
Students will wrestle with the major themes, ideas, and structures of the American experiment in democratic government. Special emphasis will be given to the American founding, the evolving role of religion in the American public order, and the essential connections and issues involved with a distinctively Christian approach to the discipline of Political Science. Notes: This course is the required introductory course to American politics for all Political Science majors. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 256 - Virtue, Citizenship, and Politics Credits 3
This course introduces fundamental philosophical debates surrounding freedom, justice, and equality as it relates to the best that has been thought and said on these topics. This course also introduces students to the cardinal and Christian virtues and how they might inform one’s personal development and political philosophy. Models of statesmanship and political virtue will be examined as models for the cultivation of virtue as it applies to politics. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 290 - Political Science Research Methods Credits 3
This course will introduce students to the major elements of the research process in Political Science. Students will learn the distinction between a more general research topic and research question more appropriate to research in Political Science. As part of the overall research process students will be introduced 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. Notes: Required course for all Political Science majors. Grade Mode: A.
Prerequisites: POSC 225.
Restrictions: Must be Undergraduate Level.

POSC 301 - Fundamentals of Public Administration Credits 3
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.
Restrictions: Must be Undergraduate Level.

POSC 302 - Public Administration Practice Credits 3
This course aims to familiarize students with some of the core areas of the practice of public administration such as planning, personnel, and public finance. An important theme throughout the course is the application of Christian leadership principles and ethics to the practice of public administration. Grade Mode: A.
Prerequisites: POSC 250.
Restrictions: Must be Undergraduate Level.

POSC 304 - Organizational Theory and Behavior Credits 3
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.
Restrictions: Must be Undergraduate Level.

POSC 306 - Public Policy Credits 3
An analysis of public policy process and the political context of its formation. Systematic review of the diverse financial systems in making and implementing public policy. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 308 - Foreign Policy and Diplomacy Credits 3
Examines the history of US foreign policy; foreign policy processes and theories; key global organizations; and comparative foreign policies of world powers. Grade Mode: A.
Prerequisites: POSC 207.
Restrictions: Must be Undergraduate Level.
POSC 309 - National Security Strategy and Military Affairs Credits 3
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. Grade Mode: A.
Prerequisites: POSC 207.
Restrictions: Must be Undergraduate Level.

POSC 310 - Student Government Practicum Credit 1
The organization and function of student government at the university level; parliamentary procedure, committee work and similarity to state and national legislative government. Notes: 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.
Restrictions: Must be Undergraduate Level.

POSC 317 - Politics of Global Terrorism Credits 3
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.
Restrictions: Must be Undergraduate Level.

POSC 320 - The American Presidency Credits 3
Historical development of the office of the presidency; formal and informal powers of the president in executive, legislative, judicial, military, diplomatic and political areas. Studies in contemporary and historic presidential biography and critical issues. Grade Mode: A.
Prerequisites: POSC 225.
Restrictions: Must be Undergraduate Level.

POSC 350 - Political Philosophy – Ancient Credits 3
A study of selected works of ancient and medieval political philosophy. Emphasis on such writers as Plato, Aristotle, Hebrew Scripture, Early Church Fathers and Augustine. Careful reading in primary sources, class discussion and written interpretation. Grade Mode: A.
Prerequisites: HIST 107, HIST 207 or POSC 225.
Restrictions: Must be Undergraduate Level.

POSC 351 - Political Philosophy – Modern Credits 3
A study of selected works of Renaissance and modern political philosophy. Emphasis on such writers as Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Kant, Nietzsche and others. Careful reading in primary sources, class discussion and written interpretation. Grade Mode: A.
Prerequisites: HIST 107, HIST 207 or POSC 225.
Restrictions: Must be Undergraduate Level.

POSC 360 - Economic History of the United States Credits 3
Growth and development of the American economy from the Colonial period to contemporary times. Emphasis on such dynamic factors as political, social, legal, technological and international developments affecting changes in agriculture, transportation, communication, commerce, industry and finance. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 365 - Wealth and Justice Credits 3
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.
Prerequisites: POSC 211.
Restrictions: Must be Undergraduate Level.

POSC 400 - Political Parties and the Electoral Process Credits 3
Analysis of the history, philosophy, organization and functioning of America’s political parties. The mechanics of the electoral process including issue formation and campaign strategy, organization development, redistricting, polling, campaign financing. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 406 - Legislation Credits 3
The mechanical rules, procedures and customs in the making of laws in American government. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 407 - International Organizations and Political Economy Credits 3
Restrictions: Must be Undergraduate Level.

POSC 409 - Strategic Intelligence Credits 3
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. Grade Mode: A.
Prerequisites: POSC 308 or POSC 309.
Restrictions: Must be Undergraduate Level.

POSC 410 - American Constitutional Law Credits 3
An examination of the principles of the American Constitutional system looking primarily at U.S. Supreme Court decisions and the historical development of Constitutional Law. Attention also given to the judicial branch and its role in American government and politics, particularly its continuing interpretation of the U.S. Constitution as the framework for American democracy. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 415 - Human Rights: Justice and Foreign Policy Credits 3
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.
Restrictions: Must be Undergraduate Level.

POSC 420 - Courts and Public Policy Credits 3
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.
Restrictions: Must be Undergraduate Level.
POSC 430 - Church and State Relations Credits 3
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.
Restrictions: Must be Undergraduate Level.

POSC 453 - The Islamic City Credits 3
History of urbanization in the Islamic world. Uniqueness of Islamic cities in world history. Multidisciplinary approach to urban history and urban studies. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 454 - Arab-Israeli Conflict Credits 3
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 455 - History of Israel and Zionism Credits 3
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 456 - Muslim, Jewish and Christian Relations Credits 3
History of Muslim, Jewish and Christian relations. Multidisciplinary approach. Questions of church and state, morality, Scripture. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 465 - Integration Seminar Credits 3
Issues in the contemporary world addressed from an interdisciplinary social science and biblical perspective. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 470 - Political Science Research and Writing Credits 3
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. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.

POSC 480 - Studies in Political Science Credits 1-3
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. Notes: May be taken for a total of 12 credits with different content. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 485 - Public Law Credits 3
Function of law in protecting the public's interest in preserving the environment. Environmental laws, administrative action, freedom of information, air and water quality, noise pollution, solid waste, pesticides, land use, zoning, energy and agency decision making. Grade Mode: A.
Prerequisites: BUSN 361.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.

POSC 486 - Personnel and Human Resources Management Credits 3
Government personnel systems, merit concepts, classification, compensation, training, examinations, organizations, labor relations and collective bargaining. Grade Mode: A.
Prerequisites: POSC 225, POSC 301, POSC 485.
Restrictions: Must be Undergraduate Level.

POSC 488 - Internship and Research Project Credits 9
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 495 - Honors Seminar in Political Science I Credits 3
Second semester of a year-long independent research project for political science majors culminating in an honors thesis. Drafting and writing final paper. Grade Mode: A.
Prerequisites: POSC 495.
Restrictions: Must be Young Class, or Senior Class; and Undergraduate Level.

POSC 496 - Senior Seminar Credits 3
A senior capstone seminar including classic texts in political science, integration of faith and politics, and a comprehensive exam. Notes: Required for graduation. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

Psychology

A division of Rosemead School of Psychology

Faculty

Dean: Clark D. Campbell, Ph.D.
Undergraduate Chair: Peter C. Hill, Ph.D.
Professors: Edwards, Grace, L. Hall, Hill, Strauss
Associate Professors: Abouezzeddine, Brunt, Eltiti, Lee-Kim, Porter, Wang, Williams
Assistant Professors: De Luna, Dryjanska
### Courses

**Psychology (PSYC)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200 - Introduction to Psychology</td>
<td>3</td>
<td>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. Notes: Approved for Core Curriculum Behavioral Science credit. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 206 - Psychology and Christian Thought</td>
<td>3</td>
<td>An introduction to the nature and process of the application of Christian thought to the study and practice of psychology. Grade Mode: A. Prerequisites: PSYC 200, BBST 105. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 211 - Statistics with Computer Applications Lab</td>
<td>1</td>
<td>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. Notes: Concurrent with PSYC 209 unless PSYC 209 has been met with transfer credits or AP credit. Grade Mode: A. Corequisites: PSYC 209. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 303 - Human Sexuality</td>
<td>3</td>
<td>An examination of human sexual functioning, behavior, relationships, and feelings. Issues of sexuality are discussed within spiritual, psychological, cultural, and medical/health related perspectives. Grade Mode: A. Prerequisites: PSYC 200. Acceptance into the Psychology Major, or a Psychology Minor. Restrictions: Must be Psychology - UG Department; and Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 305 - Experimental Psychology</td>
<td>4</td>
<td>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. Grade Mode: A. Prerequisites: PSYC 209, PSYC 211. Acceptance into the Psychology Major, or a Psychology Minor. Restrictions: Must be Psychology - UG Department; and Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 306 - Psychological Testing and Assessment</td>
<td>3</td>
<td>Theory and principles of psychological assessment and testing including the construction, reliability, validity and application of assessment methods and devices in various professional settings. Grade Mode: A. Prerequisites: PSYC 209, PSYC 211. Acceptance into the Psychology Major, or a Psychology Minor. Restrictions: Must be Psychology - UG Department; and Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 309 - Abnormal Psychology</td>
<td>3</td>
<td>Nature, causes and treatment of abnormal behavior, including the full range of mental disorders identified within current categorical systems. Grade Mode: A. Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor. Restrictions: Must be Psychology - UG Department; and Undergraduate Level.</td>
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<tr>
<td>PSYC 313 - Psychology of Religious Experience</td>
<td>3</td>
<td>An examination of the nature and scope of religious experience including such issues as the development of religious concepts and values, conversion, the experience of prayer and spiritual maturity. Attention is also given to issues in the integration of psychology and theology. Grade Mode: A. Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor. Restrictions: Must be Psychology - UG Department; and Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 315 - Industrial/Organizational Psychology</td>
<td>3</td>
<td>A study of the application of the principles of psychology in industrial and organizational settings. Grade Mode: A. Prerequisites: PSYC 200. Acceptance into the Psychology Major, or a Psychology Minor. Restrictions: Must be Psychology - UG Department; and Undergraduate Level.</td>
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<tr>
<td>PSYC 317 - Psychology of Marriage</td>
<td>3</td>
<td>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. Grade Mode: A. Prerequisites: PSYC 200. Acceptance into the Psychology Major, or a Psychology Minor. Restrictions: Must be Psychology - UG Department; and Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 319 - Cross-Cultural/Ethnic Issues in Psychology</td>
<td>3</td>
<td>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 psychological dynamics involved in the formation and reduction of prejudices, discrimination, and stereotypes. Grade Mode: A. Prerequisites: PSYC 200. Acceptance into the Psychology Major, or a Psychology Minor. Restrictions: Must be Psychology - UG Department; and Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 320 - Developmental Psychology: Lifespan</td>
<td>3</td>
<td>A study of the theory and research concerning lifespan development. Consideration will be given to the physical, emotional, cognitive, social and moral aspects of human development across the entire span from conception to death. Discussion will include timely issues of personal relevance to the student's own developmental pathway. Grade Mode: A. Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor. Restrictions: Must be Psychology - UG Department; and Undergraduate Level.</td>
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</tbody>
</table>
PSYC 325 - Developmental Psychology: Childhood and Adolescence Credits 3
An in-depth study of theory and research concerning the child and adolescent period. Issues to be considered will include physiological, psychological, social, behavioral, and spiritual development from the period of conception through adolescence. Both pathogenic and adaptive patterns will be addressed with a view to facilitating optimal development. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Psychology - UG Department; and Undergraduate Level.

PSYC 345 - Psychology of Gender Credits 3
This course explores a wide variety of psychological issues that concern gender, including sex-related differences, life events unique to gender and gender experiences (e.g., women’s experiences in areas that are generally viewed from a male perspective). Also included is the impact of ethnicity and class on gender issues. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Psychology - UG Department; and Undergraduate Level.

PSYC 355 - Psychology of Family Credits 3
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. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Junior Class, or Senior Class; and Psychology - UG Department; Undergraduate Level.

PSYC 365 - Cognitive Psychology Credits 3
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. Grade Mode: A.
Prerequisites: PSYC 305. Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Psychology - UG Department; and Undergraduate Level.

PSYC 405 - Social Psychology Credits 3
Analysis of social behavior, including social cognition, attitude formation and change, conformity, prejudice, group processes, etc. Both theory and research findings will be examined. Grade Mode: A.
Prerequisites: PSYC 305. Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Psychology - UG Department; and Undergraduate Level.

PSYC 411 - Theories of Personality Credits 3
An overview of personality theories including the primary representatives of the major schools: analytic or dynamic, humanistic-existential and cognitive behavioral which will be evaluated in the context of Christian framework. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Psychology - UG Department; and Undergraduate Level.

PSYC 412 - Physiological Psychology Credits 3
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. Notes: Biology 311 - Neurobiology may be taken as an alternative to this course. Grade Mode: A.
Prerequisites: PSYC 305 and BIOS 100 or BIOS 111. Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Psychology - UG Department; and Undergraduate Level.

PSYC 414 - Readings in Psychology Credits 1-3
Reading and bi-weekly discussion with professor of record in a topic of the student’s choosing. The student is expected to work out, with the professor’s supervision, a detailed course proposal and bibliography and submit with a Learning Contract form available from the departmental office. Notes: May receive no more than a total of 6 credits for 414, 450 and 480 combined. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Junior Class, or Senior Class; and Psychology - UG Department; Undergraduate Level.

PSYC 418 - Seminar in Therapeutic Techniques Credits 3
Emphasis on core facilitation skills. Supportive, re-educative and reconstructive therapies considered. Personal growth activities incorporated. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Junior Class, or Senior Class; and Psychology - UG Department; Undergraduate Level.

PSYC 420 - Advanced Statistics Credits 3
Concepts and techniques involved in the analysis and interpretation of clinical and research data. Lecture and laboratory descriptive and inferential statistics. Major topics include correlation and regression, tests of significance and introduction to analysis of variance. Both parametric and non-parametric approaches are covered. Instruction assumes undergraduate background in statistics. Notes: This course may be taken by senior psychology majors at the graduate level, course RSPY 502. Contact the department for details. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Psychology - UG Department; and Undergraduate Level.
PSYC 440 - History and Systems of Psychology Credits 2-3
An overview of the history of psychology and classical systems in psychology. The class also considers issues in the philosophy of science relevant to psychological systems, research, theory, and practice. Notes: This course may be taken by senior psychology majors at the graduate level, course RSPY 530. Contact the department for details. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Psychology - UG Department; and Undergraduate Level.

PSYC 450 - Directed Field Work in Psychology Credits 1-6
Supervised experience in mental health, educational, correctional or related facility. Notes: May be taken for a total of 6 credits. May receive no more than a total of 6 credits for 414, 450 and 480 combined. Three credits of PSYC 450 may be used toward the major. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major.
Restrictions: Must be Junior Class, or Senior Class; and Psychology - UG Department; Undergraduate Level.

PSYC 460 - Studies in Psychology Credits 1-6
Seminar course taught by special lecturers addressing areas of specific interest. Reading, research and discussion of selected topics in the field of psychology. Notes: May be taken for a total of 6 credits. Course usually offered abroad and subject to Department approval. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major.
Restrictions: Must be Psychology - UG Department; and Undergraduate Level.

PSYC 465 - Positive Psychology Credits 3
An introduction to the field of positive psychology which focuses on the systematic study of optimal human functioning; aiming to discover factors that contribute to individual and community flourishing. Theological integration will also be covered as it shares a concern with both Christian theology and ancient eudaemonistic ethics regarding the cultivation of human virtues. Students will use the integrative thinking cultivated in the class while researching and presenting their findings. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major.
Restrictions: Must be a Major in Psychology (PSYC); and Psychology - UG Department; Undergraduate Level.

PSYC 470 - Current Topics in Psychology Credits 1-3
Reading, research and discussion of selected topics in the field of psychology. Grade Mode: A.
Prerequisites: Prerequisites may vary. Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Psychology - UG Department; and Undergraduate Level.

PSYC 480 - Research in Psychology Credits 1-6
Research activity under the supervision of the primary researcher or self-directed research under the supervision of the professor of record. Notes: May be taken for a total of 6 credits. May receive no more than a total of 6 credits for 414, 450 and 480 combined. Three credits of PSYC 480 may be used toward the major. Grade Mode: A.
Prerequisites: "B" minimum grade in PSYC 209, PSYC 211, PSYC 305; cumulative G.P.A. of 3.2 in all college level work or 3.5 cumulative G.P.A. in all Psychology coursework; completed essay. Acceptance into the Psychology Major.
Restrictions: Must be Junior Class, or Senior Class; and Psychology - UG Department; Undergraduate Level.

PSYC 490 - Rosemead Special Programs Credits 1-6
Supervised research and/or reading in selected areas of Psychology through the Biola Special Programs. Notes: May be taken for a total of 6 credits. Course usually offered abroad and subject to Department approval. Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major, or a Psychology Minor.
Restrictions: Must be Psychology - UG Department; and Undergraduate Level.

Public Relations

Faculty
Chair: Tamara Welter, Ph.D.
Professors: Longinow
Associate Professor: Kim, Oleson, Welter
Instructor: Simon

Courses
Public Relations (PREL)

PREL 111 - Introduction to Public Relations Credits 3
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $25.

PREL 230 - Writing for Public Relations Credits 3
Familiarizes students with and challenges them in a variety of forms of public relations writing. Vehicles include internal and external media, print, electronic and audiovisual. Emphases include research, audience analysis, message design, and selection of communication channels. Grade Mode: A.
Prerequisites: PREL 111 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.

PREL 249 - Media Design Essentials Credits 3
A course introducing students to digital approaches to publishing, including basic principles of design and typography, hands-on practice with leading industry software and the ultimate production of publication material. The adobe suite of products (Adobe Illustrator, Photoshop, InDesign, and Dreamweaver) is used. Provides students with the opportunity to develop the use of electronic procedures to produce and edit publications and Web sites. Students create, format, illustrate and design print material and Web products. The course prepares students to produce such materials as newsletters, flyers, brochures, publication spreads and advertising materials. This is an entry-level course, assuming students have little or no previous experience with the Adobe suite of products. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $20.
PREL 267 - Public Relations Career Readiness Credit 1
Practical study and experience in successful strategies for making the step from academia to public relations careers. Experiences in developing personal digital branding artifacts and self-presentation will be covered. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PREL 270 - Public Relations Seminar Credits 1-3
A rotating variety of topics and practical experiences often employing special guests from within Public Relations. Possible topics include, but are not limited to: Crisis Public relations, Global Public Relations, PR Fund Raising, Event Planning, and courses related to advanced media studies. Notes: May be taken multiple times for a maximum of 6 credits. Grade Mode: A.
Prerequisites: JOUR 105, JOUR 107, PREL 111 as pertinent to the seminar topic.
Restrictions: Must be Undergraduate Level.
Fee: May involve lab fees.

PREL 307 - Soc Media, SEO, and Digital Strategy Credits 3
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.
Prerequisites: JOUR 107 or BUSN 220.
Restrictions: Must be Undergraduate Level.

PREL 344 - Public Relations Internship Credit 1
A portfolio-driven, introductive learning experience beyond the university classroom via working in an company, business or media-related organization. This course will allow students to explore their interest, aptitude and stamina for work within their chosen area of public relations or media-related ministry. This course is aimed at providing students with a beginning portfolio of work suitable for applying to an advanced internship in a media career, public relations career or media-related ministry organization Notes: Sixty hours of internship are required for each academic credit. May be taken multiple times for credit for a total of 3 times. Grade Mode: A.
Prerequisites: JOUR 105, JOUR 107, PREL 111, and PREL 267.
Restrictions: Must be Undergraduate Level.

PREL 355 - Media Relations Credits 3
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. Grade Mode: A.
Prerequisites: PREL 230.
Restrictions: Must be Undergraduate Level.
Fee: $10.

PREL 388 - Public Relations Management, Philosophy and Ethics Credits 3
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 among other approaches to effective instruction. Grade Mode: A.
Prerequisites: PREL 230.
Restrictions: Must be Undergraduate Level.

PREL 392 - Principles of Advertising Credits 3
Advertising principles and techniques. The study of effective and ineffective forms of advertising. Applications linked to public relations, media events, marketing, and communication encounters. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $25.

PREL 420 - Advanced Digital Advertising Management Credits 3
Digital and native advertising has revolutionized communication. Spanning social media to search engine advertising to paid website content, this sector has dynamic potential to enhance an organization’s brand, reputation, and influence. This course is designed to explore the latest trends, best practices and industry standards for digital and native advertising. In addition, it will examine the relationship of advertising to the industry of public relations as well as ethical obligations for paid placement communication pieces. Grade Mode: A.
Prerequisites: PREL 307 and PREL 392.
Restrictions: Must be Undergraduate Level.

PREL 444 - Advanced Internship and Career Preparation in Public Relations Credits 2
A portfolio-driven, rigorous learning experience beyond the university classroom via working in an advanced internship with a company, business or media-related organization. This course will allow students to refine their interest, aptitude and stamina for work within their chosen area of public relations or media-related opportunity. This course is aimed at providing students with an advanced portfolio of work suitable for applying to entry level positions in their field. Notes: One hundred and twenty hours of internship are required for this course. Grade Mode: A.
Prerequisites: PREL 344.
Restrictions: .

PREL 458 - Public Relations and Journalism Research Credits 3
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.
Restrictions: Must be Undergraduate Level.
RUSS 200 - Russian Language and Culture II  Credits 4
This is an introductory course designed to build basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate low-mid proficiency level.

Lecture/Lab Hours: Five hours each week. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in Russian should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A.

Prerequisites: RUSS 100 or HUFR 101. Students with high school Russian should consult with the department for placement.

Restrictions: Must be Undergraduate Level.
Fee: $10.

RUSS 201 - Russian Language and Culture III  Credits 4
This is an intermediate course designed to further develop basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate mid-high proficiency level. Lecture/Lab Hours: Five hours each week. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in Russian should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A.

Prerequisites: RUSS 200 or HUFR 102. Students with high school Russian should consult with the department for placement.

Restrictions: Must be Undergraduate Level.
Fee: $10.

RUSS 205 - Intercultural Communication in Russian  Credits 4
This is an introductory course designed to build basic language skills (listening, speaking, reading, and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop intercultural communicative competence at an intermediate low proficiency level. Notes: Approved for Core Curriculum credit. Offered off campus and includes a service component and course fee depending on the location and itinerary of the class and service component. Grade Mode: A.

Prerequisites: RUSS 100 or demonstration of proficiency through department assessment.

Restrictions: Must be Undergraduate Level.
Fee: May involve trip fee.

Sociology
Faculty
Chair: Nancy Yuen, Ph.D.
Professor: Christerson
Associate Professor: Chan, Johnson, Yuen
Assistant Professors: Hill-Joseph

Courses
Sociology (SOCI)
SOCI 220 - Introduction to Sociology  Credits 3
Sociological concepts with emphasis on group life, culture, socialization, social institutions, social processes and change. Theoretical as well as practical application of interaction and its effect on individuals in groups. Notes: Approved for Core Curriculum Behavioral Science credit. Grade Mode: A.

Restrictions: Must be Undergraduate Level.
SOCI 300 - Social Work Credits 3
This course is designed to familiarize students with the basics of generalist social work practice from a systems perspective; an overview of social work function and roles in response to the needs of at risk populations will be provided. Instruction in the helping interventions of assessment, problem solving, counseling and resource coordination through a variety of techniques, including class lecture, case study and role play; current systems of service and the ability of the social worker to positively impact both individual and communities will also be explored. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 302 - Sociology of Gender Credits 3
Examines gender as an organizing principle in societies at all levels. The course explores the key theoretical approaches to sociology of gender and explains how historical, economic, and political trends impact gender and gender identity, as well as the impact of gender on various social institutions such as the family, government, the workplace, education, and the criminal justice system. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 320 - Marriage and the Family Credits 3
Christian and sociological perspectives on marriage, dating, sexuality and child rearing. Analysis of the family as a social institution as well as practical strategies for building a Christian family. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 323 - Qualitative Methods Credits 3
This course is designed to teach students the methods by which social researchers collect and analyze information. Qualitative studies enrich our understanding of social interaction and social psychology. Rather than having you memorize concepts, regurgitate them on an exam and then forget them immediately, this course will allow you to complete social research projects of your own, based on ethnography and in-depth interviews. Activities and lectures will be oriented toward helping you design and complete your project. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 326 - Quantitative Methods Credits 3
The course covers the most common quantitative analyses and culminates with students completing a final methods paper that incorporates the findings from the semester. Students will examine an inequality related topic of interest using a public dataset. As each course topic is introduced, students would apply that analytic technique to their specific data, thus demonstrating competency and accumulating evidence for their final papers. This course is offered every semester. Grade Mode: A.
Corequisites: SOCI 327.
Restrictions: Must be Undergraduate Level.

SOCI 327 - Quantitative Methods Lab Credit 1
Statistical data analysis are used quite frequently in our ‘information society’: political polls, opinion polls, market research, demographic studies, as well as sociological research rely on these techniques. This lab course is designed to train students in statistical techniques attractive to many employers in non-profit, social service, criminal justice, and business professions as well as graduate school. Grade Mode: A.
Corequisites: SOCI 326.
Restrictions: Must be Undergraduate Level.

SOCI 333 - Criminology Credits 3
The course covers three main and overarching goals: to serve as an introduction to the study of crime causation (why people commit crime), to distinguish between the different types (and categories) of crime, and to introduce students to the criminal justice system. The following topics will be discussed: criminological theories of crime causation, crime typologies, and the criminal justice system (including a glimpse into criminal justice professions). Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 334 - Juvenile Delinquency Credits 3
Character, extent and cause of juvenile delinquency; both personal and environmental. Past and current theories of youth crime; modern methods of incarceration, control and treatment. Changing response of the laws, police, courts and the public. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 335 - Deviant Behavior and Mental Illness Credits 3
Theoretical orientations to social as well as personal disorganization that result from role conflict, social conflict, normlessness or alienation; individual and social deviance that relates to group processes and structures will be presented and discussed. The medicalization of deviant behavior under the label ‘mental illness’ will also be discussed and theorized. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 336 - Unequal Justice: Race, Class, Gender and Crime Credits 3
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. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 337 - Sociology of Death and Dying Credits 3
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. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 340 - Political Sociology Credits 3
Analysis of the social processes of politics and government. Issues and influences on political processes in the United States will be stressed, as well as power, authority, and voting behavior of social groups. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.
SOCI 342 - Ethnic and Minority Groups  Credits 3
Analysis of ethnic, racial and cultural minorities in the U.S. and selected world cultures and societies through use of basic concepts of race, racism, prejudice, discrimination, stereotypes; theoretical as well as practical application of concepts and effects on selected minority-majority relationships and racial, ethnic, and cultural groups. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 346 - Urban Sociology  Credits 3
Sociological analysis of urbanization and urban communities. Emphasis on inequalities arising from urban social organization and on analyses of contemporary urban problems such as crime, homelessness, and ethnic conflict. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.
Fee: $75.

SOCI 347 - Los Angeles in Social and Cultural Context  Credits 3
Analysis of the development of Los Angeles, focusing on poverty and wealth, culture and values, social ecology, social/spatial organization, access to resources, environmental change, and Los Angeles in the cultural imagination. Notes: Field-based course. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.
Fee: $65.

SOCI 348 - Social Change in the Developing World  Credits 3
Analysis of economic, political and cultural change in developing countries. Emphasis on social processes leading to hunger, poverty, political conflict, population growth, and environmental problems in Asia, Africa and Latin America. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 352 - Social Inequality: Race, Class and Gender  Credits 3
Examination of the basic dimensions of inequality in contemporary American society, how inequality is patterned by race, class and gender, and the effects of inequality on life chances and lifestyles. International comparisons of systems of inequality also examined. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

SOCI 353 - Religion in Public Life  Credits 3
Examination of the role of religious beliefs and institutions in the public life and discourse of the U.S.; focusing on questions of religion and politics, including the impact of various religious movements on culture and society. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 354 - Religion in the City  Credits 3
Sociological analysis of distinctly urban forms of religious experience and practice that have developed in relation to the spaces, social conditions, and history and development of American cities. Notes: Field-based course. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.
Fee: $50.

SOCI 356 - Sociology Internship  Credits 3
This course will provide each student with supervised professional experience in a community agency of their choice. Students will treat their internships as ‘field sites’, taking weekly observation notes. Weekly notes will be coded and analyzed resulting in a final research paper. Students will also be responsible for a total of 90 hours at their internship site. All internship students will meet together with a department internship instructor once a week throughout the semester at the assigned class time. This course is mandatory for social work and criminology concentrations and open to all sociology majors. Grade Mode: A.
Prerequisites: Must be Social Work (SOWK) or Sociology (SOCI); and Undergraduate Level.

SOCI 362 - Social Problems  Credits 3
Major problems of social maladjustment from the viewpoint of the underlying processes of individual and social disorganization; deviant behavior, such as mental disorders, crime and delinquency, suicide, drug and alcohol addiction; social disorganization, such as population problems, family, poverty and war. Notes: Approved for Core Curriculum Behavioral Science credit. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

SOCI 366 - Sociology Internship  Credits 3
This course provides each student with supervised professional experience in a community agency of their choice. Students will treat their internships as ‘field sites’, taking weekly observation notes. Weekly notes will be coded and analyzed resulting in a final research paper. Students will also be responsible for a total of 90 hours at their internship site. All internship students will meet together with a department internship instructor once a week throughout the semester at the assigned class time. This course is mandatory for social work and criminology concentrations and open to all sociology majors. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

SOCI 370 - American Culture and Values  Credits 3
Analysis of the social bases of, and changes in, such American cultural values as individualism, consumption, work, leisure, success, and marriage and family. These are considered in the context of how values are shaped and changed by such variables as social class, education, generation and religious belief. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.

SOCI 372 - Art, Architecture, and Public Space  Credits 3
Explores the relationship between the built environment and its influence on human behavior and social interaction with the urban setting. Emphasis on architectural forms, public art, and shared public spaces, and how these both influence and react to social and cultural realities. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.
Fee: $50.

SOCI 375 - The Postmodern Metropolis  Credits 3
This course explores the city through an analysis of urban theory, art, architecture, literature, film and the spatial arrangement of urban populations, as they have developed from modernity to postmodernity. In order to better understand the postmodern urban context, this class includes a significant field research component in several different urban settings. Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.
Fee: $150.
SOCI 389 - Sociology of Wealth and Poverty Credits 3
This course explores the causes and consequences of current levels of economic inequality in society both in the US and around the globe. Most of the time will be spent addressing economic inequality in the US — how wealth is produced, what leads to poverty, and how cycles of wealth are reproduced across generations. Students will also explore the consequences of poverty and wealth and how they are experienced in daily life. Both scripture and social science will be examined to explain poverty and to imagine the possibilities for creating a more just and equal world. **Grade Mode:** A. 
**Prerequisites:** SOCI 220.  
**Restrictions:** Must be Undergraduate Level.

SOCI 402 - Religion and Society Credits 3
Analysis of religious practices that affect society, and social factors that affect religious practices; Christian and non-Christian beliefs and institutions. **Grade Mode:** A. 
**Prerequisites:** SOCI 220.  
**Restrictions:** Must be Undergraduate Level.

SOCI 441 - Social Theory Credits 3
An examination of the development of social theory beginning with theorists such as Marx, Durkheim, and Weber, and continuing through the subsequent development of 20th century social theory. Major issues include the relation between the individual and society, the sources of conflict and change in society, the role of ideas and beliefs in shaping human behavior, and the importance of social theory for the thinking, critically active Christian. **Grade Mode:** A. 
**Prerequisites:** SOCI 220.  
**Restrictions:** Must be Undergraduate Level.

SOCI 443 - Methods of Sociological Research Credits 3
This course examines the ways in which social researchers collect and analyze information. Experimental research designs, field research, survey techniques, and statistical data analysis are used quite frequently in our ‘information society’. Political polls, opinion polls, market research, demographic studies, as well as sociological research rely on these techniques. This course is designed to give students a better understanding of these techniques so they can critically evaluate these types of social research. It is also designed to give students practical skills in conducting research which will be helpful no matter what profession they enter. **Grade Mode:** A. 
**Prerequisites:** SOCI 220.  
**Restrictions:** Must be Undergraduate Level.

SOCI 453 - Sociology of Sexuality Credits 3
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 shaped 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. 
**Restrictions:** Must be Undergraduate Level.

SOCI 454 - Film, Television, and the Arts: Racial and Gender Issues Credits 3
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. 
**Restrictions:** Must be Undergraduate Level.

SOCI 455 - Topics in Criminology Credits 3
This course provides an opportunity to study special topics in crime, criminology and criminal justice. **Grade Mode:** A. 
**Prerequisites:** SOCI 333.  
**Restrictions:** Must be Undergraduate Level.

SOCI 460 - Topics in Sociology Credits 3
Variable offering depending on professor, to include a critical analysis of selected topics of current interest. **Grade Mode:** A. 
**Prerequisites:** SOCI 220.  
**Restrictions:** Must be Undergraduate Level.

SOCI 465 - Integration Seminar Credits 3
Issues in the contemporary world addressed from an interdisciplinary social science and biblical perspective. **Grade Mode:** A. 
**Prerequisites:** SOCI 220.  
**Restrictions:** Must be Junior Class, or Senior Class; and Undergraduate Level.

SOCI 470 - Independent Study Credits 1-3
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. **Grade Mode:** A. 
**Prerequisites:** SOCI 220.  
**Restrictions:** Must be Senior Class; and Sociology (SOCI); Undergraduate Level.

Spanish Faculty

Chair: Victor Velazquez, Ph.D. 
Associate Professor: Bryant, Hernandez, Reyes, Velazquez
Courses

SPAN 100 - Spanish Language and Culture I
Credits 4
This is an introductory course designed to build basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate low proficiency level.

Lecture/Lab Hours: Five hours each week. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in Spanish should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A.
Prerequisites: Students with high school Spanish should consult with the department for placement.
Restrictions: Must be Undergraduate Level.
Fee: $10.

SPAN 200 - Spanish Language and Culture II
Credits 4
This is an introductory course designed to build basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate low-mid proficiency level.

Lecture/Lab Hours: Five hours each week. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in Spanish should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A.
Prerequisites: SPAN 100 or HUFS 101. Students with high school Spanish should consult with the department for placement.
Restrictions: Must be Undergraduate Level.
Fee: $10.

SPAN 201 - Spanish Language and Culture III
Credits 4
This is an intermediate course designed to further develop basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop inter-cultural communicative competence at an intermediate mid-high proficiency level.

Lecture/Lab Hours: Five hours each week. Notes: Approved for Core Curriculum (GE) Foreign Language credit. Students desiring to enroll in Spanish should do so during the freshman and sophomore years. It is impossible to complete Core Curriculum (GE) requirements (B.A. degree) if the student starts in the senior year. Grade Mode: A.
Prerequisites: SPAN 200 or HUFS 102. Students with high school Spanish should consult with the department for placement.
Restrictions: Must be Undergraduate Level.
Fee: $10.

SPAN 202 - Spanish Language and Culture IV
Credits 4
This is an intermediate course designed to further develop basic language skills (listening, speaking, reading and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop intercultural communicative competence at an intermediate-high proficiency level. Grade Mode: A.
Prerequisites: SPAN 201 or department assessment.
Restrictions: Must be Undergraduate Level.

SPAN 205 - Intercultural Communication in Spanish
Credits 4
This is an introductory course designed to build basic language skills (listening, speaking, reading, and writing) by focusing on the cultural content, vocabulary and grammar necessary to develop intercultural communicative competence at an intermediate low-mid proficiency level.

Notes: Approved for Core Curriculum credit. Offered off campus and includes a service component and course fee depending on the location and itinerary of the class and service component. Grade Mode: A.
Prerequisites: SPAN 100 or demonstration of proficiency through department assessment.
Restrictions: Must be Undergraduate Level.
Fee: May involve trip fee.

SPAN 215 - Basic Spanish for the Heritage Learner
Credits 4
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. Notes: Approved for Core Curriculum credit. 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.
Prerequisites: Assessment and/or recommendation from a Spanish professor within the department.
Restrictions: Must be Undergraduate Level.
Fee: $10.

SPAN 300 - Advanced Spanish Communication I
Credits 4
This course will help develop students' vocabulary and register while reviewing advanced grammatical structures of Spanish through thematic units, which target the development of advanced-level oral and written proficiency through readings and discussion of Spanish texts and culture broadly defined (film, literature, newspapers, pop culture, etc.), as well as writing assignments and oral presentations. Grade Mode: A.
Prerequisites: SPAN 202.
Restrictions: Must be Undergraduate Level.

SPAN 301 - Advanced Spanish Communication II
Credits 4
This course will help develop students' vocabulary and register while reviewing advanced grammatical structures of Spanish through thematic units, which target the development of advanced-level oral and written proficiency through readings and discussion of Spanish texts and culture broadly defined (film, literature, newspapers, pop culture, etc.), as well as writing assignments and oral presentations. Grade Mode: A.
Prerequisites: SPAN 202.
Restrictions: Must be Undergraduate Level.

SPAN 310 - Advanced Spanish for Heritage Learners I
Credits 4
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. Notes: Students may take one or both courses in the series based upon the recommendation of their instructor or program advisor. Grade Mode: A.
Prerequisites: SPAN 215.
Restrictions: Must be Undergraduate Level.

SPAN 311 - Advanced Spanish for Heritage Learners II
Credits 4
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. Notes: Students may take one or both courses in the series based upon the recommendation of their instructor or program advisor. Grade Mode: A.
Prerequisites: SPAN 215.
Restrictions: Must be Undergraduate Level.
SPAN 334 - Community Spanish Credits 3-4
This Spanish language immersion course is a community-based, experiential learning opportunity in Spanish which will consist of Spanish in a classroom setting focusing on the exploration of local varieties of Spanish and Latino culture. Students are required to live in a Christian host family and participate in mandatory excursions and service learning in the target language during afternoon, evening, and weekend hours. The course will normally be offered during summer session. Grade Mode: A.
Prerequisites: SPAN 201 or higher.
Restrictions: Must be Undergraduate Level.
Fee: $170/credit.

SPAN 335 - Spanish Study Tour Credits 4
This course offers a real world setting for the development of intercultural communicative competence under the guidance of our faculty. Study tours may include homestays, exploratory excursions, internships and academic service learning as our students practice their language skills while in direct contact with Hispanic culture. Grade Mode: A.
Prerequisites: SPAN 201.
Restrictions: Must be Undergraduate Level.
Fee: Travel fees will vary depending on duration and location of tour.

SPAN 340 - Introduction to Literary Masterpieces Credits 4
This course will present students with a survey of key works of Hispanic literature from the middle ages to the contemporary period both from Peninsular and Latin American authors and will introduce students to different genres (poetry, drama, novel, essay, short story) as well as situate readings in their historical context. Students will be encouraged to make thematic connections between the readings and contemporary issues. Grade Mode: A.
Prerequisites: SPAN 300, SPAN 301, SPAN 310, or SPAN 311.
Restrictions: Must be Undergraduate Level.

SPAN 341 - Foundations of Hispanic Literary Study: Genre Credits 4
This course offers literary readings and analysis organized within four genres: prose, drama, poetry and the essays of Spanish and Spanish American literature. Students will explore more deeply the genres introduced in SPAN 340 through readings and exercises that will equip them with a foundational understanding of and appreciation for the literature of the Spanish-speaking world. Grade Mode: A.
Prerequisites: SPAN 340.
Restrictions: Must be Undergraduate Level.

SPAN 350 - Hispanic Civilization and Culture Credits 4
This course will explore different literary and cultural topics. Emphasis will be placed on oral and written expression and will target the development of intercultural skills to help students attain an advanced level of intercultural communication in the target language. Notes: May be taken multiple times for credit with different content for a total of 8 credits. Grade Mode: A.
Prerequisites: SPAN 201.
Restrictions: Must be Undergraduate Level.

SPAN 351 - Hispanic Studies: Culture, Language, or Literature Credits 1-4
This course will explore different literary and cultural topics. Emphasis will be placed on oral and written expression and will target the development of intercultural skills to help students attain an advanced level of intercultural communication in the target language. Notes: May be taken multiple times for credit with different content for a total of 8 credits. Grade Mode: A.
Prerequisites: SPAN 201.
Restrictions: Must be Undergraduate Level.

SPAN 401 - Topics in Hispanic Culture Credits 1-4
This course seeks to help students synthesize an understanding of the cultures of the Spanish-speaking world, with a specific emphasis on the history, language and culture of the region under study. Students will focus on the socio-historical development of the countries and its influence on the Spanish language and culture of the specific region. Notes: May be taken multiple times for credit with different content for a total of 8 credits. Grade Mode: A.
Prerequisites: SPAN 300, SPAN 301, SPAN 310, or SPAN 311.
Restrictions: Must be Undergraduate Level.

SPAN 402 - Topics in Hispanic Linguistics Credits 1-4
An exploration of the various sub-fields within the broader field of Hispanic linguistics. This course may include topics such as sociolinguistics, applied linguistics, contrastive analysis, the interface of culture and language, dialectology, and other important areas in Hispanic linguistics. This course may require field work or other practical application. Notes: Topics will vary with each offering. May be taken multiple times for credit with different content for a total of 8 credits. Grade Mode: A.
Prerequisites: SPAN 300, SPAN 301, SPAN 310, or SPAN 311.
Restrictions: Must be Undergraduate Level.

SPAN 403 - Topics in Spanish for Specific Purposes Credits 1-4
This course is intended to help students attain proficiency at advanced levels in one or more professional fields. By focusing on field-specific vocabulary and grammatical structures, students will be able to apply their oral and written abilities in professional contexts such as business, technology, healthcare, and law, among others. Notes: May be taken multiple times for credit with different content for a total of 8 credits. Grade Mode: A.
Prerequisites: SPAN 300, SPAN 301, SPAN 310, or SPAN 311.
Restrictions: Must be Undergraduate Level.

SPAN 404 - Topics in Hispanic Literature Credits 1-4
This course explores topics in Spanish and Spanish American Literature in its cultural context. While exploring the literature’s social and historical context, students will acquire analytical and interpretive skills and learn to apply them to literature and the genre. Notes: Topics will vary with each offering. May be taken multiple times for credit with different content for a total of 8 credits. Grade Mode: A.
Prerequisites: SPAN 341.
Restrictions: Must be Undergraduate Level.

SPAN 433 - Spanish Applied Linguistics and Teaching Pedagogy Credits 4
This is an introductory course in applied linguistics, with a special emphasis on the theoretical and practical aspects of the teaching of Spanish as a foreign language. In this course students will learn fundamental concepts in linguistics within the context of the Spanish grammar in order to be able to understand their use in the study of second language acquisition, foreign language learning and foreign language teaching. The course is conducted in Spanish, with readings in both English and Spanish. Prerequisites: SPAN 300, SPAN 301, SPAN 310, or SPAN 311. Notes: Cross-listed with LEDU 433/SEED 533: Single Subject Pedagogy. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
SPAN 465 - Contemporary Hispanic Studies: A Biblical Perspective Credits 3
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, both locally and globally. Exploration of these topics from a Christian worldview will provide a basis for further practice through experiential learning and fieldwork as a means of developing a socio-cultural understanding grounded in Biblical truth as well as developing in intercultural communicative competence. Notes: This course is taught in Spanish. Grade Mode: A.
Prerequisites: SPAN 300, SPAN 301, SPAN 310, or SPAN 311.
Restrictions: Must be Undergraduate Level.

SPAN 471 - Teaching Assistant Practicum Credit 1
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. Notes: Special approval required. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

SPAN 475 - Directed Research Credits 1-4
Hispanic language or literature determined in consultation with the instructor. Notes: May be taken multiple times for credit for a maximum of 4 credits. Grade Mode: A.
Prerequisites: SPAN 300, SPAN 301, SPAN 310, or SPAN 311.
Restrictions: Must be Undergraduate Level.

SPAN 480 - Senior Portfolio Credit 1
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, biblically integrative and cross-cultural competencies. Students are advised to take this course in the semester prior to their intended semester of graduation. Notes: Students must participate in an oral proficiency interview and demonstrate advanced-level proficiency to pass this course. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

SPAN 485 - Internship Credits 1-4
Internship in an approved Spanish-speaking institution or setting related to the intended service area of the student. Notes: May be taken multiple times for credit in different settings for a total of 8 credits. Grade Mode: A.
Prerequisites: SPAN 300, SPAN 301, SPAN 310, or SPAN 311.
Restrictions: Must be Undergraduate Level.

TESOL
A division of Cook School of Intercultural Studies

Courses

TESOL (INTE)

INTE 309 - Grammar for English Teachers Credits 3
Study of major features of standard American English structure, with applications for ESL/EFL teachers. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.

INTE 312 - Essentials of TESOL Credits 3
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. Notes: Does not count toward the TESOL minor program. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INTE 410 - Principles of Second Language Acquisition Credits 3
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. Grade Mode: A.
Prerequisites: SPAN 300, SPAN 301, SPAN 310, SPAN 311.
Restrictions: Must be Undergraduate Level.

INTE 421 - Introduction to TESOL: Adult Credits 3
Basic concepts, methods and techniques of teaching English (ESL or EFL) to speakers of other languages. Introduces principles of second language learning along with techniques for teaching both separate and integrated skills to adult or post-secondary students. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INTE 422 - Introduction to TESOL: K–12 Credits 3
Examination of rationale, methods and materials for teaching English in elementary and secondary multilingual classrooms. Assessment, the role of the primary language, and techniques for teaching oral and written language are also covered. Notes: Elective only. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INTE 427 - Materials Evaluation and Preparation Credits 3
Principles of ESL/EFL materials design to enable teachers to (a) evaluate and adapt published materials and (b) prepare their own materials. Grade Mode: A.
Prerequisites: INTE 421 or ENGL 353.
Restrictions: Must be Undergraduate Level.

INTE 430 - TESOL and Literature Credits 3
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. Grade Mode: A.
Prerequisites: INTE 421 or ENGL 353.
Restrictions: Must be Undergraduate Level.

INTE 433 - Ethics, Values, and Intercultural Communication for TESOL Professionals Credits 3
This course develops professionalism in ESOL teachers in three areas: effective intercultural communication, appropriate communication of different worldviews and values, and ethics for teachers in various contexts. Grade Mode: A.
Prerequisites: INTE 421.
Restrictions: Must be Undergraduate Level.

Faculty

Dean: Bulus Galadima, Ph.D.
Chair: Kitty Purgason, Ph.D.
Professor: Lessard-Clouston, Liang, Purgason
Assistant Professor: Barber, Floyd
INTE 480 - English: Past, Present and Future Credits 3
Historical and social survey of the development of the English language from a small tribal language to the widespread international language it is today. Possible future trends also discussed. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INTE 485 - Topics in TESOL Credits 1-3
Topics are listed in the class schedule each semester. Notes: Course may be taken multiple times for credit with different content. Grade Mode: A.
Prerequisites: INTE 421.
Restrictions: Must be Undergraduate Level.

INTE 486 - Topics in TESOL Credits 1-3
Topics are listed in the class schedule each semester. Notes: Course may be taken multiple times for credit with different content. Grade Mode: A.
Prerequisites: INTE 421.
Restrictions: Must be Undergraduate Level.

INTE 491 - Field Practicum in TESOL Credits 3
Intensive ESL/EFL classroom teaching in a field setting, typically as part of a supervised team working with a voluntary agency. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INTE 492 - Practicum in TESOL I Credits 3
Structured practice teaching in an ESL classroom under the supervision of a master teacher, plus weekly group discussion of issues in language pedagogy. Grade Mode: A.
Prerequisites: INTE 421.
Restrictions: Must be Undergraduate Level.

INTE 493 - Practicum in TESOL II Credits 3
Structured practice teaching in an ESL classroom under the supervision of a master teacher, plus weekly group discussion of issues in language pedagogy. Grade Mode: A.
Prerequisites: INTE 421.
Restrictions: Must be Undergraduate Level.

INTE 494 - Practicum in TESOL III Credits 3
Structured practice teaching in an ESL classroom under the supervision of a master teacher, plus weekly group discussion of issues in language pedagogy. Grade Mode: A.
Prerequisites: INTE 421.
Restrictions: Must be Undergraduate Level.

INTE 495 - Practicum in TESOL IV Credits 3
Structured practice teaching in an ESL classroom under the supervision of a master teacher, plus weekly group discussion of issues in language pedagogy. Grade Mode: A.
Prerequisites: INTE 421.
Restrictions: Must be Undergraduate Level.

INTE 496 - Practicum in TESOL V Credits 3
Structured practice teaching in an ESL classroom under the supervision of a master teacher, plus weekly group discussion of issues in language pedagogy. Grade Mode: A.
Prerequisites: INTE 421.
Restrictions: Must be Undergraduate Level.

THTR 109 - Production Practicum Credits 2
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. Notes: Special approval required. May be taken twice for a total of 4 credits. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

THTR 160 - Theatre Appreciation Credits 3
Appreciation of drama through an understanding of the components, terms, personnel, history, styles, and techniques of theatre. Notes: Approved for Core Curriculum Fine Arts credit. Attendance at selected plays is required. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: Lab $60.

THTR 162 - Voice and Speech for Theatre Credits 3
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

THTR 164 - Introduction to Acting Credits 3
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.
Restrictions: Must be Undergraduate Level.

THTR 215 - Theatrical Makeup Credits 3
Makeup requirements for the stage. Individual skill development in character analysis. Application in pigment, plastic, hair, makeup, and selection and use of makeup equipment. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $65, for makeup kit.

THTR 216 - Topics in Theatre Credits 1-3
Selected topics vary, see class schedule for current offerings. Possible topics include: stage management, scene work, theatre history. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

THTR 232 - Costume Study and Construction Credits 3
Design fundamentals, including costume history, research, play analysis, fabric selection, construction basics and hypothetical design projects. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $25, for fabric purchases.

THTR 241 - Intro to Technical Theatre Credits 3
Explorations in the basic elements and terminology that define theatre. Special attention given to such topics as: safety, props, two- and three-dimensional scenery and their materials, and scene painting. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $60.

THTR 264 - Beginning Acting Credits 3
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. Grade Mode: A.
Restrictions: Must be Theatre (THTR), Theatre (COTH), Dramatic Arts (CODA) or Speech/Drama (COSD); and Undergraduate Level.

THTR 345 - Lighting and Sound for Theatre Credits 3
Study of lighting and sound variables in a stage production. Student projects include light and sound choices for a particular production. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

THTR 362 - Movement for the Actor Credits 3
The study of stage movement for the performer, delivered in a hybrid of seminar and lab format. Discussion groups focus on texts exploring the integration of faith and art, which will be used within the context of movement performance. The lab portion introduces students to the theories and practices of performing arts movement specialists, including the likes of Lugener, Laban, Chekhov, and Suzuki. Students who complete the course will be able to demonstrate modes of physical expression that a well-trained actor can call upon in telling a story through performance. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
THTR 369 - Intermediate Acting Credits 3
This course features in-depth study and practice of acting skills with increased emphasis on the application of the principles and the theories of creative acting, as assessed by the 20th century American acting leaders, Lee Strasberg and Eric Morris. Grade Mode: A.
Prerequisites: THTR 264.
Restrictions: Must be Undergraduate Level.

THTR 391 - Directing Theatre Credits 3
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. Notes: Attendance at selected plays is required. Grade Mode: A.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.

THTR 405 - Dramatic Theory and Criticism Credits 3
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.
Restrictions: Must be Undergraduate Level.

THTR 409 - Production Practicum II Credits 2
Advanced practical experience in dramatic process. Credit for performing in a play, set construction, costume construction, publicity, or other aspects of theatrical process. Notes: Special approval required. May be taken twice for a total of 4 credits. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

THTR 410 - Advanced Topics in Theatre Credits 1-3
Selected topics vary, see class schedule for current offerings. Possible topics include: stage management, scene work, theatre history. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

THTR 419 - Dramatic Design and Criticism Credits 3
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.
Restrictions: Must be Undergraduate Level.
Fee: $35.

THTR 435 - Playwriting for Performance Credits 3
Creation of original material for solo or corporate dramatic performance. Workshop for the presentation of created original materials for stage. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

THTR 463 - Advanced Acting Workshop Credits 3
Further in-depth study of characterization, script analysis, and various styles of acting. Topics may vary. Grade Mode: A.
Prerequisites: THTR 369 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.

THTR 468 - Drama for Christian Ministry Credits 3
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.
Restrictions: Must be Undergraduate Level.

THTR 477 - London Theatre Study Tour Credits 1-3
Restrictions: Must be Undergraduate Level.

Torrey Honors Institute
Faculty
Director: Paul Spears, Ph.D.
Professor: Sanders
Associate Professors: Aijian, Henderson, Jenson, Johnson, Kim, Peters, Schubert, Smith, Thompson, Vincent, Wright
Assistant Professors: Makin

Courses
Torrey (YMDT)

YMDT 101 - On Origins Credits 8
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. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fee: $200.

YMDT 102 - On Desire Credits 8
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.
Restrictions: Must be Undergraduate Level.

YMDT 110 - Greek Thought Credits 4
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.
Restrictions: Must be Undergraduate Level.

YMDT 111 - Old Testament Beginnings Credits 4
Introduces the student to Biblical literature and includes works such as Genesis through Joshua and Hebrews. When Offered: Fall, freshman year. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

YMDT 122 - Church Fathers and Life of Christ Credits 8
Corequisites: YMDT 125.
Restrictions: Must be Undergraduate Level.
YMDT 125 - Greco-Roman Thought Credits 4
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. **Grade Mode:** A.
Corequisites: YMDT 122.
Restrictions: Must be Undergraduate Level.

YMDT 202 - On Knowing God Credits 8
Examines the development of classical Christian doctrine. Includes readings such as the letters of Paul, the gospel of John, works by Irenaeus, Athanasius, Anselm, Thomas Aquinas, Martin Luther, John Calvin and John Bunyan. **When Offered:** Spring, sophomore year. **Grade Mode:** A.
Restrictions: Must be Undergraduate Level.

YMDT 205 - On Community Credits 8
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.
Restrictions: Must be Undergraduate Level.

YMDT 214 - Medieval and Reformation Thought Credits 8
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.
Corequisites: YMDT 217.
Restrictions: Must be Undergraduate Level.

YMDT 217 - Pauline Epistles Credits 4
Explores each of the Pauline Epistles. **When Offered:** Fall, sophomore year. **Grade Mode:** A.
Corequisites: YMDT 214.
Restrictions: Must be Undergraduate Level.

YMDT 220 - Early Modern Thought Credits 8
Examines works such as selections from Shakespeare, John Donne, George Herbert, Pascal, Descartes, Locke's Essay Concerning Human Understanding and Second Treatise on Government, Hume's Enquiry Concerning Human Understanding, Hobbes' Leviathan, Federalist Papers and the U.S. Constitution. **When Offered:** Spring, sophomore year. **Grade Mode:** A.
Corequisites: YMDT 226.
Restrictions: Must be Undergraduate Level.

YMDT 222 - Wisdom Literature Credits 4
Explores Job through Ecclesiastes. **When Offered:** Spring, sophomore year. **Grade Mode:** A.
Corequisites: YMDT 220.
Restrictions: Must be Undergraduate Level.

YMDT 303 - On the Cosmos Credits 8
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.
Restrictions: Must be Undergraduate Level.

YMDT 304 - On Learning and Knowledge Credits 8
Readings focus on epistemology, education and a survey of the biblical history of Israel. Explores works by authors such as Plato, Aristotle, Augustine, Descartes, Pascal, Locke, Kant, 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.
Restrictions: Must be Undergraduate Level.

YMDT 310 - Revivalism and Romanticism Credits 4
Includes works such as I and II Samuel, Kings, and Chronicles, selections from William Blake, Samuel Coleridge, John Wesley, Jonathan Edwards and Kant's Groundwork for the Metaphysics of Morals. **When Offered:** Fall, junior year. **Grade Mode:** A.
Restrictions: Must be Undergraduate Level.

YMDT 325 - Nineteenth Century Thought Credits 4
Includes works such as Isaiah and Jeremiah, Austen's Pride and Prejudice, Brontë's Jane Eyre, Dostoyevsky's Brothers Karamazov, and Tolstoy's Anna Karenina. **When Offered:** Spring, junior year. **Grade Mode:** A.
Restrictions: Must be Undergraduate Level.

YMDT 401 - On History and Rhetoric Credits 8
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.
Restrictions: Must be Undergraduate Level.

YMDT 402 - On the Future Credits 8
Examines works on eschatology and judgment such as Daniel, Revelation, Boethius’ Consolation of Philosophy, and selections from Flannery O'Connor, T.S. Eliot and G.K. Chesterton. Mandatory if student's major does not have an integration requirement. **When Offered:** Spring, senior year. **Grade Mode:** A.
Restrictions: Must be Undergraduate Level.

YMDT 410 - America Credits 4
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.
Restrictions: Must be Undergraduate Level.

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

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

YMDT 490 - Selected Readings and Topics Credits 1-4
Designed primarily for upper-division students in Torrey who want to study specialized topics not covered in catalog course offerings. **Notes:** May be taken up to three times with different readings. **Grade Mode:** A.
Restrictions: Must be Junior Class, or Senior Class; and Undergraduate Level.
YMDT 491 - Independent Study
Independent readings on a topic chosen by the student. Notes: May be taken up to three times with different readings. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

YMDT 492 - Torrey Off-Campus
Independent readings on a topic chosen by the professor. When Offered: Interterm and Summer. Notes: May be taken up to three times with different readings. May substitute for the Torrey Honors Thesis with approval. Grade Mode: A.
Restrictions: Must be Undergraduate Level.
COOK SCHOOL OF INTERCULTURAL STUDIES - GRADUATE

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:
1. Department of Intercultural Studies – undergraduate programs
2. Department of Anthropology
3. Department of Intercultural Studies – graduate programs
4. 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.I.S. and Ph.D. students must meet the following requirements:
1. Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree with a 3.0 (on a 4.0 scale) grade point average conferred from a regionally accredited institution prior to the start of the second term. 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.I.S. 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 Intercultural Studies
Completion of at least three years of continuous ministry experience in a cross-cultural, multi-cultural or cross-sub-cultural setting.

An appropriate accredited master's degree of which at least 9 credits will be in biblical and theological studies. A 3.0 GPA in their previous graduate studies is required for admission.

Doctor of Philosophy
An accredited master's degree or its equivalent appropriate to the Ph.D. is required for admission. Students must have a GPA of 3.30 in their previous graduate studies. Three years of cross-cultural experience plus proficiency in a second language is preferred for students pursuing the PhD in Intercultural Studies. Three years of teaching experience in a cross-cultural or multicultural setting or its equivalent is expected of students pursuing the Ph.D. in Intercultural Education.

Admission of International Students
Admittance to the Ph.D. programs requires the following scores on the TOEFL: 100 iBT/600 PBT/250 CBT. The admissions committee may require an oral interview. CSICS reserves the right to waive a retake of the TOEFL test for Ph.D. international student applicants who enter CSICS with Talbot School of Theology degrees who have met Talbot's requirements for International students and CSICS. Requests to waive this requirement must be made to the CSICS doctoral committee.

Summer Institute of Linguistics
In cooperation with the Summer Institute of Linguistics, Biola offers a number of linguistics courses which can provide an emphasis for students planning for mission work in language analysis/Bible translation. This 21-credit program combines five linguistics courses (ISAL 520 or ISAL 646, ISAL 521, ISAL 523 or ISAL 622, ISAL 525 or ISAL 624, ISAL 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 Hybrid Intensive courses. Interested students should contact the Admissions Office of Biola University.

Numbering of CSICS Courses
In CSICS, courses numbered in the 500-600 level are normally considered to be master’s level courses. Courses numbered in the 700 level can be taken by both MA level and doctoral level students. Courses numbered in the 800 level are normally considered to be doctoral level courses only. Master’s students wishing to take 800 level classes must receive permission from the instructor. Doctoral level students wishing to
take classes below the 700 level must do so by arrangement with their academic advisor and the professor of record.

Global Learning Sites
Both the Master of Arts in Intercultural Studies and the Doctor of Intercultural Studies are offered in a Hybrid Intensive format in our global learning sites. Currently, our Chiang Mai, Thailand and European sites 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 global learning sites must complete at least one half of their coursework on campus (24 credits). Students in other on-campus programs may participate in the global learning site 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.

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.

Faculty
Dean: Bulus Galadima, Ph.D.
Professors: Lessard-Clouston, Liang, McMahan, Purgason, Starcher
Associate Professors: Decker, Dzubinski, Greene, Lowry, Nehrbass, Sappington, Yeh
Assistant Professors: Barber, Floyd, Sanchez
Instructors: Payton, Peckham

Programs
Programs Offered
• Anthropology, M.A. (p. 266)
• Applied Linguistics, M.A. (p. 267)
• Intercultural Education, Ph.D. (p. 269)
• Intercultural Studies, M.A. (p. 273)
• Intercultural Studies, D.I.S. (p. 271)
• Intercultural Studies, Ph.D. (p. 274)
• Linguistics Certificate (p. 277)
• Linguistics and Biblical Languages, M.A. (p. 277)
• Missions, M.A. (p. 278)
• Orality Certificate (p. 279)
• TESOL Certificate - Graduate (p. 280)
• TESOL, M.A. (p. 280)

Courses
Course Descriptions
• Anthropology (ISAN) (p. 284)
• Applied Linguistics (ISAL) (p. 281)
• Intercultural Studies (ISCL) (p. 288)
• TESOL (ISTE) (p. 294)

Anthropology, M.A.
As of Fall 2017, this degree is in a teach out phase, no new students will be admitted at this time.

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 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.

Learning Outcomes
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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

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.

Requirements
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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

## Curriculum Requirements

### Program Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 521</td>
<td>Contemporary Anthropological Theory</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 523</td>
<td>Ethnographic Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 601</td>
<td>Proseminar</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 603</td>
<td>Master’s Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following Seminar courses: 3

- ISAL 668 Seminar in Applied Linguistics
- ISAN 691 Seminar in Advanced Archaeology
- ISAN 693 Seminar in Advanced Physical Anthropology

### Elective Courses

Select 18 credits from any of the five sub-fields of anthropology

### Bible/Theology Courses

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 word
- Approved TTNT biblical backgrounds courses

Pre-approved courses include:

- ISAN 546 Justice, Advocacy and the Kingdom of God
- ISAN 557 Acts in Cross-cultural Perspective
- ISAN 701 Topics in Biblical Theology from an Anthropological Perspective
- ISAN 712 Cultural Context of 1st Century Palestine
- ISCL 755 Biblical Morality and Cultural Relativity
- TTNT 703 The Cultural Setting of the Gospels
- TTNT 704 The Cultural Setting of Acts
- TTNT 707 The Cultural Setting of Second Corinthians
- TTNT 812 The World of the New Testament

## Applied Linguistics, M.A.

### Program Description

The Master of Arts in Applied Linguistics provides a broad multi-disciplinary foundation to deal with literacy, lexicography, language surveys and planning, orthography, bilingual and multilingual education, language acquisition, translation, and other language-related issues. It combines academic rigor and practical skills for students seeking appropriate solutions to real-world problems. Students may either pursue a generalist track or may choose to specialize in translation, literacy, language survey, Scripture in Use, or TESOL.

Those who want to specialize in Bible translation also have the option of the Master of Arts in Linguistics and Biblical Languages. This degree combines the resources of Talbot School of Theology, where students take classes in Greek or Hebrew and biblical exegesis, and the Department of Applied Linguistics and TESOL where they take classes in linguistics and translation. The application of linguistic principles to the study of the biblical languages facilitates a deeper understanding of these languages. The study of Greek or Hebrew and linguistics develops skills in exegesis and translation for virtually any language situation.

### SIL at Biola

Each of these Applied Linguistics programs benefits from SIL-at-Biola, a collaboration between the Summer Institute of Linguistics and Biola. Experienced instructors who have served with Wycliffe Bible Translators cooperate in teaching a range of courses here. These courses are equivalent to those offered at other SIL schools and are recognized as valid for membership in Wycliffe and other similar organizations. Depending on the expected field of service and specialty, some students, however, may need to take additional courses at Biola or other SIL summer programs to meet all their SIL training requirements.

### Objectives

Although language teaching is a prominent area within the field of applied linguistics, there are many other areas of importance that address language-related human problems both in the United States and abroad. Among these are bilingual and multilingual education, language planning, lexicography, literacy, second language acquisition, translation, and the development or modification of writing systems.

The M.A. in Applied Linguistics goes beyond the certificate courses by providing Christian professionals with advanced training in various areas of language analysis and by developing a multidisciplinary approach within which to seek appropriate solutions to real-world problems. Students may pursue either a generalist track or a specialized one by concentrating their electives in language surveys, linguistics, literacy, TESOL or translation. Students satisfactorily completing the TESOL concentration will receive the graduate Certificate in TESOL.
Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Admission Requirements

Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree with a 3.0 (on a 4.0 scale) grade point average conferred from a regionally accredited institution prior to the start of the second term. 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. Applicants to the online M.A. must either have relevant teaching experience, have completed ISTE 501, or have faculty approval.

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 specialization 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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

Curriculum Requirements

Foundation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 550</td>
<td>Bible/Theology</td>
<td>3</td>
</tr>
<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>
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</table>

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 511</td>
<td>Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 668</td>
<td>Seminar in Applied Linguistics</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 697</td>
<td>Comprehensive Examination</td>
<td>0</td>
</tr>
<tr>
<td>ISAL 652</td>
<td>Field Methods in Second Language and Culture Learning</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 654</td>
<td>Field Methods in Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives:

- Select 18 credits of ISAL or ISTE Electives 18
- Select 3 credits of Bible or World Perspectives Elective 3

Total Credits 45

1 May be taken concurrently with program courses.
Specializations
Specializations of 18 credits each are possible in the areas of language surveys, scripture in use, TESOL, and translation.

Language Surveys (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 641 Language Surveys</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 646 Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 654 Field Methods in Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 683 Topics in Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>or ISAL 684 Topics in Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

Scripture in Use (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 537 Introduction to Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 652 Field Methods in Second Language and Culture Learning</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 523 Introduction to Phonology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

TESOL (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE 509 Structure of English</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 525 Introduction to TESOL—Adult</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 527 Materials Evaluation and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 530 Ethics, Values, and Intercultural Communication for TESOL Professionals</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 614 Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 692 Practicum in TESOL II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

Translation (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 529 Introduction to Semantics and Pragmatics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 535 Introduction to Bible Translation</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 626 Approaches to Translation</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 648 Discourse and Text Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 684 Topics in Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

Intercultural Education, Ph.D.

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.

Learning Outcomes
Program Learning Outcomes
Upon completion of the Doctor of Philosophy in Intercultural Education, students will be able to:
1. Demonstrate a mastery of relevant theories in intercultural education and related disciplines associated with one’s research area and/or ministry context (ULO 1).
2. Engage in and publish independent educational research (ULO 1).
3. Generate new understandings and explanations (e.g., theoretical constructs) and apply them in culturally appropriate ways to the improvement of educational outcomes in diverse contexts (ULO 2).
4. Discuss and analyze the integration of one’s faith commitments, theological understandings, and pertinent educational convictions (ULO 3).
5. Exemplify rigorous scholarship accompanied by Christ-honoring professionalism in all scholarly activities (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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 five foundational courses (13 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 5 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 graduate degree in a field similar to intercultural studies and has been involved in extensive experience work they may be eligible to receive up to 9 competency credits toward the Foundation Core classes. Additionally, students with advanced work in Bible and theology may also be eligible for up to 9 credits of Bible/theology reductions for work completed as part of a D.Min. or D.I.S. 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 or ISCL 891 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 890 for 0 credits 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 the Admission, Enrollment and Graduation Requirements (p. 23) 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 cross-cultural 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. Minimum of 3 years of cross-cultural or multicultural educational experience.

Requirements: The program consists of at a total of 60 credits, of which 12 may be devoted to dissertation research, including ISCL 872 and ISCL 891.

Curriculum Requirements

Foundational Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 700</td>
<td>Orientation to Graduate Intercultural Studies</td>
<td>1</td>
</tr>
<tr>
<td>ISAN 761</td>
<td>Culture and Transformation</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 709</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ISCL 742</td>
<td>History of the World Christian Movement</td>
</tr>
<tr>
<td>ISCL 765</td>
<td>Cross-Cultural Leadership</td>
</tr>
<tr>
<td>ISCL 703</td>
<td>Curriculum Design for Intercultural Contexts</td>
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</table>

Educational Program Courses

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<th>Credits</th>
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<tbody>
<tr>
<td>ISCL 816</td>
<td>Education Theory</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 823</td>
<td>Cross-Cultural Teaching and Learning Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 825</td>
<td>Comparative Human Development</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 815</td>
<td>Educational Philosophies of Global Religious Traditions or ISCL 885</td>
<td>Multicultural Education</td>
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Specialization Courses

A total of 9 credits must be taken in:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 873</td>
<td>Tutorial</td>
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</tbody>
</table>

Research Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 803</td>
<td>Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 879</td>
<td>Research Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Bible/Theology Courses

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. Students may also select:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ISCL 655</td>
<td>Contemporary Theology of Mission</td>
</tr>
<tr>
<td>ISCL 701</td>
<td>Theology of Culture</td>
</tr>
<tr>
<td>ISCL 722</td>
<td>Spiritual Conflicts in Cross-Cultural Context</td>
</tr>
<tr>
<td>ISCL 724</td>
<td>Issues in Spiritual Warfare</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
</tr>
<tr>
<td>ISCL 750</td>
<td>Issues in Contextualization/Cross-Cultural Theology</td>
</tr>
<tr>
<td>ISCL 751</td>
<td>Theology of Mission</td>
</tr>
<tr>
<td>ISCL 752</td>
<td>Acts: Biblical and Missiological</td>
</tr>
<tr>
<td>ISCL 780</td>
<td>Topics in Biblical Theology from a Missiological Perspective</td>
</tr>
</tbody>
</table>

Dissertation Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 872</td>
<td>Foundations of Doctoral Research</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 890</td>
<td>Ph.D. Dissertation Field Research</td>
<td>5</td>
</tr>
<tr>
<td>ISCL 891</td>
<td>Ph.D. Dissertation Proposal</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 60

Intercultural Studies, D.I.S.

Objectives

The Doctor of Intercultural Studies 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

Program Learning Outcomes

Upon completion of the Doctor of Intercultural Studies, students will be able to:

1. Demonstrate an understanding of important theories and theorists relevant to one’s research area and/or ministry context (ULO 1).

2. Construct new applied understandings explaining how the student can improve vocational engagement outcomes (ULO 1).
3. Demonstrate a mastery of important theoretical constructs in missiology applied to the student’s vocational engagement (ULO 2).

4. Discuss and analyze the integration of one’s faith commitments, theological understandings, and pertinent educational convictions (ULO 3).

5. Exemplify rigorous scholarship accompanied by Christ-honoring professionalism in all scholarly activities (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Learning Outcomes
The Learning Outcomes for the D.I.S. 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.

Requirements
Program Requirements
The D.I.S. program requires 40 credits past the master’s degree of which 4 credits normally are devoted to the capstone project, including ISCL 880.

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.I.S. 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 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 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.I.S. 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 880 and ISCL 881 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 (p. 23) section).

**Curriculum Requirements**

**Foundational Missiology and Intercultural Studies Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 700</td>
<td>Orientation to Graduate Intercultural Studies</td>
<td>1</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISAN 761</td>
<td>Culture and Transformation</td>
<td></td>
</tr>
<tr>
<td>ISCL 709</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>ISCL 742</td>
<td>History of the World Christian Movement</td>
<td></td>
</tr>
<tr>
<td>ISCL 765</td>
<td>Cross-Cultural Leadership</td>
<td></td>
</tr>
</tbody>
</table>

**Biblical/Theological Studies Courses**

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 722</td>
<td>Spiritual Conflicts in Cross-Cultural Context</td>
</tr>
<tr>
<td>or ISCL 724</td>
<td>Issues in Spiritual Warfare</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
</tr>
<tr>
<td>ISCL 751</td>
<td>Theology of Mission</td>
</tr>
<tr>
<td>ISCL 752</td>
<td>Acts: Biblical and Missiological</td>
</tr>
<tr>
<td>Bible/Theology elective</td>
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</tr>
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</table>

**Missiological Specialization Courses**

Select six of the following (without duplicating above): 18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 721</td>
<td>Anthropological Theory in Practice</td>
</tr>
<tr>
<td>or ISCL 853</td>
<td>Theoretical Issues in Cross-Cultural Engagement</td>
</tr>
<tr>
<td>ISAN 731</td>
<td>Culture, Cognition and World View</td>
</tr>
<tr>
<td>or ISCL 852</td>
<td>Contemporary Issues in Cognitive Anthropology and Worldview Studies</td>
</tr>
<tr>
<td>ISAN 751</td>
<td>Social Anthropology</td>
</tr>
<tr>
<td>or ISCL 702</td>
<td>Social Organization</td>
</tr>
<tr>
<td>ISAN 761</td>
<td>Culture and Transformation</td>
</tr>
<tr>
<td>ISCL 703</td>
<td>Curriculum Design for Intercultural Contexts</td>
</tr>
<tr>
<td>ISCL 727</td>
<td>Principles of Church Multiplication</td>
</tr>
<tr>
<td>ISCL 732</td>
<td>Church Planting Models and Strategies</td>
</tr>
<tr>
<td>ISCL 735</td>
<td>Principles of Church Growth</td>
</tr>
<tr>
<td>ISCL 742</td>
<td>History of the World Christian Movement</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
</tr>
<tr>
<td>ISCL 750</td>
<td>Issues in Contextualization/Cross-Cultural Theology</td>
</tr>
<tr>
<td>ISCL 765</td>
<td>Cross-Cultural Leadership</td>
</tr>
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</table>

**Research Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 872</td>
<td>Foundations of Doctoral Research</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 883</td>
<td>Action-Reflection Research Design</td>
<td>2</td>
</tr>
<tr>
<td>or ISCL 879</td>
<td>Research Design</td>
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</table>

**Capstone Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>ISCL 880</td>
<td>Doctoral Dissertation/Capstone Project</td>
<td>2</td>
</tr>
<tr>
<td>ISCL 881</td>
<td>Doctoral Dissertation/Capstone Project Proposal</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits**

40

**Intercultural Studies, M.A.**

**Program Description**

The M.A. in Intercultural Studies is designed to equip students both for careers in cross-cultural 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 cross-cultural 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.

**Learning Outcomes**

**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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Curriculum 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 (p. 23) section).

Curriculum 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.

Program Courses

<table>
<thead>
<tr>
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<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/Cross-Cultural</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 751</td>
<td>Theology of Mission</td>
<td></td>
</tr>
<tr>
<td>ISAN 761</td>
<td>Culture and Transformation</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 711</td>
<td>Dynamics of the Religious Experience</td>
<td></td>
</tr>
<tr>
<td>ISCL 520</td>
<td>Interpersonal and Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 709</td>
<td>Intercultural Communication</td>
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</tr>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 523</td>
<td>Ethnographic Research Methods</td>
</tr>
<tr>
<td>ISAN 561</td>
<td>Economic Anthropology</td>
</tr>
<tr>
<td>ISAN 751</td>
<td>Social Anthropology</td>
</tr>
<tr>
<td>ISAN 560</td>
<td>Urban Research and Study</td>
</tr>
</tbody>
</table>

Bible/Theology Courses

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. Students may also select:

<table>
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<tbody>
<tr>
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</tr>
<tr>
<td>ISCL 701</td>
<td>Theology of Culture</td>
</tr>
<tr>
<td>ISCL 722</td>
<td>Spiritual Conflicts in Cross-Cultural Context</td>
</tr>
<tr>
<td>ISCL 724</td>
<td>Issues in Spiritual Warfare</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
</tr>
</tbody>
</table>

Elective Courses

Select 18 credits of advisor-approved electives ¹ 18

Total Credits 39

¹ Students who do not have to take required electives are encouraged to choose a combination of electives most suitable for their career goals. Students may also choose to focus electives in areas of specialization such as anthropology, missiology, cross-cultural education, Bible and theology, Bible translation, linguistics, TESOL, church planting, cross-cultural health care, urban ministries, etc.

Students desiring a graduate certificate in TESOL in conjunction with their intercultural studies degree must also apply to the Department of ALT.

Intercultural Studies, Ph.D.

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.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Doctor of Philosophy in Intercultural Studies, students will be able to:

1. Demonstrate a mastery of relevant theories in intercultural studies and related disciplines associated with one’s research area and/or ministry context (ULO 1).
2. Engage in and publish independent research in intercultural studies (ULO 1).
3. Generate new understandings and explanations (e.g., theoretical constructs) and apply them in culturally appropriate ways to the improvement of vocational outcomes in diverse contexts (ULO 2).
4. Discuss and analyze the integration of one’s faith commitments, and theological understandings, within the discipline of intercultural studies (ULO 3).
5. Exemplify rigorous scholarship accompanied by Christ-honoring professionalism in all scholarly activities (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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 five foundational courses (13 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 5 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 graduate degree in a field similar to intercultural studies and has been involved in extensive experience work they may be eligible to receive up to 9 competency credits toward the Foundation Core classes. Additionally, students with advanced work in Bible and theology may also be eligible for up to 9 credits of Bible/theology reductions for work completed as part of a D.Min. or D.I.S. 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:

5. Exemplify rigorous scholarship accompanied by Christ-honoring professionalism in all scholarly activities (ULO 3).
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 or ISCL 891 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 890 for 0 credits 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 the Admission, Enrollment and Graduation Requirements (p. 23) 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 cross-cultural 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. Minimum of 3 years of cross-cultural experience.

**Requirements:** The program consists of at a total of 60 credits, of which up to 11 may be devoted to dissertation research, including ISCL 872 and ISCL 891.

**Curriculum Requirements**

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>ISAN 761 Culture and Transformation 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 700 Orientation to Graduate Intercultural Studies 1</td>
<td></td>
</tr>
<tr>
<td>ISCL 709 Intercultural Communication 3</td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following: 6</td>
<td></td>
</tr>
<tr>
<td>ISCL 742 History of the World Christian Movement</td>
<td></td>
</tr>
<tr>
<td>ISCL 765 Cross-Cultural Leadership</td>
<td></td>
</tr>
<tr>
<td>ISCL 703 Curriculum Design for Intercultural Contexts</td>
<td></td>
</tr>
<tr>
<td>Intercultural Research Program Courses</td>
<td>ISAN 751 Social Anthropology 3</td>
</tr>
<tr>
<td>ISCL 801 Method and Theory in Cross-Cultural Studies 3</td>
<td></td>
</tr>
<tr>
<td>ISCL 852 Contemporary Issues in Cognitive Anthropology and Worldview Studies 3</td>
<td></td>
</tr>
<tr>
<td>ISCL 853 Theoretical Issues in Cross-Cultural Engagement 3</td>
<td></td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>A total of 9 credits must be taken in:</td>
</tr>
<tr>
<td>Education/ICS electives 3</td>
<td></td>
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<tr>
<td>Education/ICS electives or Tutorial 3</td>
<td></td>
</tr>
<tr>
<td>ISCL 873 Tutorial 3</td>
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<tr>
<td>Research Courses</td>
<td>ISCL 803 Qualitative Research 3</td>
</tr>
<tr>
<td>ISCL 879 Research Design 3</td>
<td></td>
</tr>
<tr>
<td>Bible/Theology Courses</td>
<td>ISCL 655 Contemporary Theology of Mission</td>
</tr>
<tr>
<td>ISCL 701 Theology of Culture</td>
<td></td>
</tr>
<tr>
<td>ISCL 722 Spiritual Conflicts in Cross-Cultural Context</td>
<td></td>
</tr>
<tr>
<td>ISCL 724 Issues in Spiritual Warfare</td>
<td></td>
</tr>
<tr>
<td>ISCL 744 Narrative in Scripture and Teaching</td>
<td></td>
</tr>
<tr>
<td>ISCL 750 Issues in Contextualization/Cross-Cultural Theology</td>
<td></td>
</tr>
<tr>
<td>ISCL 751 Theology of Mission</td>
<td></td>
</tr>
</tbody>
</table>
Linguistics and Biblical Languages, M.A.

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.

Those who wish to specialize in Bible translation and who already have significant training in Bible, Greek, and/or Hebrew, also have the option of the Master of Arts in Applied Linguistics. That degree allows for greater flexibility, through more electives, while also enabling students to complete a concentration in translation.

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 by Wycliffe as valid training for their goals of translation. 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.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Master of Arts in Linguistics and Biblical Languages, students will be able to:

1. Students will apply knowledge and skills as working applied linguists in Bible translation (ULO 1).
2. Students will collect, organize, and interpret language data in order to provide written documentation of their findings (ULO 1).
3. Students will assess their values, compare them with those of other languages and cultures, and demonstrate sensitivity to them (ULO 2).
4. Students will exhibit a professional commitment to ethical and biblically informed practice in applied linguistics (ULO 2).
5. Students will demonstrate their ability to interact appropriately with translation partners and constituency according to standards of best practices in the field (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Admission Requirements

Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree with a 3.0 (on a 4.0 scale) grade point average conferred from a regionally accredited institution prior to the start of the second term. 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 for whom English is not a primary language 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 first and second language 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 42 additional credits for the Hebrew and Greek concentrations. 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 course work, but the minimum number of graduate credits required is at least 32, 24 of which must be taken through Biola University.

Graduation Requirements

Students must successfully complete all required coursework with a minimum grade point average of 3.0 to qualify for graduation. No ALT course with a grade less than a “B” (3.0) will be counted for the Certificate or M.A.

The M.A. degree in Linguistics and Biblical Languages is usually completed within two years by full-time students; but may require an additional semester or two for students without the foundational credits. Part-time students may have up to seven years for the M.A. degree.

All students must meet with their department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in the Admission, Enrollment and Graduation Requirements (p. 23) section).

Curriculum Requirements

Foundational Courses

<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>
</tbody>
</table>

Program Courses

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

Elective Courses

Select the Hebrew or Greek concentration detailed below

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>3</td>
</tr>
</tbody>
</table>

Total Credits 57

1. May be taken concurrently with program courses.

Concentrations

Hebrew Concentration

Select 6 credits of electives in Hebrew exegesis or linguistics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>3</td>
</tr>
</tbody>
</table>

Total Credits 18

Greek Concentration

Select 6 credits of electives in Greek exegesis or linguistics

<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>3</td>
</tr>
<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 701</td>
<td>The World of the New Testament</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

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 Intercultural Studies program. See the admission requirements for the Doctor of Intercultural Studies program.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Master of Arts in Missions, students will be able to:

1. Articulate principles for successful living and working in diverse environments and cultures (ULO 1 and 2).
2. Demonstrate an ability to critically engage contemporary missiological theories and practices (ULO 1).
3. Articulate appropriate principles and practices in the task of representing the truth of the Gospel and the Kingdom of God within the context of their own personal calling and ministry (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).

Requirements

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 ISAL 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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

Curriculum Requirements

The Master of Arts in Missions curriculum requires a total of 58 credits.

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 507</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<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 709</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 727</td>
<td>Principles of Church Multiplication</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 750</td>
<td>Issues in Contextualization/Cross-Cultural Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Bible and Theology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talbot Bible/Theology courses</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>ISCL 724</td>
<td>Issues in Spiritual Warfare</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 751</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 752</td>
<td>Acts: Biblical and Missiological</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses in Intercultural Studies/Missiology

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 513</td>
<td>Comparative Folklore and Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 712</td>
<td>Topics in Oral Ministries</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 531</td>
<td>Sign, Symbol and Structure</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 786</td>
<td>Signs, Symbols and Semiotics</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following ISCL 712 Topics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 513</td>
<td>Comparative Folklore and Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 712</td>
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<td>3</td>
</tr>
<tr>
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<td>Sign, Symbol and Structure</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 786</td>
<td>Signs, Symbols and Semiotics</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 58

1 Courses to be selected with the Program Director's concurrence.

Orality Certificate

The Certificate in Orality requires 12 credits of coursework.

Courses (12 Credits)

These courses may also be combined with core courses leading to an M.A. in Intercultural Studies degree.

Choose four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 513</td>
<td>Comparative Folklore and Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 712</td>
<td>Topics in Oral Ministries</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 531</td>
<td>Sign, Symbol and Structure</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 786</td>
<td>Signs, Symbols and Semiotics</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following ISCL 712 Topics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 513</td>
<td>Comparative Folklore and Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 712</td>
<td>Topics in Oral Ministries</td>
<td>3</td>
</tr>
<tr>
<td>ISAN 531</td>
<td>Sign, Symbol and Structure</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 786</td>
<td>Signs, Symbols and Semiotics</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 12

Learning Outcomes

Program Learning Outcomes

Upon completion of the Orality Certificate, students will be able to:

1. Demonstrate an introductory level knowledge of theories of oral learning and oral missionary strategies.
2. Apply concepts of narrative and orality to their career goals.

## TESOL Certificate – Graduate Curriculum Requirements

**Foundational Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible/Theology</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Program Courses (18 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE 509</td>
<td>Structure of English</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 525</td>
<td>Introduction to TESOL—Adult</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 527</td>
<td>Materials Evaluation and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 530</td>
<td>Ethics, Values, and Intercultural Communication for TESOL Professionals</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 627</td>
<td>Vocabulary Learning and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 692</td>
<td>Practicum in TESOL II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 21

1. May be taken concurrently with program courses.

## TESOL, M.A.

### 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 courses, from introductory to advanced.

The M.A. in TESOL encompasses the goal of the certificate program plus the additional goal of broader academic training. Teachers are equipped for work in and beyond the classroom in administration, training, course design, etc.

The focus of the TESOL programs is post-secondary and adult education. Those interested in K–12 ESL in U.S. schools should consult with the School of Education.

The M.A. in TESOL is offered both on-campus and online.

### Learning Outcomes

#### 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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information section of this catalog.

### Requirements

#### Admission Requirements

Applicants must have completed all bachelor’s requirements prior to the start of the program and must have a bachelor’s degree with a 3.0 (on a 4.0 scale) grade point average conferred from a regionally accredited institution prior to the start of the second term. 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 3 foundational credits in Bible or Theology 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.

#### Program Requirements

The Graduate Certificate in TESOL requires 3 foundational credits in Bible or Theology and 15 credits of prescribed course work in TESOL, and the Master of Arts in TESOL requires 36 credits. A portfolio is required as a culmination for the Master of Arts in TESOL.

The Master of Arts program requirements may be reduced by up to 9 credits for students with extensive equivalent undergraduate course work.
work in TESOL (minimum 18 UG credits). For students with appropriate prior graduate course work in TESOL, the minimum number of graduate credits required is at least 27, 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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

Curriculum Requirements

Foundational Courses

<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>ISTE 509</td>
<td>Structure of English</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 525</td>
<td>Introduction to TESOL-Adult</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 527</td>
<td>Materials Evaluation and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 530</td>
<td>Ethics, Values, and Intercultural Communication for TESOL Professionals</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 614</td>
<td>Second Language Acquisition</td>
<td>3</td>
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<tr>
<td>ISTE 627</td>
<td>Vocabulary Learning and Teaching</td>
<td>3</td>
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<tr>
<td>ISTE 632</td>
<td>Language Testing and Assessment</td>
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<tr>
<td>ISTE 692</td>
<td>Practicum in TESOL II</td>
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Program Courses

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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>ISTE 529</td>
<td>Introduction to Semantics and Pragmatics</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 621</td>
<td>Classroom Research in TESOL</td>
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<tr>
<td>ISTE 665</td>
<td>Course Design in TESOL</td>
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<tr>
<td>ISTE 635</td>
<td>Technology for Language Learning and Teaching</td>
<td>3</td>
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<tr>
<td>ISTE 648</td>
<td>Teaching Second Language Reading and Writing</td>
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Electives in TESOL

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<tr>
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<tr>
<td>ISTE 535</td>
<td>Technology for Language Learning and Teaching</td>
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<td>ISTE 537</td>
<td>Introduction to Literacy</td>
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</tr>
<tr>
<td>ISTE 557</td>
<td>Research Methods in Literacy</td>
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<tr>
<td>ISTE 565</td>
<td>Phonetics and Phonology of English</td>
<td>3</td>
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<tr>
<td>ISTE 570</td>
<td>Practicum in TESOL II</td>
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<tr>
<td>ISTE 572</td>
<td>Practicum in TESOL II</td>
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<td>ISTE 574</td>
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Electives in Bible/Theology

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<tr>
<td>ISTE 521</td>
<td>Classroom Research</td>
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<tr>
<td>ISTE 522</td>
<td>Phonetics and Phonology of English</td>
<td>3</td>
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<tr>
<td>ISTE 523</td>
<td>Introduction to Phonology</td>
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<td>ISTE 524</td>
<td>Introduction to Phonology</td>
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<tr>
<td>ISTE 525</td>
<td>Introduction to Syntax</td>
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</tr>
<tr>
<td>ISTE 526</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 23

Cook Courses by Discipline

ISAL: Applied Linguistics

ISAL 520 or the equivalent is a prerequisite for all ISAL courses. May be taken concurrently with basic 500-level courses.

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. Grade Mode: A.
Prerequisites: ISAL 520 (concurrent registration permitted).
Restrictions: Must be Graduate Level or Doctoral Level.

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. Notes: Prerequisite for graduate courses in Applied Linguistics for program majors. May be taken concurrently with other ISAL courses. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

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. Grade Mode: A.
Prerequisites: ISAL 520 (concurrent registration permitted).
Restrictions: Must be Graduate Level or Doctoral Level.

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. Grade Mode: A.
Prerequisites: ISAL 520 (concurrent registration permitted).
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 523 - Introduction to Phonology
Introduction to the systematic arrangements and rules by which languages organize and alter their speech sounds. Grade Mode: A.
Prerequisites: ISAL 520 or ISAL 521.
Restrictions: Must be Graduate Level or Doctoral Level.

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. Grade Mode: A.
Prerequisites: ISAL 520 (concurrent registration permitted).
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 526 - Introduction to Semantics and Pragmatics
Study of meaning systems in language and how meaning is conveyed in linguistic and social contexts. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 527 - 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. Notes: Does not count toward the concentration in literacy. Grade Mode: A.
Prerequisites: ISAL 520 (concurrent registration permitted).
Restrictions: Must be Graduate Level or Doctoral Level.
ISAL 543 - Literacy in Social Context  Credits 3
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. Grade Mode: A.
Prerequisites: ISAL 520 (concurrent registration permitted).
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 544 - Literacy Methods and Materials  Credits 3
Examination of different theories and methods used to teach literacy and to prepare primers and other reading materials in minority languages. Grade Mode: A.
Prerequisites: ISAL 520 (concurrent registration permitted).
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 546 - Reading and Literacy Theory  Credits 3
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. Grade Mode: A.
Prerequisites: ISAL 520 (concurrent registration permitted).
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 622 - Phonological Theory  Credits 3
Special problems in phonological analysis from various languages. Includes abstract phonology. Grade Mode: A.
Prerequisites: ISAL 523.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 624 - Syntactic Theory  Credits 3
Study of several current models of syntax with application to the analysis and description of various languages. Grade Mode: A.
Prerequisites: ISAL 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 626 - Approaches to Translation  Credits 3
Study of the theory and practice of translation, including secular and sacred texts, prose and poetry. Grade Mode: A.
Prerequisites: ISAL 535.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 641 - Language Surveys  Credits 3
Introduction to the principles and methods of collecting, quantifying, and interpreting data on linguistic similarity, intelligibility, language attitudes, bilingualism, and language change. Notes: A tape recorder will be needed. Grade Mode: A.
Prerequisites: ISAL 521, ISAL 646.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 643 - Lexicography  Credits 3
Examination of the history, theory, and practice of dictionary making. Among the topics covered are lexical analysis; syntactic, semantic, and pragmatic information; definitions and citations; usage; users and uses of monolingual and bilingual dictionaries; and techniques and technology used in compiling and producing a dictionary. Grade Mode: A.
Prerequisites: ISAL 529.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 646 - Sociolinguistics  Credits 3
Overview of the relationship between language and society. Topics covered include language and culture, language and social change, ethnicity, language contact, language policy, and ethnography of communication. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 648 - Discourse and Text Analysis  Credits 3
Examination of language beyond the sentence level. Covers the analysis of oral and written secular and sacred texts within their social or literary contexts. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 650 - Seminar in Linguistics and Biblical Exegesis  Credits 3
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. Grade Mode: A.
Prerequisites: ISAL 529, ISAL 648; TTOT 705 or TTNT 503.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 652 - Field Methods in Second Language and Culture Learning  Credits 3
Overview of language and culture learning theories and skills. Topics covered include working with a cross-cultural partner, language learning styles, cultural bias, language and culture data management skills and comparison of cultural bias with biblical principles. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 654 - Field Methods in Linguistics  Credits 3
Extensive working with speakers of non-Indo-European languages, with special emphasis on collecting and analyzing language data leading to descriptions of phonology and syntax. Grade Mode: A.
Prerequisites: ISAL 523, ISAL 525.
Restrictions: Must be Graduate Level or Doctoral Level.
Fee: $100.

ISAL 655 - Practicum in Language and Culture Learning  Credits 3
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. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.
Fee: $100.

ISAL 656 - Practicum in Literacy  Credits 3
Field experience within the broad area of literacy. Credit for course may be earned, in some field-based situations, by portfolio assessment. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 657 - Practicum in Applied Linguistics  Credits 3
Field experience in various areas of applied linguistics, such as lexicography, orthography design and translation. Notes: May be taken multiple times for credit with a different topic. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 658 - Practicum in Linguistics  Credits 3
Fieldwork in the analysis and description of language systems or language use, such as phonology, syntax, and sociolinguistics. Notes: May be taken multiple times for credit with a different focus. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.
ISAL 668 - Seminar in Applied Linguistics  Credits 3
In-depth examination of some main areas of applied linguistics. Topics vary, depending on class interests. Grade Mode: A.
Prerequisites: ISAL 511.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 679 - Planning, Evaluation, and Research in Applied Linguistics  Credits 3
In-depth treatment of program planning and evaluation, using appropriate qualitative and quantitative assessment instruments. Case studies of applied linguistic research will also be examined. Grade Mode: A.
Prerequisites: ISAL 511.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 683 - Topics in Linguistics  Credits 1-3
Topics are listed in the class schedule each semester. Course may be twice for credit with a different topic. Titles offered include: Translation Advising and Corpus Linguistics. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 684 - Topics in Linguistics  Credits 1-3
Topics are listed in the class schedule each semester. Course may be taken twice for credit with a different topic. Titles offered include: Translation Advising and Corpus Linguistics. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 685 - Topics in Applied Linguistics  Credits 1-3
Topics are listed in the class schedule each semester. Course may be taken twice 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. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 686 - Topics in Applied Linguistics  Credits 1-3
Topics are listed in the class schedule each semester. Course may be taken twice 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. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 690 - Independent Study  Credits 1-3
Guidance in the development of a thesis or research paper. Students produce a preliminary thesis statement, proposal, outline, and working bibliography. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 695 - Research Seminar  Credits 1
Guidance in the development of a thesis or research paper. Students produce a preliminary thesis statement, proposal, outline, and working bibliography. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be a Major in Applied Linguistics (ISAL); and Cook Sch Intercultural Studies; Graduate Level or Doctoral Level.

ISAL 696 - Research Paper  Credits 1
A paper based on classroom research, literature review, or the design of a syllabus or appropriate teaching materials. Grade Mode: A.
Prerequisites: ISAL 695.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 697 - Comprehensive Examination  Credits 0
An examination covering the major knowledge areas of the field. Normally taken after all ISAL coursework has been completed. Students permitted to write a thesis will not be required to take a comprehensive examination. Grade Mode: C.
Prerequisites: ISAL 520.
Restrictions: Must be a Major in Linguistics/Biblical Language (ISLB) or a Major in Applied Linguistics (ISAL); and Cook Sch Intercultural Studies; Graduate Level or Doctoral Level.

ISAL 699 - M.A. Thesis  Credits 3
Research for and writing of an M.A. thesis. Students permitted to write a thesis will not be required to take a comprehensive examination. Grade Mode: C.
Prerequisites: ISAL 695, and consent of M.A. committee.
Restrictions: Must be a Major in Applied Linguistics (ISAL); and Cook Sch Intercultural Studies; Graduate Level or Doctoral Level.

ISAL 722 - Phonological Theory  Credits 3
Special problems in phonological analysis from various languages. Includes abstract phonology. Grade Mode: A.
Prerequisites: ISAL 523.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 724 - Syntactic Theory  Credits 3
Study of several current models of syntax with application to the analysis and description of various languages. Grade Mode: A.
Prerequisites: ISAL 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 726 - Approaches to Translation  Credits 3
Study of the theory and practice of translation, including secular and sacred texts, prose and poetry. Grade Mode: A.
Prerequisites: ISAL 535.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 741 - Language Surveys  Credits 3
Introduction to the principles and methods of collecting, quantifying, and interpreting data on linguistic similarity, intelligibility, language attitudes, bilingualism, and language change. Notes: A tape recorder will be needed. Grade Mode: A.
Prerequisites: ISAL 521, ISAL 646.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 746 - Sociolinguistics  Credits 3
Overview of the relationship between language and society. Topics covered include language and culture, language and social change, ethnicity, language contact, language policy, and ethnography of communication. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 748 - Discourse and Text Analysis  Credits 3
Examination of language beyond the sentence level. Covers the analysis of oral and written secular and sacred texts within their social or literary contexts. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.
ISAN 752 - Field Methods in Second Language and Culture Learning
Credits 3
Overview of language and culture learning theories and skills. Topics covered include working with a cross-cultural partner, language learning styles, cultural bias, language and culture data management skills and comparison of cultural bias with biblical principles. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 799 - Research Continuous Registration
Credits 0
Students who are not registered for any other courses and who need extra time are required to register for this course each semester to maintain their degree status. Grade Mode: C.
Prerequisites: ISAL 520.
Restrictions: Must be a Major in Applied Linguistics (ISAL); and Cook Sch Intercultural Studies; Graduate Level or Doctoral Level.
Fee: $100.

ISAL 868 - Seminar in Applied Linguistics
Credits 3
In-depth examination of some main areas of applied linguistics. Topics vary, depending on class interests. Grade Mode: A.
Prerequisites: ISAL 511.
Restrictions: Must be Doctoral Level.

ISAL 879 - Planning, Evaluation, and Research in Applied Linguistics
Credits 3
In-depth treatment of program planning and evaluation, using appropriate qualitative and quantitative assessment instruments. Case studies of applied linguistic research will also be examined. Grade Mode: A.
Prerequisites: ISAL 511.
Restrictions: Must be Doctoral Level.

ISAL 885 - Topics in Applied Linguistics
Credits 1-3
Topics are listed in the class schedule each semester. Course may be taken twice 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. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Doctoral Level.

ISAL 886 - Topics in Applied Linguistics
Credits 1-3
Topics are listed in the class schedule each semester. Courses may be taken twice 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. Grade Mode: A.
Prerequisites: ISAL 520.
Restrictions: Must be Doctoral Level.

ISAN: Anthropology

ISAN 501 - Essentials of Archaeology
Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 502 - Essentials of Physical Anthropology
Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 503 - Linguistic Anthropology
Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 504 - Social Justice and Human Rights
Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 505 - History of Anthropological Theory
Credits 3
Examination of the theories and principle figures contributing to the development of modern anthropological inquiry, research strategies and field methods. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 507 - Cultural Anthropology
Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 511 - Anthropology of Religion
Credits 3
A treatment of conceptions of the supernatural, the function of religion in society, religion and social control, the nature of religious ritual and paraphernalia, sacred places and religious practitioners. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 512 - Anthropology of Christianity
Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.
ISAN 513 - Comparative Folklore and Mythology Credits 3
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 folklore literature in society. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 515 - New Religious Movements Credits 3
Examines the role of religion and belief systems as they affect the appearance and direction of a variety of revitalization movements found in Africa, North America, Brazil, Asia, and the Pacific. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 521 - Contemporary Anthropological Theory Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 523 - Ethnographic Research Methods Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 527 - Village and Tribal Studies Credits 3
Analysis of the cultural institutions and values in tribal, peasant and newly emerging economies with special consideration as to their openness or resistance to change. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 528 - Cultures of the World Credits 3
A study of specific cultural areas with an emphasis on customs and social structures, religions, art and history. Notes: May be taken multiple times for credit with different course content. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 529 - Human Conflict: Theory and Resolution Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 531 - Sign, Symbol and Structure Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 541 - Urban Anthropology Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 543 - Urbanization in Developing Countries Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 546 - Justice, Advocacy and the Kingdom of God Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 551 - Anthropology of Gender Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 555 - Kinship and Family in Cross-cultural Perspective Credits 3
Cross-cultural study of the basic human groups of family, kin and community, examining marriage patterns and gender roles within families. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 557 - Acts in Cross-cultural Perspective Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 561 - Economic Anthropology Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 563 - Poverty and the City Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 571 - Introduction to International Development Credits 3
Key theories, models and macro concerns in development, and historic overview of the practice of relief and development. Exploration of topics such as poverty, gender, human rights, debt, nationalism and economic development, globalization, and transformation/holistic development. Provides a broad survey of development concepts, trends and challenges. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 573 - Micro Issues in Relief and Development Credits 3
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. Grade Mode: A.
Prerequisites: ISAN 571.
Restrictions: Must be Graduate Level or Doctoral Level.
ISAN 575 - Community Development Models and Strategies  Credits 3
Exposure to various models for engagement in development projects and practice, assessment of participatory learning and action approaches, examination of the role of expatriates in community development, analysis of the complexities of community participation, exploration of the role of transformational development practitioners in sustainable economic development and community organizing.  Grade Mode: A.
Prerequisites: ISAN 571.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 577 - Project Evaluation and Assessment  Credits 3
Examination of the planning, design, implementation, and evaluation/assessment of a development project. Special emphasis on project funding and support, project supervision, project partnership issues, governmental and nongovernmental relationships, and participatory evaluation methods.  Grade Mode: A.
Prerequisites: ISAN 571.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 581 - Archaeology Methods and Theories  Credits 3
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.  Grade Mode: A.
Prerequisites: ISAN 501.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 582 - Field Methods in Archaeology  Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 583 - Internship in Archaeology  Credits 1-3
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.  Grade Mode: A.
Prerequisites: ISAN 581, ISAN 582.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 584 - World Archaeology  Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 586 - Biblical Archaeology: Ancient Near East  Credits 3
The history of archaelogy and literature of the ancient near east and the bearing of archaeological findings on the interpretation of the Old Testament.  Grade Mode: A.
Prerequisites: ISAN 501 or TTBE 519.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 587 - Biblical Archaeology: Palestine  Credits 3
The history of excavation, the history and geography of Palestine and how archaeological findings have bearing upon Biblical interpretation.  Grade Mode: A.
Prerequisites: ISAN 501, TTBE 519.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 588 - California Native Americans  Credits 3
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.  Grade Mode: A.
Prerequisites: ISAN 509.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 589 - Bioarchaeology  Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 591 - Human Paleontology  Credits 3
Survey of the human fossil record focusing on the functional and behavioral significance of important morphological changes within the fossil record.  Grade Mode: A.
Prerequisites: ISAN 502.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 593 - Human Variation  Credits 3
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.  Grade Mode: A.
Prerequisites: ISAN 502.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 595 - Human Osteology  Credits 3
Techniques in the basic identification of human skeletal remains, including aging, sex, race and stature reconstruction.  Grade Mode: A.
Prerequisites: ISAN 502.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 601 - Proseminar  Credits 3
Integrative seminar focusing on the most contemporary developments in each of the five fields of anthropological inquiry.  Grade Mode: A.
Prerequisites: Must have already completed introductory courses in archaeology, physical anthropology, cultural anthropology, and linguistics.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 603 - Master's Thesis  Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 609 - Language and Power  Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.
ISAN 613 - Topics in Social Justice and Human Rights Credits 3
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 ethnocide, 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.
Notes: May be taken multiple times for credit with different topics. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 615 - Anthropology of Consciousness Credits 3
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 ethno phosphilosophies of mind, soul and spirit. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 621 - Practicum in Anthropology Credits 1-4
Field based work study program under supervision. Grade Mode: A.
Restrictions: Must not be Doctoral Level or Graduate Level.

ISAN 623 - Independent Study Credits 1-4
Independent study in archaeological topic or area. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 624 - Independent Study Credits 1-4
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 631 - Topics in Cultural Anthropology Credits 1-3
Consideration of topics not regularly scheduled by faculty. Notes: May be taken multiple times for credit with different content. Course offered upon faculty availability and sufficient student interest. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 633 - Topics in Culture Change Credits 1-3
In-depth examination of both the theory and experience of culture change in various historical and cultural contexts. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 635 - Tutorial Credits 1-3
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. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 641 - Topics in Political Anthropology Credits 3
Examination of regional styles of leadership, of political conflicts, of competition for positions of leadership, and the nature in which power is allocated and used in various cultural contexts. Notes: May be taken multiple times for credit with different topics. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 671 - Applied Anthropology Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 673 - Topics in Development Credits 1-3
Studies in selected issues related to relief and development. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 681 - Topics in Archaeology Credits 1-3
Studies in selected issues in archaeology. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 691 - Seminar in Advanced Archaeology Credits 1-3
In-depth analysis of specific archaeological concerns for advanced students. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 701 - Topics in Biblical Theology from an Anthropological Perspective Credits 3
An examination of themes, strategies, and topics within Biblical theology from an anthropological perspective. Notes: May be taken multiple times for credit with different content. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 711 - Research Design Credits 3
Methods for analyzing data, developing a research proposal, and organizing research results into an academic format. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 712 - Cultural Context of 1st Century Palestine Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 721 - Anthropological Theory in Practice Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 731 - Culture, Cognition and World View Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 741 - Anthropology of Leadership Credits 3
Cross-cultural study of leadership including diverse patterns of authority, legitimacy, public support, leadership recruitment, and training. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.
ISAN 751 - Social Anthropology Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 761 - Culture and Transformation Credits 3
The study of how cultures change, the dynamics and processes of change, the place of change agents and the speed and intensity of change. Implications of such processes are examined in social, political, economic and religious aspects of society. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL: Intercultural Studies

ISCL 520 - Interpersonal and Intercultural Adjustment Credits 3
Exploration of the cross-cultural transition process, focusing upon healthy adjustment as a sojourner in a new culture. Attention given to understanding and applying grace to oneself and others, discerning cultural values, conflict styles, social stratification and celebration. Grade Mode: A.
Restrictions: Must be Talbot School of Theology, Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.

ISCL 530 - Topics in Intercultural Health Care Credits 3
Topics include:
- Global Health Perspectives: Theories and skills related to health teaching, physical assessment, preparation and utilization of indigenous health care.
- Global Health: The Continuum of self-care in the context of culture: Preparation for living overseas; healthy lifestyle, prevention of disease, mental and spiritual burnout, initial treatment where there is no doctor.
- Global Health Priorities: Preparation for serving organizations involved in planning and implementing health care systems at the district and village level.
- Global Health Communication: The anthropological study of problems of illness and health with emphasis on the cultural context of health care programs.
- Intercultural Clinical Practicum: Supervised cross-cultural clinical health care experience. Notes: May be taken multiple times with different content. Grade Mode: A.
Prerequisites: ISCL 520. RN licensure.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 531 - Peoples of Ethnic America Credits 3
A study of non-Caucasian ethnic groups in the light of their historical and socio-cultural background. Practical field experience in an ethnic community. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 543 - Women in Missions Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 555 - Introduction to World Missions Credits 3
The nature of Christian outreach; a study of principles, history, and methodology of worldwide missions. Notes: Option within the M.Div. (Spiritual Formation) for two of five course selections; option within the M.Div. (Pastoral and General Ministries and Christian Education) for two of four course selections; option within the M.Div. (Evangelism and Discipleship) for one of four course selections. Grade Mode: A.
Restrictions: Must be Talbot School of Theology, Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.

ISCL 556 - World Religions Credits 3
The distinctive features of the historical ethnic religions, with special emphasis on their comparison and encounter with Christianity and their bearings upon missionary strategies. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 559 - Topics in Urban Studies Credits 3
May be taken multiple times for credit with different focus. Topics include: Juvenile Delinquency, Deviant Behavior, Social Problems, Alcohol and Substance Abuse. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 560 - Urban Research and Study Credits 3
The use of social science techniques to learn about the people, needs and opportunities for evangelism in the city. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 565 - Personal Leadership Formation Credits 3
A study of the principles and patterns used by God as He raises up leaders for His work. This study will include a discussion of the vital place of spiritual formation in leadership development. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 566 - Theology of the City Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 567 - Topics in Contemporary Missions Issues Credits 1-3
Topic selection and course enrollment by advisor's approval. Notes: May be taken multiple times for credit with different focus. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 573 - The Church and the City Credits 3
Explores the literature and contemporary case studies of urban social changes and urban change agents. Attention is given to the analysis of social transformation through the creation of committed communities including urban churches. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 575 - Multicultural Education Credits 3
Experiential approach to cross-cultural differences in the classroom as they affect teaching and learning. Focus of attention is primarily the United States. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 581 - Urbanization in Developing Countries Credits 3
Explores the ancient rituals, traditions, and modern ideas by which two-thirds of the world's people now live. The student will become familiar with and equipped for interaction with the assumptions, belief systems, and cultural ways that have yielded profoundly different societies in the non-western world. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.
ISCL 582 - Urban Leadership Development Credits 3
Examines various models, definitions, and case studies of urban leadership styles. The different roles and character formation of the leader are presented. Special focus is given to the theory and methods of mentoring as essential for the multiplication of strategically-minded leaders in the city. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 583 - Poverty and the City Credits 3
Examines contemporary concerns of inhabitants in the city for justice, employment, housing and education. Special emphasis is given to developing strategies to empower residents of the city. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 602 - Introduction to International Development Credits 3
Key theories, models and macro concerns in development, and historic overview of the practice of relief and development. Exploration of topics such as poverty, gender, human rights, debt, nationalism and economic development, globalizaton, and transformational/holistic development. Provides a broad survey of development concepts, trends, and challenges. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 603 - Micro Issues in Relief and Development Credits 3
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. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 605 - Community Development Models and Strategies Credits 3
Exposure to various models for engagement in development projects and practice, assessment of participatory learning and action approaches, examination of the role of expatriates in community development, analysis of the complexities of community participation, exploration of the role of transformational development practitioners in sustainable economic development and community organizing. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 609 - Islam and Islamic Theology Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 610 - Popular and Folk Islam Credits 3
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. Grade Mode: A.
Prerequisites: ISCL 609.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 611 - Approaches to Islam Credits 3
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. Grade Mode: A.
Prerequisites: ISCL 609.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 612 - Frontier Missiology Credits 3
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. Notes: This course may function as an elective for the Islamic specialization. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 650 - Topics in Islamic Studies Credits 1-3
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. Notes: May be taken multiple times for credit with different focus. Grade Mode: A.
Prerequisites: ISCL 609.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 655 - Contemporary Theology of Mission Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 659 - Project Evaluation and Assessment Credits 3
Examination of the planning, design, implementation, and evaluation/assessment of a development project. Special emphasis on project funding and support, project supervision, project partnership issues, governmental and non-governmental relationships, and participatory evaluation methods. Students will gain practical/hands-on experience through evaluating a local development project. Grade Mode: A.
Prerequisites: ISCL 602.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 660 - Cross-cultural Development Practicum Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 662 - Mission in Political Context Credits 3
Consideration of modern political ideologies and movements as they affect the Church and its mission in selected national contexts. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 663 - Cross-cultural Implications in Evangelism Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.
ISCL 665 - Topics in Intercultural Studies  Credits 1-3
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. Notes: May be taken multiple times for credit with different focus. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 667 - Topics in Community Development  Credits 1-3
Topics may include the church and community development, AIDS, disaster relief, or other relevant topics. Notes: May be taken multiple times for credit with different focus. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 680 - The Local Church and World Missions  Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 690 - Practicum  Credits 1-6
May be done in Church Planting Urban Studies, Women's Ministries or other approved church/mission programs. Notes: Designed for M.A. students. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 691 - Tutorial  Credits 1-3
May be taken multiple times for credit with different topics such as intercultural studies, Bible translation, missiology, cross-cultural theology, cross-cultural education and cross-cultural health care. Notes: Designed for M.A. students. Grade Mode: A.
Restrictions: Must be Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.

ISCL 694 - Seminars  Credits 1-3
May be taken multiple times for credit with different topics including church planting, evangelism, anthropology, intercultural communication, linguistics, cross-cultural education, sociolinguistics, cross-cultural theology, theology of mission, history of missions, mission strategy, bible translation. Notes: Designed for M.A. students. Grade Mode: A.
Restrictions: Must be Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.

ISCL 695 - Master of Arts Comprehensive Examination  Credits 0
An examination covering the major areas of study for the Master of Arts Intercultural Studies degree. Grade Mode: A.
Restrictions: Must be Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.

ISCL 700 - Orientation to Graduate Intercultural Studies  Credit 1
This course introduces students to the nature, scope, and principal research methods of the graduate programs of intercultural studies at Biola University's Cook School of Intercultural Studies; including using the library, locating and evaluating relevant literature, and following the APA style guide. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 701 - Theology of Culture  Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 702 - Social Organization  Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 703 - Curriculum Design for Intercultural Contexts  Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 709 - Intercultural Communication  Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 710 - Educational Foundations  Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 711 - Dynamics of the Religious Experience  Credits 3
A treatment of conceptions of the supernatural, the function of religion in society, religion and social control, the nature of religious ritual and paraphernalia, sacred places and religious practitioners. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 712 - Topics in Oral Ministries  Credits 3
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 proverbs, with four goals in mind: to seek to understand our audience and how they perceive their world; to discover effective ways to communicate to oral cultures; to create/develop oral resources for communicating the Gospel; to design strategies for doing oral communication in Christian witness.
Scripture in Use: An exploration of the factors that encourage or hinder interaction with translated (local language) Scriptures, in both oral and literate cultures. The student will consider the effect of brain development, local history and culture, available education, and sociolinguistic and religious factors on Scripture use.
Oral Literature: The student will consider a variety of oral forms, including stories, proverbs, poetry and songs, in both oral and literate cultures, including the use of modern media and technologies, and examine their missiological potential in particular cultures. Notes: May be taken multiple times with different content. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.
communities.

Christianity and its subsequent development.

their congregations for intentional church planting in ethnically diverse cultural/political environment(s); and the effect environment had on process(es) by which it spread; the effect Christianity had on the socio-

Special attention is given to the kind(s) of Christianity that spread; the phase-out oriented church planting strategy.

Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 742 - Issues in Spiritual Warfare Credits 3

A multi-disciplinary examination of the leading practices of, and contemporary interest in deliverance ministries, inner-healing prayer therapies, Satanism, dissociative identity disorders, recovered memories and ritual abuse. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 727 - Principles of Church Multiplication Credits 3

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.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 730 - Directed Study Credits 1-4

Reading and research in selected areas/issues in world missions. Notes: Elective. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 732 - Church Planting Models and Strategies Credits 3

A survey and analysis of the strengths and weaknesses of various church planting models and strategies used around the world. Identifies key factors which the church planter can implement in a context specific, phase-out oriented church planting strategy. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 735 - Principles of Church Growth Credits 3

A basic understanding of church growth concepts as related both to the local congregations and to the task of worldwide evangelization, with due emphasis on the church growth school of thought. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 742 - History of the World Christian Movement Credits 3

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.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 743 - Urban Church Planting Models Credits 3

This study moves beyond the classroom to actual urban church plants in the greater L.A. area. Visits and dialogues provide practical ways pastors, lay people, parachurch people and missionaries prepare themselves and their congregations for intentional church planting in ethnically diverse communities. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

Fee: $50.

ISCL 744 - Narrative in Scripture and Teaching Credits 3

An investigation and demonstration of the narrative/story genre in teaching and curricula design. Students participate in story telling, and develop a series of culturally relevant lessons using narrative medium in areas such as business, community development, evangelism, leadership and followership development, ESL, drama, counseling, church planting. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 747 - Christianity and Culture Credits 3

Anthropological approach to Christian theologizing; interrelationships between supracultural Christianity and human cultures. Focus on conversion, revelation, communication, transformation, indigeneity and other related topics. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 750 - Issues in Contextualization/Cross-Cultural Theology Credits 3

The application of cross-cultural 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.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 751 - Theology of Mission Credits 3

An examination of the theological foundations of mission derived from a study of the history of salvation. This will encompass a study of the mission given to Israel and to the Church including some interaction with contemporary theologies of mission. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 752 - Acts: Biblical and Missiological Credits 3

This course will focus on the historical, cultural and theological content leading the student toward mastery of the book of Acts. This will be followed by a discussion of cogent missiological themes, such as evangelism, power encounter, contextualization and the supernatural in missions. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 755 - Biblical Morality and Cultural Relativity Credits 3

A study of the Biblical, cultural and biological approaches to the study of morality and ethics focusing on the claims for a universal or absolute standard by which cross-cultural ethics can be evaluated. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 760 - Urban Practicum Internship Credits 3,6

A program of cross-cultural internships in the urban metropolitan area of L.A. Notes: By permission of faculty only. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 765 - Cross-Cultural Leadership Credits 3

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.

Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 767 - Cross-cultural Issues in Spiritual Formation Credits 3

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.

Restrictions: Must be Graduate Level or Doctoral Level.
ISCL 770 - Topics in Missiological Themes in the New Testament Credits 1-3
An examination of various themes in the New Testament that bear a special relevance to the missionary enterprise. Notes: May be taken multiple times for credit with different course content. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 772 - Experiential Learning Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 775 - Topics in Context and Cross-Cultural Theology Credits 1-3
May be taken multiple times for credit with different focus. Topics include regional developments in cross-cultural 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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 780 - Topics in Biblical Theology from a Missiological Perspective Credits 1-3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 783 - Traditional Oral Narrative: Analysis and Interpretation Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 786 - Signs, Symbols and Semiotics Credits 3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 791 - Field Internship Credits 1-2
Integration of all the disciplines of ministry and seminary education. It provides supervised experience in various phases of Christian ministry. One hundred hours of field experience each semester are evaluated in classroom interaction. Notes: Required of M.Div. (Missions and Intercultural Studies) students. Grade Mode: A.
Prerequisites: Completion of 64 hours of the M.Div. (Missions) program, TTPT 691, TTPT 692.
Restrictions: Must be Talbot School of Theology; and Graduate Level or Doctoral Level.

ISCL 792 - Field Internship Credits 1-2
Integration of all the disciplines of ministry and seminary education. It provides supervised experience in various phases of Christian ministry. One hundred hours of field experience each semester are evaluated in classroom interaction. Notes: Required of M.Div. (Missions and Intercultural Studies) students. Grade Mode: A.
Prerequisites: Completion of 64 hours of the M.Div. (Missions) program, TTPT 691, TTPT 692.
Restrictions: Must be Talbot School of Theology; and Graduate Level or Doctoral Level.

ISCL 793 - Independent Study Credits 1-4
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 794 - Independent Study Credits 1-4
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 801 - Method and Theory in Cross-Cultural Studies Credits 3
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.
Restrictions: Must be Doctoral Level.

ISCL 803 - Qualitative Research Credits 3
An introduction to qualitative inquiry with emphasis on data collection, analysis and validation methods for educational and missiological research. Grade Mode: A.
Restrictions: Must be Doctoral Level.

ISCL 810 - Developing a Literature Review Credits 3
This doctoral-level course focuses on how to organize and write the literature review section of a doctoral dissertation. Grade Mode: A.
Restrictions: Must be Doctoral Level.

ISCL 815 - Educational Philosophies of Global Religious Traditions Credits 3
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.
Restrictions: Must be Doctoral Level.

ISCL 816 - Education Theory Credits 3
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 cross-cultural context. Grade Mode: A.
Restrictions: Must be Cook Sch Intercultural Studies; and Doctoral Level.

ISCL 821 - Education in Social Context Credits 3
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.
Restrictions: Must be Doctoral Level.

ISCL 823 - Cross-Cultural Teaching and Learning Strategies Credits 3
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.
Restrictions: Must be a Major in Intercultural Education (IDPE) or a Major in Intercultural Studies (IDIS); and Cook Sch Intercultural Studies; Doctoral Level.

ISCL 825 - Comparative Human Development Credits 3
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.
Restrictions: Must be Doctoral Level.
ISCL 852 - Contemporary Issues in Cognitive Anthropology and Worldview Studies  
Credits 3  
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.  
Restrictions: Must be Doctoral Level.

ISCL 853 - Theoretical Issues in Cross-Cultural Engagement  
Credits 3  
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.  
Restrictions: Must be Doctoral Level.

ISCL 860 - Practicum  
Credits 1-6  
May be done in Church Planting Urban Studies, Women’s Ministries or other approved church/mission programs. Notes: Designed for doctoral students. Grade Mode: A.  
Restrictions: Must be Doctoral Level.

ISCL 861 - Alternative Delivery Systems in Education  
Credits 3  
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. Notes: Elective for Th.M. students. Grade Mode: A.  
Restrictions: Must be Doctoral Level.

ISCL 865 - Qualifying Examination  
Credits 0  
Following the completion of coursework, the student must register for the qualifying examination. The student is considered full-time while enrolled for ISCL 865. Grade Mode: C.  
Restrictions: Must be a Major in Doctor of Missiology (ITHD), a Major in Doctor of Missiology (IGRD), a Major in Doctor of Missiology (IMDM), a Major in Intercultural Studies (IDIS) or a Major in Intercultural Education (IDPE); and Cook Sch Intercultural Studies; Doctoral Level.  
Fee: $100.

ISCL 866 - Qualifying Examination Extension  
Credits 0  
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. Grade Mode: C.  
Restrictions: Must be Cook Sch Intercultural Studies; and Doctoral Level.  
Fee: $100.

ISCL 867 - Comparative Educational Systems  
Credits 3  
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.  
Restrictions: Must be Doctoral Level.

ISCL 872 - Foundations of Doctoral Research  
Credits 3  
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.  
Restrictions: Must be Doctoral Level.

ISCL 873 - Tutorial  
Credits 1-3  
May be taken multiple times for credit with different topics such as intercultural studies, Bible translation, missiology, cross-cultural theology, cross-cultural education, and cross-cultural health care. Notes: Designed for doctoral students only. Grade Mode: A.  
Restrictions: Must be a Major in Intercultural Studies (IDIS), a Major in Doctor of Missiology (ITHD), a Major in Doctor of Missiology (IGRD), a Major in Doctor of Missiology (IMDM), a Major in Doctor of Intercultural Studies (IDIN) or a Major in Intercultural Education (IDPE); and Cook Sch Intercultural Studies; Doctoral Level.

ISCL 874 - Seminars  
Credits 1-3  
May be taken multiple times for credit with different topics including church planting, evangelism, anthropology, intercultural communication, linguistics, cross-cultural education, sociolinguistics, cross-cultural theology, theology of mission, history of missions, mission strategy, Bible translation. Notes: Designed for doctoral students only. Grade Mode: A.  
Restrictions: Must be a Major in Intercultural Studies (IDIS), a Major in Doctor of Missiology (ITHD), a Major in Doctor of Missiology (IGRD), a Major in Doctor of Missiology (IMDM), a Major in Doctor of Intercultural Studies (IDIN) or a Major in Intercultural Education (IDPE); and Cook Sch Intercultural Studies; Doctoral Level.

ISCL 879 - Research Design  
Credits 3  
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.  
Restrictions: Must be Doctoral Level.

ISCL 880 - Doctoral Dissertation/Capstone Project  
Credits 0-4  
Normally a student must take a minimum of two credits for up to a maximum of 4 semesters to be considered full time. Notes: The student will be considered full-time for a maximum of four semesters. Grade Mode: D.  
Restrictions: Must be a Major in Doctor of Missiology (ITHD), a Major in Doctor of Missiology (IMDM), a Major in Doctor of Intercultural Studies (IDIN) or a Major in Doctor of Missiology (IGRD); and Cook Sch Intercultural Studies; Doctoral Level.

ISCL 881 - Doctoral Dissertation/Capstone Project Proposal  
Credits 2  
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. Notes: The student will be considered full-time for a maximum of one semester. Grade Mode: A.  
Restrictions: Must be a Major in Doctor of Missiology (ITHD), a Major in Doctor of Missiology (IMDM), a Major in Doctor of Intercultural Studies (IDIN) or a Major in Doctor of Missiology (IGRD); and Cook Sch Intercultural Studies; Doctoral Level.

ISCL 883 - Action-Reflection Research Design  
Credits 2-3  
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.  
Restrictions: Must be Doctoral Level.
ISCL 885 - Multicultural Education  Credits 3
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.
Restrictions: Must be Doctoral Level.

ISCL 890 - Ph.D. Dissertation Field Research  Credits 0-6
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.
Restrictions: Must be a Major in Intercultural Education (IDPE) or a Major in Intercultural Studies (IDIS); and Cook Sch Intercultural Studies; Doctoral Level.

ISCL 891 - Ph.D. Dissertation Proposal  Credits 3
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. Notes: Constitutes full-time status. Grade Mode: A.
Restrictions: Must be a Major in Intercultural Education (IDPE) or a Major in Intercultural Studies (IDIS); and Cook Sch Intercultural Studies; Doctoral Level.

ISCL 893 - Leave of Absence  Credits 0
For students who have been granted an official leave of absence from the program. Grade Mode: N.
Restrictions: Must be Cook Sch Intercultural Studies; and Doctoral Level. Fee: $15.

ISCL 895 - Doctoral Research Seminar  Credits 1-3
In-depth investigation of a topic under the guidance of the Intercultural Studies department using standard research procedures. Topic selection and course enrollment is by department approval. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level.

ISCL 896 - Ph.D. Research Seminar  Credits 1-3
Specialized research topics are examined critically in consider able detail with attention to the supporting literature on each topic. Notes: May be taken multiple times for credit under a different topic. Grade Mode: A.
Restrictions: Must be Doctoral Level.

ISCL 897 - Research Seminar  Credits 3
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. Notes: 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. Grade Mode: A.
Restrictions: Must be Doctoral Level. Fee: $50.

ISCL 898 - Research Seminar  Credits 2
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.
Restrictions: Must be Doctoral Level.

ISTE: TESOL - Graduate

ISTE 501 - Introduction to TEFL  Credits 3
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. Notes: Does not count toward the department’s graduate certificate or M.A. in TESOL. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 505 - Foundations of TESOL  Credit 1
An introductory course orienting new online graduate students to requirements and expectations of the MA TESOL program, including key concepts and resources in TESOL, and helping students build community and plan their program. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 509 - Structure of English  Credits 3
Study of the syntax of English in preparation for teaching non-native speakers. Theoretical insights taken from several approaches to grammar. Notes: May also be completed as a Field Studies course. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level. Fee: Exam $100.

ISTE 511 - Structure of English — Challenge  Credits 3
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. Grade Mode: C.
Restrictions: Must be Graduate Level or Doctoral Level. Fee: Exam $100.

ISTE 512 - Essentials of TESOL  Credits 3
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. Notes: Does not count toward the department’s graduate certificate or M.A. in TESOL. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 525 - Introduction to TESOL—Adult  Credits 3
An introduction to the field of TESOL at the post-secondary and adult levels dealing with learner needs, approaches to and methods of teaching, techniques for the four skills, lesson planning and classroom management. May also be completed as a Field Studies course. Notes: May be taken concurrently with other TESOL courses. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 526 - Introduction to TESOL — K–12  Credits 3
An introduction to the field of TESOL at the primary and secondary levels in U.S. multilingual classrooms. The role of the primary language, methods and techniques for teaching the four skills, and assessment are also covered. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 527 - Materials Evaluation and Preparation  Credits 3
Principles of ESL/EFL materials design. Enables teachers to evaluate and adapt published materials, prepare their own materials, and use a variety of media, including video and computers. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE 528</td>
<td>Introduction to TESOL — Challenge</td>
<td>3</td>
<td>Students who have taken a course similar to ISTE 525 may petition the faculty to earn credit by means of a challenge exam. Notes: May be taken concurrently with other TESOL courses. Grade Mode: C. Restrictions: Must be Graduate Level or Doctoral Level. Fee: Exam $100.</td>
</tr>
<tr>
<td>ISTE 530</td>
<td>Ethics, Values, and Intercultural Communication for TESOL Professionals</td>
<td>3</td>
<td>This course develops professionalism in ESOL teachers in three areas: effective intercultural communication, appropriate communication of different worldviews and values, and ethics for teachers in various contexts. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 580</td>
<td>English: Past, Present and Future</td>
<td>2-3</td>
<td>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.</td>
</tr>
<tr>
<td>ISTE 581</td>
<td>Topics in TESOL</td>
<td>1-3</td>
<td>Topics are listed in the class schedule each semester. Course may be taken multiple times 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. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 582</td>
<td>Topics in TESOL</td>
<td>1-3</td>
<td>Topics are listed in the class schedule each semester. Course may be taken multiple times 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. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 614</td>
<td>Second Language Acquisition</td>
<td>3</td>
<td>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. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 621</td>
<td>Classroom Research in TESOL</td>
<td>3</td>
<td>Introduction to classroom-based research, in-depth examination of various methods and techniques of TESOL, and introduction to teacher training and program administration. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 627</td>
<td>Vocabulary Learning and Teaching</td>
<td>1-3</td>
<td>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. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 632</td>
<td>Language Testing and Assessment</td>
<td>3</td>
<td>Examination of theory and practice of standardized language tests along with teacher-developed assessment instruments for different language skill areas. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 635</td>
<td>Technology for Language Learning and Teaching</td>
<td>2-3</td>
<td>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. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 644</td>
<td>Discourse and Language Teaching</td>
<td>3</td>
<td>Conversation analysis, the analysis of written texts, and discourse across cultures. Focus will be on discourse in the classroom and pedagogical applications. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 648</td>
<td>Teaching Second Language Reading and Writing</td>
<td>3</td>
<td>Exploration of effective pedagogy for teaching academic reading and writing at various levels in the ESL and EFL context. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 664</td>
<td>English for Specific Purposes</td>
<td>3</td>
<td>Exploration of issues involved in teaching English to specific groups of students, especially those in scientific, technical, and vocational fields. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 665</td>
<td>Course Design in TESOL</td>
<td>2-3</td>
<td>How to develop a language program and design a language course, including needs assessment, methodology choices, goals specifications and implementation issues. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 690</td>
<td>Independent Study</td>
<td>1-3</td>
<td>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. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>ISTE 691</td>
<td>Field Practicum in TESOL</td>
<td>2-3</td>
<td>Intensive ESL/EFL classroom teaching in a field setting, typically as part of a supervised team working with a voluntary agency. Notes: Elective. Grade Mode: A. Prerequisites: ISTE 525. Restrictions: Must be Graduate Level.</td>
</tr>
</tbody>
</table>
ISTE 692 - Practicum in TESOL II  Credits 3
Extensive independent teaching in an ESL classroom under the general supervision of a master teacher, plus weekly group discussion of issues in language pedagogy. Credit for course may be earned, on the basis of some field-based situations, by portfolio assessment. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.
Fee: Lab $150.

ISTE 693 - Portfolio  Credit 1
Documentation of accomplishments in the area of teaching, research, and professional development. Details can be found in the ALT Handbook. Grade Mode: C.
Prerequisites: ISTE 525.
Restrictions: Must be Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.

ISTE 694 - Practicum in TESOL — Challenge  Credits 3
Credit for course may be earned on the basis of some field-based situations by portfolio assessment (as detailed in the ALT Handbook).
Grade Mode: C.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.
Fee: $50.

ISTE 695 - Research Seminar  Credit 1
Guidance in the development of a thesis or research paper. Students produce a preliminary thesis statement, proposal, outline, and working bibliography. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 696 - Research Paper  Credit 1
A paper based on classroom research, literature review, or the design of a syllabus or appropriate teaching materials. Grade Mode: A.
Prerequisites: ISTE 695.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 699 - M.A. Thesis  Credits 3
Research for and writing of an M.A. thesis. Students permitted to write a thesis will not be required to do a portfolio.
Grade Mode: C.
Prerequisites: ISTE 695 or equivalent and consent of M.A. committee.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 714 - Second Language Acquisition  Credits 3
Examination of the various factors, especially individual, sociological, and psychological, which enter into the process of acquiring a second language. Includes discussion of learning strategies as well as autonomous learning inside and outside of the classroom. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 721 - Classroom Research  Credits 3
Introduction to classroom-based research, in-depth examination of various methods and techniques of TESOL, and introduction to teacher training and program administration. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 727 - Vocabulary Learning and Teaching  Credits 1-3
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. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 732 - Language Testing and Assessment  Credits 3
Examination of theory and practice of standardized language tests along with teacher-developed assessment instruments for different language skill areas. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.

ISTE 742 - Teaching Second Language Writing  Credits 1-3
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. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 744 - Discourse and Language Teaching  Credits 3
Conversation analysis, the analysis of written texts, and discourse across applications. Focus will be on discourse in the classroom and pedagogical considerations. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 746 - Teaching Second Language Reading  Credits 1-3
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. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 756 - Course Design in TESOL  Credits 3
How to develop a language program and design a language course, including needs assessment, methodology choices, goals specifications and implementation issues. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 799 - Research Continuous Registration  Credits 0
Students who are not registered for any other courses and who need extra time are required to register for this course each semester to maintain their degree status. Grade Mode: C.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.
Fee: $100.

ISTE 881 - Topics in TESOL  Credits 1-3
Topics are listed in the class schedule each semester. Course may be taken twice for credit with a different topic. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Cook Sch Intercultural Studies; and Doctoral Level.

ISTE 882 - Topics in TESOL  Credits 1-3
Topics are listed in the class schedule each semester. Courses may be taken twice for credit with a different topic. Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Doctoral Level.
ISTE 890 - Independent Study

Credits 1-3

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. Grade Mode: A.

Prerequisites: ISTE 525.

Restrictions: Must be Doctoral Level.
CROWELL SCHOOL OF BUSINESS - GRADUATE

Faculty
Dean: Gary Lindblad, Ed.D.
Professor: Castro, Rundle
Associate Professors: Aguas, Bourgeois, Burnett, Harman, McHugh, Mgrdichian, Mobley, Sherwin, Wilson, Woodward
Assistant Professors: Enete

Programs

Degrees Offered
- Business Administration, MBA (p. 298)
- Nonprofit Management, MM (p. 300)
- Professional Accountancy, MPAcc (p. 302)

Courses

Course Descriptions
- Business Administration (MBAD) (p. 303)
- Professional Accountancy (MPAC) (p. 305)

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.

The faculty of the Crowell School of Business combines an integrated Biblical worldview with scholarly research, academic rigor, real-world experience, and teaching excellence. Each is engaged in the ministry of preparing men and women to be good and faithful servants in the organizations to which God has called them. This preparation includes training them to be creative and capable business people, able to innovate for the future, along with a Godly concern for people.

Program Description
The MBA degree is designed for those individuals who understand that putting Christ first will make them better business people, and that the accomplishment of this requires high levels of faith, knowledge and integrity. The program attracts individuals who are seeking a rigorous program of study in the full range of business topics necessary for a complete understanding of the modern organization. In every course, the business topics are integrated with one another and with Scripture, so that those who participate can correctly and confidently become change management leaders within their organizations.

Distinctives of the program are:

1. To truly integrate the teachings of Scripture throughout the curriculum, Biola University and the MBA program accept students who are committed followers of the Lord Jesus Christ.

2. Seventeen percent of the core courses for the MBA degree qualify as Bible courses and are either taught or co-taught by Talbot School of Theology faculty.

3. The MBA program provides a one-on-one mentoring opportunity for every student. Mentors are committed and growing Christians who also are successful business people.

4. Every course provides a strong link between theory and practice. Most courses are taught by Ph.D.’s in the field of study, who have successfully published and have substantial business or consulting experience.

5. Students will have the opportunity to develop meaningful personal relationships with Ph.D. faculty, additional resource faculty, mentors, and peers which, in turn will lead to a wide range of personal growth outcomes, including:
   a. Foundational knowledge of current business contexts and issues.
   b. The ability to integrate Christian thought within the context of the management and innovation process.
   c. Possession of Christian attitudes conducive to the development of professional excellence and witness to the business community.
   d. Commitment to lifelong learning and professional growth.

6. A non-traditional course schedule of evening and some weekend courses provides flexibility for busy students.

Learning Outcomes

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

1. Biblical Integration & Integrity: Students will explain how to make ethical and knowledgeable decisions with character and integrity in their personal and work lives, based upon the application of Biblical principles and the recognition of their vocation as God’s calling (ULO 1 and 3).

2. Communication and Collaboration: Students will communicate advanced business theories and practices effectively through a variety of techniques including written, oral, and electronic communication technologies, and by organizing, working in, and leading teams (ULO 1).

3. Innovation: Students will identify and analyze mind-sets and behaviors that successful innovators exhibit and generate creative thinking to solve business problems, using strategies learned in the program (ULO 1).

4. Critical Thinking: Students will demonstrate the ability to independently evaluate a situation, apply advanced business concepts in order to improve the performance of an organization and organize business information into actionable intelligence that enables communities to flourish (ULO 1 and 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Graduation Requirements
The Master of Business Administration degree program has five distinct elements:

1. Leveling (prerequisite) coursework, required for those without a business undergraduate degree (up to 11 credits).
2. A common core of graduate courses (28 credits).
3. A concentration of required theology courses (3 credits).
4. An integrative business ethics course (3 credits).
5. Participation in the 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 11 credits). A student taking all 11 credits of leveling would have a total of 45 credits in their program.

A minimum of 28 graduate credits must be completed in the Master of Business Administration program at Biola University.

All students must take the Peregrine Business Exit Exam by their last trimester.

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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

Transfer of Credits
Students transferring from a regionally accredited graduate program may transfer a maximum of 6 credits. The courses transferred must be equivalent, have direct applicability to the student’s program, and be approved by the Dean. Only courses with a grade of "B" (3.0) or higher will be considered for transfer toward the MBA degree; a grade of "B-" is not transferable.

Calendar
The program utilizes three 15-week trimesters (Fall, Spring, and Summer). Each trimester is divided into two 7-week terms (for example, Fall Session A and Fall Session B). Students typically take one or two courses at a time in each 7-week section. If enrolled part-time, students primarily attend one night per week. If enrolled full-time, students may attend two nights per week.

Flex MBA
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 trimester, which is an excellent option for professionals who wish 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. Applicants must have completed all bachelors requirements (Business Administration or other field) prior to the start of the program and must have a bachelors degree conferred from a regionally accredited institution prior to the start of the second term.
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 is strongly encouraged to participate in a part-time internship or job that he or she has personally arranged, in order to gain valuable real-world experience while earning the MBA degree.

Admission is competitive and based upon a committee review of each applicant’s undergraduate grade point average, personal experience and professional background. A GMAT or GRE score is not required for admission but will be considered if submitted.

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 English Language Learners
This section applies to applicants for whom English is not a primary language. It is essential that applicants for whom English is not a primary language 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 TOEFL 100 iBT or IELTS 7.5. The admissions committee will also require an oral interview and may require a writing sample.

For more details on how, when, and where to take language tests, visit online:

- TOEFL (IBT) (http://www.ets.org/toefl)
- IELTS (https://www.ielts.org)

Language tests are administered only at specific times, so candidates for admission should inquire about testing dates well in advance of the date of anticipated school term in the US.

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 trimester). 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 in order to fulfill the internship requirement of the program.

Curriculum Requirements
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 11 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>3</td>
</tr>
<tr>
<td>MBAD 506</td>
<td>Marketing from the Management Perspective</td>
<td>9</td>
</tr>
<tr>
<td>MBAD 507</td>
<td>Economic Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 508</td>
<td>Business Law</td>
<td>9</td>
</tr>
<tr>
<td>MBAD 516</td>
<td>Accounting and Finance for Decision Makers</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 601</td>
<td>Intensive: Group Dynamics</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 604</td>
<td>Organizational Financial Policy</td>
<td>3</td>
</tr>
</tbody>
</table>
The Master of Management in Nonprofit Organizations degree program has four distinct elements:

1. To truly integrate the teachings of Scripture throughout the curriculum, Biola University’s Talbot School of Theology and the Crowell School of Business Master of Management in Nonprofit Organizations programs only accept students who are committed followers of the Lord Jesus Christ.

2. Thirty percent of the core courses for the Master of Management in Nonprofit Organizations degree qualify as Bible courses and are either taught or co-taught by Talbot School of Theology faculty.

3. This program provides a one-on-one mentoring opportunity for every student. Mentors are committed and growing Christians who also are successful business people.

4. Every course provides a strong link between theory and practice. Most courses are taught by Ph.D.’s in the field of study, who have successfully published and have substantial business or consulting experience. In addition, many courses will include a successful business person in the area of study who will serve as additional resource faculty.

5. Students will have the opportunity to develop meaningful personal relationships with Ph.D. faculty, additional resource faculty, mentors, and peers which, in turn will lead to a wide range of personal growth outcomes, including:
   a. Foundational knowledge of current business contexts and issues.
   b. The ability to integrate Christian thought within the context of the management and innovation process.
   c. Possession of Christian attitudes conducive to the development of professional excellence and witness to the business community.
   d. Commitment to lifelong learning and professional growth.

6. A non-traditional course schedule of evening and some weekend courses provides flexibility for busy students.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Master of Management in Nonprofit Organizations, students will be able to:

1. Demonstrate knowledge and competency of core business skills by:
   a. learning foundational business principles and practices, and
   b. applying these business principles and practices to effectively manage, lead and serve faith-based organizations (ULO 1).

2. Show knowledge and understanding of the unique aspects of faith-based organizations through:
   a. the understanding of the mission, vision & core values of faith-based organizations,
   b. bridging perspectives between pastoral and managerial ministries, and
   c. utilizing excellent communication and leadership skills to further grow faith-based organizations (ULO 3).

3. Apply a biblical and theological worldview to faith-based organizations by:
   a. integrating knowledge from their courses into their worldview and management practice, and
   b. articulating a theology of work (ULO 2).

4. Demonstrate personal growth, leadership & innovative thinking, undergirded by character and integrity by:
   a. applying the teachings of the Bible to foster personal growth and Christian spiritual formation,
   b. implementing a leadership style that fosters the growth of others and the advancement of the mission of the organization, and
   c. learning to think creatively and innovatively to develop new ideas and ways of managing and doing business (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Graduation Requirements

The Master of Management in Nonprofit Organizations degree program has four distinct elements:
Transfer of Credits

Students transferring from a regionally accredited graduate program may transfer a maximum of 6 credits. The courses transferred must be equivalent, have direct applicability to the student’s program, and be approved by the Dean. Only courses with a grade of “B” (3.0) or higher will be considered for transfer toward the MM degree; a grade of “B-” is not transferable.

Calendar

The program utilizes three 15-week trimesters (Fall, Spring and Summer). Each trimester is taught two 7-week terms (for example, Fall Session A and Fall Session B). Most theology courses are taught in 15-week terms. Students typically take one or two courses at a time in each 7-week Session. If enrolled part-time, students primarily attend one night per week. If enrolled full-time, students may attend two nights per week.

Admission Requirements

Admissions requirements will be based upon the requirements for Biola and the Master of Management in Non-Profit Organizations:

• Be a committed follower of the Lord Jesus Christ.

• Applicants must have completed all bachelors requirements (Business Administration or other field) prior to the start of the program and must have a bachelors degree conferred from a regionally accredited institution prior to the start of the second term.

• The program will be targeted to and preference will be given to those with at least three years of work experience after graduation when admitted to the program.

Admission of English Language Learners

This section applies to applicants for whom English is not a primary language. It is essential that applicants for whom English is not a primary language 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 TOEFL: 100 iBT or IELTS 7.5. 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 or IELTS test for MM applicants for whom English is not a primary language who already have a Biola Business degree. Waivers of this requirement will be evaluated in the applicant’s interview with the Dean.

For more details on how, when, and where to take language tests, visit online:

• TOEFL (iBT) (http://www.ets.org/toefl)
• IELTS (https://www.ielts.org)

Language tests are administered only at specific times, so candidates for admission should inquire about testing dates well in advance of the date of anticipated school term in the US.

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 trimester). 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 in order to fulfill the internship requirement of the program.

Degree Program

The program will require 35 or 37 credits of coursework; 25 credits will be from Crowell, 10 or 12 credits from Talbot depending upon which track students select. All courses are 3 credits unless otherwise noted.

Curriculum Requirements

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MBAD 506</td>
<td>Marketing from the Management Perspective 1</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 516</td>
<td>Accounting and Finance for Decision Makers 1</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 601</td>
<td>Intensive: Group Dynamics</td>
<td>1</td>
</tr>
<tr>
<td>MBAD 611</td>
<td>Management Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 613</td>
<td>Biblical Management and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 625</td>
<td>Organizational Change and Leadership</td>
<td>3</td>
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<tr>
<td>MBAD 644</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 685</td>
<td>Capstone: Nonprofit Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 credits of elective courses 3

Talbot Courses

Select one of the following tracks: 10-12

Track 1: Spiritual Formation Focus 10

TTSF 501 Introduction to Spiritual Theology and Formation 10

TTSF 503 Personal Foundations for Spiritual Formation 3

TTSF 504 Spiritual Formation, Vocation, and the Disciplines 3

TTSF 505 Talbot Spiritual Direction I 3

TTSF 506 Talbot Spiritual Direction II 3

Select one 3-credit Talbot course 3

Track 2: Biblical Foundations Focus 12

TTBE 517 Hermeneutics and Bible Study Methods 1

TTBE 519 Old Testament Survey 1

TTBE 520 New Testament Survey 1
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.

Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Admission Guidelines
Applications must be submitted through the Graduate Admissions Office. Candidates must:

1. Be a follower of the Lord Jesus Christ.
2. Students must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree conferred from a regionally accredited institution prior to the start of the second term.

A completed application includes: a submitted application form, a personal statement, 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 (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 English Language Learners
This section applies to applicants for whom English is not a primary language. It is essential that applicants for whom English is not a primary language 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 TOEFL: 100 iBT or IELTS 7.5. 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 or IELTS test for MPAcc applicants for whom English is not a primary language who already have a Biola Accounting degree. Waivers of this requirement will be evaluated in the applicant’s interview with the Dean.

For more details on how, when, and where to take language tests, visit online:

- TOEFL (http://www.ets.org/toefl)
- IELTS (https://www.ielts.org)

Language tests are administered only at specific times, so candidates for admission should inquire about testing dates well in advance of the date of anticipated school term in the US.

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, no off-campus employment is permitted for students on an F-1 visa without written permission of the United States Immigration authorities.

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 MPAcc 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 accounting ethics course (3 credits).
4. Completed an intercultural service project.

A total of 33 credits of graduate coursework is required for the Masters of Professional Accountancy. Those with 30 credits of college level bible/
theology courses (and Torrey Honors graduates) may have their program reduced to 30 credits as they will not be required to take 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.

Because the length of the program is typically two semesters, students must meet with their advisor and Graduate Graduation Counselor in the Office of the Registrar in the first month of their final semester to declare intent to graduate (See Graduate Graduation Check description in the Admission, Enrollment and Graduation Requirements (p. 23) section).

**Degree Program**

Thirty-three credits of graduate courses are required for all MPAcc degrees in the Crowell School of Business, which include 3 graduate credits of theology and 3 graduate credits of integration of theology with accounting ethics.

Students without an undergraduate degree in accounting or equivalent will require additional accounting leveling credits. Students who receive a grade of “C” or below in MPAC 511, may be required to complete remedial work before taking MPAC 512. Students must receive a “B” (3.0) or above in MPAC 512, and/or MPAC 516 prior to taking its related core course. Students without a business undergraduate degree will require additional business leveling.

**Curriculum Requirements**

**Accounting Leveling Courses**

Up to 21 credits of accounting leveling courses may be required for students without an undergraduate degree or equivalent in accounting.

- MPAC 511 Intermediate Accounting I
- MPAC 512 Intermediate Accounting II
- MPAC 513 Cost Accounting
- MPAC 516 Federal Income Tax for Partnerships, Corporations and Estates
- MPAC 517 Accounting Information Systems
- MPAC 522 Advanced Accounting
- MPAC 523 Auditing

**Business Leveling Courses**

Up to 8 credits of leveling courses or equivalent may be required for students without an undergraduate degree in business.

- MBAD 502 Digital Tools for Business
- MBAD 506 Marketing from the Management Perspective
- MBAD 507 Economic Fundamentals
- MBAD 508 Business Law

**Program Courses**

- MPAC 603 Issues in Financial Accounting
- MPAC 614 Advanced Taxation of Business Entities
- MPAC 621 Accounting Research and Communication
- MPAC 626 Ethics in Accounting
- MPAC 629 Government and Nonprofit Accounting
- MPAC 632 International Accounting
- MPAC 634 Financial Statement Analysis and Valuation
- MPAC 641 Accounting Analytics
- TTTH 630 Theology of Work

Select 6 credits of elective courses from the following: 6

- MPAC 638 Advanced Auditing
- MPAC 644 Advanced Taxation of Individuals
- MPAC 647 Advanced Topics in California Industries
- MPAC 650 Directed Study
- MPAC 652 Practical Applications in Accounting I: Auditing and Attestation
- MPAC 654 Practical Applications in Accounting II: Business Environment and Concepts
- MPAC 656 Practical Applications in Accounting III: Financial Accounting and Reporting
- MPAC 658 Practical Applications in Accounting IV: Regulation
- MPAC 660 Advanced Topics in Accounting Information Systems
- MPAC 670 Accounting Internship
- MPAC 680 Field Experience in Accounting

**Crowell Courses by Discipline**

**MBAD: Business Administration**

**MBAD 502 - Digital Tools for Business**

Students will learn how to utilize 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. **Grade Mode:** A.

**Restrictions:** Must be Crowell School of Business; and Graduate Level or Doctoral Level.

**MBAD 506 - Marketing from the Management Perspective**

Students learn to manage the marketing process in the context of the firm's strategies and objectives. Topics include analyzing marketing opportunities, selecting target markets, developing marketing strategies, planning marketing programs, budgeting the marketing program, and implementing and controlling the marketing effort. Students will also be introduced to economic principles that affect marketing decisions. Throughout the course students will reflect on Biblical and ethical issues in marketing, and how they potentially affect the marketing management process. **Grade Mode:** A.

**Restrictions:** Must be Crowell School of Business; and Graduate Level or Doctoral Level.

**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. **Grade Mode:** A.

**Restrictions:** Must be Crowell School of Business; and Graduate Level or Doctoral Level.

**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. **Grade Mode:** A.

**Restrictions:** Must be Crowell School of Business; and Graduate Level or Doctoral Level.
MBAD 550 - Business Internship  
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. Notes: An Add/Drop Slip and Arranged Course Form must be obtained in the Crowell School of Business. Grade Mode: A.  
Prerequisites: Approved proposal.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

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. The learning that takes place here will be used and amplified in the students’ future coursework. Students will also be introduced to how a biblical worldview equips the Christian to follow Christ in the workplace. Another important part of the weekend is the introduction of the M.B.A. Mentor Program, along with the outstanding individuals who have been selected, and have chosen, to serve as mentors. Grade Mode: A.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.  
Fee: $100.

MBAD 604 - Organizational Financial Policy  
An examination and evaluation of financial decision making in the Corporate environment: valuation of future cash flows, characterization of risk and return and evaluation of 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 decision makers on how to improve the financial performance of their firms and make the best capital investment decisions. Grade Mode: A.  
Prerequisites: MBAD 516 required unless waived through undergraduate coursework.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MBAD 605 - Advanced Financial Management and Control  
This course examines the means for achieving control while exploring improvement alternatives. Topics such as financial statement analysis, budgeting, tax issues, restructuring, reengineering, and current topics in financial management are discussed. Learning focuses on the methods used by managers to guide employee actions in ways that are both financially and Biblically appropriate. Grade Mode: A.  
Prerequisites: MBAD 516 required unless waived through undergraduate coursework.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MBAD 608 - Marketing Strategy  
This course is designed to provide students with an analytical framework to conduct (1) marketing planning and strategy, (2) market definition and measurement, and (3) the management and control of marketing programs. The primary objectives of this course are two-fold: (1) provide an environment where each student can develop the necessary professional skills for a successful career in marketing management; and (2) encourage analytic and strategic thinking about marketing programs. Using business-related tenets of economics, students will also learn how to apply economic principles to strategic decision-making. Grade Mode: A.  
Prerequisites: MBAD 506 required unless waived through undergraduate coursework.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MBAD 609 - 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 a review of basic business statistics concepts. 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. Grade Mode: A.  
Prerequisites: MBAD 502 and 505 required unless waived through undergraduate coursework.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MBAD 611 - Management Theory and Practice  
This course focuses on the development of managerial skills to enhance personal and organizational effectiveness. Students will examine and critique academic articles, professional literature and business cases related to personal and organizational productivity, operations management, human behavior in organizations, leadership and general management. Students will be required to reflect deeply upon the meaning of managerial effectiveness and will further be expected to challenge their own practices in light of these lessons. Special attention will be placed on the development of one’s personal faith and a Biblical perspective of management. Grade Mode: A.  
Restrictions: Must be Graduate Level.

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. Grade Mode: A.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MBAD 620 - Social Entrepreneurship  
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. Grade Mode: A.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.
MBAD 625 - Organizational Change and Leadership Credits 3
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. Grade Mode: A.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MBAD 633 - Managing Emerging Enterprises Credits 3
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 goal is to prepare students for starting and running successful or emerging enterprises, or to employ an entrepreneurial mindset in any organizational setting. Grade Mode: A.
Prerequisites: MBAD 604, MBAD 608, MBAD 611.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MBAD 640 - Current and Advanced Topics in Entrepreneurial Studies Credits 1-3
Elective course in such topics as advertising and social media, negotiation and conflict management for the change agent, and practical leadership theory. Notes: May be taken twice with a different topic. Grade Mode: A.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MBAD 644 - Nonprofit Management Credits 3
The study of the management principles, concepts, and practices in nonprofit organizations. Topics include the development of mission statements, success measures, organization structure, stakeholder management, promotion, fundraising, and strategic decision-making. Grade Mode: A.
Restrictions: Must be Crowell School of Business; and Graduate Level.

MBAD 650 - Current/Advanced Topics in Business Credits 1-3
In-depth investigation of a topic under the guidance of the faculty. Notes: Special approval required. Grade Mode: A.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MBAD 675 - Management Strategy Credits 3
This course focuses on the requirements for building and sustaining a competitive advantage through strategic management, both within existing businesses and new business start-ups. Students will discover that all business projects and initiatives benefit from strategic thinking as they develop an awareness of the range, scope and complexity of the issues and problems related to the strategic management of an organization's resources and capabilities. A strategic planning model will be introduced in the class and students will use the model to create a strategic plan for an existing business or new idea. Students will develop insight into the skills necessary to be an effective general manager through a business simulation project. Students will also explore the Biblical implications of strategic management.
Prerequisites: MBAD 604, MBAD 605, MBAD 608, MBAD 609, MBAD 610, MBAD 611, MBAD 620, MBAD 625; MBAD 633 (or MBAD 630 and MBAD 635). Grade Mode: A.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MBAD 685 - Capstone: Nonprofit Organizations Credits 3
This course ties together all of the materials covered in the Master of Management in Nonprofit Organizations program. Students will complete a field study project that demonstrates their understanding of business concepts with the unique challenges that faith-based and nonprofit organization brings. Grade Mode: A.
Prerequisites: MBAD 613, MBAD 625, MBAD 644.
Restrictions: Must be a Major in Master of Mgmt Nonprofit Orgs (MMNP); and Crowell School of Business; Graduate Level.

MPAC: Professional Accountancy

MPAC 511 - Intermediate Accounting I Credits 3
Advanced treatment of cash-flow, funds-flow analyses, preparation of financial statements, income tax allocation, valuation, forecasts, and cash reconciliation. Grade Mode: A.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 512 - Intermediate Accounting II Credits 3
Advanced treatment of cash-flow, funds-flow analyses, preparation of financial statements, income tax allocation, valuation, forecasts, and cash reconciliation. Grade Mode: A.
Prerequisites: MPAC 511.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 513 - Cost Accounting Credits 3
Cost accounting from a managerial, conceptual and technical viewpoint; product, labor, material and overhead costing; planning and control processes; and analytical procedures. Grade Mode: A.
Prerequisites: MPAC 511.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 516 - Federal Income Tax for Partnerships, Corporations and Estates Credits 3
An explanation of the federal income tax law as it relates to partnerships and corporations. Estate taxes are reviewed with a historical perspective. Grade Mode: A.
Prerequisites: MPAC 511.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.
MPAC 517 - Accounting Information Systems  
Credits 3  
The study of computer based systems for the collection, organization, and presentation of accounting information. Grade Mode: A.  
Prerequisites: MBAD 502 and MPAC 511.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 522 - Advanced Accounting  
Credits 3  
Examines essential elements of corporate consolidations, branch and departmental accounting, international accounting, advanced partnership and fund accounting concepts. Grade Mode: A.  
Prerequisites: MPAC 512.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 523 - Auditing  
Credits 3  
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. Grade Mode: A.  
Prerequisites: MPAC 512.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 603 - Issues in Financial Accounting  
Credits 3  
Advanced and current issues in financial accounting and reporting, including professional pronouncements. Grade Mode: A.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 614 - Advanced Taxation of Business Entities  
Credits 3  
Advanced federal taxation concepts of corporations, partnerships, and other flow-through entities. Grade Mode: A.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 621 - Accounting Research and Communication  
Credits 3  
Accounting literature research with the use of technology and the communication of the findings in written and oral formats. Grade Mode: A.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 626 - Ethics in Accounting  
Credits 3  
Ethical issues and standards in the accounting profession. Grade Mode: A.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 629 - Government and Nonprofit Accounting  
Credits 3  
Principles of fund accounting as it is applied to governmental and nonprofit entities as well as the fundamentals of nonprofit taxation. Grade Mode: A.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 632 - International Accounting  
Credits 3  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 634 - Financial Statement Analysis and Valuation  
Credits 3  
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. Grade Mode: A.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 638 - Advanced Auditing  
Credits 3  
Advanced treatment of contemporary auditing topics and assurance services. Grade Mode: A.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 641 - Accounting Analytics  
Credits 3  
Students will understand the role that digital technologies and statistical analysis play in solving complex accounting issues. The students will develop and advanced knowledge of technology to apply to analyze accounting information. Grade Mode: A.  
Restrictions: Must be a Major in MA of Professional Accountancy (MPAC); and Graduate Level.

MPAC 644 - Advanced Taxation of Individuals  
Credits 3  
Advanced Federal taxation issues as it relates to individual taxpayers. Grade Mode: A.  
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 647 - Advanced Topics in California Industries  
Credits 3  
This course covers the core accounting topics in key California industries; including technology, entertainment, real estate, and financial services. Grade Mode: A.  
Restrictions: Must be a Major in MA of Professional Accountancy (MPAC); and Graduate Level.

MPAC 650 - Directed Study  
Credits 1-3  
In-depth investigation of a topic under the guidance of the faculty. Grade Mode: A.  
Restrictions: Must be Graduate Level or Doctoral Level.

MPAC 652 - Practical Applications in Accounting I: Auditing and Attestation  
Credit 1  
Coverage of the practical applications in auditing and attestation, including audit procedures and Generally Accepted Auditing Standards (GAAS). Grade Mode: C.  
Restrictions: Must be a Major in MA of Professional Accountancy (MPAC); and Graduate Level.

MPAC 654 - Practical Applications in Accounting II: Business Environment and Concepts  
Credit 1  
Coverage of the practical applications of economic concepts, financial management, and information technology as it relates to an entity's operations. Grade Mode: C.  
Restrictions: Must be a Major in MA of Professional Accountancy (MPAC); and Graduate Level.

MPAC 655 - Practical Applications in Accounting III: Financial Accounting and Reporting  
Credit 1  
Coverage of Generally Accepted Accounting Principles (GAAP) and their applications. Grade Mode: C.  
Restrictions: Must be a Major in MA of Professional Accountancy (MPAC); and Graduate Level.

MPAC 656 - Practical Applications in Accounting IV: Regulation  
Credit 1  
Coverage of federal taxation, ethics, professional and legal responsibilities, and business law. Grade Mode: C.  
Restrictions: Must be a Major in MA of Professional Accountancy (MPAC); and Graduate Level.
MPAC 660 - Advanced Topics in Accounting Information Systems Credits 3
In-depth study of accounting information systems and their use and design. Grade Mode: A.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 670 - Accounting Internship Credits 1-3
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. Notes: May be taken for a total of 6 credits. Grade Mode: A.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.

MPAC 680 - Field Experience in Accounting Credits 1-3
Field experience, including Intercultural projects, related to the field of accounting. Grade Mode: A.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.
ROSEMEAD SCHOOL OF PSYCHOLOGY - GRADUATE

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.

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 University of Illinois, the California School of Professional Psychology, Rosemead Graduate School of Psychology were among the first to offer programs designed explicitly to provide doctoral training following either a practitioner-scholar or scholar-practitioner model of training.

Without rejecting the need for training in the basic science areas of psychology, these programs began placing proportionately greater emphasis on the professional aspects of training. After four decades of discussion, debate and innovation, graduate training programs in clinical psychology now cover a broad range of emphases from highly professional to highly scientific.

While both programs are designed to produce well-trained and competent practitioners, there is a different emphasis placed on research vs. practice in the two programs.

**Ph.D. Training Model: Scholar-Practitioner**

Research Emphasis. The Ph.D. program requires a masters level thesis, additional courses in research, and a dissertation (including a proposal, data colloquium, and oral defense). This enhances the research preparation of Ph.D. students.

**Psy.D. Training Model: Practitioner-Scholar**

Practitioner Emphasis. The Psy.D. program requires additional psychotherapy lab courses, an additional assessment course, and additional semester hours of practicum. This enhances the clinical preparation of Psy.D. students.

**Bold denotes different training emphases between the two doctoral programs.**

| COMPETENCY 1.A | Develop requisite knowledge, skills, and attitudes in forming and maintaining professional communication styles and professional relationships overall. | Develop requisite knowledge, skills, and attitudes in forming and maintaining professional communication styles and relationships overall. |
| COMPETENCY 1.B | Develop requisite knowledge, skills, and attitudes in psychological assessment. | Develop enhanced knowledge, skills, and attitudes in psychological assessment. |
| COMPETENCY 1.C | Develop requisite knowledge, skills, and attitudes in psychological interventions. | Develop enhanced knowledge, skills, and attitudes in psychological interventions. |
| COMPETENCY 1.D | Develop requisite knowledge, skills, and attitudes in individual and cultural diversity. | Develop requisite knowledge, skills, and attitudes in individual and cultural diversity. |
| COMPETENCY 1.E | Develop requisite knowledge, skills, and attitudes in supervision. | Develop requisite knowledge, skills, and attitudes in supervision. |
| COMPETENCY 1.F | Develop requisite comportment, attitudes, and overall professionalism that are consistent with the professional standards of psychology. | Develop requisite comportment, attitudes, and overall professionalism that are consistent with the professional standards of psychology. |
| COMPETENCY 1.G | Develop requisite knowledge, skills, and attitudes in ethics, professional standards and guidelines. | Develop requisite knowledge, skills, and attitudes in ethics, professional standards and guidelines. |
The aim of the Ph.D. program is to produce clinical psychologists who can demonstrate and increasingly independent and enhanced ability in research or other scholarly activities, which ultimately can serve psychological practitioners an society at large.

AIM 2

The goal of the Ph.D. and Psy.D. programs is to produce clinical psychologists who, by knowledge and training, can meet the psychological needs of the Christian community.

AIM 3

The goal of the Ph.D. and Psy.D. programs is to produce clinical psychologists who, by knowledge and training, can meet the psychological needs of the Christian community.

Compentency 2.A

Develop an increasingly independent and enhanced ability to formulate and conduct research or other scholarly activities.

Compentency 3.A

Develop enhanced knowledge, skills, and attitudes in relating biblical and theological concepts to theory, research, and practice.

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 (p. 13) section of this catalog or on the Rosemead (http://www.rosemead.edu) website. 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 the Financial Aid (http://offices.biola.edu/finaid/grad) website.

Most students complete their program in five (54%) or six (30%) years (Mean = 5.7, Mdn = 5). 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 (10%) finish in seven years; and a very few (6%) take longer than seven years to complete all degree requirements. Across the past ten 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 14%. About 5% of students leave their program due to poor performance.

Rosemead students compete very well in the national system of internships in clinical psychology. The internship is a year of full-time training in a professional psychology role that comes after all coursework is complete. All of our students who complete the eligibility requirements obtain an internship. In the past ten years we have placed 110 Psy.D. students and 69 Ph.D. students in internships. Of these, 97% were placed in an internship of their choice in the first year they applied, the other 3% chose to wait another year for the internship they wanted. The Ph.D. interns obtained APA-accredited internship at a slightly higher rate (88%) than did the Psy.D. interns (77%) because of the differences in their career goals and aspirations. In most of the internships (90%), the students received funding from the internship agency. A very few students (1%) obtained internships arranged on a two-year, half-time schedule. Some of the internship agencies are in the Southern California area, but many of them are in other reputable institutions across the country (see Practicum and Internship Agencies listing). The internship experience greatly enriches the professional development of the Rosemead students and prepares them for the next step in their careers.

Additional Educational Opportunities

Training and Research Facilities

Rosemead maintains an outpatient psychological service and training center on the Biola campus. The clinic offers a wide range of
psychological services to adults and children. It also provides on-campus training opportunities for students. The clinic is equipped with videotaping 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:

- **Malcolm B. Dick**, Ph.D.
  University of South Carolina: Cognitive Psychology
  University of California Irvine Alzheimer Disease Center

- **Karen C. Enyedy**, Ph.D.
  The Help Group

- **Marie Hoffman**, Ph.D.
  Brookhaven Institute for Psychoanalysis and Christian Theology
  Private Practice

- **Easter Dawn Vo-Jutabha**, Ph.D.
  Clark University
  The Guidance Center

- **Jody A. Ward**, Ph.D.
  Rosemead School of Psychology
  Drug and Alcohol Abuse; Private Practice

- **J. William Worden**, Ph.D., ABPP
  Boston University
  Rosemead School of Psychology Faculty Emeritus

**Grief and Trauma, Private Practice**

**Distinctives**

Rosemead’s major educational distinctives are its strong professional training orientation and its goal of relating the data and concepts of psychology to those of Christian theology. Since both psychology and theology address the human condition, Rosemead’s faculty believes there is a great deal to be gained by an interdisciplinary study of the nature of persons. Consequently, all students take a series of theology courses and integration seminars designed to study the relationship of psychological and theological conceptions of human functioning. This series of courses lengthens Rosemead’s doctoral program by approximately one year beyond most four-year clinical programs.

While recognizing that the disciplines of psychology and theology have some very different data and methodologies, their overlapping content, goals and principles provide a rich resource for interdisciplinary study. Issues growing out of these overlapping concerns cover a range of topics relating to research, theory and clinical practice. By encouraging this study, Rosemead is attempting to train psychologists with a broad view of human nature that includes sensitivity to the religious dimension of life. Through its interaction with members of the Christian community, Rosemead is also committed to demonstrating to the church the potentially significant contributions an understanding of the data and methods of psychology can make to the Church’s role of ministering to the whole person.

**Family/Child**

Students desiring to focus their professional practice on children, couples or families may take 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
- Attachment-Based Psychoanalytic Therapy
- Couples Therapy

It is suggested that students concentrating in Family-Child Psychology also write their dissertations or doctoral research papers in a family-child area, spend their year-long outpatient practicum in a setting where at least one-half of their work is with children, couples or families, and complete an internship in a setting where at least one third of their work is with a family-child population. They may also elect other family related courses such as 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 empathetic 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 didactic 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 for students to connect with faculty on topics of integration one-on-one or in small group settings. 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:

- Access Institute for Psychological Services, San Francisco, CA
- Anka Behavioral Health Inc. Northern California, Concord, CA
- Applied Psychology Group of Texoma, Sherman, TX
- Asian Americans for Community Involvement, San Jose, CA
- Augustus F. Hawkins Community Mental Health Center, Los Angeles, CA
- Aurora Community Mental Health Center, Aurora, CO
- Azusa Pacific University Community Counseling Center, Azusa, CA
- Bath VA Medical Center, Bath, NY
- Baylor College of Medicine, Menninger Dept. of Psych & Behav Sciences, Houston, TX
- Bethel University, St. Paul, MN
- BHC Alhambra Hospital, Los Angeles, CA
- Biola Counseling Center, La Mirada, CA
- California State University, Fullerton, Fullerton, CA
- Canandaigua VA Medical Center, Canandaigua, NY
- CAPS / University of San Francisco, San Francisco, CA
- Central Texas Veterans Health Care System, Temple, TX
- Charles George VA Medical Center, Asheville, NC
- Chicago Area Christian Training Consortium: Meier Clinics - Wheaton, IL
- Child and Family Guidance Center, Northridge, CA
- Children’s Hospital of Los Angeles, Los Angeles, CA
- Clinica Monsenor Oscar A. Romero, Los Angeles, CA
- Cognitive Care Solutions, Santa Ana, CA
- Columbia Valley Community Health, Wenatchee, WA
- Community Services Institute, Boston, MA
- Cornerstone Behavioral Health, Evanston, WY
- Creighton University Center for Health & Counseling, Omaha, NE
- Danielsen Institute, Boston University, Boston, MA
- Didi Hirsch Community Mental Health Center, Culver City, CA
- Dream Center Counseling Center, Los Angeles, CA
- Dwight David Eisenhower Army Medical Center, Fort Gordon, GA
- Enhanced Specialized Foster Care, Los Angeles, CA
- Faithful Central Bible Church Champion Counseling Center, Inglewood, CA
- Family Service of Long Beach, Long Beach, CA
- Foothills Psychological Services, Inc., Upland, CA
- Forensic Assessment Clerkship, Tustin, CA
- Frontier Health Services, Mountain City, TN
- Fuller Psychological and Family Services, Pasadena, CA
- Fullerton Joint Union High School District, Fullerton, CA
- Gateways Normandie Village and Gateways Satellite, Los Angeles, CA
- George Fox University Behavioral Health Clinic, Newberg, OR
- Greenhouse Therapy Center, Pasadena, CA
- Gulf Coast Veterans Health Care System, Biloxi, MS
- Hacienda-La Puente Unified School District, La Puente, CA
- Hamm Memorial Psychiatric Clinic, St. Paul, MN
- Harbor-UCLA Medical Center, Torrance, CA
- Haymount Institute for Psychological Assessment, Fayetteville, NC
- Holcomb Behavioral Health Systems, Exton, PA
- Indiana University - Purdue University Indianapolis Counseling and Psychological Services, Indianapolis, IN
- Institute of Living/Hartford Hospital, Hartford, CT
- Irvine School District, Irvine, CA
- Jefferson County Internship Consortium, Louisville, KY
- La Habra City School District, La Habra, CA
- Lebanon VA Medical Center, Lebanon, PA
Persons interested in attending Rosemead should request application forms from the Director of Admissions of Biola University or may access the application online. 

Admission Requirements

Rosemead seeks to admit applicants whose backgrounds clearly demonstrate scholarly aptitude, a commitment to the historic Christian faith, personal character and integrity, and a positive service-oriented motivation toward the field of clinical psychology. As an evangelical Christian institution, Biola University requires that an applicant has been a Christian for at least one year prior to admission. Biola does not discriminate on the basis of the applicant’s race, color, sex, disability, national or ethnic origin.

As in most graduate programs in psychology, competition is keen and enrollment is limited. In order to be admitted to full graduate standing the applicant must comply with the following:

1. Possess a baccalaureate degree from an accredited college or university with an average grade of at least "B" for the junior and senior years, i.e., 3.0 on a 4.0 scale.
2. Present an undergraduate program from an accredited institution with either a major in psychology or 18 semester hours of credit in the following psychology courses: general (introductory) psychology; statistical methods; experimental psychology; abnormal psychology research methods; abnormal psychology; 

Webpage
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:
   Educational Testing Service
   Box 6000
   Princeton, New Jersey 08541-6000
   or go to the ETS website (http://www.ets.org/gre). No applicant is exempt from submitting GRE scores which must be received prior to the deadline date of December 1.

In addition to the Graduate Record Examination Aptitude Test and Writing Test, applicants who did not complete an undergraduate degree in psychology must take the GRE subject test in Psychology. Applicants who have completed graduate psychology credits, but hold a non-psychology undergraduate degree will also be required to take the GRE psychology subject test.

4. Submit four letters of recommendation on forms supplied by the school. Two of these are academic references and two are character references (one from the pastor of your home church and the other from a personal friend or employer/supervisor).

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 December 1. 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 December 1 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 December 1 deadline, though time must be allowed for completion of personal interviews. Certificates of Acceptance will be mailed on or before April 1. Information concerning the status of an application will not be given except by letter from the Associate Dean following action by the Admissions Committee. Because of the large number of applicants, information cannot be given by telephone. In the event that an applicant has not heard from the committee by May 1, written inquiry may be made.

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**Admission of International Students**

See the Admission, Enrollment and Graduation Requirements (p. 23) section 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:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>30 graduate credits or less completed</td>
</tr>
<tr>
<td>Second year</td>
<td>31–65 graduate credits completed</td>
</tr>
<tr>
<td>Third year</td>
<td>66–99 graduate credits completed</td>
</tr>
<tr>
<td>Fourth year</td>
<td>100–133 graduate credits completed</td>
</tr>
<tr>
<td>Fifth year</td>
<td>Class work complete and internship in progress</td>
</tr>
<tr>
<td>Dissertation (ABD)</td>
<td>All requirements met except for dissertation</td>
</tr>
</tbody>
</table>

**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>D</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.00</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial Withdrawal</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A "W" indicates an official withdrawal from a course and does not affect the student's grade average.

A "UW" indicates an unofficial withdrawal. Students who register for a class but do not attend it are automatically given the grade of "UW" which will influence the grade average the same as an "F."

RD  Report Delayed
A temporary mark of “RD” (Report Delayed) will be used in special cases of extreme hardship where an extension is warranted and approved by the Dean. A student must appeal for an “RD” grade before the end of the semester. Normally, a grade incurred in one semester must be made up by the end of the first six weeks of the next semester or the grade will automatically become a “W.” A “W” can be made up only by repetition of the course.

No grade other than an “RD” may be altered once it has been reported to the registrar’s office unless an error was made in grading or recording. These changes can only be made upon written approval of the instructor, the Dean and the Registrar.

The following grades are also used in Rosemead records with special significance for the professional aspects of the programs:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>US</td>
<td>Unsatisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>0.00</td>
</tr>
<tr>
<td>NCR</td>
<td>No Credit</td>
<td>0.00</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
<td>0.00</td>
</tr>
<tr>
<td>R</td>
<td>Dissertation Research in Progress</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Independent Study/Arranged Course**

Independent Studies are an integral part of the Biola University experience. An Independent Study is a course that is initiated by the student, who then works independently toward the goals and objectives outlined by the professor on the Arranged Course form. Students who are in good standing and not on probation are eligible to enroll in an Independent Study. Required courses may not be taken by independent study.

Permission of the Associate Dean is required for students to take more than 6 credits of independent study and/or arranged coursework during their program.

**Professional Standards and Student Conduct**

The academic program at Rosemead is designed to prepare graduates for licensure (on the doctoral level) by the professional licensing boards of the various states. Because of the professional nature of Rosemead’s program, students are required to maintain the standards of the psychological profession as defined by the American Psychological Association, the State of California and the professional psychologists who comprise Rosemead’s faculty. As a part of Biola University, which serves a broad spectrum of evangelical churches, Rosemead also has both a doctrinal statement and a statement of conduct (see the General Information (p. 6) 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, "NCR"s, "D"s, "F"s and/or "C"s (understood to include both C+ or C); a third "C," "U," "NCR," "D," 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 (6–16 credits) student. Requirements in Student Handbook.

**Student Academic Load**

The normal full-time load for a Rosemead student in psychology is 15 to 16 hours per semester. 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 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.
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.

Faculty
Dean:
Associate Professors: Abouezzeddine, C. Bland, Brunt, Canada, Crawford, Eltitit, Lee-Kim, McMartin, Poston, Wang, Williams
Assistant Professors: De Luna, Dryjanska
Special Appointment Faculty: Grace, Lewis, Taylor, Willingham, Woody

Programs
Programs Offered
• Clinical Psychology, Ph.D. (p. 315)
• Clinical Psychology, Psy.D. (p. 317)
• Integrative Counseling, Certificate (p. 319)
• Integrative Counseling, Professional Certificate (p. 320)

Courses
Course Descriptions
• Integrative Counseling (RSIC) (p. 321)
• Psychology (RSPY) (p. 323)
• Psychology: Integration of Psychology and Theology (RSTP) (p. 331)
• Psychology: Internship (RSTN) (p. 330)
• Psychology: Psychotherapy Laboratory (RSLB) (p. 322)
• Psychology: Research and Dissertation (RSDS) (p. 320)
• Psychology: Theology/Biblical Studies (RSTH) (p. 329)

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.
Learning Outcomes

Program Learning Outcomes

Upon completion of the Doctor of Philosophy in Clinical Psychology:

1. An aim of the PhD program is to produce clinical psychologists who possess the requisite clinical skills (including knowledge and professional attitudes) to meet the psychological needs of society (ULO 1).

2. An aim of the PhD program is to produce clinical psychologists who can demonstrate an increasingly independent and enhanced ability in research or other scholarly activities, which ultimately can serve psychological practitioners and society at large (ULO 2).

3. An aim of the PhD program is to produce clinical psychologists who, by knowledge and training, can meet the psychological needs of the Christian community (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

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 is granted. While the doctorate is not awarded simply for completion of stated coursework, 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 (p. 6).

Psychology: Ph.D. students must complete a minimum of 79 semester credits of psychology in addition to a doctoral dissertation. These 79 credits include 53 credits in required courses, 12 credits of practicum that must be taken in residence, 4 credits of Master's-level research apprenticeship, and 10 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 scheduled 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, completion of the Master's Thesis 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
- Completed the Master's Thesis
- 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). 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. 86 hours of training therapy in required, at least 50 of which must be individual therapy. 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.

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### Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSDS 721</td>
<td>Dissertation Research 1</td>
<td>12</td>
</tr>
<tr>
<td>RSPY 501</td>
<td>Introduction to Psychotherapy</td>
<td>1</td>
</tr>
<tr>
<td>RSPY 502</td>
<td>Advanced Statistics</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 506</td>
<td>Program Evaluation and Consultation</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 515</td>
<td>Introduction to Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 530</td>
<td>History and Systems of Psychology</td>
<td>2</td>
</tr>
<tr>
<td>RSPY 561</td>
<td>History of Psychoanalytic Thought</td>
<td>2</td>
</tr>
<tr>
<td>RSPY 601</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 603</td>
<td>Cognitive-Affective Aspects of Behavior</td>
<td>2</td>
</tr>
<tr>
<td>RSPY 607</td>
<td>Biological Aspects of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 608</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 611</td>
<td>Research Apprenticeship I</td>
<td>2</td>
</tr>
<tr>
<td>RSPY 612</td>
<td>Research Apprenticeship II</td>
<td>2</td>
</tr>
<tr>
<td>RSPY 613</td>
<td>Research Design Lab</td>
<td>0</td>
</tr>
<tr>
<td>RSPY 615</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 623</td>
<td>Seminar in Multicultural Issues I ²</td>
<td>1</td>
</tr>
<tr>
<td>RSPY 624</td>
<td>Seminar in Multicultural Issues II ²</td>
<td>1</td>
</tr>
<tr>
<td>RSPY 625</td>
<td>Multicultural Issues in Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 641</td>
<td>Measurement and Assessment I: Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 642</td>
<td>Measurement and Assessment II: Personality</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 681</td>
<td>Pre-practicum I</td>
<td>1</td>
</tr>
<tr>
<td>RSPY 682</td>
<td>Pre-practicum II</td>
<td>2</td>
</tr>
<tr>
<td>RSPY 688</td>
<td>Practicum Consultation ³</td>
<td>0</td>
</tr>
<tr>
<td>RSPY 691</td>
<td>Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 692</td>
<td>Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 693</td>
<td>Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 694</td>
<td>Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 704</td>
<td>Advanced Research Design</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 708</td>
<td>Structural Equation Modeling</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 711</td>
<td>Seminar in Ethical and Professional Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

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### Elective Requirements

- Students must take the following for elective credit:
  - Practicum Electives (RSPY 697, RSPY 698, RSPY 699) 3
  - Psychology Electives (RSPY only) 7
  - Integration Electives (RSTP) 11
- Psychotherapy Lab Electives (RSLB) 12

**Total Credits**: 133

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### 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.

**Learning Outcomes**

**Program Learning Outcomes**

Upon completion of the Doctor of Psychology in Clinical Psychology:

1. An aim of the PsyD program is to produce clinical psychologists who possess enhanced clinical skills (including knowledge
and professional attitudes) to implement a broad spectrum of psychological interventions to meet the needs of society (ULO 1).

2. An aim of the PsyD program is to produce clinical psychologists who can demonstrate a requisite ability in research or other scholarly activities, which ultimately can serve psychological practitioners and society at large. (ULO 2).

3. An aim of the PsyD program is to produce clinical psychologists who, by knowledge and training, can meet the psychological needs of the Christian community (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

**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 50 required psychology credits, 18 credits of practicum and 9 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 scheduled 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. 86 hours of training therapy is required, at least 50 of which must be individual therapy. 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSPY 690</td>
<td>Research Design</td>
<td>3</td>
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<tr>
<td>RSPY 691</td>
<td>Seminar in Multicultural Issues I</td>
<td>1</td>
</tr>
<tr>
<td>RSPY 692</td>
<td>Seminar in Multicultural Issues II</td>
<td>1</td>
</tr>
<tr>
<td>RSPY 693</td>
<td>Practicum III</td>
<td>3</td>
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<td>RSPY 694</td>
<td>Practicum IV</td>
<td>3</td>
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<tr>
<td>RSPY 695</td>
<td>Practicum V</td>
<td>3</td>
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<tr>
<td>RSPY 696</td>
<td>Practicum VI</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 697</td>
<td>Seminar in Ethical and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 711</td>
<td>Principles and Practices in Clinical Supervision</td>
<td>2</td>
</tr>
<tr>
<td>RSPY 712</td>
<td>Training Therapy (Interpersonal)</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 713</td>
<td>Training Therapy (Individual)</td>
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</tr>
</tbody>
</table>

### Elective Requirements

Students must take the following for elective credit:

- **RSPY Psychology Electives**: 9
- **RSTP Integration Electives**: 11
- **RSLB Psychotherapy Lab Electives**: 21

**Total Credits**: 133

1. Must be taken during the first year.
2. Must be taken six times alongside RSPY 691, RSPY 692, RSPY 693, RSPY 694, RSPY 695, and RSPY 696. In addition, it must be taken with any Practicum Electives (RSPY 697, RSPY 698, or RSPY 699).
3. Must be taken at least two times.
4. Will be taken twice.

### Integrative Counseling, Certificate Mission

The Certificate in Integrative Counseling is a global online graduate level program whose mission is to help Christians integrate their faith with compassionate, effective counseling practice. We seek to equip our students to use a scripturally based, empirically supported, and culturally sensitive integrative counseling approach to address unmet mental health needs worldwide, both in the Christian community and in society at large.

Students who successfully complete four foundational courses that provide essential knowledge and practical skills will earn a Certificate in Integrative Counseling. A bi-lingual (Chinese-English) format makes an...
Learning Outcomes

Learning Outcomes

Upon completion of the Certificate in Integrative Counseling, students will be able to:

1. Explain how to integrate a Christian worldview with culturally sensitive, evidence-based counseling practice. (ULO 1)
2. Demonstrate personal growth in integrating a Christian worldview with their sense of identity and roles and responsibilities in a continuum of care. (ULO 2)
3. Apply foundational relationship building skills to facilitate the counseling process. (ULO 3)
4. Apply integrative counseling interventions to facilitate emotional-relational growth that is intertwined with spiritual growth. (ULO 3)

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Admission Requirements

Students must hold a baccalaureate degree from an accredited undergraduate institution.

Graduation Requirements

Students must complete 8 credits of foundational coursework with a cumulative GPA of 2.67, and no more than one "C+" or lower grade.

Curriculum Requirements

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>RSIC 510</td>
<td>Introduction to Integrative Counseling</td>
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<tr>
<td>RSIC 520</td>
<td>Foundations of Assessment</td>
<td>2</td>
</tr>
<tr>
<td>RSIC 530</td>
<td>Integrative Counseling Interventions I</td>
<td>2</td>
</tr>
<tr>
<td>RSIC 540</td>
<td>Integrative Counseling Interventions II</td>
<td>2</td>
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Integrative Counseling, Professional Certificate

Mission

The Professional Certificate in Integrative Counseling is a global online graduate level program whose mission is to help Christians integrate their faith with compassionate, effective counseling practice. We seek to equip our students to use a scripturally based, empirically supported, and culturally sensitive integrative counseling approach to address unmet mental health needs worldwide, both in the Christian community and in society at large.

Students with a professional counseling license will earn a Professional Certificate in Integrative Counseling by successfully completing four foundational courses that provide essential knowledge and practical skills, followed by two additional courses with online case consultation in a "virtual practicum clinic." A bi-lingual (Chinese-English) format makes an international standard of counselor education and training available in the two top languages used on the internet.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Professional Certificate in Integrative Counseling, students will be able to:

1. Explain how to integrate a Christian worldview with culturally sensitive, evidence-based counseling practice. (ULO 1)
2. Demonstrate personal growth in integrating a Christian worldview with their sense of identity and roles and responsibilities in a continuum of care. (ULO 2)
3. Apply foundational relationship building skills to facilitate the counseling process. (ULO 3)
4. Apply integrative counseling interventions to facilitate emotional-relational growth that is intertwined with spiritual growth. (ULO 3)
5. Apply integrative counseling interventions to help clients with clinically significant distress to achieve their goals. (ULO 3)

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Admission Requirements

Students must hold a baccalaureate degree from an accredited undergraduate institution and hold a professional counseling license.

Graduation Requirements

Students must complete 12 credits of foundational coursework with a cumulative GPA of 2.67, and no more than one "C+" or lower grade.

Curriculum Requirements

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>RSIC 540</td>
<td>Integrative Counseling Interventions II</td>
<td>2</td>
</tr>
<tr>
<td>RSIC 550</td>
<td>Virtual Practicum Clinic I</td>
<td>2</td>
</tr>
<tr>
<td>RSIC 560</td>
<td>Virtual Practicum Clinic II</td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
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Rosemead Courses by Discipline

RSDS: Research and Dissertation

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. Notes: Required for Psy.D. Grade Mode: A.

Restrictions: Must be Graduate Level or Doctoral Level.
RSIC 510 - Introduction to Integrative Counseling Credits 2
This graduate level course focuses on laying a sound foundation to help students integrate their Christian faith with effective counseling practice. In particular, it provides a theoretical overview of how the Integrative Psychotherapy (McMinn and Campbell, 2007) approach to Christian counseling integrates a Christian worldview with culturally sensitive, evidence-based counseling practice. It also encourages students to better understand their identity and roles and responsibilities in a continuum of care, with particular attention to issues of ethics and personal growth. Finally, it introduces students to foundational relationship building skills (e.g., active listening, empathy, genuineness, positive regard) which are essential to facilitate the counseling process. Notes: Course will be taught online to students in Asia in a bilingual (Chinese-English) format, with weekly 2-hour class meetings via videoconferencing. Grade Mode: A.
Restrictions: Must be Prof Cert Integrative Counseling (RPIC) or Cert in Integrative Counseling (RCIC); and Graduate Level.

RSIC 520 - Foundations of Assessment Credits 2
This graduate level course focuses on how a Christian worldview can impact the assessment process in counseling. In particular, students will learn how to apply McMinn and Campbell (2007)’s Integrative Psychotherapy approach to assessment and case conceptualization, which integrates sound biblical and theological perspectives with empirically supported methods for making sense of human problems and symptoms. Students will learn to think Christianly and in a culturally sensitive way about key topics that include: 1) processes and procedures for conducting intake interviews, 2) basic principles for diagnosing conditions (including clinically significant depression and anxiety) and assessing suicide risk, 3) an approach to effective goal setting, and 4) continued practice of foundational relationship building skills that are necessary for establishing rapport, gathering information, and helping to motivate counselees to change. Notes: Course will be taught online to students in Asia in a bilingual (Chinese-English) format, with weekly 2-hour class meetings via videoconferencing. Grade Mode: A.
Restrictions: Must be Prof Cert Integrative Counseling (RPIC) or Cert in Integrative Counseling (RCIC); and Graduate Level.

RSIC 530 - Integrative Counseling Interventions I Credits 2
This graduate level course focuses on essential knowledge and practical skills for conducting Integrative Counseling’s Domain 1 symptom-focused interventions and Domain 2 (schema-focused) interventions. Students will learn to evaluate and apply from a distinctively Christian and culturally sensitive perspective evidence-based cognitive and behavioral interventions (e.g., cognitive restructuring, diaphragm breathing, progressive muscle relaxation) for regulating emotions and reducing anxiety and depression. They will also begin to learn interventions to help transform underlying schemas. Notes: This course will be taught online to students in Asia in a bilingual (Chinese-English) format, with weekly 2-hour class meetings via videoconferencing. Grade Mode: A.
Restrictions: Must be Prof Cert Integrative Counseling (RPIC) or Cert in Integrative Counseling (RCIC); and Graduate Level.
RSIC 540 - Integrative Counseling Interventions II Credits 2
This graduate level course focuses on essential knowledge and practical skills for conducting Integrative Counseling's Domain 2 (schema-focused) and Domain 3 (relationship-focused) interventions. Students will learn to evaluate and apply these interventions from a distinctively Christian and culturally sensitive perspective to help themselves and their counselees address underlying cognitive schemas and relationship patterns that affect their well-being. Notes: Course will be taught online to students in Asia in a bilingual (Chinese-English) format, with weekly 2-hour class meetings via videoconferencing. Grade Mode: A.
Prerequisites: RSIC 530.
Restrictions: Must be Prof Cert Integrative Counseling (RPIC) or Cert in Integrative Counseling (RIC); and Graduate Level.

RSIC 550 - Virtual Practicum Clinic I Credits 2
This graduate level course provides licensed Christian counselors who have completed foundational courses on Integrative Counseling with an opportunity to put into practice what they have learned in the context of counseling an actual client with clinically significant distress while receiving technology-assisted remote case consultation in a virtual practicum clinic. Notes: This course offers weekly (2-hour) online group case consultation. Individualized case consultation is also provided in the form of targeted videotape review, as well as one individual consultation combined with remote live observation of a client session. The overall goal of this course is to address identified 'edges of growth' that emerge with trainees actively involved in clinical practice. It is expected that each trainee will have one client who gives informed consent to participate in videotaped counseling sessions with online case consultation by the instructor. Due to the personalized nature of this course, there will be no more than 12 students per class. This course will be taught online to students in Asia in a bilingual (Chinese-English) format. Grade Mode: A.
Prerequisites: RSIC 540.
Restrictions: Must be Prof Cert Integrative Counseling (RPIC); and Graduate Level.

RSIC 560 - Virtual Practicum Clinic II Credits 2
This graduate level course continues to provide licensed Christian counselors with technology-assisted remote case consultation in a virtual practicum clinic. It is designed to enable students to synthesize and demonstrate mastery of knowledge and skills for implementing Integrative Counseling interventions to help actual clients with clinically significant distress meet their counseling goals. Notes: This course offers weekly (2-hour) online group case consultation. Individualized case consultation is also provided in the form of targeted videotape review, as well as one individual consultation combined with remote live observation of a client session. The overall goal of this course is to address identified 'edges of growth' that emerge with trainees actively involved in clinical practice. It is expected that each trainee will have one client who gives informed consent to participate in videotaped counseling sessions with online case consultation by the instructor. Due to the personalized nature of this course, there will be no more than 12 students per class. Grade Mode: A.
Prerequisites: RSIC 550.
Restrictions: Must be Prof Cert Integrative Counseling (RPIC); and Graduate Level.

RSLB: Psychotherapy Laboratory

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, RSPY 515 and RSPY 680 RSPY 680 or RSPY 681 and RSPY 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.

RSLB 613 - Introduction to Child and Adolescent Psychotherapy Credits 3
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. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 631 - Psychodynamic Therapy I Credits 2
An in-depth study of the process of therapy based on psychoanalytic developmental theory and giving special attention to the concepts of transference, counter-transference and interpretation. A lab group is included for both 631 and 632. Notes: Elective. Grade Mode: A.
Prerequisites: RSPY 515 and participation in individual training therapy.
Corequisites: RSLB 633.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 632 - Psychodynamic Therapy II Credit 1
Continuation of RSLB 631. Notes: Elective. Grade Mode: A.
Prerequisites: RSLB 631.
Corequisites: RSLB 634.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 633 - Psychodynamic Therapy Lab I Credit 1
A lab group is included for both 631 and 632. Notes: Elective. Grade Mode: A.
Prerequisites: RSPY 515 and participation in individual training therapy.
Corequisites: RSLB 633.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 634 - Psychodynamic Therapy Lab II Credits 2
A lab group is included for both RSLB 631 and 632. Notes: Elective. Grade Mode: A.
Prerequisites: RSLB 631 and RSLB 633.
Corequisites: RSLB 632.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 641 - Psychotherapy with Groups Credits 3
The essentials of the group psychotherapy process are examined and related to current modalities in psychotherapy and general group phenomena. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 642 - Advanced Child and Adolescent Psychotherapy Credits 3
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. Notes: Elective. Grade Mode: A.
Prerequisites: RSLB 613.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
RSLB 643 - Cognitive/Behavioral Therapy with Children  
Credits 3
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. Notes: Elective. Grade Mode: A.
Prerequisites: RSPY 603.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 654 - Clinical Neuropsychology  
Credits 3
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. Notes: Elective. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

RSLB 664 - Attachment-Based Psychotherapy  
Credits 3
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. Notes: Elective. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

RSLB 671 - Marriage and Family Therapy I  
Credits 3
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. Notes: Elective. Grade Mode: A.
Prerequisites: RSPY 650.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 672 - Marriage and Family Therapy II  
Credits 3
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. Notes: Elective. Grade Mode: A.
Prerequisites: RSLB 671.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 676 - Psychotherapy With Couples  
Credits 3
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. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 681 - Special Issues in Psychodynamic Therapy I  
Credits 2-3
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. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 682 - Special Issues in Psychodynamic Therapy II  
Credits 2-3
Continuation of RSLB 681. Notes: Elective. Grade Mode: A.
Prerequisites: RSLB 681.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 705 - Brief Psychotherapies  
Credits 3
Models and approaches in brief interventions with special attention to crisis intervention. Theorists include Mann, Sifneos, Malan and Davanloo. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 707 - Cognitive Behavior Therapy  
Credits 3
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. Notes: Elective. Grade Mode: A.
Prerequisites: RSPY 603.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 715 - Current Psychotherapies  
Credits 3
This course focuses each time it is offered on a specific therapy not regularly included in Rosemead’s curriculum. Teaching personnel are drawn from the professional community of active practitioners of the specific modality to be considered. Notes: May be retaken for credit. Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 717 - Gestalt Psychotherapy  
Credits 3
The focus of this course will present the theory and application of Gestalt therapy for use with individuals and groups. This therapy, created by Perls and developed by Zinker and Polster, focuses on personal growth and self-actualization. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 718 - Advanced Gestalt  
Credits 3
This course is open to students who have completed RSLB 717 and focuses on the application of Gestalt therapy and techniques to group psychotherapy. Enrollment is limited. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY: Psychology

Courses under this designation provide the essential scientific and theoretical foundation for advanced graduate study in clinical psychology.
RSPY 501 - Introduction to Psychotherapy Credits 1-2
An introduction to the theory and techniques of psychotherapy. Includes an emphasis on the relationship between models of psychopathology and psychotherapy, an overview of various approaches to psychotherapy, and a discussion of foundational therapeutic techniques. Notes: Required of Psy.D., Ph.D. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 502 - Advanced Statistics Credits 3
Concepts and techniques involved in the analysis and interpretation of clinical and research data. Lecture and laboratory descriptive and inferential statistics. Major topics include correlation, multiple regression, tests of significance and analysis of variance. Instruction assumes undergraduate background in statistics. Notes: Required of Psy.D., Ph.D. This graduate level course may be taken by senior psychology majors with consent of the departmental chair obtained through a permission request form from the Psychology Department (see PSYC 420). Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 506 - Program Evaluation and Consultation Credits 3
This course will provide an overview of the processes involved in program evaluation and consultation. The competency of consultation will be defined, and application of consultation processes across organizational settings will be explored. Specific focus will be given to the process of consultation separate from that which occurs within the clinical therapeutic/assessment context. For the purpose of this course, program evaluation is understood as an application of the consultation competency. Specific foci will include an examination of the types of evaluations, methodology involved, outcomes, and communication of findings. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 515 - Introduction to Psychopathology Credits 3
This course provides a comprehensive study of the current Diagnostic and Statistics Manual of Mental Disorders (DSM). This includes training in diagnosis, and the various psychopathological processes covered in the DSM, as well as honing diagnostic ability and familiarizing students with a range of psychopathology. Notes: Required for Psy.D., Ph.D. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 530 - History and Systems of Psychology Credits 2
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. Notes: Required of Psy.D., Ph.D. This graduate level course may be taken by senior psychology majors with consent of the departmental chair obtained through a permission request form from the Psychology Department (see PSYC 440). Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 561 - History of Psychoanalytic Thought Credits 2
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 psychodynamic therapy. Clinical applications of the various theories will be discussed throughout the course. Notes: Required of Ph.D., Psy.D. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 601 - Research Design Credits 3
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. Notes: Required for Psy.D., Ph.D. Grade Mode: A.
Prerequisites: RSPY 502.
Restrictions: Must be a Major in Clinical Psychology (RSDP); and Rosemead Sch of Psychology; Graduate Level or Doctoral Level.

RSPY 603 - Cognitive-Affective Aspects of Behavior Credits 2-3
Presents an overview of cognition and emotion in relation to human functioning. All topics will be covered from the perspective of recent empirical research in the areas of cognitive and affective neuroscience, and will include an integration of cognitive processes with emotional functioning and regulation. Topics include, but are not limited to the social and affective influences on 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. Notes: Required for Psy.D., Ph.D. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 605 - Psychology of Religion Credits 2-3
A survey of the psychology of religion research emphasizing both content and methodological issues. Topics covered include religiosity and mental health, measures of religiosity, religious development, correlates of religiosity and psychological aspects of conversion and other religious experiences. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 607 - Biological Aspects of Behavior Credits 3
Examines the anatomy and function of the nervous system with special emphasis on brain neurotransmitters and hormones, reproductive behavior, sensory and motor functions, brain development and change, language, arousal and sleep, emotion, and emotional and neurological disorders. Current research methods pertaining to the above topics are included in the course materials. Notes: Required for Psy.D., Ph.D. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
RSPY 608 - Social Psychology Credits 3
Problems and theories of the person in the social context, including person perception, interpersonal relations, role formation and differentiation, attitude formation, maintenance and change. Notes: Required of Psy.D., Ph.D. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 611 - Research Apprenticeship I Credits 2
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.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 612 - Research Apprenticeship II Credits 2
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. Notes: Required of Ph.D. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 613 - Research Design Lab Credits 0
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. Notes: Required for Ph.D. students only. Coregistration in RSPY 601 is required. Grade Mode: C.
Prerequisites: RSPY 502.
Corequisites: RSPY 601.
Restrictions: Must be Clinical Psychology (RSDR); and Rosemead Sch of Psychology; Graduate Level or Doctoral Level.

RSPY 615 - Advanced Developmental Psychology Credits 3
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 findings relevant to individual development are examined. Emphasis is upon the study of neurobiological, cognitive, and affective changes manifested throughout the lifespan. Notes: Required of Psy.D., Ph.D. Grade Mode: A.
Prerequisites: A survey course (graduate or undergraduate) in developmental psychology, and RSPY 515.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 620 - Seminar in Multicultural Issues Credits 0
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. Notes: Required of Psy.D., Ph.D. Must be taken twice. Grade Mode: C.
Restrictions: Must be Graduate Level or Doctoral Level.

RSPY 623 - Seminar in Multicultural Issues I Credits 1
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. Notes: Required of Psy.D., Ph.D. Grade Mode: C.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 624 - Seminar in Multicultural Issues II Credits 1
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. Notes: Required of Psy.D., Ph.D. Grade Mode: C.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 625 - Multicultural Issues in Clinical Psychology Credits 3
A consideration of the impact of social and cultural factors upon the utilization and dynamics of mental health services. Focuses on developing the student's sensitivity to the cultural dynamics involved in the therapeutic process. Notes: Required of Psy.D., Ph.D. Grade Mode: A.
Prerequisites: RSPY 623, RSPY 624.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 631 - Principles of Health Psychology Credits 2-3
This course provides an overview of theory, research and roles of psychologists in the dissemination of psychological knowledge into the health care system. Areas of focus include concerns of the family physician for which referral might be made, adjustment to physical disabilities, coping with chronic illness, stages of adjustment by individuals and their families to death and dying, preventive-educative and motivational issues in medical treatment. Notes: Elective. Grade Mode: A.
Prerequisites: RSPY 607.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 633 - Advanced Seminar in Psychopathology Credits 3
A survey of the development, dynamics and classification of the psychological disorders from a psychoanalytic point of view. Special attention is given to the neuroses and the operations of ego defense mechanisms. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
RSPY 641 - Measurement and Assessment I: Cognitive Assessment Credits 3
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 development disabilities and disabilities acquired later in life. Notes: Required of Psy.D., Ph.D. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
Fee: Cost of materials required is approximately $150.

RSPY 642 - Measurement and Assessment II: Personality Credits 3
This course is the second in a sequence of courses that are dedicated to promoting psychological-assessment competency. This second course is designed to introduce students to the following instruments: the Minnesota Multiphasic Personality Inventory-2 (MMPI-2), the Personality Assessment Inventory (PAI), the Millon Clinical Multiaxial Inventory-III (MCMI-III), and the Mini-Mental State Examination, 2nd Edition (MMSE-2). Opportunities to administer and interpret the Thematic Apperception Test (TAT), figure drawing methods, and sentence completion methods are also provided. The overall purpose of this course is for students to develop basic competencies in the administration, scoring, and interpretation of the instruments included in two psychological assessment batteries, with a particular emphasis on self-report inventories. This course is also designed to help students continue developing foundational competencies in the following key areas: describing examinee mental status and behaviors, conducting clinical interviews, understanding basic psychometric theory, selecting appropriate assessment instruments, integrating assessment data, articulating case conceptualizations, developing data-driven recommendations, and writing psychological reports. Special interest is given to multicultural competencies in the area of psychological assessment, emphasizing various diversity domains such as age, gender, ethnic and racial identity, sexual orientation, religion and spiritual orientation, and development disabilities and disabilities acquired later in life. Notes: Required of Psy.D., Ph.D. Grade Mode: A, C.
Prerequisites: RSPY 641.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
Fee: Cost of materials required for this course is approximately $150.

RSPY 643 - Measurement and Assessment III: Performance-Based Measure (Rorschach) Credits 3
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 emphasis on the Rorschach Inkblot Method. This course is also designed to help students continue developing foundational competencies in diagnosis, treatment, recommendations, and report writing. Furthermore, it is designed to help students further multicultural competencies in the area of psychological assessment. Notes: Required of Psy.D. Grade Mode: A.
Prerequisites: RSPY 642.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 644 - Measurement and Assessment IV: Advanced Projectives (Special Issues) Credits 2
Advanced interpretation of the Rorschach and other resources including special issues as forensic evaluations, child and adolescent personality assessment, assessment of thought disorder. Notes: Elective. Grade Mode: A.
Prerequisites: RSPY 643.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 647 - Advanced Assessment of Individuals With Disabilities Credits 3
An advanced diagnostic course which focuses on the assessment and diagnosis of exceptional children as well as legal and advocacy issues required by the Individuals with Disabilities Act. Specific diagnostic populations include mentally retarded, learning disabled, emotionally disturbed and gifted children. Attention is also given to low incidence handicaps such as vision impaired, hearing impaired, multiple handicapped, etc. Grade Mode: A.
Prerequisites: RSPY 641.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 650 - Family Psychology and Psychopathology Credits 3
Emphasizes the construction of a conceptual framework for system change as a foundation for clinical intervention. Surveys major approaches to systems-oriented family therapy and includes such related issues as the family life cycle, object relations integration, family pathology/dysfunction, family assessment, ethnicity and religious influences. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 651 - Seminar in Psychodynamic Theory I Credits 2
An in-depth study of the process of therapy based on psychoanalytic developmental theory and giving special attention to the concepts of transference, counter-transference and interpretation. This course is only available with the initiative and approval of the instructor when an appropriate client is unavailable to the student for lab requirements. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
RSPY 652 - Seminar in Psychodynamic Theory II  Credit 1
Continuation of RSPY 651. This course is only available with the initiative and approval of the instructor when an appropriate client is unavailable to the student for lab requirements. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 663 - Human Sexuality  Credits 2
An examination of the areas of human sexual functioning, behavior, relationships and feelings. Issues of sexuality are discussed within spiritual, psychological, cultural and medical/health perspectives with implications for clinical treatment of sexual issues. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 680 - Pre-practicum  Credits 3
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.
Notes: Required of advanced first year students to be taken concurrently with RSTP 500 Psychotherapy and Religion. Grade Mode: C.
Corequisites: RSTP 500.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
Fee: $55.

RSPY 681 - Pre-practicum I  Credit 1
The first of a two-course sequence designed to facilitate the development of empathic listening, interpersonal skills and basic therapeutic techniques including an introduction to ethics. This first course emphasizes a small, interactive group format for the development of skills. Grade Mode: C.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
Fee: $55.

RSPY 682 - Pre-practicum II  Credits 2
The second of a two-course sequence designed to facilitate the development of empathic listening, interpersonal skills and basic therapeutic techniques. During this course, direct observation and videotaping of the student's first clinical practicum in the University's counseling center are utilized to provide a closely supervised introduction to the therapeutic process. Notes: This course or RSPY 680 is required for Psy.D., Ph.D. Grade Mode: C.
Prerequisites: RSPY 681.
Corequisites: RSTP 500.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 688 - Practicum Consultation  Credits 0
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.
Notes: This course must be taken concurrently with all practica (RSPY 689, 691-699). Required of Ph.D., Psy.D. Grade Mode: C.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 689 - Practicum Continuous Enrollment  Credits 0
Students continuing a Fall or Spring practicum through Intermert or Summer will register for this 0-credit course. Registration in a Fall or Spring practicum and RSPY 688 is required. Grade Mode: C.
Prerequisites: RSPY 691.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 691 - Practicum I  Credits 3
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. Notes: RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C.
Prerequisites: RSPY 680 or RSPY 682.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 692 - Practicum II  Credits 3
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. Notes: RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C.
Prerequisites: RSPY 680 or RSPY 682.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 693 - Practicum III  Credits 3
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. Notes: RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C.
Prerequisites: RSPY 680 or RSPY 682.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
RSPY 694 - Practicum IV  Credits 3
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. Notes: RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C.
Prerequisites: RSPY 680 or RSPY 682.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 695 - Practicum V  Credits 3
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. Notes: RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C.
Prerequisites: RSPY 680 or RSPY 682.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 696 - Practicum VI  Credits 3
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. Notes: RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D. Grade Mode: C.
Prerequisites: RSPY 680 or RSPY 682.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 697 - Practicum Elective  Credits 1-3
For students desiring supervised clinical experiences beyond the practicum requirements for their degree. These are used as elective practica. Notes: Elective. Grade Mode: C.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 698 - Practicum Elective  Credits 1-3
For students desiring supervised clinical experiences beyond the practicum requirements for their degree. These are used as elective practica. Notes: Elective. Grade Mode: C.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 699 - Practicum Elective  Credits 1-3
For students desiring supervised clinical experiences beyond the practicum requirements for their degree. These are used as elective practica. Notes: Elective. Grade Mode: C.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 700 - Clinical Case Conference  Credit 1
Small group supervision of ongoing psychological cases. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 701 - College Teaching of Psychology  Credits 2
A seminar on teaching methods including the development of course objectives, outlines, lectures and evaluations. Major emphasis is placed on the examination of the various teaching methods available to the teacher of psychology. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 704 - Advanced Research Design  Credits 3
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, multiway 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. Notes: Required for Ph.D. only. Grade Mode: A.
Prerequisites: RSPY 601.
Restrictions: Must be a Major in Clinical Psychology (RSDR); and Rosemead Sch of Psychology; Graduate Level or Doctoral Level.

RSPY 708 - Structural Equation Modeling  Credits 3
Introduction to models and methods for analysis of data hypothesized to be generated by unmeasured latent variables including latent variable analogues of traditional methods in multivariate analysis. Emphasis is given to measurement models such as confirmatory and higher-order factor analytic models and structural equation models, including path and simultaneous equation models. Parameter estimation, hypothesis testing, and other statistical issues are covered. Computer implementation and applications. Notes: Required for Ph.D. Grade Mode: A.
Prerequisites: RSPY 704.
Restrictions: Must be a Major in Clinical Psychology (RSDR); and Rosemead Sch of Psychology; Graduate Level or Doctoral Level.

RSPY 709 - Current Issues in Psychology  Credits 1-3
Intensive focus is given to a selected topic of contemporary interest. Notes: May be retaken for credit. Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 710 - Special Techniques in Clinical Practice  Credits 1-3
Intensive consideration of a specific technique utilized in modern clinical practice and requiring specialized training. A single major technique will be the focus each time this course is offered. Notes: May be retaken for credit. Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 711 - Seminar in Ethical and Professional Issues  Credits 3
A study and discussion of the ethics of professional psychology with an emphasis on the American Psychological Association's Code of Ethics, guidelines, and laws that govern the profession. Preparation for the 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. Notes: Required of Psy.D., Ph.D. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
RSPY 712 - Independent Study Credits 1-3
Individual work, directed reading or special problems in psychology. Such work must be done with the approval and supervision of a faculty professor of record. The student is expected to submit a detailed course proposal and a bibliography with an arranged course permission form available from the Registrar’s Office. Notes: Required courses may not be taken through independent study. Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 713 - Principles and Practices in Clinical Supervision Credits 2
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. Grade Mode: A.
Prerequisites: RSPY 691, RSPY 692.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 714 - Clinical Psychopharmacology Credits 3
A general overview of the drugs used in the treatment of mental disorders, including their specific indications, mechanism of action and effectiveness. Notes: Elective. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

RSPY 715 - Training Therapy (Interpersonal) Credits 0
For official indication on the student’s transcript of required personal growth experience through interpersonal therapy. Students may choose group, marital or spiritual direction. Notes: Required of all doctoral students. Grade Mode: C.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 716 - Training Therapy (Individual) Credits 0
For official indication on the student’s transcript of required personal growth experience through individual training therapy. Notes: Required of all doctoral students. Grade Mode: C.
Restrictions: Must be Rosemead Sch of Psychology.

RSPY 729 - Alcohol and Substance Abuse Credits 1-2
Diagnosis, treatment planning, and recovery process for the alcoholic/addict and family members will be the focus of the class. The disease model of addictions treatment and the utilization of 12-step support groups in the treatment of the recovering person and the family members will be presented. Other compulsive diseases will be discussed such as sexual addiction, eating disorders, etc. Class lecture, special speakers, and assigned reading will be the primary methods of instruction. Notes: Meets California licensure requirement for training on alcohol and substance abuse. Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 730 - Directed Research Credits 1-3
Students may take special courses of study and/or pursue research projects that they design and carry out under the guidance of a resident faculty member. Individual or small group participation in a research project in psychology must be under the supervision of a faculty member. The student must submit an arranged course permission form giving a detailed outline of the research and other learning experiences of the course. Notes: Required courses may not be taken through Directed Research. Elective. Grade Mode: V.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 733 - The Self: Theological, Philosophical, Psychological and Cross-Cultural Perspectives Credits 3
This course looks at philosophical, theological, psychological, and cross-cultural views of the nature of the self. The course explores some of the biblical and philosophical terminology. It also explores the historical emphasis on the self, with a focus on its current emphasis in psychoanalytic psychology, and its developmental aspect, and a psychological view of the true and false self. The western culture perspective on the self is compared with other cultures. Finally, a religious perspective on the true and false self is presented. Notes: Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 740 - Special Topics in Psychology Credits 1-3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

RSPY 790 - Leave of Absence Credits 0
For students who have been granted an official Leave of Absence from the doctoral program. Grade Mode: N.
Restrictions: Must be Graduate Level or Doctoral Level.

RSTH: Theology/Biblical Studies
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).

RSTH 515 - Theological and Psychological Anthropology I Credits 2
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. Notes: Required of Ph.D., Psy.D. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.
RSTH 516 - Theological and Psychological Anthropology II Credits 2
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. Notes: Required of Ph.D., Psy.D. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

RSTH 540 - Theology I: Theoretical Foundations of Integration Credits 2
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.
Restrictions: Must be Graduate Level or Doctoral Level.

RSTH 550 - Theology II: Spiritual Theology and the Dynamics of Change Credits 3
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. Notes: Required of Psy.D., Ph.D. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

RSTH 613 - Theology III: Spiritual Theology and the Dynamics of Change II Credits 3
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. Notes: Required Psy.D., Ph.D. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

RSTH 614 - Theology IV: Biblical Interpretation and New Testament Psychology Credits 3
This course is meant to assist the student in the investigation of what Scripture has to offer for the development of psychological theory and practice. The course covers the nature and authority of Scripture, the illumination of the Spirit, and biblical hermeneutics. The course will include a study of various biblical texts that are particularly relevant for psychological theory and practice as well as a hermeneutical project that requires each student to interpret, contextualize, and apply a biblical passage relevant to psychological theory and/or practice. Notes: Required of Psy.D., Ph.D. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

RSTH 615 - Theology V: The Kingdom of God and Human Flourishing Credits 3
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. Notes: Required of Psy.D., Ph.D. Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

RSTH 730 - Independent Study Credits 1-3
Individual work, directed reading or special problems in theology. Such study must be done with the approval and supervision of a faculty professor of record. The student is expected to submit a detailed course proposal on an arranged course form available from the Registrar’s Office. Notes: Required courses may not be taken through independent study. Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSTN: Internship

RSTN 731 - Full-Time Internship in Clinical Psychology Credits 0
Professional experience of a one-year (12 months) internship in a facility approved by the Clinical Training Committee. Notes: RSTN 731 or RSTN 732 is required. Grade Mode: C.
Prerequisites: Successful completion of comprehensive examinations, course requirements, professional qualifying examination, and approval of a dissertation proposal.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
Fee: Internship fee: $1,200 per semester.
RSTN 732 - Half-Time Internship  
Professional experience of a two-year internship in a facility approved by the Professional Training Committee. Notes: RSTN 731 or RSTN 732 is required. Grade Mode: C.  
Prerequisites: Successful completion of comprehensive examinations, course requirements, professional qualifying examination, and an approval of a dissertation proposal.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.  
Fee: Internship fee: $600 per semester.

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.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

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. Notes: By permission only. Grade Mode: C.  
Prerequisites: RSTN 731.  
Restrictions: Must be Graduate Level or Doctoral Level.

RSTP: Integration of Psychology and Theology

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.

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. Notes: Required of all first year students to be taken concurrently with Pre-practicum. Grade Mode: C.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

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. Notes: Elective. Grade Mode: A.  
Prerequisites: RSTP 500.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

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 light of modern infant observational research. Notes: Elective. Grade Mode: A.  
Prerequisites: RSTH 540 or RSTP 721.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

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. Grade Mode: A.  
Prerequisites: RSTH 540.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

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 development, and an experimental awareness of that growth process. Notes: Elective. Grade Mode: A.  
Prerequisites: RSTH 540 or RSTP 721.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

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. Notes: Elective. Grade Mode: A.  
Prerequisites: RSTH 540 or RSTP 721.  
Restrictions: Must be Graduate Level or Doctoral Level.

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. Notes: Elective. Grade Mode: A.  
Prerequisites: RSTH 540 or RSTP 721.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

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. Notes: Elective. Course may be taken multiple times for credit with different emphasis. Grade Mode: A.  
Prerequisites: RSTH 540 or RSTP 721.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
RSTP 745 - Maturity: Psychological and Theological Perspectives Credits 2
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. Notes: Elective. Grade Mode: A.
Prerequisites: RSTH 540 or RSTP 721.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSTP 746 - Selected Topics and Issues in Integration Credits 2-3
Occasional seminars are offered under this course designation with focus on some contemporary integration issue, controversy or special research interest. Notes: May be retaken for credit. Elective. Grade Mode: A.
Prerequisites: RSTH 540 or RSTP 721.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSTP 750 - Perspectives on Human Nature Credits 2
A critical examination of various theological and psychological anthropologies. Each student is expected to conduct an in-depth review of one theoretical perspective. Notes: Elective. Grade Mode: A.
Prerequisites: RSTH 540 or RSTP 721.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSTP 760 - Independent Study Credits 1-3
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. Notes: Required courses may not be taken through independent study. Elective. Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSTP 770 - Special Topics in Integration Credits 1-3
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.
Restrictions: Must be Graduate Level or Doctoral Level.
SCHOOL OF CINEMA AND MEDIA ARTS

Faculty
Chair: Gerald Fisher, Ph.D.
Professors: Fisher, Gonzales
Associate Professors: Schmidt, Swain, Yamada
Assistant Professors: Hafer
Instructors: Tucker

Programs
Programs Offered
• Cinema and Media Arts, B.A. (p. 333)

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.

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.

On-Campus Study Opportunities

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

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

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

Studio Task Force
Over 250 media professionals gather on a quarterly basis to support and empower Biola's Cinema and Media Arts department. These committed Christians work throughout the Entertainment Industry, allowing Biola students to draw upon their expertise and connections. The Parents Task Force comes alongside Biola's students to complement the Programs and activities of the CMA department, including special premiers, fundraisers, and galas.

Biola Media Conference
Once a year we bring hundreds of media industry professionals together for an all-day conference on a wide range of media related topics. Given Hollywood's global influence, this event attracts participants from around the world and has grown into the largest gathering of Christian media professionals in the nation. For up-to-date information visit the Biola Media Conference (http://biolamedia.com) website.

Cinema and Media Arts Chapel
CMA majors meet monthly for a unique time of worship, fellowship and exploration of the abilities God has granted us and others. A wide range of special guests and experiences makes this "family time" an essential part of our growth as an artistic community.

Internships
Biola's proximity to Hollywood and the entertainment industry affords CMA majors prime internship opportunities. Our Studio Task Force has extensive contacts in all facets of mass media, from massive movie studios to smaller production companies. Our students find internships to suit their interests and career plans. An internship is required of all majors.

Off-Campus Opportunities
Biola offers several off-campus study opportunities fitting for students earning a Bachelor of Arts in Cinema and Media Arts. More information about these experiential learning programs can be found in the Study Abroad and Study USA (p. 47) section of this catalog, or on the CCCE (https://www.biola.edu/studyabroad/programs) website. 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.

Japan Film Program
Biola's Cinema and Media Arts department offers a course 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 encompass two semesters and travel to Japan.

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.
Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

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 (https://www.biola.edu/cinema-and-media-arts-ba/application-process) 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.

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.

Curriculum Requirements

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.

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CNMA 204</td>
<td>The Entertainment Business</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 301</td>
<td>Transmedia</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>
<td>3</td>
</tr>
<tr>
<td>CNMA 433</td>
<td>Mass Media Law and Ethics</td>
<td>3</td>
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<tr>
<td>CNMA 440</td>
<td>Cinema and Media Arts Internship</td>
<td>4</td>
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<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>
</tr>
<tr>
<td>CNMA 458</td>
<td>Mass Communication Research</td>
<td>3</td>
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<tr>
<td>or CNMA 470</td>
<td>Cinema and Media Arts Seminar</td>
<td></td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>or CNMA 101</td>
<td>The Art of Storytelling</td>
<td></td>
</tr>
<tr>
<td>BUSN 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>or CNMA 302</td>
<td>Production Management</td>
<td></td>
</tr>
<tr>
<td>CNMA 355</td>
<td>History of Television Programming</td>
<td>3</td>
</tr>
<tr>
<td>or CNMA 449</td>
<td>The Role of the Producer</td>
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<tr>
<td>CNMA 358</td>
<td>Motion Picture Pre-Production</td>
<td>3</td>
</tr>
<tr>
<td>or CNMA 452</td>
<td>Motion Picture Post-Production</td>
<td></td>
</tr>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or CNMA 392</td>
<td>Principles of Advertising</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 3

- COMM 387 Organizational Communication

Total Credits: 45

1 CNMA 440 must be taken multiple times for a total of 4 credits.

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.
### Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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 203</td>
<td>Screenwriting I</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 204</td>
<td>The Entertainment Business</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 312</td>
<td>Screenwriting II</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 351</td>
<td>Writing the Scene</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 352</td>
<td>Character Development and Dialogue</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 353</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 354</td>
<td>The TV Writer's Room</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 405</td>
<td>Understanding Representation</td>
<td>2</td>
</tr>
<tr>
<td>CNMA 420</td>
<td>Coverages and Rewrites</td>
<td>2</td>
</tr>
<tr>
<td>CNMA 440</td>
<td>Cinema and Media Arts Internship</td>
<td>3</td>
</tr>
<tr>
<td>CNMA 453</td>
<td>Beauty as Truth</td>
<td>2</td>
</tr>
<tr>
<td>CNMA 456</td>
<td>Senior Media Project</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 344</td>
<td>Creative Writing: Fiction</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 8 credits of upper-division Cinema and Media Arts electives

Total Credits 45

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

### Courses

#### CNMA 101 - The Art of Storytelling

- **Credits:** 3
- **Description:** Giving filmmakers an introduction to the building blocks of storytelling: character, setting and plot. Students will read and study the steps of the Hero's Journey as used in current Hollywood films. They will analyze story structure, write short stories based on real and imagined events and create film ideas and short screenplays. Special emphasis will be given to the history, art and aesthetics of storytelling. **Grade Mode:** A.  
- **Restrictions:** Must be Cinema and Media Arts (CNMA); and Undergraduate Level.  
- **Fee:** $40.

#### CNMA 102 - Visual Aesthetics

- **Credits:** 3
- **Description:** Through an introduction to the building blocks of visual storytelling, students will learn to use film grammar to tell their stories effectively. Special emphasis will be given to lighting, color, shape, line, and space. **Grade Mode:** A.  
- **Restrictions:** Must be Cinema and Media Arts (CNMA); and Undergraduate Level.  
- **Fee:** $60.

#### CNMA 103 - Introduction to TV and Film Production

- **Credits:** 3
- **Description:** 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. **Grade Mode:** A.  
- **Restrictions:** Must be Cinema and Media Arts (CNMA); and Undergraduate Level.  
- **Fee:** $60.

#### CNMA 104 - History of Cinema

- **Credits:** 3
- **Description:** Creating historians via a survey of the development of the motion picture including the evolution of motion pictures as an art form, classic Hollywood narrative structure, technological developments, communication medium, and industry. 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. **Grade Mode:** A.  
- **Restrictions:** Must be Cinema and Media Arts (CNMA); and Undergraduate Level.  
- **Fee:** $40.

#### CNMA 202 - Introduction to Mass Media

- **Credits:** 3
- **Description:** An introductory approach to the major mass media: film, television, music, print, radio and Internet. Includes history, growth, business practices and technological aspects of each. Explores a Christian response, strategy for witness and influence, and integration into the field. **Grade Mode:** A.  
- **Restrictions:** Must be Cinema and Media Arts (CNMA); and Undergraduate Level.  
- **Fee:** $40.

#### CNMA 203 - Screenwriting I

- **Credits:** 3
- **Description:** 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. **Grade Mode:** A.  
- **Prerequisites:** CNMA 101.  
- **Restrictions:** Must be Cinema and Media Arts (CNMA); and Undergraduate Level.  
- **Fee:** $20.
CNMA 204 - The Entertainment Business Credits 3
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. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.

CNMA 251 - Sound Recording Credits 2
An introduction to the theory and practice of storytelling with sound. Topics include physics, acoustics and psychoacoustics of sound, field and studio sound recording, multi-track mixing and editing, and sound effects as applied to film, television, recording arts and other media. Grade Mode: A.
Prerequisites: CNMA 101, CNMA 102.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.

CNMA 262 - Directing for TV and Film Credits 2
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. Grade Mode: A.
Prerequisites: CNMA 101, CNMA 102.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.

CNMA 301 - Transmedia Credits 2
Transmedia introduces the techniques of telling a story across multiple technology platforms and formats. Topics include: web design, media streaming, small screen production and apps for pads or smartphones, graphic design, interactive, virtual reality, audio and video formats for new media; computer hardware, operating systems, networking and server systems. Grade Mode: A.
Prerequisites: CNMA 101 or BUSN 211; and CNMA 102 or BUSN 212.
Restrictions: Must be a Major in Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.

CNMA 302 - Production Management Credits 3
Covers the budgeting and scheduling necessary for media production. Students learn the parameters considered in making decisions to balance the creative goals and logistical demands of production. Matters of insurance; deal negotiation; contracts; union rules (including SAG-AFTRA, DGA, IATSE) copyright and clearance issues; management of crew; liaison difficulties with studios, clients and outside publics; and other issues will be covered. Evaluation of students' understanding will be based on a budget and schedule for a one hour single camera drama they will be required to complete, as well as pertinent test and quizzes. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.

CNMA 303 - Cinematography Credits 2
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. Grade Mode: A.
Prerequisites: CNMA 101, CNMA 102.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.

CNMA 310 - Visual Effects Credits 3
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. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.

CNMA 312 - Screenwriting II Credits 3
Advanced work in writing an original feature-length screenplay. Grade Mode: A.
Prerequisites: CNMA 203.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $20.

CNMA 315 - Editing for Film and Television Credits 2
Instruction and application in the art of digital editing with emphasis on Final Cut Pro HD. An intense study of the craft and role of the editor as storyteller. Covers various genres and formats (e.g., features, documentaries, short films, trailers). Emphasis on the editor's role in other aspects of post-production, including audio, music, color correction, digital effects, DVD authoring. Several individual projects allow hands-on practical learning. Grade Mode: A.
Prerequisites: CNMA 101, CNMA 102, CNMA 104.
Corequisites: CNMA 303.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.

CNMA 320 - Advanced Studies in Criticism Credits 3
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. Notes: May be taken multiple times for credit. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.

CNMA 350 - Advanced Studies in Media Production Credits 1-3
Aspects of theory and practice in media production. Notes: May be taken multiple times for credit with different course content. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $40.
CNMA 351 - Writing the Scene Credits 3
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. Grade Mode: A.
Prerequisites: CNMA 203.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 352 - Character Development and Dialogue Credits 3
An exploration of characters and dialogue in film and television formats. Scenes and sequences will be written by students during the course. Grade Mode: A.
Prerequisites: CNMA 203.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 353 - Media Literacy Credits 3
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. Grade Mode: A.
Restrictions: Must be a Major in Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 354 - The TV Writer’s Room Credits 3
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. Grade Mode: A.
Prerequisites: CNMA 351
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $50.

CNMA 355 - History of Television Programming Credits 3
A study of the history of the television business from a programming perspective. Students learn how programming of each season reflects the socioeconomic 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 present. Grade Mode: A.
Prerequisites: CNMA 101.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 358 - Motion Picture Pre-Production Credits 3
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. Grade Mode: A.
Prerequisites: CNMA 302.
Corequisites: CNMA 359.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $100.
CNMA 405 - Understanding Representation Credits 2
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, learning basic contracts that professionals in the industry will need in order to do business in their areas. In addition, this will include packaging and pitching of projects, which students will learn to reduce ideas to basic components enhancing verbal presentation skills. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 420 - Coverages and Rewrites Credits 2
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. Grade Mode: A.
Prerequisites: CNMA 312.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 425 - Advanced Audio Recording Credits 3
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. Grade Mode: A.
Prerequisites: CNMA 365.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $50.

CNMA 433 - Mass Media Law and Ethics Credits 3
Study of theoretical approaches to the First Amendment as well as specific areas of concern to professional journalists such as defamation, privacy, fair trial, obscenity, copyright, shield laws, sunshine laws, etc. Exploration of applied professional ethics and contemporary professional issues of ethics for media professionals. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 440 - Cinema and Media Arts Internship Credits 1-3
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 off-campus sessions designed to strengthen and expand professional skills. Notes: Sixty hours of internship is required for each academic credit. May be taken multiple times for a maximum of 6 credits. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 449 - The Role of the Producer Credits 3
Producers make film and television happen. This course covers what a producer does to create a budget, to find financing, to manage the production process, and to market and distribute a film or television project. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 450 - Cinema and Media Arts Practicum Credits 1-3
Directed practical experience in the various fields of mass communication. Notes: May be taken for a total of 6 credits with different content. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 451 - Audio Post Production for Film and TV Credits 3
Development of advanced aesthetics and techniques in composing, editing and processing audio for film and television postproduction. Includes ADR, sound effects, surround sound and orchestra recording. Grade Mode: A.
Prerequisites: CNMA 359.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $50.

CNMA 452 - Motion Picture Post-Production Credits 3
The final course in a three-course film production sequence (358, 359, 452). Emphasizes editing, music, sound effects, mixing, laboratory coordination, and distribution. Grade Mode: A.
Prerequisites: CNMA 359.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $50.

CNMA 453 - Beauty as Truth Credits 2
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. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 455 - Media Management Credits 3
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. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 456 - Senior Media Project Credits 3
Student produces a 'calling card' project with advice and guidance from faculty. The project will represent the student's highest achievement in media production. Projects can include scripts, audio recordings, video, motion pictures, and other emerging media. Grade Mode: A.
Prerequisites: CNMA 356 or CNMA 359.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fee: $50.
CNMA 457 - Mass Communication Theory  Credits 3
Social scientific theory in mass communication with emphasis on practical usefulness of theories. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 458 - Mass Communication Research  Credits 3
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. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 459 - Faith and Film  Credits 3
This is the capstone integration course covering what a Christian film is and what makes a Christian filmmaker. Films will be analyzed and discussed to understand how God's truth can be seen in films regardless of who creates them. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 460 - Advanced Production  Credits 3
Students will perform a particular above-the-line function (producer, director, cinematographer, editor, sound designer, production designer) for an advanced production that will serve as a calling card/resume builder. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

Fee: $100.

CNMA 464 - Advanced Editing for TV and Film  Credits 3
This workshop-based course will require students to edit entire short films to understand not just what makes a scene work but an entire story arc. Through the critiquing of one another's work, students will learn to articulate what is, and is not, working in their weekly cuts. Grade Mode: A.
Prerequisites: CNMA 315, CNMA 452.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

Fee: $50.

CNMA 465 - Advanced Directing for TV and Film  Credits 3
The three keys to directing will be covered in this class: visual structure, working with actors and leadership. Grade Mode: A.
Prerequisites: CNMA 262.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

Fee: $40.

CNMA 470 - Cinema and Media Arts Seminar  Credits 1-3
A rotating variety of topics and production experiences often employing special guests from within the media industries. Possible topics include, but are not limited to, Fund Raising, Event Planning, Visual Effects, Audio Recording, Cinematography, Production Design, the Sundance Film Festival, the City of the Angels Film Festival, the Biola Media Conference.
Notes: May be taken multiple times. Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

Fee: May involve lab fees.
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.

Faculty
Dean: June Hetzel, Ph.D.
Assistant Dean: Tim Stranske, Ph.D.
Chair: Christie Curtis, Ph.D.
Professor: Hetzel, Stranske
Associate Professors: Bishop, Block, Curtis, Eastman, Hong, LaBarbera, Reid, Serna, Stein, Taylor, Vidaurre, Wong-Lo
Assistant Professors: Cid
Special Faculty at Large: Thomas

Programs
Programs Offered
- Child Development Permits – Graduate (p. 340)
- Curriculum and Instruction Certificate (p. 341)
- Curriculum, Instruction, and Publication, M.S.C.I.P. (p. 342)
- Education Specialist Instruction Credential (Mild/Moderate) (p. 343)
- Education, M.A.Ed. (p. 345)
- Induction/Clear Credential (p. 347)
- Preliminary Credentials (p. 348)
- Special Education Certificate – Graduate (p. 351)
- Special Education, M.S.Sp.Ed. (p. 351)
- Teaching, ACSI Certificate (p. 353)
- Teaching, M.A.T. (p. 353)

Courses
Course Descriptions
- Education (SEED) (p. 356)

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
- Must be a California Resident in order to fulfill fieldwork requirements for permits.
- Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree conferred from a regionally accredited institution prior to the start of the second term.
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
- Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing.
- Documentation of tuberculosis (TB) test clearance administered within 3 months prior to start of program.
- Applicants for whom English is not a primary language must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

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

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.
1. Assistant Permit Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 535</td>
<td>Child Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SEED 556</td>
<td>Early Childhood Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Associate Teacher Permit Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 535</td>
<td>Child Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SEED 556</td>
<td>Early Childhood Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SEED 557</td>
<td>School/Family/Community Partnerships in Early Childhood Urban Settings</td>
<td>3</td>
</tr>
<tr>
<td>SEED 559</td>
<td>Observation and Assessment of Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Experience Requirement
The experience requirement includes at least 50 days of experience in an instructional capacity in a child care and development program, working at least 3 hours per day within the last 2 years. This experience must be verified by submitting an original letter from the employer on official letterhead. Fieldwork in early childhood coursework may be folded into the 50 days of required early childhood experience (minimum of 3 hours per day).

3. Teacher Permit Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>SEED 558</td>
<td>Classroom Management in Early Childhood Settings</td>
<td>3</td>
</tr>
<tr>
<td>SEED 559</td>
<td>Observation and Assessment of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>SEED 579</td>
<td>Early Childhood Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Experience Requirement
The experience requirement includes at least 175 days of experience in an instructional capacity in a child care and development program, working at least 3 hours per day within the last 4 years. This experience must be verified by submitting an original letter from the employer on official letterhead. Fieldwork in early childhood coursework may be folded into the 175 days of required early childhood experience (minimum of 3 hours per day). Candidates who successfully complete 16 weeks of full-time student teaching pre-K through grade 3 may use these hours to fulfill the 175-day requirement.

General Education Requirement: Must complete 16 semester credits in general education. One course in each of the following areas: humanities and/or fine arts, social sciences, math and/or science, and English and/or language arts.

4. Master Teacher Permit Coursework

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 535</td>
<td>Child Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SEED 556</td>
<td>Early Childhood Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SEED 557</td>
<td>School/Family/Community Partnerships in Early Childhood Urban Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

Degree Requirement
Complete a baccalaureate degree or higher or possess a valid Multiple Subject Teaching Credential or a Single Subject Teaching Credential in Home Economics.

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, or wish to serve, in writing or editing curricula for school districts or for publication. The 12-credit Curriculum and Instruction 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
- Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree conferred from a regionally accredited institution prior to the start of the second term.
- Have a minimum 3.0 cumulative GPA on a 4.0 scale.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

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

Program Requirements
Students who pass any four of the six courses listed below with a grade of "B" or higher will qualify for the Curriculum and Instruction Certificate:

Select four courses from the following:

<table>
<thead>
<tr>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 558</td>
<td>Classroom Management in Early Childhood Settings</td>
<td>3</td>
</tr>
<tr>
<td>SEED 559</td>
<td>Observation and Assessment of Young Children</td>
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</tr>
<tr>
<td>SEED 579</td>
<td>Early Childhood Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

1. SEED 579 may be met by SEED 512 and SEED 513: Elementary Student Teaching (K through grade 3 classroom).
Curriculum, Instruction, and Publication, M.S.C.I.P.

Program Description

The Master of Science in Curriculum, Instruction, and Publication 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 M.S. in Curriculum, Instruction, and Publication 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.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Master of Science in Curriculum, Instruction, and Publication 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, performing database 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 empirical 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).

Requirements

Admission Requirements

- Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree conferred from a regionally accredited institution prior to the start of the second term.
- Have a minimum 3.0 cumulative GPA on a 4.0 scale.
- Submit GRE General test scores.
- Hold a preliminary credential or provide verification of the equivalent professional experience.
- Applicants for whom English is not a primary language must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education application.
- Interview with a member of the School of Education.

Those applying to the M.S. with Curriculum, Instruction, and Publication online program will need the following additional admissions requirements:

- Verify computer literacy sufficient to become actively engaged in learning online by passing an online proficiency test offered by Biola University’s Distance Learning Department or providing proof of successful online learning in a prior course.
- Verify access to a computer and the Internet sufficient to engage in Biola University’s Distance Learning Programs.

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

Graduation Requirements

1. M.S. in Curriculum, Instruction, and Publication core courses and Capstone must be passed with a grade of “B” or higher.
2. Candidates must complete the M.S. in Curriculum, Instruction, and Publication with a 3.0 cumulative GPA.
3. Candidates must successfully complete the Capstone, participate on a research team, and fulfill all professional requirements (e.g., portfolio including key assignments) related to the coursework and learning outcomes.
4. Candidates must demonstrate high performance in each Professional Dispositions and Competencies Evaluation for core coursework in order to remain in the M.S. program. Evidence of unaddressed concerns (scores of 1 or 2), or failing to meet a professional disposition may lead to dismissal.

5. A minimum of 41 credits is required for the M.S. in Curriculum, Instruction, and Publication.

6. 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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

### Transfer of Credits

Students transferring from an accredited graduate program may transfer a maximum of 6 approved credits for their M.S. in Curriculum, Instruction, and Publication. 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.S. in Curriculum, Instruction, and Publication 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.

### Curriculum Requirements

<table>
<thead>
<tr>
<th>Program Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 501</td>
<td>Philosophy and Values in Schools and Society</td>
</tr>
<tr>
<td>SEED 502</td>
<td>Advanced Educational Psychology</td>
</tr>
<tr>
<td>SEED 503</td>
<td>Educational Research and Statistics</td>
</tr>
<tr>
<td>SEED 504</td>
<td>Advanced Curriculum and Instruction</td>
</tr>
<tr>
<td>SEED 524</td>
<td>Research in Culture and Intercultural Instruction</td>
</tr>
<tr>
<td>SEED 548</td>
<td>Collaborative Research</td>
</tr>
<tr>
<td>SEED 553</td>
<td>Writing Literature Reviews</td>
</tr>
<tr>
<td>SEED 571</td>
<td>Grant Writing, Book Proposal, and Textbook</td>
</tr>
<tr>
<td>SEED 572</td>
<td>Learning, Motivation, and Student Engagement</td>
</tr>
<tr>
<td>SEED 573</td>
<td>Curriculum Practicum</td>
</tr>
<tr>
<td>SEED 574</td>
<td>Current Issues in Education and Education Policy</td>
</tr>
<tr>
<td>SEED 576</td>
<td>Preparing Textbooks for Publication</td>
</tr>
<tr>
<td>SEED 577</td>
<td>School Leadership and Professional Learning Communities</td>
</tr>
<tr>
<td>SEED 596</td>
<td>Professional Development Module</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>TTBE 732</td>
<td>Exposition of New Testament Segments or Themes (taken as &quot;Life of Christ&quot;)</td>
</tr>
</tbody>
</table>

Other approved TTBE course

**Capstone Course**

| SEED 598 | Curriculum Research Project | 3 |

**Total Credits**

| 41 |

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1. SEED 548 Collaborative Research will be ongoing throughout the program, but actual enrollment in the 1 credit course will occur in the last term of the M.S. in Curriculum, Instruction, and Publication program.

2. Successful passage of SEED 553 is required for advancement in the program. Writing support and documentation may be mandatory for some students. SEED 554 may be substituted for SEED 553.

3. Register for one credit per term. May take up to three terms to complete. To produce quality research, it is recommended to be the only class taken in the final semester.

### Education Specialist Instruction Credential (Mild/Moderate)

#### 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 intellectual disabilities, other health impairment, serious emotional disturbance, and authorizes service in grades K–12 and in classes organized primarily for adults through age 22. The Education Specialist Instruction Credential has online coursework with in person fieldwork. Student teaching supervision is available in person or via Skype pending location of student teaching placement.

### Learning Outcomes

#### 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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

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:

- Must be a California Resident in order to fulfill fieldwork requirements.
- Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree conferred from a regionally accredited institution prior to the start of the second term.
- Verify subject matter competency. 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.
- Take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR).
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
- Verify possession of Certificate of Clearance from the California Commission on Teacher Credentialing.
- Documentation of tuberculosis (TB) test clearance administered within 3 months prior to start of program.
- Applicants for whom English is not a primary language must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

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

Program Requirements

After successfully completing the requirements below, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Preliminary Education Specialist Instruction Credential from the State of California’s Commission on Teacher Credentialing.

Basic Skills Requirement

All candidates must pass the California Basic Educational Skills Test (CBEST) or equivalent. This requirement must be met prior to student teaching or intern support seminar.

Education Specialist Courses

All candidates for the Preliminary Educational Specialist Instruction Credential (Mild/Moderate) must complete the following courses and required fieldwork:

Prerequisites

<table>
<thead>
<tr>
<th>Prerequisite Option #1: Taken in sequence On-Campus</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 519 Foundations of Education</td>
<td>1</td>
</tr>
<tr>
<td>SEED 526 Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>SEED 541 Methods of Teaching Linguistically Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>SEED 520 Elementary Reading/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>or SEED 525 Secondary Content Area Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisite Option #2: Accelerated Graduate Prerequisite/Concurrent Coursework On-line

<table>
<thead>
<tr>
<th>Concurrent Coursework On-line</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 518 Designing Successful Classrooms: Starting Right</td>
<td>1</td>
</tr>
<tr>
<td>SEED 530 Reading Process and Approaches</td>
<td>6</td>
</tr>
</tbody>
</table>

1 Preliminary Education Specialist Instruction (Mild/Moderate) candidates who come to Biola University with a SB2042 Multiple Subject or Single Subject Credential will have the prerequisite coursework waived. Additionally, candidates who have taken undergraduate or graduate equivalents of the prerequisite 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.

Core Coursework (15 Credits Online)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 532</td>
<td>Diagnosis and Remediation in Reading</td>
<td>3</td>
</tr>
<tr>
<td>SEED 561</td>
<td>Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SEED 562</td>
<td>Assessment and Evaluation of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SEED 563</td>
<td>Teaching Students with Mild Disabilities Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>SEED 564</td>
<td>Behavior and Classroom Management for Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SEED 580</td>
<td>Introduction to Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SEED 582</td>
<td>Consultation, Collaboration, and Communication for the Education Specialist</td>
<td>3</td>
</tr>
<tr>
<td>SEED 583</td>
<td>Curriculum Design for Students with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 24

1 SEED 583 may only be taken the semester immediately prior to SEED 584/SEED 585.

Student Teaching in Special Education or Intern Support Seminar (12 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 584</td>
<td>Student Teaching in Special Education I</td>
<td>6</td>
</tr>
<tr>
<td>SEED 585</td>
<td>Student Teaching in Special Education II</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>SEED 611 Intern Support Seminar I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SEED 612 Intern Support Seminar II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SEED 613 Intern Support Seminar III</td>
<td>3</td>
</tr>
</tbody>
</table>
Minimum Grades and GPA Requirements

All Education Specialist coursework must be completed with a grade of "B-" or higher. Overall, a 3.0 GPA must be maintained in the Education Specialist course sequence in order to student teach and to be recommended for a Preliminary Education Specialist Instruction Credential.

Taskstream Subscription

Candidates must have a paid subscription to Taskstream while taking Education Specialist courses, including prerequisites, and during student teaching.

Certificate of Clearance and Tuberculosis (TB) Test

Candidates must complete the application for a Certificate of Clearance prior to taking Education Specialist courses in order to participate in the required fieldwork. Fees required.

Candidates must submit valid TB tests results prior to taking Education Specialist courses with fieldwork. TB tests results must be done annually in order to participate in the required fieldwork. Fees required.

RICA Exam

Candidates must pass the Reading Instruction Competence Assessment (RICA) exam. Not required for candidates who have earned a California teaching credential.

Subject Matter Competency Requirement

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 or intern support seminar.

Portfolio Assessments

Candidates must complete and successfully present the Preliminary Education Specialist Credential (Mild/Moderate) electronic 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 Education Specialist coursework in order to remain in the program. Evidence of unaddressed concerns (scores of 1 or 2), or failing to meet a professional disposition, may lead to dismissal.

Fieldwork Evaluation

Candidates must obtain good to excellent scores in each fieldwork evaluation for Education Specialist 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.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 200</td>
<td>United States History To 1865</td>
<td>3</td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
<td>3</td>
</tr>
</tbody>
</table>

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 or the American Red Cross when applying for the Preliminary Education Specialist Instruction (Mild/Moderate) Credential.

Advisor Contact

Candidates must meet regularly with an advisor to ensure that all requirements are met.

Applying for a Credential

Preliminary Education Specialist Instruction (Mild/Moderate) Credential

After successfully completing student teaching or the intern support seminars 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.

Education Specialist Instruction (Mild/Moderate) Intern Credential

Candidates who receive a job offer and have met the associated requirements, may apply for an Intern Credential and enroll in the Intern Support Seminar. The Intern Support Seminar is taken by candidates who hold an Education Specialist (Mild/Moderate) Intern credential. If approved, candidates may begin their full-time teaching position while fulfilling all requirements for the Education Specialist (Mild/Moderate) Credential. See the credential analyst in the School of Education for details and applicable prerequisite requirements.

The Education Specialist Instruction (M/M) Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation/reporting purposes. Please see a credential analyst for current information on completing the requirements for a teaching credential.

Education, M.A.Ed.

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.

**Learning Outcomes**

**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 (ULO 1).
2. Identify personal assumptions and generalizations related to diversity (e.g., gender, ethnicity, religion, socioeconomic status, sexual orientation, and [dis]abilities) while affirming that all students are valued as image bearers of God (ULO 2).
3. Demonstrate Christian attitudes and actions conducive to the development of professional excellence and witness to the community (ULO 3).
4. Exhibit growth in one’s professional practice by utilizing professional databases, conducting empirical research, and articulating findings through effective writing (ULO 1, 2, and 3).
5. Evaluate qualitative and quantitative journal articles based on standard criteria within the profession (ULO 3).
6. Exercise discernment, individually and in team settings, creatively solving problems as contextual needs emerge within the educational community (ULO 2 and 3).
7. Demonstrate 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 (ULO 3).
8. Synthesize knowledge, skills, and perspectives from concentration-specific content of the master of education program to determine implications for professional practice (ULO 2).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

**Admission Requirements**

- Applicants must have completed all bachelor’s requirements prior to the start of the program and must have a bachelor’s degree conferred from a regionally accredited institution prior to the start of the second term.
- Hold a preliminary credential or provide verification of the equivalent professional experience.
- Submit GRE General test scores to determine writing proficiency (waived if cumulative GPA is 3.5 or above or if CBEST and all CSET subtests are passed).
- Have a minimum 3.0 cumulative GPA on a 4.0 scale.
- Applicants for whom English is not a primary language must verify a minimum 3.0 cumulative GPA.
- Hold a California SB2042 Multiple or Single Subject Preliminary Credential.
- Clear Credential candidates must submit the Coach and Placement Information form.

Students enrolling in online programs will need all of the above listed admissions requirements as well as the following:

- Verify computer literacy sufficient to become actively engaged in learning online by passing an online proficiency test offered by Biola University’s Distance Learning Department or providing proof of successful online learning in a prior course.
- Verify access to a computer and the Internet sufficient to engage in Biola University’s Distance Learning Programs.

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

**Graduation Requirements**

1. M.A.Ed. core courses and Capstone must be passed with a grade of "B" or higher.
2. Candidates must complete the Master of Arts in Education with a 3.0 cumulative GPA.
3. Candidates must successfully complete one Capstone, and all professional requirements (e.g., electronic portfolio, including key assignments) related to the coursework and learning outcomes.
4. Candidates must demonstrate professional behavior as an important aspect of their preparation to effectively impact the field of education (inside and beyond the classroom). For candidates on probationary status, or where a candidate has struggled with professional dispositions (scores of 1 or 2), these concerns may prevent the candidate from moving forward in the program and graduation.
5. A minimum of 38 credits is required for the Master of Arts in Education.
6. 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 the Admission, Enrollment and Graduation Requirements (p. 23) 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.

**Curriculum Requirements**

**Program Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</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>
</tbody>
</table>
SEED 524 Research in Culture and Intercultural Instruction 3
SEED 554 Professional Writing 1 3
SEED 596 Professional Development Module 1
Select one of the following: 3
  TTBE 732 Exposition of New Testament Segments or Themes (taken as “Life of Christ”) 3
Other approved TTBE 3 credit course
Capstone Course
Select one of the following: 2
  SEED 598 Curriculum Research Project 3
  SEED 599 Thesis 3
Total Credits 23

Successful passage of SEED 554 is required for advancement in the program. Writing support and documentation may be mandatory for some students.

One of the following courses must be completed in the final semester. Register for one credit per semester. May take up to three semesters to complete. To produce quality research, it is recommended to be the only class taken in the final semester.

Course must be completed with a grade of “B” or higher.

Concentrations (15 Credits)
Curriculum and Instruction
Offered online.

Concentration Courses
Select 15 credits from the following:
  SEED 571 Grant Writing, Book Proposal, and Textbook 3
  SEED 572 Learning, Motivation, and Student Engagement 3
  SEED 573 Curriculum Practicum 3
  SEED 574 Current Issues in Education and Education Policy 3
  SEED 576 Preparing Textbooks for Publication 3
  SEED 577 School Leadership and Professional Learning Communities 3

Early Childhood
Offered on campus and online.

Concentration Courses
Select 15 credits from the following:
  SEED 535 Child Development: Birth through Adolescence 3
  SEED 556 Early Childhood Curriculum 3
  SEED 557 School/Family/Community Partnerships in Early Childhood Urban Settings 3
  SEED 558 Classroom Management in Early Childhood Settings 3
  SEED 559 Observation and Assessment of Young Children 3
  SEED 579 Early Childhood Practicum 3

Induction/Clear Credential
Offered online.

Students in this program must complete the state-approved district induction program and earn a Clear Credential prior to receiving the M.A.Ed. degree.

Students must choose one of the following 15-credit concentrations:

Concentration Courses
  SEED 604 Induction I 3
  SEED 605 Induction II 3
  SEED 606 Induction III 3
  SEED 607 Induction IV 3
Select 3 credits of approved electives 3
Total Credits 15

Concentration Courses
  SEED 593 Induction Program-Clear Credential Candidate Professional Development 1 12
Select a 3 credit approved elective 2 3
Total Credits 15

The M.A.Ed. 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.

Induction/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. We offer an online, four-semester Multiple and Single

1 Successful passage of SEED 554 is required for advancement in the program. Writing support and documentation may be mandatory for some students.
2 One of the following courses must be completed in the final semester. Register for one credit per semester. May take up to three semesters to complete. To produce quality research, it is recommended to be the only class taken in the final semester.
3 Course must be completed with a grade of “B” or higher.

Induction/Clear Credential
Offered online.

Induction/Clear Credential
Offered online.

Induction/Clear Credential
Offered online.

Induction/Clear Credential
Offered online.

Induction/Clear Credential
Offered online.

Induction/Clear Credential
Offered online.
Subject Induction/Clear Credential Program (or two semester program for the Early Completion option) for employed teachers who are working and clearing their California SB2042 Preliminary Teaching Credential. The program provides a student-centered, mentor-based approach to extend candidates' preparation beyond the preliminary credential. Induction/Clear 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. or M.A.Ed. Programs.

Candidates who take an induction program through their employing school district to clear their SB2042 Preliminary Multiple Subject or Single Subject credentials are invited to apply to Biola University Master’s programs. As students take CTC-approved district induction programs, they may register for up to 12 induction credits for a reduced rate of one-third the normal tuition for those 12 credits and apply these credits to their M.A. in Education or M.A. in Teaching. Candidates completing a state-approved district 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.

**Admission Requirements**

- Hold a California SB 2042 Preliminary Multiple or Single Subject Credential.
- Hold a baccalaureate degree from an accredited institution.
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
- Submit the Coach and Placement Information form.
- Applicants for whom English is not a primary language must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

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

**Curriculum Requirements**

Course must be passed with a grade of "B" or higher.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 593</td>
<td>Induction Program-Clear Credential Candidate Professional Development 1</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits | 12

1 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). An early completion option is available for experienced teachers. See credential analyst in the School of Education for requirements.

The Induction/Clear Credential Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation/reporting purposes. Please see a credential analyst for current information on completing the requirements for a teaching credential.

**Preliminary Credentials**

**Learning Outcomes**

**Program Learning Outcomes**

Biola University’s graduate teacher preparation candidates are expected to exemplify the following outcomes upon the completion of the Multiple Subject, Single Subject, and/or Education Specialist, Mild/Moderate credential(s), students will be able to:

1. Identify and articulate God’s calling as Christian educators by reflecting on their spiritual journey and their educational preparation in a Biblically integrated essay, and demonstrate Christian attitudes and actions conducive to professional excellence and witness by maintaining high professional disposition marks in coursework and fieldwork (ULO 1, 2, and 3).
2. 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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

**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 in self-contained core settings.

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:

- Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree conferred from a regionally accredited institution prior to the start of the second term.
- Take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR).
- Verify subject matter competency. 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.
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
- Verify possession of Certificate of Clearance from the California Commission on Teacher Credentialing and submit valid TB tests results.
- Applicants for whom English is not a primary language must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

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

Preliminary Credential Teacher Preparation Requirements
After successfully completing the requirements below, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Preliminary Credential from the State of California’s Commission on Teacher Credentialing.

1. Teacher Preparation Courses
All candidates for the Preliminary Multiple Subject (MS) or Single Subject (SS) Teaching Credential must complete the following graduate teacher preparation courses in sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 519</td>
<td>Foundations of Education</td>
<td>2</td>
</tr>
<tr>
<td>SEED 526</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>SEED 541</td>
<td>Methods of Teaching Linguistically Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>SEED 520</td>
<td>Elementary Reading/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>or SEED 525</td>
<td>Secondary Content Area Reading</td>
<td></td>
</tr>
<tr>
<td>SEED 538</td>
<td>Elementary Curriculum, Differentiation, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>or SEED 539</td>
<td>Secondary Curriculum, Differentiation, and Assessment</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 512</td>
<td>Elementary Student Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; SEED 513</td>
<td>and Elementary Student Teaching II</td>
<td></td>
</tr>
<tr>
<td>SEED 514</td>
<td>Secondary Student Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; SEED 515</td>
<td>and Secondary Student Teaching II</td>
<td></td>
</tr>
</tbody>
</table>

2. Subject-Specific Pedagogy Courses
Secondary candidates must take the course respective to his or her subject area:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 533</td>
<td>Single Subject Pedagogy</td>
<td>2</td>
</tr>
</tbody>
</table>

Elementary candidates must take the following subject-specific pedagogy courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 507</td>
<td>Art Workshop for Elementary School Teaching</td>
<td>1</td>
</tr>
<tr>
<td>SEED 508</td>
<td>Music Workshop for Elementary School Teaching</td>
<td>1</td>
</tr>
<tr>
<td>SEED 509</td>
<td>Elementary Mathematics/Science Workshop</td>
<td>2</td>
</tr>
<tr>
<td>SEED 516</td>
<td>Elementary Physical Education Workshop</td>
<td>1</td>
</tr>
<tr>
<td>SEED 536</td>
<td>Elementary Health Curriculum and Methods</td>
<td>1</td>
</tr>
<tr>
<td>SEED 537</td>
<td>Elementary History - Social Science Curriculum and Methods</td>
<td>1</td>
</tr>
<tr>
<td>SEED 549</td>
<td>Studies in Children’s Literature</td>
<td>1</td>
</tr>
</tbody>
</table>

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, in order to participate in the required fieldwork sequence. Fees required.

Candidates must submit valid TB tests results prior to taking SEED 519, 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. This requirement must be met prior to applying for student teaching.

7. RICA Exam
Multiple Subject candidates must pass the Reading Instruction Competence Assessment (RICA) exam.

8. Subject Matter Competency Requirement
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 electronic 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 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.

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

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.

<table>
<thead>
<tr>
<th>Code</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>HIST 200</td>
<td>United States History To 1865</td>
<td>3</td>
</tr>
</tbody>
</table>

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 or the American Red Cross 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 evaluation by the California Commission on Teacher Credentialing (CTC) of teaching experience in lieu of student teaching. Candidates employed six or more years may qualify for evaluation by the CTC of teaching experience in lieu of teaching methodology coursework and student teaching. 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 may be required to complete one of the following courses prior to student teaching under contract.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 518</td>
<td>Designing Successful Classrooms: Starting Right</td>
<td>3</td>
</tr>
<tr>
<td>or SEED 523</td>
<td>Behavior and Classroom Management</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.

Teaching, ACSI Certificate
Application information may be obtained from the ACSI liaison in the School of Education Office. 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 as well as:

Select 6 credits of Bible courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 6 credits of Bible courses</td>
<td>6</td>
</tr>
</tbody>
</table>
The Preliminary Credential 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.

**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**

- Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree conferred from a regionally accredited institution prior to the start of the second term.
- Have a minimum 3.0 cumulative GPA on a 4.0 scale.
- Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing.
- Documentation of tuberculosis (TB) test clearance administered within 3 months prior to start of program.
- Applicants for whom English is not a primary language must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

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

**Program Requirements**

**Special Education Courses**

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 465</td>
<td>Integration Seminar (taken as &quot;Christian Philosophy of Education&quot;)</td>
</tr>
<tr>
<td>YMDT 490</td>
<td>Selected Readings and Topics (taken as &quot;Philosophy of Education&quot;)</td>
</tr>
<tr>
<td>SEED 501</td>
<td>Philosophy and Values in Schools and Society</td>
</tr>
</tbody>
</table>

Total Credits 9

Select 9 credits of the following: 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 561</td>
<td>Issues in Special Education</td>
</tr>
<tr>
<td>SEED 562</td>
<td>Assessment and Evaluation of Exceptional Learners</td>
</tr>
<tr>
<td>SEED 563</td>
<td>Teaching Students with Mild Disabilities in Inclusive Settings</td>
</tr>
</tbody>
</table>

Total Credits 12

**Special Education, M.S.Sp.Ed.**

**Program Description**

The Master of Science in Special Education develops technical skills, such as special education pedagogy, assessment, behavior management, curriculum design, diagnosis, remediation, consultation, collaboration, and instructional techniques to assist those with special needs.

**Learning Outcomes**

**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 article position papers, and a reflective pedagogy assignment (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. This outcome will be exhibited through journal article review and responses, and an inclusion lesson plan and report (ULO 1, 3).

6. Design and implement appropriate and learning strategies, demonstrated through a fieldwork assessment case study, research
papers, fieldwork interviews and reports, and case study reports (ULO 1, 3).

7. Design and practice strategies that foster a safe and equitable learning environment that encourages students to take intellectual risks, demonstrated through a collaboration project and a behavior management project (ULO 1, 3).

8. Analyze, evaluate, and apply knowledge of current special education settings, and legislative requirements from a biblical perspective through preparing a philosophy of education, analyzing case studies, and developing an educational portfolio (ULO 1).

9. Conduct quality database and empirical research, communicate findings, and evidence initial pursuit of lifelong learning by successfully completing the thesis or research project with a focused topic in special education (ULO 1, 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
Admissions Requirements

- Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree conferred from a regionally accredited institution prior to the start of the second term.
- Have a minimum 3.0 cumulative GPA on a 4.0 scale.
- Submit GRE General test scores to determine writing proficiency (waived if cumulative GPA is 3.5 or above or if CBEST and all CSET subtests are passed).
- Hold a preliminary credential or provide verification of the equivalent professional experience.
- Applicants for whom English is not a primary language must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education application.
- Interview with a member of the School of Education.

Those applying to the M.S. in Special Education who also desire the Preliminary Education Specialist Instruction (Mild/Moderate) credential will need the following additional admissions requirements:

- Must be a California resident in order to fulfill fieldwork requirements.
- Take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR).
- Verify subject matter competency. 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.
- Verify possession of Certificate of Clearance from the California Commission on Teacher Credentialing and submit valid TB tests results.

Those applying to the M.S. in Special Education online program will need the following additional admissions requirements:

- Verify computer literacy sufficient to become actively engaged in learning online by passing an online proficiency test offered by Biola University’s Distance Learning Department or providing proof of successful online learning in a prior course.
- Verify access to a computer and the Internet sufficient to engage in Biola University’s Distance Learning Programs.

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

Graduation Requirements
1. M.S.Sp.Ed. program 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, participate on a research team, and fulfill all professional requirements (e.g., portfolio, including key assignments) related to the coursework and learning outcomes.
4. Candidates must demonstrate professional behavior as an important aspect of their preparation to effectively impact the field of education (inside and beyond the classroom). For candidates on probationary status, or where a candidate has struggled with professional dispositions (scores of 1 or 2), these concerns may prevent the candidate from moving forward in the program and graduation.
5. A minimum of 41 credits is required for the Master of Science in Special Education.
6. 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 the Admission, Enrollment and Graduation Requirements (p. 23) 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 or intern support seminar.

Curriculum Requirements

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</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 503</td>
<td>Educational Research and Statistics</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 532</td>
<td>Diagnosis and Remediation in Reading</td>
<td>3</td>
</tr>
<tr>
<td>SEED 548</td>
<td>Collaborative Research 1</td>
<td>1</td>
</tr>
<tr>
<td>SEED 553</td>
<td>Writing Literature Reviews 2</td>
<td>2</td>
</tr>
<tr>
<td>SEED 561</td>
<td>Issues in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Teaching, M.A.T.

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.
2. Credentialed teachers who desire to sharpen their practitioner skills through induction, the Clear Credential, and/or enter a personalized program for advanced coursework.

Learning Outcomes

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 (ULO 1).
2. Identify personal assumptions and generalizations related to diversity (e.g., gender, ethnicity, socioeconomic status, sexual orientation, and [dis]abilities) while affirming that all students are valued as image bearers of God (ULO 2).
3. Demonstrate Christian attitudes and actions conducive to the development of professional excellence and witness to the community (ULO 3).
4. Exhibit growth in one’s professional practice by utilizing professional databases, conducting empirical research, and articulating findings through effective writing (ULO 1, 2, and 3).
5. Synthesize knowledge, skills, and perspectives from concentration-specific content of the master of teaching program to determine implications for professional practice (ULO 2).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Admission Requirements

- Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelors degree conferred from a regionally accredited institution prior to the start of the second term.
- Have a minimum 3.0 cumulative GPA on a 4.0 scale.
- Submit GRE General test scores to determine writing proficiency (waived if cumulative GPA is 3.5 or above or if CBEST and all CSET subtests are passed).
- Applicants for whom English is not a primary language must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

Those applying to the M.A.T. with the Preliminary Teaching Credential coursework will need the following additional admissions requirements:
• Take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR).
• Verify subject matter competency. Candidates must present a letter verifying completion of a state-approved subject matter program or evidence of passing one subtest of the CSET in their subject area.
• Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing and submit valid TB tests results.

Those applying to the M.A.T. with the Clear Credential or Induction coursework will need the following additional admissions requirements:

• Hold a California SB2042 Preliminary Multiple or Single Subject Credential in place of verification of CBEST and subject matter.
• Clear Credential candidates must submit the Coach and Placement Information form.

Students enrolling in online programs will need all of the above listed admissions requirements as well as the following:

• Verify computer literacy sufficient to become actively engaged in learning online by passing an online proficiency test offered by Biola University’s Distance Learning Department or providing proof of successful online learning in a prior course.
• Verify access to a computer and the Internet sufficient to engage in Biola University’s Distance Learning Programs.

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

Graduation Requirements

1. M.A.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 (e.g., electronic portfolio, including key assignments) related to the coursework and learning outcomes.
4. Candidates must demonstrate professional behavior as an important aspect of their preparation to effectively impact the field of education (inside and beyond the classroom). For candidates on probationary status, or where a candidate has struggled with professional dispositions (scores of 1 or 2), these concerns may prevent the candidate from moving forward in the program and graduation.
5. A minimum of 30 credits is required for the Master of Arts in Teaching.
6. Candidates must meet with a department advisor and Graduate Curriculum and Instruction (15 Credits)
   Concentrations
   Curriculum and Instruction (15 Credits)
   Offered online.

Concentration Courses
Select 15 credits from the following:

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

Early Childhood (15 Credits)
Offered on campus and online.

Concentration Courses
Select 15 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 535</td>
<td>Child Development: Birth through Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits considered for transfer must have been taken within five years prior to the date of admission.

Curriculum Requirements

Program Courses
Courses must be passed with a grade of "B" or higher.¹

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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 553</td>
<td>Writing Literature Reviews ²</td>
<td>2</td>
</tr>
<tr>
<td>SEED 570</td>
<td>Introduction to Spiritual Formation for the Educator</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 732</td>
<td>Exposition of New Testament Segments or Themes (taken as &quot;Life of Christ&quot;)</td>
<td>3</td>
</tr>
</tbody>
</table>

Other approved TTBE 3 credit course

Capstone Course
Course must be passed with a grade of "B" or higher. ³

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 594</td>
<td>Action Research</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 15

¹ 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.
² Successful passage of SEED 553 is required for advancement in the program. Writing support and documentation may be mandatory for some students.
³ Register for one credit per term. May take up to three terms to complete. To produce quality research, it is recommended to be the only course taken in the final semester.
### Early Childhood Curriculum

- **SEED 556 Early Childhood Curriculum**
- **SEED 557 School/Family/Community Partnerships in Early Childhood Urban Settings**
- **SEED 558 Classroom Management in Early Childhood Settings**
- **SEED 559 Observation and Assessment of Young Children**
- **SEED 579 Early Childhood Practicum**

### School/Family/Community Partnerships in Early Childhood Urban Settings

- **SEED 557 School/Family/Community Partnerships in Early Childhood Urban Settings**

### Classroom Management in Early Childhood Settings

- **SEED 558 Classroom Management in Early Childhood Settings**

### Observation and Assessment of Young Children

- **SEED 559 Observation and Assessment of Young Children**

### Early Childhood Practicum

- **SEED 579 Early Childhood Practicum**

### Induction/Clear Credential (15 Credits)

Offered online.

Students in this program must complete the state-approved district induction program and earn a Clear Credential prior to receiving the M.A.T. degree.

Students must choose one of the following 15-credit concentrations:

#### Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 604</td>
<td>Induction I</td>
<td>3</td>
</tr>
<tr>
<td>SEED 605</td>
<td>Induction II</td>
<td>3</td>
</tr>
<tr>
<td>SEED 606</td>
<td>Induction III</td>
<td>3</td>
</tr>
<tr>
<td>SEED 607</td>
<td>Induction IV</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 credits of approved electives

**Total Credits: 15**

### Induction Program-Clear Credential Candidate Professional Development

- **SEED 593 Induction Program-Clear Credential Candidate Professional Development**

Select a 3 credit approved elective.

**Total Credits: 15**

#### Preparation Coursework

- **SEED 512 Elementary Student Teaching I**
- **SEED 513 Elementary Student Teaching II**
- **SEED 514 Secondary Student Teaching I**
- **SEED 515 Secondary Student Teaching II**
- **SEED 519 Foundations of Education**
- **SEED 525 Secondary Content Area Reading**
- **SEED 526 Psychological Foundations of Education**
- **SEED 533 Single Subject Pedagogy**
- **SEED 536 Elementary Mathematics/Science Workshop**
- **SEED 537 Elementary Health Curriculum and Methods**
- **SEED 538 Elementary Curriculum, Differentiation, and Assessment**
- **SEED 541 Methods of Teaching Linguistically Diverse Students**
- **SEED 549 Studies in Children's Literature**

**Total Credits: 28**

### Special Education (15 Credits)

Offered online.

#### Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 561</td>
<td>Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SEED 562</td>
<td>Assessment and Evaluation of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SEED 563</td>
<td>Teaching Students with Mild Disabilities in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>SEED 564</td>
<td>Behavior and Classroom Management for Students with Special Needs</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 28**
Introduction to Autism Spectrum Disorders

The M.A.T. Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation/reporting purposes. See a credential analyst for current information on completing the requirements for a teaching credential.

SEED: Education Courses

SEED 501 - Philosophy and Values in Schools and Society  Credits 3
Assists Christian teachers and administrators to fulfill their roles as change agents. Focuses upon historical, cultural and social analyses of schools and society from a biblical perspective to help educators select pedagogical methods that harmonize with educational aims. Notes: A minimum grade of "B" required for Master's degree (a grade of "B-" is not sufficient). Grade Mode: A.
Prerequisites: SEED 553 or SEED 554 (concurrent registration permitted).
Restrictions: Must be School of Education; and Graduate Level.

SEED 502 - Advanced Educational Psychology  Credits 3
Students analyze human development, learning, motivation, and assessment theories through comparisons of primary and secondary source documents. Students use this analysis to create a personal vision and mission statement that will direct their continued growth as a professional educator. Notes: A minimum grade of "B" required for Master’s degree (a grade of "B-" is not sufficient). Grade Mode: A.
Prerequisites: SEED 554 (concurrent registration permitted).
Restrictions: Must be School of Education; and Graduate Level.

SEED 503 - Educational Research and Statistics  Credits 3
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. Notes: A minimum grade of "B" required for Master’s degree (a grade of "B-" is not sufficient).
Grade Mode: A.
Prerequisites: SEED 554 (concurrent registration permitted).
Restrictions: Must be School of Education; and Graduate Level.

SEED 504 - Advanced Curriculum and Instruction  Credits 3
Historical, philosophical and social foundations of curriculum. Examination of curriculum research related to assessing, developing and organizing educational strategies. Notes: A minimum grade of "B" required for Master’s degree (a grade of "B-" is not sufficient). Grade Mode: A.
Prerequisites: SEED 554 (concurrent registration permitted).
Restrictions: Must be School of Education; and Graduate Level.

SEED 507 - Art Workshop for Elementary School Teaching  Credit 1
A study of the knowledge, skills, and competencies required for teaching and developing teaching credits, lesson plans, and art projects in the elementary classroom. Notes: 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. Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: $20. Paid Taskstream subscription required.

SEED 508 - Music Workshop for Elementary School Teaching  Credit 1
A study of the knowledge, skills, and competencies required for teaching music in the elementary classroom. Notes: This course is waived if MUSC 310 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B-" or higher. Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 509 - Elementary Mathematics/Science Workshop  Credits 2
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. Notes: 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. Grade Mode: A.
Corequisites: SEED 538.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: $25. Paid Taskstream subscription required.

SEED 512 - Elementary Student Teaching I  Credits 6
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. University on-campus seminar required. Notes: Special approval required. Must pass this course with a grade of "B-" or higher. CalTPA #4. Restricted to formal application and approval. Must register for SEED 513 if completing student teaching in one semester. Grade Mode: A.
Prerequisites: LEDU 434 or SEED 538.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: $120. Paid Taskstream subscription required.

SEED 513 - Elementary Student Teaching II  Credits 6
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. University on-campus seminar required. Notes: Special approval required. Must pass this course with a grade of "B-" or higher. CalTPA #4. Restricted to formal application and approval. Grade Mode: A.
Prerequisites: SEED 512 (concurrence registration permitted).
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 514 - Secondary Student Teaching I  Credits 6
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. University on-campus seminar required. Notes: Special approval required. Must pass this course with a grade of "B-" or higher. CalTPA #4. Restricted to formal application and approval. Must register for SEED 515 if completing student teaching in one semester. Grade Mode: A.
Prerequisites: LEDU 438 or SEED 539.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: $120. Paid Taskstream subscription required.
SEED 515 - Secondary Student Teaching II  
**Credits 6**  
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. University on-campus seminar required. **Notes:** Special approval required. Must pass this course with a grade of "B-" or higher. CalTPA #4. Restricted to formal application and approval. **Grade Mode:** A.  
**Prerequisites:** SEED 514 (concurreny registration permitted).  
**Restrictions:** Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
**Fee:** Paid Taskstream subscription required.

SEED 516 - Elementary Physical Education Workshop  
**Credit 1**  
Candidates study content-specific teaching strategies effective in promoting a variety of motor skills and abilities in students; recognition of a healthy lifestyle; games and sports; and the role of self-confidence and self-worth in relation to physical education and recreation. **Notes:** This course is waived if PEED 201 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B-" or higher. **Grade Mode:** A.  
**Restrictions:** Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
**Fee:** Paid Taskstream subscription required.

SEED 518 - Designing Successful Classrooms: Starting Right  
**Credits 3**  
The first week of school sets the tone for the entire year. Success entails making plans for instruction, positive relationships, conduct procedures, and time management. This course focuses on making theory applicable so that teachers are well prepared to launch the next school year. **Notes:** Course designed to meet the needs of teachers with three or less years of experience. **Grade Mode:** A.  
**Restrictions:** Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
**Fee:** Paid Taskstream subscription required.

SEED 519 - Foundations of Education  
**Credits 2**  
This course is the first course in the credential sequence and is designed to introduce the candidate to foundations of education and qualities required for teacher effectiveness. This course includes intensive study in lesson planning, creating a healthy and safe learning environment, technology in education, and support strategies for special needs students and English Language Learners. **Lecture/Lab Hours:** A 25-hour field practicum component is required, 10 hours required for teachers under contract. **Notes:** Special approval required. Restricted to livescan submission and valid negative TB test results. This course is waived if LEDU 301 or MUSC 205 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B-" or higher. **Grade Mode:** A.  
**Restrictions:** Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
**Fee:** Paid Taskstream subscription required.

SEED 520 - Elementary Reading/Language Arts  
**Credits 3**  
The methods and materials for teaching reading to students in elementary schools using a variety of approaches and techniques. The needs of pupils with varied cultural backgrounds will be considered. **Lecture/Lab Hours:** A 35-hour field practicum component is required, 10 hours for teachers under contract. **Notes:** 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. **Grade Mode:** A.  
**Prerequisites:** LEDU 341 or SEED 541.  
**Corequisites:** SEED 537.  
**Restrictions:** Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
**Fee:** $100. Paid Taskstream subscription required.

SEED 523 - Behavior and Classroom Management  
**Credits 3**  
This course explores how effective strategies, procedures, and relationships can impact student behavior, the learning task and the classroom environment. Alternative approaches to classroom discipline, management, and organization will also be examined. **Grade Mode:** A.  
**Restrictions:** Must be School of Education; and Graduate Level.

SEED 524 - Research in Culture and Intercultural Instruction  
**Credits 3**  
Examines and analyzes current research and theories concerning the nature of culture and its relationship to the language, cognition, learning and academic achievement of the diverse student population of California and the U.S. in general. Consideration of the critical role of the teacher in understanding, using, valuing and communicating cultural knowledge for the purpose of maximizing educational objectives. **Notes:** A minimum grade of "B" required for Master’s degree (a grade of "B-" is not sufficient). **Grade Mode:** A.  
**Prerequisites:** SEED 553 or 554 (concurreny registration permitted).  
**Restrictions:** Must be School of Education; and Graduate Level.

SEED 525 - Secondary Content Area Reading  
**Credits 3**  
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. **Notes:** 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. **Grade Mode:** A.  
**Prerequisites:** LEDU 341 or SEED 541.  
**Restrictions:** Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
**Fee:** $100. Paid Taskstream subscription required.

SEED 526 - Psychological Foundations of Education  
**Credits 3**  
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. **Notes:** 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. **Grade Mode:** A.  
**Prerequisites:** LEDU 301 or MUSC 205 or SEED 519 (concurreny registration permitted).  
**Restrictions:** Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
**Fee:** $50. Paid Taskstream subscription required.
SEED 528 - Performing Arts in Education Credit 1
Multiple subject teacher candidates identify, apply, appreciate the value of, and practice components and strands of culturally and developmentally appropriate dance and theater education for youth as found in the Visual and Performing Arts Framework and Student Academic Content Standards. Lecture/Lab Hours: A 15-hour fieldwork practicum component is required. Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fee: $50.

SEED 530 - Reading Process and Approaches Credits 3
Critical analysis of the processes and dynamics of reading as well as the methods and materials for teaching reading in the elementary and secondary schools. Theoretical models of reading, emergent literacy, current issues in literacy and instruction, and the assessment and evaluation of reading are also discussed. Lecture/Lab Hours: A 35-hour field practicum component is required, 10 hours for teachers under contract. Notes: Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 531 - Writing Process and Approaches Credits 3
Writing as a process, its interrelationship to reading, cognition and to linguistic and contextual issues. Examination of current problems, instructional research, theories, methods of instruction and materials, programs, technology assessment, and the professional publication process. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.

SEED 532 - Diagnosis and Remediation in Reading Credits 3
The purpose of this course is to prepare Education Specialist candidates to integrate theory and practice related to selecting, administering, and interpreting 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. Notes: Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 533 - Single Subject Pedagogy Credits 2
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 - Methods for Teaching Spanish as a Foreign Language: During interrelated activities in program coursework and fieldwork, Single Subject Modern Language candidates learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the state-adopted K–12 Foreign Language Framework and Student Academic Content Standards for students learning Spanish (Grades 7–12).

Single Subject Pedagogy - Health Science: During interrelated activities in the program coursework and fieldwork, Single Subject Health Science candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the state-adopted K–12 content standards for students in Health Science (Grades 7–12).

Single Subject Pedagogy - History/Social Science: During interrelated activities in program coursework and fieldwork, Single Subject History/Social Science candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the K–12 state-adopted academic content standards for History/Social Science (Grades 7–12).

Single Subject Pedagogy - Mathematics: During interrelated activities in program coursework and fieldwork, Single Subject Mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of mathematics; and problem solving skills in mathematics, and acquire pedagogical skills that assist students in learning K–12 state-adopted academic content standards for Mathematics (Grades 7–12).

Single Subject Pedagogy - Physical Education: During interrelated activities in program coursework and fieldwork, Single Subject Physical Education candidates learn, understand and use content-specific teaching strategies for helping students in learning K–12 state-adopted academic content standards for Physical Education (Grades 7–12).

Single Subject Pedagogy - Science: During interrelated activities in program coursework and fieldwork, Single Subject Science candidates relate the state-adopted K–12 academic content standards for students in Science (Grades 7–12) to major concepts, principles and investigations in the science disciplines, including planning, organizing, and implementing effective instruction.
Notes: 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. Grade Mode: A.
Corequisites: SEED 539.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: $25. Paid Taskstream subscription required.
SEED 535 - Child Development: Birth through Adolescence Credits 3
Basic concepts of cognitive development, including psychosocial, moral and language development. Define concepts related to the development of personality and temperament. Examine scope of physical development of children and the connections between health and learning. These theories are investigated in light of classroom implications for identifying and describing individual differences in the development of children. Covers the impact of genetic, sociocultural and socioeconomic factors on the development of children and young adolescents. Grade Mode: A.
Prerequisites: PSYC 200 or equivalent.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.

SEED 536 - Elementary Health Curriculum and Methods Credit 1
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. Notes: 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. Grade Mode: A.
Corequisites: SEED 509, SEED 538.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 537 - Elementary History - Social Science Curriculum and Methods Credit 1
During interrelated activities in program coursework and fieldwork, Multiple Subject education candidates learn content, understand and use content-specific teaching strategies for helping grades K–6 students learn the state-adopted academic content standards for History-Social Science. Notes: This course is waived if LEDU 337 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B-" or higher. Grade Mode: A.
Corequisites: SEED 520.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 538 - Elementary Curriculum, Differentiation, and Assessment Credits 3
The course emphasis is curriculum and instruction through the planning and teaching of a variety of developmentally and ability-appropriate instructional strategies for all learners, including Universal Design of Learning and Multi-Tiered System of Supports (MTTS), differentiation, and assessment. Notes: Candidates will complete 60-hours of fieldwork. Candidates will design and teach several classroom lessons in local elementary schools. Those teaching full-time may have fieldwork hours reduced to 15 (based on Director approval). Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 425 or SEED 525 (concurrent registration permitted).
Corequisites: SEED 533.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fee: $100. Paid Taskstream subscription required.

SEED 539 - Secondary Curriculum, Differentiation, and Assessment Credits 3
The course emphasis is curriculum and instruction through the planning and teaching of a variety of developmentally and ability-appropriate instructional strategies for all learners, including Universal Design of Learning and Multi-Tiered System of Supports (MTTS), differentiation, and assessment. Notes: Candidates will complete 60-hours of fieldwork. Candidates will design and teach several classroom lessons in local secondary schools. Those teaching full-time may have fieldwork hours reduced to 15 (based on Director approval). Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 425 or SEED 525 (concurrent registration permitted).
Corequisites: SEED 533.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fee: $100. Paid Taskstream subscription required.

SEED 540 - Foundations of Language Education Credits 3
A survey course that considers the structure and use of language in general and English in particular. An understanding of linguistics, English pronunciation and grammar is emphasized. Research concerning current theories, practice and methods of first and second language acquisition and English language development is also discussed. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.

SEED 541 - Methods of Teaching Linguistically Diverse Students Credits 3
Survey of the theories, programs, and instructional practices for English language development, including first and second language acquisition and individual factors affecting language acquisition. Strategies for the application of theory to classroom practice and instruction in context area literacy are emphasized. Principles of educational equity, diversity, and cultural and linguistic responsiveness are examined. Lecture/Lab Hours: A 10-hour fieldwork practicum component is required. Notes: This course is waived if LEDU 341 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #1. Grade Mode: A.
Prerequisites: LEDU 330 or SEED 526 (concurrent registration permitted).
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: $100. Paid Taskstream subscription required.

SEED 542 - Language Assessment and Evaluation Credits 3
The individual differences of language minority students, instructional techniques and classroom discourse which affect the acquisition of first and second language reading, writing, listening and speaking skills are examined and analyzed. Also addresses the skills and competencies needed to adequately and effectively assess, diagnose and evaluate English language proficiency for placement and achievement. Grade Mode: A.
Prerequisites: LEDU 341 or SEED 541 (concurrent registration permitted).
Restrictions: Must be School of Education; and Graduate Level.
SEED 543 - Elementary Curriculum Credits 3
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. Notes: Credential candidates must pass this course with a grade of "B" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #3. This course is waived if LEDU 431 was taken as an undergraduate. Grade Mode: A.
Prerequisites: LEDU 420 or SEED 520; LEDU 337 or SEED 537 (concurrent registration permitted).
Corequisites: Must be School of Education; and Graduate Level.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fee: $100. Paid Taskstream subscription required.

SEED 544 - Elementary Curriculum Fieldwork Credit 1
A 60-hour fieldwork course to support Multiple Subject Credential candidates in application of teaching pedagogy. Candidates will design and teach a minimum of three lessons in local elementary schools. Notes: Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.

SEED 545 - Secondary Curriculum Credits 3
Secondary school curriculum, assessment, classroom management and teaching methods as they apply to the content areas in secondary school settings. Notes: Credential candidates must pass this course with a grade of "B" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #3. This course is waived if LEDU 436 was taken as an undergraduate. Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fee: $100. Paid Taskstream subscription required.

SEED 546 - Secondary Curriculum Fieldwork Credit 1
A 60-hour fieldwork course to support Single Subject Credential candidates in application of teaching pedagogy. Candidates will design and teach a minimum of three lessons in local secondary schools. Notes: Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.

SEED 548 - Collaborative Research Credit 1
Master of Science students will be assigned to a research team in the first semester of their M.S. program. The Collaborative Research class will be ongoing throughout the program, but actual enrollment in the 1 credit class will occur in the last term of the M.S. program. This class will involve collaborative research with their professor(s) and peers. Monthly research Skype sessions throughout the program will focus on the following: getting acquainted with professors and peers and supporting shared research interests; library research and literature reviews; defining the scope of each research project; clarifying the research question(s); defining terms, hypotheses, research methodologies, and procedures; assigning roles; working with permissions and university protocols; examining, summarizing, and synthesizing data from one or more research projects; writing articles to report results; planning conference presentations to share results; and planning follow-up research projects. Notes: Special approval required. Must pass this course with a grade of "B" or higher. Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.

SEED 549 - Studies in Children's Literature Credit 1
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. Notes: This course is waived if LEDU 380 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher. Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.

SEED 550 - Literature Study in the Classroom Credits 3
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. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 551 - Practicum in Language and Literacy Credits 3
Observation, case study construction and analysis, assistance and instruction of one or more language minority students in an actual language and literacy environment. This practicum affords opportunity to apply theory to practice in natural field settings. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.

SEED 552 - Supervision in Language and Literacy Credits 3
Laboratory experience in language and literacy under the supervision of qualified instructional leaders and University supervisors. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.

SEED 553 - Writing Literature Reviews Credits 2
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. Notes: A minimum grade of "B" required for Master's degree (a "B-" is not sufficient). Grade Mode: A.
Restrictions: Must be Graduate Level.

SEED 554 - Professional Writing Credits 3
This course prepares the graduate student to write APA papers and conduct effective library research. This course also prepares the graduate student to submit journal articles, query letters, and book proposals to educational publishers. Notes: A minimum grade of "B" required for Master's degree (a "B-" is not sufficient). Grade Mode: A.
Restrictions: Must be Graduate Level.

SEED 555 - Seminars in Education Credits 1-3
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. Notes: May be taken multiple times for up to six credits. Restricted to School of Education approval. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.
SEED 556 - Early Childhood Curriculum Credits 3
Examine ways to create meaningful curriculum that is aligned with the National Association for the Education of Young Children (NAEYC) program standards and the Common Core Standards. Teacher candidates develop curriculum plans that integrate language and literacy, mathematics, and play for children ages 3 to 6. Particular attention is given to the key role of adult-child interactions and teaching strategies supporting physical, social, and intellectual development for all children.
Lecture/Lab Hours: A 9-hour field practicum component is required.
Notes: Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 301 or SEED 519, LEDU 335 or SEED 535.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 557 - School/Family/Community Partnerships in Early Childhood Urban Settings Credits 3
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. Notes: Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 301 or SEED 519.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 558 - Classroom Management in Early Childhood Settings Credits 3
Overview of childhood behaviors and effective strategies for managing these behaviors in the classroom. Includes a review of learning and differentiated instructional practices that support diverse learning needs are introduced. Lecture/Lab Hours: A 9-hour field practicum component is required. Notes: Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 356 or SEED 556.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 559 - Observation and Assessment of Young Children Credits 3
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. Notes: Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 356 or SEED 556.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 560 - Family, Community, and Academic Partnerships Credits 3
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.
Restrictions: Must be School of Education; and Graduate Level.

SEED 561 - Issues in Special Education Credits 3
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. Notes: Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 562 - Assessment and Evaluation of Exceptional Learners Credits 3
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. Notes: Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.
SEED 563 - Teaching Students with Mild Disabilities in Inclusive Settings Credits 3
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. Notes: Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level; and Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 564 - Behavior and Classroom Management for Students with Special Needs Credits 3
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. Notes: Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 565 - Current Issues in Technology and Instruction Credits 3
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.
Restrictions: Must be School of Education; and Graduate Level.

SEED 566 - Innovative Usage of Multimedia within Schools Credits 3
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. Notes: Prerequisite knowledge of educational technology required. Grade Mode: A.
Prerequisites: SEED 565
Restrictions: Must be School of Education; and Graduate Level.

SEED 567 - World Wide Web Design Credits 3
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. Grade Mode: A.
Prerequisites: SEED 565.
Restrictions: Must be School of Education; and Graduate Level.

SEED 568 - Elements of Computer Hardware and Software Maintenance and Repair Credits 3
Instruction includes basic knowledge of computer hardware and software design, repair, and maintenance to assure proper usage and availability within a school. Grade Mode: A.
Prerequisites: SEED 565.
Restrictions: Must be School of Education; and Graduate Level.

SEED 569 - Course Design and Strategies within Technology Credits 3
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. Grade Mode: A.
Prerequisites: SEED 565. Experience in a classroom needed to take this course.
Restrictions: Must be School of Education; and Graduate Level.

SEED 570 - Introduction to Spiritual Formation for the Educator Credits 3
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. Notes: A minimum grade of "B" is required for Master’s degree (a grade of "B-" is not sufficient). Grade Mode: A.
Prerequisites: SEED 553 or 554 (concurrent registration permitted).
Restrictions: Must be School of Education; and Graduate Level.

SEED 571 - Grant Writing, Book Proposal, and Textbook Credits 3
Provides practice in researching and writing grants that are credible, scholarly, and comprehensive. Teaches authors how to promote their books by writing a focused, dynamic, and compelling book proposal to submit to educational publishers. Presents the steps in writing informative and credible textbooks that lead to publication. Notes: Certificate candidates must pass this course with a grade of "B" or higher. Grade Mode: A.
Restrictions: Must be Graduate Level.

SEED 572 - Learning, Motivation, and Student Engagement Credits 3
Examines curricula that motivates and engages students to promote deeper learning. Teaches how to design curricula that focuses on key skills and competencies. Instructs how to construct curricula that develops creative thinkers and independent learners in order to promote higher student engagement. Notes: Certificate candidates must pass this course with a grade of "B" or higher. Grade Mode: A.
Restrictions: Must be Graduate Level.

SEED 573 - Curriculum Practicum Credits 3
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. Notes: 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.
Restrictions: Must be Graduate Level.

SEED 574 - Current Issues in Education and Education Policy Credits 3
This course explores current state and federal legislation affecting the educational community. Students also examine the key statutes and landmark court cases that have impacted the field of education. Practice in contacting lawmakers and lobbyists in order to express one's sentiments on a critical issue will be provided. Notes: Special approval required. This course may require travel. Certificate candidates must pass this course with a grade of "B" or higher. Grade Mode: A.
Restrictions: Must be Graduate Level.
SEED 575 - Coaching Clear Credential Candidates Credits 1
Providing support for a Clear Credential candidate to develop a deeper and more complex application of skills and knowledge learned during the California Preliminary Credential Program. Assist the Clear Credential candidate to accomplish appropriate personal evaluation and setting of professional development growth goals and provide support for the Clear Credential Candidate to achieve his/her goals. Notes: 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.
Restrictions: Must be Graduate Level.

SEED 576 - Preparing Textbooks for Publication Credits 3
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. Notes: Certificate candidates must pass this course with a grade of "B" or higher. Grade Mode: A.
Restrictions: Must be Graduate Level.

SEED 577 - School Leadership and Professional Learning Communities Credits 3
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. Notes: Certificate candidates must pass this course with a grade of "B" or higher. Grade Mode: A.
Restrictions: Must be Graduate Level.

SEED 578 - CalTPA Remediation Credit 1
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. Notes: May only be taken twice. Grade Mode: C.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.

SEED 579 - Early Childhood Practicum Credits 3
This course provides an opportunity for child development permit candidates placed in practicum sites to explore the relationship between theory and practice. Developmental issues, the role of the early childhood educator, and the relationships between programs and families will be examined. Child development permit candidates will explore and practice techniques for the observation and recording of behavior, examine environments; and plan, implement and evaluate developmentally appropriate, culturally relevant practices for your children. Lecture/Lab Hours: A 75-hour fieldwork practicum component is required. Notes: Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for practicum. Grade Mode: A.
Prerequisites: LEDU 357 or SEED 557, LEDU 358 or SEED 558, and LEDU 359 or SEED 559.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 580 - Introduction to Autism Spectrum Disorders Credits 3
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. Notes: Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 582 - Consultation, Collaboration, and Communication for the Education Specialist Credits 3
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. Notes: Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 583 - Curriculum Design for Students with Mild/Moderate Disabilities Credits 3
This special education methods course is designed to present research-based best practices for the instruction of diverse students with mild/moderate disabilities. Emphasis will be placed on instructional planning that permits differentiating for the student's IEP goals and objectives within the appropriate age and grade level related to the general curriculum. Lecture/Lab Hours: A 40-hour field practicum component is required, 10 hours for teachers under contract. Notes: Special approval required. Education Specialist Credential (Mild/Moderate) and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: SEED 532, SEED 561, SEED 562, SEED 563, SEED 564, SEED 580, SEED 582 (concurrent registration permitted).
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fee: $100. Paid Taskstream subscription required.

SEED 584 - Student Teaching in Special Education I Credits 6
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. Notes: Special approval required. Credential candidates must pass this course with a grade of "B-" or higher. Restricted to formal application and approval. Must register for SEED 585 if completing student teaching in one semester. Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fee: $120. Paid Taskstream subscription required.
SEED 585 - Student Teaching in Special Education II Credits 6
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. Notes: Special approval required. Credential candidates must pass this course with a grade of "B-" or higher. CalTFA #4. Restricted to formal application and approval. Must register for SEED 584 if completing student teaching in one semester. Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fee: Paid Taskstream subscription required.

SEED 593 - Induction Program-Clear Credential Candidate Professional Development Credits 3
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. Notes: Special approval required. Restricted to submission of Coach and Placement Information form. May be taken up to four times for credit. A minimum grade of "B-" is required. Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.

SEED 594 - Action Research Credit 1
Graduate students study student-, classroom- and school-based problems. Students set up action plans to study results of interventions leading to performance-based improvement. Notes: Special approval required. A minimum grade of "B-" required for Master's degree (a grade of "B-" is not sufficient). Students entering Fall 2012 forward are required to register for 1 credit per semester. May take up to three terms to complete. This course serves as the capstone course for the M.A.T. Restricted to petition to graduate. Grade Mode: V.
Prerequisites: SEED 553 or SEED 554.
Restrictions: Must be School of Education; and Graduate Level.

SEED 596 - Professional Development Module Credit 1
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. Notes: A minimum grade of "B-" required for Master's degree (a grade of "B-" is not sufficient). Grade Mode: A.
Prerequisites: SEED 554 (concurrent registration permitted).
Restrictions: Must be School of Education; and Graduate Level.

SEED 597 - Independent Studies Credits 1-3
Subject matter and credits earned by arrangement. Notes: A maximum of 6 credits may be taken. Restricted to School of Education approval. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.

SEED 598 - Curriculum Research Project Credit 1
Students may 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. Notes: 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.
Prerequisites: SEED 501, SEED 502, SEED 503, SEED 504, SEED 524, SEED 554, SEED 596, and TTBE 732.
Restrictions: Must be School of Education; and Graduate Level.

SEED 599 - Thesis Credit 1
Students may elect to complete a published thesis under the guidance of a faculty advisor. The thesis involves a literature review and qualitative and/or quantitative research. Notes: 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.
Prerequisites: SEED 501, SEED 502, SEED 503, SEED 504, SEED 524, SEED 554, SEED 596, and TTBE 732.
Restrictions: Must be School of Education; and Graduate Level.

SEED 601 - Character Development and Spiritual Formation Credits 3
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. Grade Mode: A.
Prerequisites: SEED 502, SEED 554, and SEED 524 with a grade of "B" or better (a grade of "B-" is not sufficient).
Restrictions: Must be School of Education; and Graduate Level.

SEED 602 - Legal and Ethical Issues in Education Credits 3
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. Grade Mode: A.
Prerequisites: SEED 502, SEED 554, and SEED 524 with a grade of "B" or better (a grade of "B-" is not sufficient).
Restrictions: Must be School of Education; and Graduate Level.

SEED 603 - Assessment for School Improvement Credits 3
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. Grade Mode: A.
Prerequisites: SEED 502, SEED 554, and SEED 524 with a grade of "B" or better (a grade of "B-" is not sufficient).
Restrictions: Must be School of Education; and Graduate Level.

SEED 604 - Induction I Credits 3
Graduates who are practicing teachers holding a SB2042 Multiple or Single Subject 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. Notes: Special approval required. Tuition for induction credits is one-third the normal graduate tuition. Grade Mode: A.
Prerequisites: Proof of current participation in an induction program.
Restrictions: Must be Graduate Level.
SEED 605 - Induction II  
Credits 3  
Graduates who are practicing teachers holding a SB2042 Multiple or Single Subject 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. Notes: Special approval required. Tuition for induction credits is one-third the normal graduate tuition. Grade Mode: A.  
Prerequisites: Proof of current participation in an induction program.  
Restrictions: Must be Graduate Level.

SEED 606 - Induction III  
Credits 3  
Graduates who are practicing teachers holding a SB2042 Multiple or Single Subject 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. Notes: Special approval required. Tuition for induction credits is one-third the normal graduate tuition. Grade Mode: A.  
Prerequisites: Proof of current participation in an induction program.  
Restrictions: Must be Graduate Level.

SEED 607 - Induction IV  
Credits 3  
Graduates who are practicing teachers holding a SB2042 Multiple or Single Subject 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. Notes: Special approval required. Tuition for induction credits is one-third the normal graduate tuition. Grade Mode: A.  
Prerequisites: Proof of current participation in an induction program.  
Restrictions: Must be Graduate Level.

SEED 611 - Intern Support Seminar I  
Credits 3  
Taken each semester of enrollment in the Education Specialist Intern Credential option, this seminar is developed to provide ongoing support and guidance to on-the-job intern teachers serving mild to moderate populations. The Seminar focuses on developing a community of learners in special education classrooms that includes: IEP construction, fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning, and professional development. A major emphasis in this practicum will be sharing experiences and expertise so interns can learn from each other. Notes: Special approval required. Education Specialist Credential candidates must pass this course with a grade of "B" or higher. Valid Intern Credential and letter of employment from a participating district required. Grade Mode: A.  
Prerequisites: SEED 518, SEED 530.  
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
Fee: Paid Taskstream Subscription required.

SEED 612 - Intern Support Seminar II  
Credits 3  
Taken each semester of enrollment in the Education Specialist Intern Credential option, this seminar is developed to provide ongoing support and guidance to on-the-job intern teachers serving mild to moderate populations. The Seminar focuses on developing a community of learners in special education classrooms that includes: IEP construction, fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning, and professional development. A major emphasis in this practicum will be sharing experiences and expertise so interns can learn from each other. Notes: Special approval required. Education Specialist Credential candidates must pass this course with a grade of "B" or higher. Valid Intern Credential and letter of employment from a participating district required. Grade Mode: A.  
Prerequisites: SEED 518, SEED 530.  
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
Fee: Paid Taskstream Subscription required.

SEED 613 - Intern Support Seminar III  
Credits 3  
Taken each semester of enrollment in the Education Specialist Intern Credential option, this seminar is developed to provide ongoing support and guidance to on-the-job intern teachers serving mild to moderate populations. The Seminar focuses on developing a community of learners in special education classrooms that includes: IEP construction, fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning, and professional development. A major emphasis in this practicum will be sharing experiences and expertise so interns can learn from each other. Notes: Special approval required. Education Specialist Credential candidates must pass this course with a grade of "B" or higher. Valid Intern Credential and letter of employment from a participating district required. Grade Mode: A.  
Prerequisites: SEED 518, SEED 530.  
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
Fee: Paid Taskstream Subscription required.

SEED 614 - Intern Support Seminar IV  
Credits 3  
Taken each semester of enrollment in the Education Specialist Intern Credential option, this seminar is developed to provide ongoing support and guidance to on-the-job intern teachers serving mild to moderate populations. The Seminar focuses on developing a community of learners in special education classrooms that includes: IEP construction, fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning, and professional development. A major emphasis in this practicum will be sharing experiences and expertise so interns can learn from each other. Notes: Special approval required. Education Specialist Credential candidates must pass this course with a grade of "B" or higher. Valid Intern Credential and letter of employment from a participating district required. Grade Mode: A.  
Prerequisites: SEED 518, SEED 530.  
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
Fee: Paid Taskstream Subscription required.

SEED 615 - International Comparative Education  
Credits 3-6  
Graduate students travel abroad to study a particular educational system, including assessment, curriculum, sociocultural values, administration, leadership, finance, accessibility, and spirituality. Notes: See advisor for details. Grade Mode: A.  
Restrictions: Must be School of Education; and Graduate Level.
SEED 616 - International Education—Fieldwork  Credits 3-6
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. Notes: Special approval required. Restricted to School of Education approval. Fieldwork required. See advisor for details. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.

SEED 617 - Educational Models for Cross-Cultural Communities  Credits 3
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/or mission school settings. Notes: See advisor for details. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.

SEED 618 - Educational Technology for Global Education  Credits 3
Graduate students analyze multiple models of distance education, particularly as it relates to serving international, multicultural, multilingual, and missions settings. Notes: See advisor for details. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.

SEED 619 - Homeschooling: Philosophy, Curriculum, and Practice  Credits 3
Study of the history and philosophy of homeschooling; current trends, models, and support organizations; curriculum; instruction; and spiritual development of the child in the homeschool setting. Includes national and international perspectives. Notes: See advisor for details. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.

SEED 620 - Urban Education—Fieldwork  Credits 3-6
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. Notes: Special approval required. Restricted to School of Education approval. Fieldwork required. See advisor for details. Grade Mode: A.
Restrictions: Must be School of Education; and Graduate Level.
**SCHOOL OF SCIENCE, TECHNOLOGY AND HEALTH - GRADUATE**

**Vision and Mission**

The School of Science, Technology and Health is equipping a new generation of ethically thoughtful professionals in the sciences and health care, grounded in a Christian worldview, educated in an academically rigorous environment, ready to assume positions of leadership, and able to provide the clear moral vision the world desperately needs.

**Overview**

In February 2016, Biola University broke ground on the most ambitious building project in its history. The new facility, an expansive new $63 million, 91,200 square ft. science facility that will serve as the home to the new School of Science, Technology, and Health, is comprised of some of the university’s fastest and highest demand job opportunities. The building will open in early 2018 and will triple the amount of space devoted to science education at Biola and enable students and faculty to study state-of-the-art laboratories and classrooms with cutting-edge equipment.

**Additional Educational Opportunities and Distinctives**

The rapidly evolving fields of science and medicine need scientists and clinicians who are not only prepared academically and intellectually, but also guided by a strong ethical core. Biola’s science, technology, and health programs offer several key advantages:

**Integration of Science and Faith.** The School of Science, Technology, and Health at Biola University is dedicated to understanding how science fits into the Biblical narrative, helping equip students to thoughtfully engage the broad world of ideas and offer a morally-grounded foundation built on compassion and stewardship of all forms of life. Small class sizes and laboratory sections give students the opportunity to spend significant time in close mentorship with their professors, who remain active scientists in their respective fields.

**Laboratories with State-of-the-Art Equipment** for analyzing gene expression, immunohistochemistry, fluorescence and scanning electron microscopy, high-performance liquid chromatography, proton NMR, high performance liquid chromatograph, a high-speed centrifuge, atomic absorption spectrometer, infrared and fluorescence spectrometers, supercomputing cluster, and an atomic force microscope offer strong resources and rich opportunities for directed research.

**3+2 Engineering Program.** The first three years of the engineering physics program will be spent at Biola, studying physics, chemistry, mathematics, biblical studies and the liberal arts — all from a Christian worldview. The following two years will be spent at the University of Southern California (http://viterbiadmission.usc.edu/threetwo) or another accredited engineering school. At the end of this five-year program, students will earn a B.S. in engineering physics from Biola and a B.S. degree in the field of engineering chosen by the student.

** Locale and A Variety of Habitats for Study** are within driving distance to do field work in marine, coastal, desert, and alpine ecology. In addition, Biola’s Organic Garden and Aquaculture site allow for research projects on campus. Our close Christian partner, the Au Sable Institute, offers field classes in Michigan, Washington, Costa Rica and India.

**The Nursing Simulation Lab** gives students hands-on experience in a variety of different simulated hospital environments caring for a variety of patients in a safe structured setting. These may include medical/surgical, critical care, obstetrics or pediatric settings and patients.

**Top Tier Hospital Training.** Biola has partnered with multiple top tier, magnet hospitals in Los Angeles and Orange County including UCLA, Children’s Hospital of Los Angeles, University of California, Irvine, St. Joseph’s, City of Hope, Children’s Hospital of Orange County, Hoag, St. Jude’s, and the Kaiser Health Care System as well as many other community hospitals allowing students to receive rigorous, hands-on clinical training in a real hospital environment.

**Speech and Language Clinic.** Biola has an on-campus speech and language clinic that is open to the public free of charge. The clinic provides speech and language services to clients ages 3 to 90+ with diagnoses such as autism, speech sound disorders, and aphasia. It has state-of-the-art equipment including a digital endoscope, Visipitch, a nasometer, and AAC devices.

**The Human Performance Lab and Athletic Training Room** are on-campus resources for students to practically apply skills they’ve learned in classes. Faculty facilitate opportunities for students to participate in research and students are able to volunteer and gain experience working with special populations and the local community.

**Clinical Shadowing Program** provides weekly opportunities to observe and interact with physicians to explore a field of interest, gain valuable clinical experience, make connections that provide a source for letters of recommendation, and witness first-hand what it means to be a Christian health professional.

**Medical Missions.** Students can participate in medical missions work in hospitals overseas and across the country including Manilla, Mindanano, Thailand, Mexico, Rwanda or Alaska. They are also actively involved in the running and management of many community-based, underserved, outreach clinics locally like the La Mirada Activity Center serving older adults, a clinic serving the Homeless in Costa Mesa, and the Fred Jordan Mission. This allows them to gain invaluable cross cultural, clinical, service learning experiences which are beneficial for their future clinical nursing careers as well as a solid foundation for future graduate school pursuits.

**All Pre-Med and Pre-Health Majors** have access to individualized advising and support from the Biola Office of Health Professions Advising (BOHPA). BOHPA provides application workshops, interview prep, graduate admissions exam support, and individual curriculum planning and advising as students prepare for medical school. BOHPA also sponsors the Health Careers Club (HCC), a student-led group that educates, supports, and builds community among all our pre-med/health career students on the Biola campus. BOHPA and the HCC together help to prepare Biola students to impact the world for our Lord Jesus Christ through future careers as health professionals. With the support of Biola’s pre-med committee, recent applicants to medical school have had close to a 90% success rate across all applications in recent years. Biola graduates have been accepted into a variety of medical schools both locally and around the country, including UCLA, UCI, UC Davis, UC San Diego, Loma Linda, USC, Dartmouth, Yale, Georgetown, University of Washington, Oregon Health Sciences University, University...
of Wisconsin, University of Arizona, University of Texas, University of New Mexico, and St. Louis University.

**Program Accreditations**

State of California Board of Registered Nursing (1966)

Commission on Collegiate Nursing Education (2007)

American Speech-Language-Hearing Association Council for Academic Accreditation, Candidate Program (2016)

California Teaching Credential, Speech-Language Pathology Services Credential (2018)

**Program Affiliations**

American Association of Health, Physical Education and Recreation

California Association of Health, Physical Education, and Recreation

Western Council on Higher Education for Nursing

**Faculty**

**Dean:** Dr. Paul W. Ferguson  
**Associate Dean:** Dr. Walt Stangl  
**Emeriti Faculty:** P. Coad, R. Coad, Crawford, Fleeger, Fuller, Kilander, Kuld, Kurtz, A. Lin, McLaughlin, Norman, Orr, Payne, Rynd, Charles Sarver, Connie Sarver, Thurber, Woo

**Professors:** Bloom, Chen, Ferguson, Gunasekera, S. Lin, Wong

**Associate Professors:** Apkarian, Bacon, Billock, Campbell, Cruzen, Dantuma, DiMuro, Dixon, Havooinian, Henry, Kobayashi, Larson, Lew, Newport, Petroi, Rouse, Stangl, Styffe, Tresser, Uranga-Hernandez, Van Niekerk, Varamini, Wilson, Welty, Yan, Yee

**Assistant Professors:** Allen, Altamirano, Chang, Clemons, Flores, Gardner, Johnson, Kim, Lee, Lu, Peterson, Neiggemann, O’Dell, Pichaj, Sanchez

**Instructors:** Anthony, Miller

**Programs**

**Programs Offered**

- Speech-Language Pathology, M.S. (p. 368)

**Speech-Language Pathology, M.S.**

**Mission**

The mission of the MS-SLP program is to fulfill the mission of Biola University through rigorous academic and clinical training of those desiring to become licensed, certified speech-language pathologists. Hallmarks of this program include:

1. **Strong theoretical framework:** Students will receive rigorous instruction in current, relevant theoretical knowledge in order to develop curious, life-long learners.
2. **Excellence in clinical practice:** Students will be prepared for impactful clinical work with a variety of diverse populations through clinical experiences and the model of the work and witness of faculty and instructors.
3. **Biblical perspective:** Students will be taught from a Christian worldview in order to promote the fullest understanding of humankind and the world.
4. **Impactful:** Students will connect their studies to contexts of life that they might love well those in their sphere of influence locally and globally and effectively engage in issues of our profession through research, publication, and service.

**Learning Outcomes**

**Program Learning Outcomes**

Upon completion of the Master of Science in Speech-Language Pathology, students will be able to:

1. Demonstrate knowledge of prevention, identification, evaluation, treatment, and patient interaction with individuals of a variety of ages that have speech-sound, fluency, voice, language, social communication, cognitive communication, and swallowing disorders (ULO 1).

2. Demonstrate the character of Christ including compassion, love, and kindness in their interactions with clients, families of clients, and colleagues (ULO 2).

3. Develop and implement evidence-based diagnostic and intervention plans in a variety of settings and for individuals with a variety of communication and swallowing disorders at a level appropriate for entry into professional practice (ULO 3).

4. Students will demonstrate the ability to complete scholarly research in writing in the field of communication sciences and disorders (ULO 1).

**Requirements**

**Admission Requirements**

- Hold a baccalaureate degree in Communication Sciences and Disorders from an accredited institution or hold a baccalaureate degree from an accredited institution AND complete the prerequisite courses for this program.
- Submit GRE scores with overall scores of 290 or higher; verbal score, 145+; quantitative, 145+; and writing, 3.0+.
- Have a minimum 3.0 cumulative GPA on a 4.0 scale.
- Applicants for whom English is not a primary language must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education application.
- Interview with a member of the MS-SLP Program.

**Upon Admission to the Program**

- Applicants admitted to the program will take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR) (http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf).
- Candidates will not participate within a public school-based field activity until the candidate obtains a Certificate of Clearance from the Commission

**Graduation Requirements**

- MS-SLP core courses must be passed with a grade of “B-” or higher.
- Minimum GPA for the graduate program would be 3.0. Students who drop below a 3.0 in any one semester will agree to remediation help as specified by the student handbook for one semester. If their GPA
does not improve to at or above 3.0 for the next semester, students may be dismissed from the program.

- Candidates must successfully complete 375 supervised clinical hours during on-campus and off-campus clinical practicum courses.
- A minimum of 63 credits is required for the Master of Sciences in Speech-Language Pathology.
- Document clinical and academic experience in all KASA Standard Areas.
- 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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

### Degree Requirements

Each course must be completed with a "B-" or above.

#### Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MSLP 500</td>
<td>Professional Issues in Speech-Language Pathology</td>
<td>3</td>
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<tr>
<td>MSLP 501</td>
<td>Childhood Language and Literacy Disorders</td>
<td>3</td>
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<td>MSLP 502</td>
<td>Advanced Speech Sound Disorders</td>
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<td>MSLP 503</td>
<td>Childhood Autism Spectrum Disorders and AAC</td>
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<tr>
<td>MSLP 504</td>
<td>Research in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 505</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 506</td>
<td>Neurogenic Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 507</td>
<td>Advanced Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 508</td>
<td>Cognitive-Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 509</td>
<td>School and Hospital Based Issues</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 510</td>
<td>Advanced Fluency Disorders</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 511</td>
<td>Advanced Audiology and Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 512</td>
<td>Advanced Voice and Craniofacial Disorders</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 513</td>
<td>Counseling and Christian Care in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 514</td>
<td>Advanced Capstone Experience</td>
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<tr>
<td>MSLP 515</td>
<td>Theology of Disability</td>
<td>3</td>
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<tr>
<td>MSLP 601</td>
<td>Diagnostic Team</td>
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</tr>
<tr>
<td>MSLP 602</td>
<td>Clinical Practicum I</td>
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<tr>
<td>MSLP 603</td>
<td>Clinical Practicum II</td>
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<tr>
<td>MSLP 604</td>
<td>Hospital Externship</td>
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<tr>
<td>MSLP 605</td>
<td>School Externship</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>63</strong></td>
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</table>

#### Courses

**MSLP 500 - Professional Issues in Speech-Language Pathology Credits 3**
Learners will gain knowledge and skills regarding scope of practice, credentialing, professional ethics, legal issues, documentation, paraprofessionals, and the patient-clinician relationship. **Grade Mode:** A. **Restrictions:** Must be Graduate Level.

**MSLP 501 - Childhood Language and Literacy Disorders Credits 3**
Learners will gain knowledge and skills regarding theories and characteristics of language and literacy disorders in children. Current literature will be reviewed in order to teach advanced assessment and treatment procedures of high and low incidence language and literacy disorders and with a special emphasis on assessment techniques, intervention methods, educational management, and multi-cultural issues. **Grade Mode:** A. **Restrictions:** Must be Graduate Level.

**MSLP 502 - Advanced Speech Sound Disorders Credits 3**
Learners will gain knowledge and skills regarding advanced assessment and treatment procedures for pediatric clients with articulation and phonological disorders. Special emphasis on the use of current literature to make clinical decisions and develop evidenced based assessment and treatment plans for diverse pediatric populations. **Grade Mode:** A. **Restrictions:** Must be Graduate Level.

**MSLP 503 - Childhood Autism Spectrum Disorders and AAC Credits 3**
Learners will gain knowledge and skills regarding diagnosis, etiologies, and characteristics of autism spectrum disorders across the lifespan. Advance assessment and treatment methods will be taught. In addition, learners will gain knowledge and skills regarding types of augmentative and alternative communication (AAC) devices and related assistive technologies that can be utilized by individuals with severe physical, sensory, or communication disorders. Assessment procedures, device implementation, and training procedures will be practiced. **Grade Mode:** A. **Restrictions:** Must be Graduate Level.

**MSLP 504 - Research in Speech-Language Pathology Credits 3**
Learners will gain knowledge and skills regarding research in communication disorders. Includes research design, techniques, and results in the context of evidence-based practice. Learners will become critical consumers of research and will apply research to clinical problems. **Grade Mode:** A. **Restrictions:** Must be Graduate Level.

**MSLP 505 - Motor Speech Disorders Credits 3**
Learners will gain knowledge and skills regarding apraxia of speech and the dysarthrias in both children and adults, including their neurological basis, characteristics, assessment, and treatment. **Grade Mode:** A. **Restrictions:** Must be Graduate Level.

**MSLP 506 - Neurogenic Language Disorders Credits 3**
Learners will gain knowledge and skills regarding the various types of aphasia in terms of characteristics, assessment, and treatment as well as levels of hospital care, such as intensive care, outpatient, etc. **Grade Mode:** A. **Restrictions:** Must be Graduate Level.

**MSLP 507 - Advanced Dysphagia Credits 3**
Learners will gain knowledge and skills regarding normal swallowing processes as well as disordered swallowing in babies, children, and adults. Assessment and treatment of swallowing is a main focus of this class. **Grade Mode:** A. **Restrictions:** Must be Graduate Level.

**MSLP 508 - Cognitive-Communicative Disorders Credits 3**
Learners will gain knowledge and skills regarding right hemisphere syndrome, traumatic brain injury, dementia, and other disorders that affect both communication and cognition. Includes emphasis on assessment and treatment of such disorders. **Grade Mode:** A. **Restrictions:** Must be Graduate Level.
MSLP 509 - School and Hospital Based Issues
Learners will gain knowledge in ethical conduct, professional issues, advocacy, and policies associated with speech-language pathology practice in public schools and hospitals. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 510 - Advanced Fluency Disorders
Learners will gain knowledge and skills regarding theories of etiologies, assessment, and treatment of individuals with fluency disorders with a special emphasis on the management and effects of behavioral and emotional aspects of stuttering. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 511 - Advanced Audiology and Aural Rehabilitation
Learners will review anatomy and physiology of the ear, audiological testing and gain knowledge and skills to relate this to pediatric and adult clients. Aural rehabilitation/habilitation therapy sessions for the speech language pathologist will be explored and created. Auditory processing disorders will be discussed. Students will conduct screenings and air conduction threshold testing and learn to interpret for referral. Principles for adapting speech therapy sessions with varying degrees of hearing loss will be discussed as well as counseling when negative emotions are expressed. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 512 - Advanced Voice and Craniofacial Disorders
Learners will gain knowledge and skills regarding etiology, interdisciplinary assessment, and treatment of communication impairments associated with craniofacial anomalies and knowledge and skills regarding normal vocal anatomy and physiology as well as laryngeal pathologies. Assessment and treatment of these pathologies and use of current technologies will be targeted. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 513 - Counseling and Christian Care in Speech-Language Pathology
Learners will gain knowledge and skills regarding understanding the goals and practice of counseling people with communication disorders. Generally, students will understand counseling within the scope of practice for a speech-language pathologist. Specifically, students will participate in specific practice exercises designed to help them develop basic counseling skills. An emphasis will be placed on the care of people with communication disorders from a Christian perspective. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 514 - Advanced Capstone Experience
In this summative capstone class students will take comprehensive examinations and present and defend student portfolios in order to demonstrate they have achieved theoretical and clinical knowledge and have the ability to integrate Christian faith with SLP practice. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 515 - Theology of Disability
In this course students will explore a variety of questions regarding disability and suffering through the lens of Scripture, the writings of theologians, and their own personal experiences working with individuals with disabilities or illnesses and learn to formulate appropriate responses to injury, illness, disability and suffering from a Biblical perspective. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 516 - Directed Research
Individual research in areas of communication disorders determined in consultation with the instructor. Notes: May be taken for a total of 3 credits. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 601 - Diagnostic Team
Learners will acquire 20 supervised clinical hours conducting speech and language assessments with linguistically, culturally, and etiologically diverse clients. A special emphasis will be placed on utilization of a variety of formal and informal assessment measures, analysis of assessment results utilizing a holistic strategy, and effective communication of information to clients and their families. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 602 - Clinical Practicum I
Learners will acquire 50 supervised clinical hours in assessment and treatment of individuals with a variety of communication disorders. Clinical contact will include individuals at a variety of age levels who are linguistically, culturally, and etiologically diverse. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 603 - Clinical Practicum II
Learners will acquire 50 supervised clinical hours in assessment and treatment of individuals with a variety of communication disorders. Clinical contact will include individuals at a variety of age levels who are linguistically, culturally, and etiologically diverse. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 604 - Hospital Externship
Students will gain 125 hours of clinical experience in a supervised medical-based speech and language service setting. Clinical contact will consist of provision of supervised services to linguistically, culturally, and etiologically diverse population and include specialty areas of dysphagia and motor speech disorders. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 605 - School Externship
Students will gain 125 hours of clinical experience in a supervised school-based speech and language service setting. Clinical contact will consist of provision of supervised services to linguistically, culturally, and etiologically diverse pediatric population. Grade Mode: A. Restrictions: Must be Graduate Level.

MSLP 606 - Arranged Clinical Practicum
This clinic is for students who have not completed their required clinical hours at the graduate level and need to or desire to acquire additional hours. Students arrange for the clinical practicum placement with the guidance of a faculty member. Grade Mode: A. Restrictions: Must be Graduate Level.
TALBOT SCHOOL OF THEOLOGY - GRADUATE

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 (https://www.biola.edu/about/doctrinal-statement) 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.

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:

1. 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),
2. 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
3. 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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Courses

Students are required to take three main courses in the Spiritual Formation Focus at Talbot (TTSF 501, TTSF 503 and TTSF 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, TTSF 506) are also required. The three main courses required in Talbot's Spiritual Formation Focus (TTSF 501, TTSF 503 and TTSF 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.

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, hooding, commissioning into ministry and acknowledgment of the people who encouraged and supported the student throughout the Talbot journey.

Women at Talbot School of Theology
Talbot School of Theology affirms the equality of women and men and affirms the giftedness and roles of women within the guidelines of Scripture concerning order and complementarity.

It is the desire of Talbot School of Theology to encourage and support women in preparation for ministry. We value the complement that each gender’s uniqueness brings to ministry. Talbot seeks to promote this complementarity by all members of the seminary community: administration, faculty, staff and students.

Talbot School of Theology is an educational institution, and as such does not have authority for ordination of anyone seeking Christian ministry, recognizing this as the appropriate function of church bodies. However, Talbot is committed to full inclusion of women in student recruitment, admissions, degree programs, chapels, convocations, faculty and administration, within the principles of the biblical roles of men and women.

Chapel
The purpose of chapel is to provide opportunities for worship, instruction and exposure to current issues, ministries, missions and gifted individuals. Chapel is an important part of a student’s educational experience, contributing significantly to individual spiritual formation and the unity of the seminary community.

Chapel services are conducted each Tuesday in the Calvary Chapel auditorium. Additional special chapels are held as announced. Joint University-wide chapel services are held several times a year. Students are required to attend Tuesday chapel services if they have classes either immediately before or after the chapel hour. This requirement also applies to the Thursday of the Lyman Stewart Lectures (Fall) and the Robert Saucy Lectures (Spring). Participation in the chapel services of the university community are also highly encouraged.

Lecture Series
Special lectures to supplement and enhance the seminary experience are held twice a year during the Tuesday/Thursday chapel hours. 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 or parachurch setting. A full-time M.Div. student should register for field education each semester. A part-time M.Div. student should register for field education once within every 16 credits completed. Certain M.A. programs may require field education, as well. Details can be found in the particular M.A. curriculum charts.

After completing field education courses TTPT 591, TTPT 592, TTPT 691, and TTPT 692, M.Div. students become eligible to register for field internship (TTPT 791 and TTPT 792). These final courses are more intensive, supervised, and include:

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 (p. 6) section for a full campus description.

Family Commitment
Seminary studies make significant demands on a student’s time. This can lead to family members who feel they are not part of the seminary experience. Talbot’s commitment to the family is deep-rooted, especially the families of its students. A wide-ranging array of programs, events, activities, opportunities and services has been developed to foster family participation in the seminary experience. A guide for families is available to new students at Talbot. The following are examples of the opportunities and services available to student spouses:

1. Chapel services featuring a variety of prominent Christian speakers and opportunities for mutual worship.
2. Spouses may attend classes with their mates at no charge to the spouse, space permitting and with professor approval. No academic credit is provided.
3. The Spouse Tuition Reduction Scholarship allows spouses of full-time students to take master’s-level seminary courses for academic credit at only one-third the standard tuition rate.

4. Talbot Wives Fellowship. See a full description toward the end of this section.

5. Major social events, such as the annual Spring Banquet, and student family picnics.

6. The Biola Bookstore features a wide selection of Christian and secular titles, discounted Bibles, gift items, computer equipment, greeting cards, music, CD’s, logo clothing, refreshments and supplies.

7. The Biola swimming pool, track, weight room, fitness center and tennis courts are available at scheduled times for family use.

8. A wide variety of music events featuring student groups, faculty artists and guest performers are scheduled throughout the school year.

9. Intercollegiate sporting events, including men’s and women’s basketball, men’s and women’s volleyball, men’s baseball, men’s and women’s cross-country and track.

10. Special and annual lectureships, missions and Bible conferences.

11. Other special cultural events and presentations.

Accreditation

Western Association of Schools and Colleges. Talbot, as a school of Biola University, is included within Biola University’s accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

The Association of Theological Schools. Talbot is a member of The Association of Theological Schools (10 Summit Park Drive, Pittsburgh, PA 15275-1103) in the United States and Canada, the internationally recognized accrediting body of seminaries and schools of divinity.

Recognition

Agencies of the United States Government which recognize the training given at Talbot include:

1. The United States Department of Health Education and Welfare, Office of Education.
2. The Chaplaincy Branches of the Army, Navy and Air Force.
3. Full-time seminary students are eligible to apply for commissions as second lieutenants or ensigns in the chaplaincy branches of the Army, Air Force or Navy, with eight weeks of active duty training optional during the summer vacation. A course in chaplaincy orientation is offered by the department of Christian Ministry and Leadership.
4. The Veterans Administration.
5. The United States Department of Justice, Immigration and Naturalization Service.

Support Services

Employment

Students interested in on-campus employment can look for job openings using Handshake (https://www.biola.edu/handshake). Further questions should be directed to the University student employment office (Metzger Hall, upper level).

Students may also secure off-campus 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 section) can sometimes assist the student in securing part- or full-time employment in local area churches.

Talbot Placement Office

The placement office works 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

Biola proudly operates seven dining facilities, each with a chef-curated menu. Whether you want to sit-down for a made-from-scratch meal, grab a quick bite between classes, or re-fuel with coffee, there’s a conveniently located café ready to serve you. All dining locations accept cash or credit card, but as a Biola Student, you are eligible for discounts every time you dine if you pay with your Biola ID card. When you use the Student Dollar tender on your ID card, you’ll receive 10% off each dining purchase. Student Dollars are also accepted tender at other frequently-used locations including the Biola Store and public-use printers & copiers throughout campus.

Graduate Students planning to dine on campus regularly should consider one of our popular voluntary meal plans. Meal plans come with a predetermined amount of meals in the main dining facility plus dining flex dollars that can be used at any of the eight campus eateries at your discretion.

For more information go to biola.edu/dining-services (https://www.biola.edu/dining-services). Dining Services can be reached by e-mail at dining.services@biola.edu or by phone at 562-903-4872.

Single Graduate Student Housing

Biola provides two types of housing for full-time single graduate students.

Furnished housing is provided in houses owned by the University, and in apartment units leased by Biola from local complexes within walking distance of campus. These houses and two-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 or internet service. No pets are allowed in Graduate Student Housing.

Married Housing

Biola University owns three apartment complexes with one and two-bedroom apartments for married graduate couples. The apartments are 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, internet, and telephone service. For married couples to qualify, at least one spouse must be enrolled full time in a Biola University graduate program. No pets allowed in Married Housing.
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

**Talbot Support Ministries**
Director: Mick Boersma, Ph.D.

Talbot Support Ministries (TSM) is a service-oriented ministry directed toward recent Talbot alumni who are primarily focused on pastoral or missions careers. This program, led by the director and his wife, is distinguished by commitment to the following distinctives:

- **Relationship**: established with incoming students, continued through seminary studies and the first five to seven years of professional ministry.
- **Credibility**: the program director and his wife have extensive experience in ministry and work to keep current on changes and issues affecting Talbot graduates.
- **Safety**: an environment is provided in which alumni are assured of confidentiality and freedom to share their lives openly.
- **Purposefulness**: TSM initiates and maintains contact with alumni through newsletters, personal notes, phone calls, e-mail and on-site visits when possible.
- **Resources**: TSM seeks to provide helpful resources such as networking with other graduates, contact with placement opportunities and professional and personal counsel.

**Admission Requirements**

Correspondence concerning admission should be addressed to the Office of Graduate Admissions, which will supply the proper forms. When these application forms and all transcripts of previous academic training have been filed, accompanied by the 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, 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.

**Admission of International Students**

To succeed academically, students for whom English is not a primary language must show proficiency in reading, writing, speaking, and understanding academic English. Biola’s general language requirement for graduate programs is: TOEFL (iBT) 90+ (subscores 22+) and IELTS 7.

For more details on how, when, and where to take language tests, visit online:

- TOEFL (iBT) (http://www.ets.org/toefl)
- IELTS (https://www.ielts.org)

Language tests are administered only at specific times, so candidates for admission should inquire about testing dates well in advance of the date of anticipated school term in the US.

**Language Requirements for Specific Programs**

**TALBOT TH.M., D.MIN, PH.D. (SEE INDIVIDUAL PROGRAMS FOR DETAILS)**

- TOEFL: 100 iBT or IELTS 7.5

**TALBOT M.DIV. AND M.A. SPIRITUAL FORMATION AND SOUL CARE**

- TOEFL: 100 iBT or IELTS 7.5

**TALBOT M.DIV. (CHARLES FEINBERG CENTER: MESSIANIC JEWISH STUDIES CONCENTRATION ONLY)**

- TOEFL: 100 iBT or IELTS 7.5

For students who do not meet minimal TOEFL/IELTS requirements: Biola’s English Language (EL) program provides English language-only courses that can prepare students for Talbot’s graduate programs. Please refer to the Admission of English Language Learners (p. 23) section of the catalog for more information.

**Classification of Students**

**M.A.**

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**M.Div.**

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<th>Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>First Year</td>
<td>1–28 credits</td>
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<tr>
<td>Second Year</td>
<td>29–57 credits</td>
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<td>58–86 credits</td>
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<td>Fourth Year</td>
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**Arranged Courses**

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**

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 in an MP3 format 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

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<th>Degree Program</th>
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</tr>
<tr>
<td>Master of Arts</td>
<td>6</td>
</tr>
<tr>
<td>Master of Arts in Christian Education Accelerated</td>
<td>2</td>
</tr>
<tr>
<td>Certificate Programs</td>
<td>2</td>
</tr>
</tbody>
</table>

Courses include a syllabus in a PDF format 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 the MP3 files and programmed syllabus. 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 my.Account after a signature has been granted by 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 are accepted for transfer.

**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**

Advanced Standing is available for Master’s level degree programs. Advanced standing should normally be processed and granted prior to the student beginning the first semester of enrollment to confirm the admissions offer, transfer credit and remaining degree requirements.

**Advanced Standing for Professional Master’s Degrees**

(Master of Divinity, 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: **20 credits**
- Master of Arts in Christian Education: **12 credits**
- Christian Ministry and Leadership: **12 credits**
- Spiritual Formation and Soul Care: **12 credits**

**Advanced Standing 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, advanced standing requires two undergraduate courses, in the same discipline, to reduce one graduate course (6 credits undergraduate work for 3 credits of graduate work) for a limited amount of graduate credit. To qualify for advanced standing, 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 specialization, the maximum number of credits that may be reduced is 21 credits for these M.A. specializations: Bible Exposition, Christian Apologetics, Old Testament, New Testament, Theology, Philosophy, Science and Religion, Spiritual Formation, and Biblical and Theological Studies/Diversified.

**Course Prefixes**

Course prefixes indicate:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAP</td>
<td>Christian Apologetics</td>
</tr>
<tr>
<td>CSSR</td>
<td>Science and Religion</td>
</tr>
<tr>
<td>ISCL</td>
<td>Missions and Intercultural Studies</td>
</tr>
<tr>
<td>TTBE</td>
<td>Bible Exposition</td>
</tr>
<tr>
<td>TTCE</td>
<td>Christian Education</td>
</tr>
<tr>
<td>TTDE</td>
<td>Doctor of Education</td>
</tr>
<tr>
<td>TTHE</td>
<td>Thesis</td>
</tr>
<tr>
<td>TTHT</td>
<td>Theology: Historical</td>
</tr>
</tbody>
</table>

**Biola University** 375
**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 graduation check fee of $100. This graduation check will be considered late after the last day of the Add period during the semester of a student’s intended graduation.

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.

**Talbot Graduate Student Awards**

The awards that follow are presented annually to qualified students on the basis of the criteria indicated:

- **The Alumni Award** – Given by the Alumni Association to a continuing student who has demonstrated excellence and commitment in their seminary studies.
- **The Audrey Talbot Award in Bible Exposition** – To the student in the seminary who does the best work for the year in the Department of Bible Exposition.
- **The Award in Homiletics** – To two students in the seminary who distinguish themselves in preaching.
- **The Award in Jewish Evangelism** – To the student who has done outstanding work for the year in the Messianic Jewish Studies Program.
- **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 Christian Education** – To a graduating senior who has distinguished himself or herself in the study of Christian Education.
- **The Baker Book Award in Theology** – To a graduate who has distinguished himself or herself in the study of theology.
- **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 David Charles Dunn Memorial Scholarship** – To a student who, in God’s strength, has overcome challenges to enroll in Talbot School of Theology.
- **The 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.
- **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.
- **The Gordon Johnson Scholarship Award** – To a seminary student performing well academically in one of the Bible related fields.
- **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 Kenneth D. Archinal Award in Christian Education** – To the outstanding second-year student in the Department of Christian Education.
- **The Louise 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.
- **The Marge Niquette Award in Bible Exposition** – To the student in the seminary who has done outstanding work in the Department of Bible Exposition in the final year of training.
- **The 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 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. Studies Program** – To a graduate student in the doctoral Educational Studies program for outstanding academic achievement.
- **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 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 Zondervan Award in Greek** – To an outstanding seminary student for excellence in the study of Greek.
• **The Zondervan Award in Theology** - Given to the student who has done the best work for the year in the Department of Systematic Theology.

• **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.

## Faculty

### Programs

### Degrees Offered

Talbot School of Theology offers the following degree programs:

- Master of Divinity (p. 396)
- Master of Arts (p. 389)
- Master of Arts in Christian Education (p. 379)
- Master of Arts in Christian Ministry and Leadership (p. 381)
- Master of Arts in Spiritual Formation and Soul Care (p. 409)
- Master of Theology (p. 402)
- Doctor of Ministry (p. 405)
- Doctor of Philosophy in Educational Studies (p. 388)
- Doctor of Education in Educational Studies (p. 388)

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.

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1 Students receiving a specialization in Bible Exposition, Christian Apologetics, Old Testament, New Testament, Science and Religion, Theology, Philosophy, Spiritual Formation, Biblical and Theological Studies/Diversified, or Biblical and Theological Studies in the Eurasian Context will have “Master of Arts” only printed on their diplomas.

### Certificates Offered

- Biblical and Theological Studies Certificate (p. 378)
- Messianic Jewish Studies Certificate (p. 405)
- Spiritual Formation Certificate (p. 408)

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.

### 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 format. Qualified participants can apply to receive graduate level credit at Talbot for these courses (up to 12 credits may be granted for approved IBS courses). Students must submit a Special/Visiting Student Application and meet the minimum criteria to qualify. In addition to Cru’s IBS tuition, students must pay $75 per unit for IBS course work that is taken for Talbot graduate level credit.

Qualified Cru staff members wishing to pursue a Talbot degree may apply up to 12 IBS credits toward the degree. However, the IBS credits credited toward a Talbot degree may not exceed 25% of the total number of credits needed to complete the Talbot degree. The credits will be counted toward the student’s Talbot degree upon full acceptance into a Talbot degree program. Students wishing to enroll in a degree program at Talbot must submit a full application and meet the admissions criteria for that program (see degree specific admissions criteria).

Further, Talbot’s partnership with Cru affords qualified full time Cru staff members a tuition discount of 35% on qualified Talbot courses. Talbot courses are likewise offered in a number of formats (classroom, online, hybrid, modular), throughout the year, to help accommodate the schedules and educational needs of Cru members.

### Talbot Bible Lands: Israel

**Faculty Administrator:** Kenneth Way, Ph.D.

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, Jezreel Valley, Lower/Upper Galilee, Golan, and the Sea of Galilee.

Students will be granted 3 graduate credits for one of the following courses: TTBE 722 Directed Research: Physical and Historical Geography of Israel or TTNT 791 New Testament Seminar: Physical and Historical Geography of Israel or TTOT 791 Old Testament Seminar: Physical and Historical Geography of Israel.

**Talbot - Charles L. Feinberg Center for Messianic Jewish Studies**

**Director:** Gregory Hagg, Ph.D.

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 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 (http://www.talbot.edu) website.

**Talbot - Kyiv Extension**

**Director:** Mark Saucy, Ph.D.

Talbot School of Theology in cooperation with Kyiv Theological Seminary (KTS), Kyiv, Ukraine offers a Master of Arts degree with a specialization in Biblical and Theological Studies in the Eurasian Context. The vision of the program is to serve the needs of Eastern European and Russian evangelical churches for well-trained leadership in church planting and existing churches by providing discerning, evangelical biblical and theological scholarship and instruction. The extension assists churches, mission agencies, and other evangelical organizations in Eastern Europe, Europe, and Eurasia in training and retaining ministry leaders in the region by offering an accredited theological education. The degree program is offered on the Kyiv Theological Seminary campus in Kyiv, Ukraine. Faculty from KTS, Talbot, and other institutions in Europe and America provide a high level of theological education in an extension program that is fully accredited by The Association of Theological Schools.

For additional information, contact Dr. Mark Saucy or go to the Talbot School of Theology (http://www.talbot.edu) website.

**Special Programs: Non-Credit**

**Talbot Wives Fellowship**

Talbot Wives Fellowship provides an opportunity for wives of Talbot students to deepen their relationship with God, establish meaningful friendships, and prepare to share ministry alongside their husbands, and connect to their husband’s experience at Talbot. The Tuesday evening meetings include participation in prayer groups led by faculty wives, 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 the families and community of Talbot.

**Courses**

**Course Descriptions**

- **Bible Exposition (TTBE)** (p. 410)
- **Christian Apologetics (CSAP)** (p. 412)
- **Christian Education (TTCE)** (p. 415)
- **Christian Ministry and Leadership (TTPT)** (p. 417)
- **Educational Ministry (TTDE)** (p. 423)
- **Ministry (TTMN)** (p. 426)
- **Missions and Intercultural Studies for Talbot** (p. 432)
- **New Testament Language and Literature (TTNT)** (p. 433)
- **Old Testament and Semitics (TTOT)** (p. 437)
- **Philosophy (TTPH)** (p. 439)
- **Research and Writing: Special Studies (TTSS)** (p. 441)
- **Research Languages (TTRL)** (p. 441)
- **Science and Religion (CSSR)** (p. 441)
- **Spiritual Formation (TTSF)** (p. 444)
- **Theological Studies Digital Courses (TTTS)** (p. 449)
- **Theology: Historical (TTHT)** (p. 453)
- **Theology: Philosophical and Moral (TTPM)** (p. 455)
- **Theology: Systematic (TTTH)** (p. 455)
- **Thesis (TTHE)** (p. 459)

**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 ministers without formal training. The Certificate in Biblical and Theological Studies provides a foundational theological education. This certificate consists of six courses which can be completed online, on-campus, or any combination of those two
modalities. 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.

**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.

**Curriculum Requirements**

<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>Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>New Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 521</td>
<td>Theology I: God, Scripture, Creation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 522</td>
<td>Theology II: Christ, Humanity, Sin, Salvation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 623</td>
<td>Theology III: Spirit, Church, Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18

**Mission**

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.

**Learning Outcomes**

**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 2).
4. Demonstrate skills in leadership administration (ULO 3).
5. Demonstrate skills in ministry functions (including: evangelism, discipleship, teaching, counseling and pastoral skills) (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

**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 48 semester credits. See (#5) below.
2. Students without previous courses in Old Testament Survey and New Testament Survey must take TTBE 519 and TTBE 520, which are not for credit unless taken in place of general elective credits.
3. Complete the online introduction to theological research and writing by the end of the second semester.
4. Take the courses prescribed in the Master of Arts in Christian Education curriculum.
5. Complete the program in no more than five years.
6. Obtain a 3.0 average with no grade below a "C-" in all courses to be counted toward graduation.
7. At least 24 of the total credits required for the degree program must be completed in residency at Biola. Advanced Standing and transfer credit are not considered residency credits.
8. 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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

Vocations or positions for which the M.A.C.E. program prepares students are:

• Executive Pastor
• Church Business Administrator
• Pastor of 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. Core curriculum consisting of foundational courses and practical skills
3. 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 (48 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, executive leadership, or cross-cultural education ministry, includes a minimum of 48 credits of study. The student who is able to enroll in 15 credits each semester can complete the degree in under 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, if not, it could require additional time. The program must be completed within five calendar years from the first enrollment. 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 may 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.

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**Curriculum Requirements**

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 519</td>
<td>Old Testament Survey</td>
<td></td>
</tr>
<tr>
<td>TTBE 520</td>
<td>New Testament Survey</td>
<td></td>
</tr>
</tbody>
</table>

**Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 508</td>
<td>Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 523</td>
<td>Teaching Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 556</td>
<td>Christian Formation and Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 558</td>
<td>Interpersonal Development</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 608</td>
<td>Philosophy of Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 649</td>
<td>Instructional Technology</td>
<td>2</td>
</tr>
<tr>
<td>TTCE 655</td>
<td>Strategic Ministry Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 503</td>
<td>Personal Foundations for Spiritual Formation</td>
<td>3</td>
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<tr>
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<td>Spiritual Formation, Vocation, and the Disciplines</td>
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<td>TTSF 505</td>
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</tr>
<tr>
<td>TTSF 506</td>
<td>Talbot Spiritual Direction II</td>
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<tr>
<td>TTTH 521</td>
<td>Theology I: God, Scripture, Creation</td>
<td>3</td>
</tr>
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<td>3</td>
</tr>
<tr>
<td>TTTH 623</td>
<td>Theology III: Spirit, Church, Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

General elective course                          | 3     |

**CE Specialization**

Select a CE Specialization detailed below         | 6     |

Total Credits                                     | 48    |

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1 TTBE 519 Old Testament Survey and TTBE 520 New Testament Survey are prerequisites for this degree. To meet the prerequisite, students must have received a "C" or higher in approved undergraduate or graduate survey courses from a regionally accredited institution. Students who enroll without the prerequisite courses must take TTBE 519 and TTBE 520 before graduating. Credits from these courses may count as general elective courses, or may add to the length of the program if general elective courses are not available.

2 Students not having qualified ministry experience will have to complete two additional credits of ministry practicum:
   TTCE 690 Practicum in Ministry
   TTCE 790 Educational Practicum

**CE Specializations**

The following specializations require two courses (6 credits) of required electives in a given area: Executive Leadership, Adult and Family Ministry, Youth Ministry, and Children’s Ministry.

Requirements for the Cross-Cultural Education Ministry Specialization are detailed below. Since this specialization is taken in conjunction with Biola University’s Cook School of Intercultural Studies, it requires the completion of additional academic credits (see below).

**Executive Leadership**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTCE 519</td>
<td>Leadership Coaching and Teambuilding</td>
<td>3</td>
</tr>
</tbody>
</table>
TTPT 730  Biblical Leadership and Management  3

Total Credits  6

**Adult and Family Ministry**

TTCE 677  Family Ministry in the Local Church  3

TTCE 679  Adult Development and Discipleship  3

Total Credits  6

**Youth Ministry**

TTCE 664  Youth Ministry Leadership and Programming  3

TTCE 668  Youth Ministry in Contemporary Culture  3

Total Credits  6

**Children’s Ministry**

TTCE 625  Staffing and Leadership in Children’s Ministries  3

TTCE 652  Models and Trends in Children’s Ministries  3

Total Credits  6

**Cross-Cultural Education Ministry**

The Cross-Cultural Education Ministry specialization is taken in conjunction with the Cook School of Intercultural Studies. It requires the completion of 6 additional credits, bringing the total required for degree completion to 54 credits (42 credits of Theology, Formation, and Christian Education core in addition to 12 Cross-Cultural credits taken from the Cook School of Intercultural Studies).

ISCL 520  Interpersonal and Intercultural Adjustment  3

ISCL 575  Multicultural Education  3

Select two courses from the following:  6

| ISAN 671  | Applied Anthropology |
| ISCL 531  | Peoples of Ethnic America |
| ISCL 556  | World Religions |
| ISCL 709  | Intercultural Communication |
| ISCL 765  | Cross-Cultural Leadership |

Total Credits  12

**The Accelerated Program (39 Credits)**

This specialization is in a teach out phase; no new students will be admitted at this time. Students in the program must have the following:

1. An undergraduate degree in Christian Education with a 3.0 GPA in courses taken in the major.
2. A total of at least 30 hours in Bible/theology.
3. An overall GPA of 2.6. Those with a GPA of 2.6–2.9 will be placed on probation. See earlier section on admission qualifications.
4. In addition to the above, demonstration of competency in the content of any waived or substituted courses will be assessed at the time of admission.
5. At least two years of vocational experience in educational ministry after completion of undergraduate degree.

For students who qualify for this program, graduation requirements may be satisfied in 39 semester credits.

**Program Courses**

TTBE 517  Hermeneutics and Bible Study Methods  3

TTCE 519  Leadership Coaching and Teambuilding  3

TTCE 556  Christian Formation and Discipleship  3

TTCE 639  Applied Ministry Research  3

TTPT 707  Foundations of Pastoral Care and Counseling  2

TTSF 501  Introduction to Spiritual Theology and Formation  3

TTSF 503  Personal Foundations for Spiritual Formation  3

TTSF 504  Spiritual Formation, Vocation, and the Disciplines  1

TTSF 505  Talbot Spiritual Direction I  2

TTSF 506  Talbot Spiritual Direction II  2

Select one of the following:  3

ISCL 520  Interpersonal and Intercultural Adjustment  3

ISCL 680  The Local Church and World Missions

TTPT 703  The Local Church and World Missions

**Elective Courses**

Select a CE Specialization detailed above  6

TTCE elective course  3

General elective courses in consultation with advisor  6

Total Credits  39

1 Students selecting the Youth Ministry specialization will take TTCE 543 in place of TTPT 707.
2 Students wishing to complete the accelerated program within one calendar year must take TTSF 501, TTSF 503 and TTSF 505 during the first semester and TTSF 504 and TTSF 506 during the second semester.
3 Students selecting the Cross-Cultural Specialization take ISCL 520 to complete this requirement.

**Christian Ministry and Leadership, M.A.C.M.L.**

**Mission**

The Master of Arts in Christian Ministry and Leadership with specializations in Pastoral Care and Counseling, Preaching and Pastoral Ministries, 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.

**Learning Outcomes**

**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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Admission Requirements

Applicants must possess a Bachelor of Arts degree or its academic equivalent from an accredited college with a minimum grade point average of 3.0 (on a 4.0 scale).

All applicants must submit a written statement outlining their vocational objectives and how the degree might relate to those objectives.

Graduation Requirements

1. Satisfactorily complete 49 semester credits (58 credits for the Preaching and Pastoral Ministry specialization) as outlined in the curriculum charts below.

2. Students without previous courses in Old Testament Survey and New Testament Survey must take TTBE 519 and TTBE 520, which are not for credit unless taken in place of general elective credits.

3. Complete the online introduction to theological research and writing by the end of the second semester.

4. At least 24 of the total credits required for the degree program must be completed in residency at Biola. Advanced Standing and transfer credit are not considered residency credits.

5. Obtain a 3.0 average with no grade below a "C" in all courses to be credited toward graduation.

6. Complete the entire program in no more than five years.

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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

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, and Women's Ministries are comprised of 49 credits (58 credits for the Preaching and Pastoral Ministry specialization) structured in common to include:

1. Biblical and theological foundations.

2. Spiritual Formation Focus (SFF).

3. Ministry skills.

4. Additional elective courses determined by the student in consultation with the advisor.

Curriculum Requirements

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 519</td>
<td>Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>New Testament Survey</td>
<td>3</td>
</tr>
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</table>

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 501</td>
<td>Introduction to Spiritual Theology and Form</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 503</td>
<td>Personal Foundations for Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 504</td>
<td>Spiritual Formation, Vocation, and the Disciplines</td>
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</tr>
<tr>
<td>TTSF 505</td>
<td>Talbot Spiritual Direction I</td>
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</tr>
<tr>
<td>TTSF 506</td>
<td>Talbot Spiritual Direction II</td>
<td>0</td>
</tr>
<tr>
<td>TTTH 521</td>
<td>Theology I: God, Scripture, Creation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 522</td>
<td>Theology II: Christ, Humanity, Sin, Salvation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 623</td>
<td>Theology III: Spirit, Church, Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization Courses

Select a Specialization detailed below (39 credits for Preaching and Pastoral Ministry) 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 519</td>
<td>Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>New Testament Survey</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 49

1 TTBE 519 Old Testament Survey and TTBE 520 New Testament Survey are prerequisites for this degree. To meet the prerequisite, students must have received a "C" or higher in approved undergraduate or graduate survey courses from a regionally accredited institution. Students who enroll without the prerequisite courses must take TTBE 519 and TTBE 520 before graduating. Credits from these courses may count as general elective courses, or may add to the length of the program if general elective courses are not available.

2 If the Preaching and Pastoral Ministry Specialization is chosen, the total credits are 58.

Specializations

Pastoral Care and Counseling

The Pastoral Care and Counseling specialization is designed to provide local churches and para-church ministries with specialists in the field of pastoral care and counseling who have built their care ministries, counseling, administrative and teaching skills upon a solid biblical and theological base. The emphasis is on enrichment, equipping and
renewing ministries. A major focus is on actual practice in Care Ministries in local churches. Students will be prepared for such professional positions as Pastor of Care Ministries and Pastoral Counseling.

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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</td>
</tr>
<tr>
<td>TTPT 707</td>
<td>Foundations of Pastoral Care and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 702</td>
<td>Intermediate Pastoral Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 708</td>
<td>Advanced Pastoral Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 716</td>
<td>Addressing Common Pastoral Counseling Concerns</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 725</td>
<td>Counseling Troubled Families</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 760</td>
<td>Seminar</td>
<td>1</td>
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Elective Courses

<table>
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<tr>
<th>Category</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General elective courses 2</td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 30

1 TTPT 695 may be taken for 1 or 2 credits. If taken for 2 credits, the second credit may count toward required elective credits.

2 Up to 6 graduate general elective credits may be taken in other schools in Biola University with advisor’s approval.

Preaching and Pastoral Ministry

The Preaching and Pastoral Ministry specialization 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.

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.

Concentration-Specific Requirements

Language/Exegesis Courses

Select one of the following options: 12

<table>
<thead>
<tr>
<th>New Testament</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 501</td>
<td>Beginning Greek I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td></td>
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</table>

or TTNT 605 Exegesis in the Epistles

Old Testament:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 703</td>
<td>Introduction to Hebrew Exegesis</td>
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<tr>
<td>TTOT 722</td>
<td>Advanced Hebrew Reading</td>
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Program Courses

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<tr>
<th>Course</th>
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<tr>
<td>TTPT 591</td>
<td>Introduction to Field Education</td>
<td>1</td>
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<tr>
<td>TTPT 592</td>
<td>Field Education II</td>
<td>0</td>
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<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>0</td>
</tr>
<tr>
<td>TTPT 703</td>
<td>The Church and Society</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 707</td>
<td>Foundations of Pastoral Care and Counseling</td>
<td>2</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</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 791</td>
<td>Field Internship</td>
<td>0</td>
</tr>
<tr>
<td>or TTPT 792</td>
<td>Field Internship</td>
<td></td>
</tr>
<tr>
<td>TTPT 510</td>
<td>Evangelism and Follow-Up</td>
<td>3</td>
</tr>
<tr>
<td>or TTPH 602</td>
<td>Apologetics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 39

Women’s Ministries

This specialization is in a teach out phase, no new students will be admitted at this time.

The Women’s Ministries specialization is designed to equip students for a specific ministry to women, whether in a local church, a parachurch organization, or a community agency. The program aims to develop strengths in biblical content, cultural analysis and practical skills.

Specialization Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<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</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>the Present Culture</td>
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</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</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ministry</td>
<td></td>
</tr>
<tr>
<td>TTPT 639</td>
<td>Developing Leadership Teams</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 699</td>
<td>Women’s Ministries Internship</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 707</td>
<td>Foundations of Pastoral Care and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 708</td>
<td>Advanced Pastoral Counseling</td>
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</table>

Elective Course

<table>
<thead>
<tr>
<th>Category</th>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General elective course 1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 30

1 Must be taken three times, for 1 credit each time.
Educational Studies, Ed.D. and Ph.D.

Mission
Talbot School of Theology of Biola University offers graduate work leading to the Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.) degrees in Educational Studies. Talbot’s doctoral programs are accredited by the Association of Theological Schools and the Western Association of Schools and Colleges. The doctoral degree, established in 1984, is offered within the Department of Christian Education at Talbot School of Theology.

The doctoral course of study is designed for men and women to enhance their leadership roles in a variety of educational ministries within God’s Kingdom — the local church, educational institutions, parachurch, and ministry organizations throughout the world.

Students come to the programs already having completed a graduate degree and significant ministry experience in the field of educational ministry. In general, doctoral students are established 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 program 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 residential format and in the hybrid distance format. For both formats, program courses are taught as one-week on campus modules in early November (Fall Semester) and in early March (Spring Semester) with pre-class preparation and post-class assignments. Elective courses in the Fall and Spring semesters are usually offered as weekly on campus class sessions (residential format) and Livestream class sessions (hybrid distance format) that permit face-to-face instruction. In early June, a one-week on campus elective module is also scheduled. A few electives are available as online courses.

Hybrid Distance Format Option
For those who cannot locally access a doctoral program in educational studies with Christian perspectives, we offer both of our doctoral degree programs in an accessible format. The use of a hybrid distance format makes it possible for students to remain in their current locale and to continue ministering with their current organizations while completing their Ph.D. or Ed.D. in Educational Studies. This hybrid distance format is available for each degree.

Ph.D. The hybrid distance 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. The hybrid distance 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.

Hybrid Distance Design
Program courses are offered as a one-week module in early November (Fall semester) and two week modules in early March (Spring semester) 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. Elective courses in the Fall and Spring semesters may be offered as weekly Livestream or online class sessions. In early June, a one-week on campus elective module is also scheduled.

Livestream technology is required for many doctoral courses. Hybrid Distance applicants must have reliable access to the internet with sufficient bandwidth to transmit and receive both visual image and audio on a computer permitting regular participation in weekly, three-hour long doctoral seminars that include frequent class discussion. Please contact the Ph.D. and Ed.D. Doctoral office for a web link to test internet and computer capabilities.

The coursework phase and candidacy exam are designed to be completed in three to four years. Course requirements, candidacy examination, and dissertation requirements are the same as for the respective residential Ph.D. or Ed.D. degree program.

Cohort Approach
New groups of students begin the program every year in the Fall semester. Students work through the program courses together, with some choice of elective options to fit their study interests. Contact the Ph.D. and Ed.D. Doctoral 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 hybrid distance program.

Graduation Requirements
Ph.D. – While the doctorate is not awarded simply for completion of stated coursework, the Ph.D. degree requires 45-semester credits including 21 credits of program courses (including the Candidacy Examination Capstone course TTDE 8950, 3 credits), 24 credits of electives, and Dissertation.

Ed.D. – The Ed.D. degree requires 41-semester credits including 20 credits of program courses (including the Candidacy Examination Capstone course, TTDE 8950, 3 credits), 21 credits of electives, and Dissertation.

For both programs, the doctoral program director serves as the academic advisor for residential students, and the hybrid distance coordinator serves as the academic advisor for hybrid distance students. The respective academic advisor will assist students to develop a Program Course Plan consisting of a schedule of program and elective courses. Advisors will then supervise student progress throughout the coursework phase of doctoral studies. Once approved, this schedule serves as the projected course of study. A copy of the Program Course Plan is placed in the student’s file. Modifications must have prior approval of the respective academic advisor.

All doctoral students must meet with their academic 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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

Candidacy Examination
Upon completion of all course work, or during the final semester of coursework, the student completes the TTDE 8950 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 from the Ph.D. and Ed.D. Doctoral Office.

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. Then, 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 and being awarded Candidacy Status, the dissertation student will enroll in TTDE 8960 (3 credits) for up to five semesters with full-time status. A student must be enrolled during the semester of graduation. Students who require more time must receive approval to enroll in TTDE 8970 (3 credits). If needed, enrollment in TTDE 8970 does not constitute full-time status. Doctoral students must submit a dissertation evidencing high attainment in scholarship. Detailed information may be found in the Dissertation Guidelines Handbook.

Final Dissertation Defense and Graduation
The final examination is an oral defense of the dissertation before the student’s dissertation committee and other invited guests. Detailed information regarding the defense and final submission deadlines for graduation may be found in The Dissertation Guidelines Handbook.

All students must:
1. Present 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,
1. Doctoral Program faculty must also recommend that the student is eligible for conferral of the degree on the basis of evidence of Christian life and character established during his or her course of studies, and
2. All financial obligations must be settled.

Attendance at commencement ceremonies is required when the degree is granted unless approval has been received from the Dean to graduate in absentia (see the Doctoral Program Handbook for further details).
Admission Requirements

The doctoral program seeks to admit applicants whose background clearly demonstrate scholarly aptitude, a commitment to the historic Christian faith, personal character and integrity, a service-oriented motivation toward endeavors of educational ministry and a deepening relationship with God. Biola University does not discriminate on the basis of race, color, national origin, ethnic group identification, gender, age or physical disability.

Persons interested in attending should request the doctoral application form (the same form for both degree programs) for Talbot School of Theology from the Graduate Admissions office at Biola University. As in many graduate programs, enrollment is limited. In order to be admitted to full graduate standing, the applicant must comply with the following:

1. Have completed at least three years of full-time vocational experience in educational ministry with evidence of leadership gifts and abilities.

2. Have earned a Masters degree in Christian or Religious Education (MACE or MRE) or its equivalent from an accredited educational institution. Equivalence is defined as an earned master's degree of at least 36 semester credits of graduate study in areas related to the Christian education ministry, including 18 credits of graduate Bible and theology.

   At least one course in each of the following areas should have been completed: Philosophy or History of Christian Education, Human Development or Educational Psychology, Educational Administration or Leadership, Interpersonal Communication/Group Dynamics or Counseling, Curriculum Design and/or Methods of Teaching. A minimum GPA of 3.25 on a 4.0 scale in all previous graduate work is required.

   Students whose formal educational preparation does not include all of the required prerequisite coursework must make arrangements to satisfactorily complete them prior to beginning doctoral studies. See the Graduate Admissions Counselor for recommendations on options for completing the needed prerequisite courses.

3. Submit a completed Talbot School of Theology doctoral application form and application fee. The form will provide a place to indicate the degree program for which application is being made, either the Ph.D. or Ed.D., and which format for completing the degree, either residential or hybrid distance.

4. a. For U.S. applicants, 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
   or online (http://www.gre.org) or call 1-800-473-2255 to register.

   b. International applicants for whom English is not a primary language are required instead to submit scores on the Test of English as a Foreign Language, Internet-based Test (TOEFL iBT).

   Preference in admission will be given to those with an overall score of at least 100 on the TOEFL iBT, with expected minimum scores for the four sections as follows: Writing (25), Reading (25), Speaking (25), Listening (25). The TOEFL iBT is available on-line through the Educational Testing Service. For more information, go to the TOEFL (http://www.toefl.org) website.

   Students should consult the general Biola University guidelines (see the Admission of English Language Learners (p. 23) section as well as the Admissions of International Students section at the beginning of the Talbot catalog section). Since doctoral seminars involve regular student discussion, it is expected that international students have the requisite ability with spoken English to be contributing members of such discussions.

5. Present evidence of potential for original academic research at the doctoral level by submitting a sample of scholarly writing (with citations and bibliography), preferably related to education, of at least 10 pages.

6. Applicants may be asked to be interviewed by the program director or the Doctoral Program committee as a requirement for admission.

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

Application Deadlines

The application deadline for both the residential and hybrid distance program is January 31. Students are generally admitted in the Fall semester only. Contact Graduate Admissions regarding exceptions to this policy.

Since enrollment for both degree programs is limited and admission is on a selective basis, applications should be made as early as possible. In particular, international students who need additional time to raise financial support for their studies should submit their applications well ahead of the January 31 deadline. 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: January 31). Private sources of scholarships may also be found online (http://www.finaid.org).

Admission of International Students and Resident Aliens

See Admission, Registration and Graduation Requirements (p. 23) 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 the provisional status of Admissions Probation 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 Probation and 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 Academic 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 seven years from the date of the student’s first registration for graduate study in the doctoral program.

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 academic advisor and, if applicable, the final approval of the Doctoral Program Committee. Students on leave are required to register for TTDE 8891 each term (a 1-credit fee may be assessed).

Readmission
A person who has withdrawn or been dismissed from the doctoral program may request and file a reapplication to the program a minimum of six months after termination. The reapplication should be in the form of a letter and include a new application form, at least two current references, and any desired supporting materials. The letter should be addressed to the Doctoral Program Committee, stating the reasons for requesting re-admittance as well as any other issues deemed relevant by the applicant. The letter should directly address the causes for dismissal, and present a realistic plan and time schedule for completion of the program, should readmission be granted. The application will be considered with the regular admissions pool.

Curriculum
The curriculum of the doctoral program is organized into two parts: a series of common program 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 8000 series.

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 program course during the final semester of coursework studies: TTDE 8950.
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.

Coursework students enrolled in TTDE 8950 Candidacy Exam Capstone are considered full-time students for that semester only. Dissertation students are given full-time status for up to five semesters of TTDE 8960.

Faculty

Director: Klaus Issler, Ph.D.
Professors: Eguizabal, Esqueda, Issler, Lawson
Associate Professors: Cunningham, Kim

Programs

Programs Offered
- Educational Studies, Ed.D. (p. 388)
- Educational Studies Ph.D. (p. 388)

Courses

Course Descriptions
- Educational Studies (TTDE) (p. 423)

Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

Curriculum Requirements

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTDE 8010</td>
<td>Philosophical Issues in Educational Studies</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 8020</td>
<td>Research I: Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 8030</td>
<td>Research II: Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>or TTDE 8040</td>
<td>Research III: Quantitative Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 8050</td>
<td>Theological Research and Integration for Educational Studies</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 8060</td>
<td>Assessment and Reflective Leadership Practice</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 8800</td>
<td>Internship in Higher Education</td>
<td>2</td>
</tr>
<tr>
<td>TTDE 8950</td>
<td>Candidacy Exam Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select a minimum of 21 credits of Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTDE 8960</td>
<td>Dissertation</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits: 50

In consultation with the program advisor, the student designs a program (21 credits 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.

After passing the Candidacy Examination, the student will enroll in TTDE 8960 (3 credits) for up to five semesters. A student must be enrolled during the semester of graduation. Students who require more time must receive approval to enroll in TTDE 8970 (3 credits). Dissertation students are considered full-time for a maximum of five semesters of TTDE 8960 only.

Educational Studies, Ph.D.

Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

### Requirements

#### Curriculum Requirements

**Program Courses**

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<td>TTDE 8800</td>
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</tr>
<tr>
<td>TTDE 8950</td>
<td>Candidacy Exam Capstone</td>
<td>3</td>
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</tbody>
</table>

**Elective Courses**

Select a minimum of 24 credits of Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TTDE 8960</td>
<td>Dissertation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
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<tr>
<th>Credits</th>
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<tr>
<td>57-60</td>
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</table>

1. In consultation with the program advisor, the student designs a program (24 credits 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.

2. After passing the Candidacy Examination, the student will enroll in TTDE 8960 (3 credits) for up to five semesters. A student must be enrolled during the semester of graduation. Students who require more time must receive approval to enroll in TTDE 8970 (3 credits). Dissertation students are considered full-time for a maximum of five semesters of TTDE 8960 only.

### 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, Biblical and Theological Studies in the Eurasian Context (Kyiv extension only), Christian Apologetics, New Testament, Old Testament, Philosophy, Science and Religion, Spiritual Formation, and Theology.

### Learning Outcomes

**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. Perform and report research in their respective disciplines at a level sufficient to begin a doctoral program (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

### Requirements

#### 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). Additionally, applicants should have completed an accredited course in Old Testament survey and in New Testament survey prior to matriculation. If the prerequisite courses are
not completed prior to matriculation, the student is required to take TTBE 519 and TTBE 520 as elective credits during their program.

All applicants must submit a written statement outlining their vocational objectives and how the degree might relate to those objectives.

For special admissions requirements involved in the Christian Apologetics and Science and Religion specializations, refer to the listings in the specialization sections.

For special admissions deadlines and requirements involved in the Spiritual Formation specialization, contact Graduate Admissions. Due to the limited enrollment in this specialization, all applicants will be personally interviewed.

Graduation Requirements

1. Satisfactorily complete 49 credits as outlined in the curriculum requirements below. The rate of progress for many students is 12–13 credits per semester, allowing the program to be completed in two years.
2. Students without previous courses in Old Testament Survey and New Testament Survey must take TTBE 519 and TTBE 520, which are not for credit unless taken in place of elective credits.
3. Complete the online introduction to theological research and writing by the end of the second semester.
4. Submit an acceptable capstone project, as determined by the department of specialization. Students in Spiritual Formation specialization 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 specializations will receive specific directions about their capstone project from their respective departments.
5. 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.
6. Obtain a 3.0 average with no grade below a “C-“ in all courses to be credited toward graduation.
7. Complete the entire program in no more than five years.
8. 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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

For special graduation requirements involved in the Christian Apologetics and Science and Religion specializations, refer to the listings in the specialization sections.

Specialization Requirements

Program Structure

The academic programs leading to the degree Master of Arts with specializations in Bible Exposition, Biblical and Theological Studies/ Diversified, Biblical and Theological Studies in the Eurasian Context, New Testament, Old Testament, Philosophy, Spiritual Formation, and Theology are comprised of 49 credits structured in common to include:

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.

Students may complete the specializations in Bible Exposition, New Testament, and Theology online, on-campus, or by a combination of those two modalities.

The academic programs leading to the degree Master of Arts with specializations in Christian Apologetics or Science and Religion are comprised of 39 credits, as detailed below.

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. Note: if master’s level courses are given advanced standing based on undergraduate coursework, some Ph.D. programs may require additional graduate courses in order to meet doctoral program requirements.

Curriculum Requirements

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 519</td>
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</tr>
<tr>
<td>TTBE 520</td>
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</tbody>
</table>

Program Courses

The following program courses apply to all Talbot Master of Arts specializations except for the Biblical and Theological Studies in the Eurasian Context (Kyiv Extension), Christian Apologetics, Science and Religion, and Spiritual Formation specializations. The program courses for these specializations are listed under each specialization.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TTBE 517</td>
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<td>TTBE 520</td>
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<td>TTSF 501</td>
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<td>TTSF 503</td>
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<td>TTSF 504</td>
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<td>TTSF 506</td>
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<td>TTTH 522</td>
<td></td>
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<tr>
<td>TTTH 623</td>
<td></td>
</tr>
</tbody>
</table>

Specialization and Elective Courses

Select a 30 credit specialization from the options below

Total Credits

1. May be used to fulfill the specialization electives where available.
2. Specializations with elective options may take up to 6 graduate elective credits in other schools of Biola University with advisor’s approval.
Specializations

**Bible Exposition**

**Learning Outcomes**

As a result of this program, the student will:

1. Be able to identify the basic contents, backgrounds, and purpose of each book of the Old and New Testaments.
2. Be able to explain the general history and cultures relevant to the study of the Old and New Testament.
3. 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.

**Specialization Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 530</td>
<td>Elementary Principles of the Biblical Languages</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 745</td>
<td>World of the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 780</td>
<td>Teaching Scripture</td>
<td>2</td>
</tr>
<tr>
<td>TTBE 790</td>
<td>Bible Exposition Capstone</td>
<td>1</td>
</tr>
<tr>
<td>TTNT 701</td>
<td>The World of the New Testament</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

- Bible Exposition elective courses covering OT 6
- Bible Exposition elective courses covering NT 6
- General elective courses (TTOT, NT, BE) 1 6

**Total Credits** 30

1. Students may count TTBE 519 and TTBE 520 towards their elective courses.

**Biblical and Theological Studies/Diversified**

As of Fall 2017, this specialization is in a teach out phase, no new students will be admitted at this time.

**Learning Outcomes**

As a result of this program, the student will:

1. Be able to research either the Old Testament or the New Testament using exegetical commentaries and certain tools designed for those with limited knowledge of Greek and Hebrew.
2. Be able to dialog with those who are outside of a biblically centered faith confidently and effectively, applying the knowledge of biblical doctrine to refute errors and to utilize practical techniques of dialog with the intent to reach those who “seek to know the reason for the hope that lies within you.”
3. Be able to articulate a clear theology/philosophy of educational ministry.
4. Have an understanding and appreciation for the teaching/learning process, utilizing a broad range of ministry methods and resources in educational ministry.
5. Be able to plan, administrate, and evaluate an effective educational ministry program at a basic level.

**Specialization Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</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>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<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 Courses**

Select elective courses from TTBE, CE, HT, NT, OT, PH, PT, TH (a maximum of 6 credits in TTPT or TTCE) 15

**Total Credits** 30

1. Students may count TTBE 519 and TTBE 520 towards their elective courses.

**Biblical and Theological Studies in the Eurasian Context**

**(Kyiv Extension)**

**Learning Outcomes**

As a result of this program, students will:

1. Be able to recall the key contents of the Old and New Testaments and will identify important historical and cultural background information relevant to the study of the Old and New Testaments.
2. Be able to exegete and apply a biblical text through the application of historical-grammatical hermeneutics.
3. Be able to articulate the major elements of orthodox Christian theology, including biblical foundations, and will be able to apply this theology to an issue in the Eurasian church context.
4. Be able to explain the theory of "the sanctification gap" 1 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.

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 519</td>
<td>Old Testament Survey</td>
<td></td>
</tr>
<tr>
<td>TTBE 520</td>
<td>New Testament Survey</td>
<td></td>
</tr>
</tbody>
</table>

**Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTST 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTST 503</td>
<td>Personal Foundations for Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTST 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>

**Specialization Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 530</td>
<td>Elementary Principles of the Biblical Languages</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 731</td>
<td>Exposition of Old Testament Segments or Themes</td>
<td>2</td>
</tr>
<tr>
<td>TTBE 747</td>
<td>Hermeneutical Principles</td>
<td>2</td>
</tr>
<tr>
<td>TTBE 770</td>
<td>The Life of Christ</td>
<td>3</td>
</tr>
</tbody>
</table>
some courses taken via distance learning have special materials fees.

Regular Residential Program

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. 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.

Co-Curricular Requirements

Participation in Spiritual Formation Labs (16 sessions). These discussion groups meet as an additional component of class time.

Total Credits

51

1. Should be taken as the theme of Central Prophetic Passages

2. Students may count TTBE 519 and TTBE 520 towards their elective courses.

Christian Apologetics

The Christian Apologetics specialization 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. The program incorporates knowledge and perspective from many academic disciplines and provides stimulating graduate education for those who wish to actively 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, and fosters personal spiritual growth and maturity through guided study of the Scriptures and theology, mutual encouragement in the Christian life, and intellectual rigor.

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 eight weeks in length with classes meeting once per week in the evening. Alternative scheduling often is employed for enhanced instructional effectiveness.

Many of the courses in this specialization are available in a distance learning format that combines short-term campus visits with distance learning. The distance learning aspect is designed to make the degree available to students who cannot relocate to southern California for the regular residential program.

Some courses taken via distance learning have special materials fees. CSAP 521 MD, CSAP 522 MD, and CSAP 550 MD have materials fees of $45. CSAP 601 MD, CSAP 602 MD, and CSAP 603 MD have materials fee of $125.

Independent Study Courses

Independent study courses offer lectures from audio recordings and additional study materials by outstanding theologians, apologists, and biblical scholars. These courses from the Institute of Theological Studies may be taken for graduate level credit. On campus Christian Apologetics students are limited to 6 independent study credits in their degree program while distance-learning students are limited to 12 credits.

Learning Outcomes

As a result of this specialization, the student 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).

Requirements

Admission Requirements

- Students must have completed all bachelors requirements with a grade point average (GPA) equivalent to a “B” or higher in all undergraduate study prior to the start of the program and must have a bachelor’s degree conferred from a regionally accredited institution prior to the start of the second term.
- One pastoral and at least one character reference.
- Official transcripts from all colleges and universities attended. Transcripts must be official, that is, mailed directly from your previous colleges and/or universities in a sealed envelope to the Biola Office of Graduate Admissions.

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

Graduation Requirements

1. Satisfactorily complete 39 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. 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.

3. Complete a minimum of 24 credits in the degree program at Biola University.

Up to 15 credits of graduate work may be transferred into the program for courses deemed comparable. Core courses may be waived on the basis of two comparable undergraduate courses, with grades of “B” or better in both courses.
All degree components, except for CSAP 699, 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.

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 (p. 23) section).

Apologetics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAP 510</td>
<td>Apologetics Research and Writing</td>
<td>1</td>
</tr>
<tr>
<td>CSAP 628</td>
<td>Why God Allows Evil</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 691</td>
<td>Seminar: In Defense of the Resurrection</td>
<td>2</td>
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</table>

**Biblical Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSAP 521</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>CSAP 522</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>CSAP 527</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>CSAP 529</td>
<td>Scripture: Authority, Canon and Criticism</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 541</td>
<td>Essential Christian Doctrine I</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 542</td>
<td>Essential Christian Doctrine II</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 550</td>
<td>Historical Theology</td>
<td>3</td>
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**Elective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Apologetics Electives</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Apologetics or University Electives</td>
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<td>6</td>
</tr>
</tbody>
</table>

**Total Credits**

39

**New Testament**

**Learning Outcomes**

As a result of this program, the student will:

1. Have a developing appreciation of the New Testament through application of skills in the areas of Greek language, exegesis, the historical-cultural setting of the New Testament, and biblical theology.
2. Have a developing appreciation for the value of studying New Testament Greek for a better understanding of God’s written word. It is expected that the graduate will use an exegetical methodology for the New Testament on a regular basis throughout his or her lifetime.
3. Personal study and teaching of the New Testament will also be within the framework of:
   b. 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.
4. Be able to articulate key critical issues about the New Testament and give perspective on a reasonable and informed solution.

**Specialization Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 501</td>
<td>Beginning Greek I</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
<td>3</td>
</tr>
<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>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 610</td>
<td>Readings in New Testament Greek</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 701</td>
<td>The World of the New Testament</td>
<td>2</td>
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</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Testament Exegesis and Theology courses (at least one course in each category is required)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>General elective courses</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

30

1. 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 Elective Requirements). Must be taken within the final 20 credits of the program.

2. Students may count TTBE 519 and TTBE 520 towards their elective courses.

**Old Testament**

**Learning Outcomes**

As a result of this program, the student will:

1. Have a developing appreciation of the Old Testament through application of skills in the areas of Hebrew language, exegesis, and the historical-cultural setting of the Old Testament.
2. Have a developing appreciation for the value of studying Old Testament Hebrew for a better understanding of God’s written word. It is expected that the graduate will use an exegetical methodology for the Old Testament on a regular basis throughout his or her lifetime.
3. Be able to research the Old Testament using the exegetical tools of Hebrew language and archaeological and historical studies. It is expected that the insights into the biblical text will be more original and better supported as a result of the exegetical method.
4. Be able to 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.

**Specialization Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 703</td>
<td>Introduction to Hebrew Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 720</td>
<td>Studies in Old Testament Introduction</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 722</td>
<td>Advanced Hebrew Reading</td>
<td>2</td>
</tr>
<tr>
<td>TTOT 745</td>
<td>World of the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 799</td>
<td>Old Testament Capstone (OT Capstone)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Testament elective courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>General elective courses</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

30

1. Must be taken for 2 credits, may be taken for 3 credits with the remaining credit counting towards electives.

2. Students may count TTBE 519 towards their Old Testament elective courses.

3. Students must include one Semitic language course (TTOT 731 or TTOT 733) and one Old Testament Seminar (TTOT 791).

3. Students may count TTBE 520 towards their general elective courses.
Philosophy

Learning Outcomes
The main purpose of this specialization 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 specialization 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):

1. Graduates will be able to explain the importance of sustaining a vibrant intellectual life as part of an ongoing commitment to following Christ.
2. 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 in 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.

These learning outcomes will be measured through the evaluation of a portfolio submitted by each student during the semester after which he or she will graduate from the M.A. Philosophy specialization. Details of the portfolio and how it will be evaluated can be found in the Talbot Philosophy Department office and will be sent to students during their first semester enrolled in the program.

Advanced Standing and Transfer Guidelines for Philosophy Specialization
Students with satisfactory undergraduate parallel content in philosophy will be considered for advanced standing. All requests for advanced standing 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 specialization.

Specialization Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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 566</td>
<td>History and Normative Systems of Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTPH 667</td>
<td>Philosophical Anthropology and Philosophy of the Mind</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 684</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 685</td>
<td>Philosophical Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Science and Religion
The Science and Religion specialization is designed to provide individuals with the essential background in theology, history and philosophy necessary to integrate evangelical Christianity with modern science.

The curriculum is designed for students who already have some background in the sciences; consequently the course work emphasizes the critical tools from other disciplines that are necessary for providing the proper context and foundation for understanding and working comfortably with issues that relate to both Christianity and the sciences. Special seminars focus on current theological issues within specific scientific disciplines so that students will understand the contemporary dynamic and learn to integrate their thinking in a mentored setting. The program fosters in students a mature and informed Christian worldview from which to serve the Lord and to relate to secular colleagues in the sciences.

This program 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 eight weeks in length with classes meeting once per week in the evening. Alternative scheduling is often employed for enhanced instructional effectiveness. Some courses taken via distance learning have special materials fees. CSSR 514 MD, CSSR 519 MD, and CSSR 520 MD have materials fees of $45.

Independent Study Courses
Independent study courses offer lectures from audio recordings and additional study materials by outstanding theologians, scientists, apologists, and biblical scholars. These courses from the Institute of Theological Studies may be taken for graduate level credit. Science and Religion students are limited to 12 independent study credits in their degree program.

Learning Outcomes
As a result of this specialization, the student 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).

Requirements
Admission Requirements

Applicants must have completed all bachelors requirements, with a minimum grade point average of 3.0 on a 4.0 scale, prior to the start of the program and must have a bachelor's degree conferred from a regionally accredited institution prior to the start of the second term. This degree should normally be in a natural science (physics,
Applicants must submit a brief written statement outlining their vocational objectives and how the degree might relate to those objectives.

Graduation Requirements

1. Satisfactorily complete 39 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 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.
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.
   Up to 15 credits of graduate credits may be transferred into the program for classes deemed comparable. Core classes may be waived on the basis of two comparable undergraduate courses, with grades of "B" or better in both classes.
4. Complete the entire program in no more than seven years.
5. Meet with department academic 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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

Science and Religion, Philosophy, or Religious Studies 9
Total Credits 39

Students who already have a strong background in philosophy may, with advisor approval, take additional approved electives in place of the required credits.

**Spiritual Formation**

**Learning Outcomes**

This specialization is designed as a personal growth and academic degree. It is an intensive, integrative program within the Institute for Spiritual Formation at Talbot School of Theology, designed to equip men and women for the ministry of discipleship and spiritual formation in general, in the local church, and for further academic training in spiritual formation. The program is designed entirely around promoting growth in the believer’s inner life of faith and prayer with God in the context of a shared community and developed knowledge-base in the Word.

Because the program is experiential and theoretical in nature with respect to spiritual growth and the dynamic processes involved, the M.A. specialization in Spiritual Formation draws upon an interdisciplinary faculty from both Talbot and Rosemead School of Psychology.

It includes both in-depth theoretical and integrative coursework, employing the creation disciplines such as theology, philosophy, psychology and education as well as experiential-relational soul work in classes and co-curricular requirements to aid in understanding the spiritual life mentoring.

Note also that this more academic M.A. with a specialization in Spiritual Formation is to be distinguished from the more professional M.A. in Spiritual Formation and Soul Care, the latter being fashioned more along the lines of an Apprentice Training Model which includes training, supervision and service components in spiritual direction and mentoring.

As a result of this program, students will:

1. Develop the PLOs having to do with biblical integration (#1) and spiritual formation (#3) to a higher level of mastery.

**Program Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 519</td>
<td>Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>New Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 517</td>
<td>Hermeneutics and the Word in Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 521</td>
<td>Theology I: God, Scripture, Creation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 522</td>
<td>Theology II: Christ, Humanity, Sin, Salvation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 623</td>
<td>Theology III: Spirit, Church, Last Things</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 524</td>
<td>History and Theory of Christian Soul Care and Direction</td>
<td>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>3</td>
</tr>
<tr>
<td>TTSF 543</td>
<td>Personal Foundations of Spirituality and Retreat</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 544</td>
<td>Personality Development and Psychopathology</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Students who already have a strong background in philosophy may, with advisor approval, take additional approved electives in place of the required credits.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction ¹</td>
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<td>TTSF 642</td>
<td>Spiritual Disciplines Seminar</td>
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<tr>
<td>TTSF 645</td>
<td>Christian Virtue and the Spiritual Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 672</td>
<td>Personal Retreat and Formation ²</td>
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<tr>
<td>TTSF 701</td>
<td>Spiritual Formation Seminar</td>
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<tr>
<td>TTSF 740</td>
<td>Spiritual Formation Project/Thesis</td>
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</tbody>
</table>

**Co-Curricular Components**

- Didactic Therapy
- Faculty-Student Retreats
- TTSF 585 Personal Spiritual Direction
- TTSF 672 Personal Retreat and Formation

Total Credits: 49

¹ TTSF 585 to be taken every term of enrollment.
² TTSF 672 should be taken twice, once for 2 credits and again for 1 credit, for a total of 3 credits.
³ See Institute for Spiritual Formation section for full description.

### Theology

#### Learning Outcomes

As a result of this program, the student will be able to explain the major doctrines of Christianity, including their biblical basis, historical development, and contemporary relevance, and assess non-evangelical doctrines from an evangelical perspective.

#### Specialization Courses

- TTHT 505 Patristic and Medieval Theology: 3 credits
- TTHT 506 Reformation and Modern Theology: 3 credits
- TTTH 709 Contemporary Theology: 3 credits
- TTTH 765 Theology Capstone Seminar: 3 credits

Select one of the following:

- TTPH 602 Apologetics: 3 credits
- TTHT 726 Cults of America: 3 credits
- TTTH 733 World Religions and New Religious Movements: 3 credits

Select either the Greek or Non-Greek option below: 15 credits

**Greek Option**

- TTNT 501 Beginning Greek I: 3 credits
- TTNT 502 Beginning Greek II: 3 credits
- TTNT 503 Introduction to Exegesis: 3 credits

General elective courses ¹ 6 credits

**Non-Greek Option**

- TTBE 530 Elementary Principles of the Biblical Languages: 3 credits

Elective courses from TTBE, NT, OT: 3 credits

General elective courses ¹ 9 credits

Total Credits: 30

¹ Students may count TTBE 519 and TTBE 520 towards their elective courses.

### 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 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.
Learning Outcomes
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. Students will demonstrate ministry skills in areas such as evangelism, administration, teaching, counseling, and worship (ULO 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements
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.

Specialization Requirements
Changes of specialization may be authorized under certain circumstances prior to the completion of 40 credits, but are discouraged after that point.

Advanced Standing
Applicants who have taken undergraduate courses in biblical or theological studies may request advanced standing based on collegiate work. See Talbot Admissions Requirements for details.

Graduation Requirements
1. Satisfactorily complete 79 semester credits.
2. Take the courses prescribed in the Master of Divinity curriculum.
3. Complete the requirements in one of the specializations.
4. Students without previous courses in Old Testament Survey and New Testament Survey must take TTBE 519 and TTBE 520, which are not for credit unless taken in place of general elective credits.
5. Complete the online introduction to theological research and writing by the end of the second semester.
6. 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 or transfer credit.
7. The M.Div. program can be completed in three years (as outlined below). For those who need to extend the program, a four-year curriculum for the Master of Divinity in Pastoral and General Ministries specialization is available on the Office of the Registrar’s (https://www.biola.edu/degree-requirements) website.
8. Must have a 2.5 cumulative GPA with no grade below a "D-".
9. 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 the Admission, Enrollment and Graduation Requirements (p. 23) section).

Biblical Languages Requirement
Two biblical languages are required: Greek and Hebrew. The first three classes of Greek (TTNT 501, TTNT 502, TTNT 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. 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>Title</th>
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<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
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</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
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</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>
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</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>
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<td>TTOT 703</td>
<td>Introduction to Hebrew Exegesis</td>
<td>3</td>
</tr>
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<td>TTOT 722</td>
<td>Advanced Hebrew Reading</td>
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Curriculum Requirements
Prerequisite Courses

<table>
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<tr>
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<tr>
<td>TTBE 519</td>
<td>Old Testament Survey</td>
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<td>TTBE 520</td>
<td>New Testament Survey</td>
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Program Courses

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<thead>
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<td>TTNB 520</td>
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<td>3</td>
</tr>
<tr>
<td>TTNB 522</td>
<td>Introduction to Greek Exegesis</td>
<td>3</td>
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<tr>
<td>TTNB 603</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTNB 604</td>
<td>Exegesis in the Epistles</td>
<td>3</td>
</tr>
</tbody>
</table>
The following courses apply for all Talbot Master of Divinity specializations. Messianic Jewish Studies, and Spiritual Formation specializations both differ slightly in their coursework. These variations may be found under the specific specializations.

**Core Requirement Alternatives**

**Christian Ministry and Leadership**
For students anticipating a career teaching in higher education:

- TTCE 790 Educational Practicum

May replace:

- TTPT 791 Field Internship
- TTPT 792 Field Internship

A written faculty advisor-approved petition must be filed with the Office of the Registrar.

**Specializations**

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**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:

1. Understand and value the administrative and leadership dimensions of ministry based on solid biblical and theological foundations and develop skill in designing, implementing, and assessing educational ministry.

2. Gain a broad understanding of and appreciation for the history of educational ministry and the theological and philosophical underpinnings that have influenced its theory and practice, and evaluate current educational practice in light of these understandings.

3. Engage in a supervised educational ministry experience leading to growth in personal maturity and character, developing skill in ministry leadership, and the understanding necessary to integrate and apply ministry theory.

4. Actively pursue and progress in a life-long process of personal spiritual development by nurturing a relationship with God, connecting in Christian community, growing in moral integrity, and engaging in vocational service in light of giftedness.

**Specialization courses**

- TTCE 508 Organizational Leadership 3
- TTCE 523 Teaching Ministry 1 3
- TTCE 608 Philosophy of Ministry 3
- TTCE 655 Strategic Ministry Leadership 3
- TTCE 790 Educational Practicum 1
- TTPT 592 Field Education II 0
- TTPT 602 Pastoral Ministry 3
- TTPT 691 Field Education III 0
- TTPT 692 Field Education IV 0

Select two of the following:

- ISCL 555 Introduction to World Missions
- TTPH 602 Apologetics
- TTPT 510 Evangelism and Follow-Up
- TTPT 703 The Church and Society

**Elective Courses**

- TTCE elective courses

Total Credits 28

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**Evangelism and Discipleship**

**Mission and Learning Outcomes**
Provides preparation for a variety of professional ministries including pastor, associate pastor, youth pastor, teacher, evangelist, missionary and other leadership roles. In comparison to the Pastoral and General
Ministries this program has specialized training in evangelism and discipleship.

As a result of this program, the student will:

1. Give a persuasive and succinct presentation of how one comes to faith in Christ.
2. Design a training seminar on evangelism for laypersons in a local church.
3. Develop and apply specific skills for cross-cultural evangelism in the United States and abroad.
4. Analyze the changing context of American society, and develop ways of addressing various ethical/social issues.
5. Acquire the basic information and skills to plant a new church.
6. Learn the principles and procedures to cooperate with God in the growth of His churches.
7. Integrate the biblical doctrine of sanctification with the concepts of discipleship, spiritual formation, and the Christian life.

**Specialization Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TTCE 556</td>
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<td>Evangelism and Follow-Up</td>
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</tr>
<tr>
<td>TTPT 592</td>
<td>Field Education II</td>
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<td>TTPT 610</td>
<td>Contemporary Biblical Preaching</td>
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<td>TTPT 615</td>
<td>Biblical Church Growth</td>
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<td>Church Planting</td>
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<td>Biblical Leadership and Management</td>
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<td>TTCE 600</td>
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<tr>
<td>TTPT 703</td>
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<tr>
<td>TTPH 602</td>
<td>Apologetics</td>
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Select one of the following:

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<td>TTBE 519</td>
<td>Old Testament Survey</td>
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<tr>
<td>TTHT 505</td>
<td>Patristic and Medieval Theology</td>
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<td>TTOT 603</td>
<td>Elements of Hebrew I</td>
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<td>TTOT 604</td>
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<tr>
<td>TTOT 607</td>
<td>Hebrew Exegesis I – Torah</td>
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<tr>
<td>TTOT 608</td>
<td>Hebrew Exegesis II – Neviim and Ketuvim</td>
<td></td>
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<tr>
<td>TTOT 613</td>
<td>Rabbinic Literature–Readings in Mishnah and Talmud</td>
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<tr>
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<td>Introduction to Field Education</td>
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<td>TTPT 609</td>
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<td>3</td>
</tr>
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<td>TTSF 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
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<td>TTSF 503</td>
<td>Personal Foundations for Spiritual Formation</td>
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<td>Theology I: God, Scripture, Creation</td>
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<td>TTTH 522</td>
<td>Theology II: Christ, Humanity, Sin, Salvation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 623</td>
<td>Theology III: Spirit, Church, Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

**Messianic Jewish Studies**

This specialization 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 specialization courses is limited to students admitted to Messianic Jewish Studies specialization.

As a result of this program the student will:

1. Master the Hebrew language
2. Incorporate an understanding of Rabbinic thought and Old Testament Law in course studies and discipleship
3. Employ knowledge of Jewish culture and values effectively in diverse ministry situations
4. Develop skills of ministry specifically appropriate for the Jewish community
5. Describe the significance of modern Israel within the Jewish community

**Program Courses**

Students enrolling in the Messianic Jewish Studies specialization will take the following program courses in place of the program courses section listed above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
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<td>TTHT 505</td>
<td>Patristic and Medieval Theology</td>
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<td>Expository Preaching</td>
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<td>TTSF 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
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<td>TTSF 503</td>
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**Specialization Courses**

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<td>Apologetics</td>
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<td>Evangelism and Follow-Up</td>
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<td>TTPT 791</td>
<td>Field Internship</td>
<td>0</td>
</tr>
<tr>
<td>TTPT 792</td>
<td>Field Internship</td>
<td>0</td>
</tr>
<tr>
<td>TTTH 620</td>
<td>Rabbinic Theology</td>
<td>3</td>
</tr>
</tbody>
</table>
Missions and Intercultural Studies

Mission and Learning Outcomes

Provides training grounded in a sound biblical and theological framework for effective intercultural ministry (in both local and international contexts) including cultural awareness and sensitivity, understanding regional and national theological issues, ethnicity and ideology, intercultural communication, and the like.

As a result of this program, students will:

1. Explain how major anthropological insights facilitate missiological understanding.
2. Formulate a biblical theology of mission that integrates data from both the Old and the New Testaments.
3. Demonstrate skills of integrating theological and missiological insights in ministry by engaging in specific cross-cultural tasks in course assignments and the field internship.
4. Apply principles of intercultural communication to evaluate experiences from one’s own culture and from other cultures.

Specialization Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 507</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 751</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 791</td>
<td>Field Internship</td>
<td>1</td>
</tr>
<tr>
<td>ISCL 792</td>
<td>Field Internship</td>
<td>1</td>
</tr>
<tr>
<td>TTCE 600</td>
<td>Educational Ministry in the Church</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 592</td>
<td>Field Education II</td>
<td>0</td>
</tr>
<tr>
<td>TTPT 691</td>
<td>Field Education III</td>
<td>0</td>
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<tr>
<td>TTPT 692</td>
<td>Field Education IV</td>
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</tr>
<tr>
<td>TTPT 730</td>
<td>Biblical Leadership and Management</td>
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</table>

Emphasis/Elective Courses

Select an emphasis detailed below

General elective courses

Total Credits: 28

Emphases

Students earning the Missions and Intercultural Studies specialization choose any three courses from the categories below. These three 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>
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<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>
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</table>

Applied Linguistics

<table>
<thead>
<tr>
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<th>Course Title</th>
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<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>
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<tr>
<td>ISAL 683</td>
<td>Topics in Linguistics</td>
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Church Planting

<table>
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<tr>
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<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>
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Cross-Cultural Education

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

Linguistics and Biblical Languages

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

<table>
<thead>
<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 Cross-Cultural 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/Cross-Cultural 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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</table>
### Urban/Multi-Ethnic
- ISCL 520 Interpersonal and Intercultural Adjustment 3
- ISCL 531 Peoples of Ethnic America 3
- ISCL 559 Topics in Urban Studies 3
- ISCL 560 Urban Research and Study 3
- ISCL 568 Theology of the City 3
- ISCL 583 Poverty and the City 3
- ISCL 730 Directed Study 1-4
- ISCL 744 Narrative in Scripture and Teaching 3

### 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.)

#### Specialization Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTPT 592</td>
<td>Field Education II</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 602</td>
<td>Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 610</td>
<td>Contemporary Biblical Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 691</td>
<td>Field Education III</td>
<td>0</td>
</tr>
<tr>
<td>TTPT 692</td>
<td>Field Education IV</td>
<td>0</td>
</tr>
<tr>
<td>TTPT 703</td>
<td>The Church and Society</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</td>
</tr>
<tr>
<td>TTPT 792</td>
<td>Field Internship</td>
<td>1</td>
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</tbody>
</table>

Select two of the following:
- ISCL 555 Introduction to World Missions 3
- TTCE 600 Educational Ministry in the Church 3
- TTPT 510 Evangelism and Follow-Up 3
- TTPH 602 Apologetics 3

#### Elective Requirements
- General elective courses 9

Total Credits 28

### Pastoral Care and Counseling
#### Mission and Learning Outcomes
Provides preparation for ministry to individuals, couples, families and groups focusing on biblical counseling, conflict resolution, crisis management, developing lay counselors and care teams, grief counseling, and the like.

As a result of this program, the student will:

1. Develop empathic listening skills, and the commitment to use and teach these skills in life and ministry.
2. Be aware of their personal issues and the ability and commitment to develop a personal network for growth.
3. Develop a commitment to and practice of sound ethical principles related to pastoral ministry.
4. Become aware of his or her limitations, the ability to diagnose the pathology of individuals, couples and families, and know how and to whom to refer people for needed help.
5. Become aware of theories and the issues of counseling and the lifespan development of people, and have the ability to apply this knowledge in ministry contexts.

6. Develop understanding of ministry skills and be able to apply them in program development of pastoral ministry.
7. Develop the ability in counseling to move people from relationship through realization to responsibility.
8. Be committed to the application of biblical knowledge and theological foundations in the exercise of ministry skills.

#### Specialization Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTPT 602</td>
<td>Pastoral Ministry</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</td>
</tr>
<tr>
<td>TTPT 702</td>
<td>Intermediate Pastoral Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 703</td>
<td>The Church and Society</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 708</td>
<td>Advanced Pastoral Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 716</td>
<td>Addressing Common Pastoral Counseling Concerns</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 725</td>
<td>Counseling Troubled Families</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 760</td>
<td>Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 28

### 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:

1. Demonstrate competence in providing spiritual direction to others (ULO 2, 3).
2. Demonstrate understanding of how to integrate spiritual formation into preaching (ULO 1, 3).

In the M.Div. Spiritual Formation specialization, students will develop the PLO having to do with spiritual formation (M.Div. PLO #4) to a higher level of mastery.

#### Prerequisite Courses
- TTBE 519 Old Testament Survey
- TTBE 520 New Testament Survey

#### Program Courses
Students enrolling in the Spiritual Formation specialization will take the following program courses in place of the program courses section listed above. All TTSF courses must be taken in-residence.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TTSF 517</td>
<td>Hermeneutics and the Word in Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>or TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 505</td>
<td>Patristic and Medieval Theology</td>
<td>3</td>
</tr>
<tr>
<td>or TTHT 506</td>
<td>Reformation and Modern Theology</td>
<td>3</td>
</tr>
<tr>
<td>or TTHT 514</td>
<td>Historical Theology Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 501</td>
<td>Beginning Greek I</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
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</tr>
<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>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<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 703</td>
<td>Introduction to Hebrew Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 722</td>
<td>Advanced Hebrew Reading</td>
<td>2</td>
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<tr>
<td>TTPT 609</td>
<td>Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 521</td>
<td>Theology I: God, Scripture, Creation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 522</td>
<td>Theology II: Christ, Humanity, Sin, Salvation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 623</td>
<td>Theology III: Spirit, Church, Last Things</td>
<td>3</td>
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**Specialization Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TTP 602</td>
<td>Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>2</td>
</tr>
<tr>
<td>TTSF 524</td>
<td>History and Theory of Christian Soul Care and Direction</td>
<td>2</td>
</tr>
<tr>
<td>TTSF 531</td>
<td>History and Traditions of Christian Spirituality (or TTSF elective course)</td>
<td>2</td>
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<tr>
<td>TTSF 532</td>
<td>Developmental Spirituality and Contemplative Prayer</td>
<td>2</td>
</tr>
<tr>
<td>TTSF 543</td>
<td>Personal Foundations of Spirituality and Retreat</td>
<td>2</td>
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<td>TTSF 544</td>
<td>Personality Development and Psychopathology</td>
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<tr>
<td>TTSF 577</td>
<td>Soul Care Pre-practicum I and Professional Ethics</td>
<td>2</td>
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<td>TTSF 578</td>
<td>Soul Care Pre-practicum II and Professional Referral</td>
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<td>TTSF 585</td>
<td>Personal Spiritual Direction ¹</td>
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<tr>
<td>TTSF 602</td>
<td>Prayer and Formation in Expository Preaching ²</td>
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<tr>
<td>TTSF 645</td>
<td>Christian Virtue and the Spiritual Disciplines</td>
<td>2</td>
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<tr>
<td>TTSF 670</td>
<td>Intensive Journey Inward and Retreat ³</td>
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<tr>
<td>TTSF 677</td>
<td>Soul Care Practicum I</td>
<td>2</td>
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<td>Field Internship</td>
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<tr>
<td>TTSF 678</td>
<td>Soul Care Practicum II</td>
<td>2</td>
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<tr>
<td>or TPT 792</td>
<td>Field Internship</td>
<td>2</td>
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Select two of the following: 6

- ISCL 555  Introduction to World Missions
- TTCE 600  Educational Ministry in the Church
- TTPH 602  Apologetics
- TTPT 510  Evangelism and Follow-Up
- TTPT 703  The Church and Society

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
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**Co-Curricular Requirements**

- TTSF 585  Personal Spiritual Direction
- Didactic Therapy
- Faculty-Student Retreats
- Personal Retreats
- Student Progress Assessment
- TTSF 670  Intensive Journey Inward and Retreat

**Total Credits**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>79</td>
</tr>
</tbody>
</table>

¹ TTSF 585 must be taken every semester.
² TTSF 602 to be taken with TTPT 609.
³ TTSF 670 to be taken for 1 credit, twice.

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**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 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.

**Learning Outcomes**

**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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

**Admission Requirements**

Applicants to the Th.M. program must have an earned Master of Divinity degree or its equivalent, with at least a 3.25 GPA, from an accredited school that maintains academic standards similar to those of Talbot: at least 72 semester hours of graduate study comparable to Talbot’s M.Div. curriculum, including 12 hours of Old Testament (9 of Hebrew), 15 hours of New Testament (12 of Greek), 9 hours of theology, 9 hours of practical
theology, and 3 hours of church history, with the remaining hours free electives. Students in the Theology concentration may substitute a research language for Hebrew. Students who are deficient in one or more areas may be allowed to take leveling coursework at Talbot, 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. Students must also show aptitude for advanced theological study and 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 65 or more credits, and whose current cumulative GPA is 3.25 or above may be granted a concurrent enrollment option but may not enroll in Th.M. courses until a maximum of 8 credits remain in their M.Div. program. Since the first academic responsibility is to complete the M.Div., all M.Div. requirements must be completed within two semesters after concurrent enrollment has begun. (See Concurrent Enrollment Option). Interested seniors should contact the Office of Graduate Admissions for detailed information.

Applicants who have graduated from Talbot with a Master of Divinity degree may file for admission according to the following guidelines:

Less than two years since graduation from Talbot:
- Re-admit Application
- Personal Statement

Between two and five years since graduation:
- Re-admit Application
- Pastor Reference on form provided by the Admissions Office
- Personal Statement

Over five years since graduation:
- Full application
- Personal Statement

Talbot graduates should include in the personal statement any changes in marital status or doctrinal convictions since graduation with the Master of Divinity degree. In addition, they should signify their intention to abide by the Standards of Conduct of Biola University.

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

**Graduation Requirements**

Degrees are awarded to qualified candidates at the University's Fall and Spring commencements. Students are required to be present for graduation unless advance permission to graduate in absentia has been secured. To qualify for graduation, candidates must have completed all required coursework (26 credits) with a minimum grade point average (GPA) of 3.25 and satisfactorily passed their comprehensive examinations. No grade less than a C (2.0) will be credited toward the Th.M. degree credits. Students who repeat courses for the purpose of raising their GPA must adhere to the University's general policy for grades, as spelled out in the catalog. Candidates for the Th.M. degree should also manifest promise of usefulness in Christian ministry, exhibit exemplary and consistent Christian character and evidence sound theological beliefs in accordance with the University's doctrinal statement. Additional requirements are as follows:

- **Residence Requirements**
  - A minimum of two semesters in residence at Talbot is required for the Th.M. degree.

- **Transfer Credit**
  - Up to 4 credits of Th.M.-level credit from another accredited seminary or theological school may be accepted toward fulfillment of Th.M. course requirements.

- **Time Limit for Degree**
  - All course, examination and thesis requirements must be completed within five years, beginning on the date of the student's first registration for Th.M. courses at Talbot.

- **Meeting with Graduate Graduation Counselor**
  - Students must meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in the Admission, Enrollment and Graduation Requirements (p. 23) section).

**Major Areas of Academic Study**

Majors in the Th.M. program are offered in the following areas:

**Bible Exposition**

For students who want advanced training in English Bible as preparation for teaching or preaching the Scriptures. Courses emphasize the historical and cultural background, hermeneutical issues, synthesis, analysis and unique theological contributions of Old and New Testament books, providing examples of a sound expository approach to Scripture. For those students who wish to emphasize preaching and communication techniques, elective courses may also be taken in the area of Christian Ministry and Leadership.

**New Testament**

For students wanting to do advanced work in the history, language, theology and exegesis of the New Testament. The following is required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 812</td>
<td>The World of the New Testament</td>
<td>3</td>
</tr>
</tbody>
</table>

**Old Testament and Semitics**

For students wanting to do advanced work in the history, archaeology, language, theology and exegesis of the Old Testament. The following is required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Program Options

The Th.M. is a 26 semester-hour program with two options for program structure: a thesis track and a non-thesis track. Students choosing the thesis track will complete 20 credits of coursework and write a thesis for which they will be awarded 6 credits. Students opting for the non-thesis track will be required to complete 26 credits of coursework. They will also be asked to submit two papers to the major department which give evidence of their ability to research and write on a high academic level. The papers submitted may be the product of coursework.

Curriculum Requirements

The Th.M. 891 Research Seminar (3 credits) and TTCE 724 (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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTCE 724</td>
<td>Advanced Methods of Educational Instruction</td>
<td>2</td>
</tr>
<tr>
<td>TTTH 709</td>
<td>Contemporary Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Depending on concentration, students will select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 891</td>
<td>Research Seminar</td>
<td></td>
</tr>
<tr>
<td>TTNT 891</td>
<td>Research Seminar</td>
<td></td>
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<tr>
<td>TTOT 891</td>
<td>Research Seminar</td>
<td></td>
</tr>
<tr>
<td>TTTH 891</td>
<td>Research Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 5

Thesis Track

Prescribed 5
Major Area 12
Elective 3
Thesis 6
Comprehensive Examination

Total Credits 26

Non-Thesis Track

Prescribed 5
Major Area 15
Elective 6
Comprehensive Examination

Total Credits 26

Additional Requirements

Students are required to take a minimum of 14 credits in Th.M. courses numbered in the 800 series, with the remainder at the 600 and 700 levels. Up to two courses from a different department may be taken with the approval of the student’s program advisor.

A Th.M. student must carry 9 or more credits to be considered a full-time student. Those carrying fewer than 9 credits are considered part-time students. A maximum of 6 credits may be taken by Th.M. students in independent study courses. It is recommended that this be done in the middle or latter portion of the program, and in any case the advance approval of the major departmental advisor and faculty member concerned is required.

Research Seminar

All Th.M. students are required to take the 890 level Research Seminar. The seminar is designed to introduce the student to research methodology employed in the various biblical and theological disciplines. The seminar is led by faculty representatives from each of the departments in biblical and theological studies. The seminar is a foundational part of the Th.M. program and is reserved for Th.M. students only. The seminar requires each student to complete a major writing project: either, for thesis-track students, one full chapter of the thesis (ideally the “history of research” chapter); or, for non-thesis-track students, a high-quality research paper.

Concurrent Enrollment Option

Senior Talbot M.Div. students who have completed 65 or more credits and are accepted in the Th.M. program are permitted to take up to 4 credits of Th.M. coursework in the last semester of the Master of Divinity program (additional Th.M. courses may be taken in Summer session). These courses may not be credited toward the M.Div. degree and must meet all normal Th.M. standards. This option allows students who have only one or two courses remaining in their M.Div. program to start on their Th.M. program while finishing their M.Div.

Comprehensive Examinations

All candidates for the Th.M. degree must pass a written comprehensive examination over the major field of study. These examinations serve as a major means of evaluating the student’s academic competency in the major area. Comprehensive examinations may be taken any time after completion of 18 credits of Th.M. coursework. Graduates must take examinations by April 15 (spring) or November 15 (fall). Only two retakes of the examination are permitted.

Thesis Option

Students who opt to write a thesis must produce an acceptable piece of research evidencing a high degree of scholarly competence in the student’s major. Information regarding thesis form and submission deadlines is provided in the Th.M. Program Handbook and the “Thesis Information” section of the Talbot graduate student handbook.

The 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. 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 TTBE 891 nor TTTH 892 will count toward completion of the Th.M. degree, and 6 credits of electives must be taken in their place.
Messianic Jewish Studies Certificate

Mission

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.

Certificate coursework may later be applied toward a Master of Divinity degree.

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 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. 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 Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 620</td>
<td>Rabbinic Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 622</td>
<td>Theology of the Siddur</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two electives: 6

Total Credits 18

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 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 and builds upon the Master of Divinity degree.

The distinctives of Talbot’s Doctor of Ministry program are as follows:

• Specialty-focused. In order to help students maximize their particular ministries, Talbot offers a growing number of specialty tracks.
• Cohort-based. Students participate in an academic pilgrimage with classmates who share their particular ministry passion (cohort).
• Faculty-Mentor-led. Each cohort is led by a Talbot or Biola faculty member who is recognized as an expert in his or her field of ministry and who wants to share his or her life and insights. They walk with the cohort through every residency and guide the students’ doctoral projects. Learning occurs within the context of relationship.
• Practitioner-sensitive. Assignments are integrated into the students’ life and ministry.
• Spiritual Formation-oriented. With the assistance of Talbot’s Institute for Spiritual Formation, we help students in the areas of spiritual growth and soul care. We help students develop the mind and spiritual character necessary for effective ministry.

D.Min. Program Timeline

Year One Residency

• Pre-Residency Coursework (complete reading and assignments)
• Two-Week On-Campus Residency
  • Spiritual Formation Module during the first weekend of the first residency.
• Post Residency Project

Year Two Residency

• Pre-Residency Coursework (complete reading and assignments)
• Two-Week On-Campus Residency
• Post Residency Project

Year Three Residency

• Pre-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
D.Min. Program Components

Part I. Residency Phase (3 years)

Pre-Residency Preparation (3 Times)
The semester before each residency, extensive reading and preparation are assigned by the faculty-mentor. Participants should plan to devote at least one day per week to their coursework in preparation for the residency.

Residency (3 Times)
Each year’s two-week residency consists of ten days of classroom instruction and discussion. The courses are designed sequentially for the participant to acquire increasing competency in the selected area of concentration, both in terms of conceptual understanding and praxis. A principle focus of each residency is the participant’s own preparation.

Post-Residency Projects (3 Times)
Following each of the residencies, students will complete a project in their place of ministry that relates to the coursework covered in the residency. This is known as a “post-residency project.” During the residency, the faculty-mentor will inform the student about expectations for content, necessary components, matters of form and deadlines. Post-residency projects are completed during the semester following each residency.

Part II. Doctoral Project Phase (1–3 years)

Doctoral Project and Presentation (1 Time)
The doctoral project is the capstone project of the program. It is the culmination of previous learning in the program and a demonstration of the student’s ability to conduct doctoral level writing and research in the area of specialization. In addition to the faculty-mentor, the participant will be assigned a second reader. With the faculty-mentor playing a lead role, these two faculty members form the doctoral project committee and guide the participant through the project, approving each aspect from the initial proposal through to the final draft. Doctoral project proposals will only be accepted from those students who have maintained a cumulative 3.0 GPA. The final requirements for degree completion are the participant’s successful presentation of the completed doctoral project in an oral presentation to the doctoral project committee, and the presentation of acceptable final manuscripts. Fee: $500 per semester. Credit(s): 0.

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, TTMN 881, TTMN 882, TTMN 883, TTMN 884, and TTMN 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.

Learning Outcomes

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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

Requirements

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, 100 IBT, or IELTS score of 7.5.
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.

Some tracks may be available in other languages besides English. In these tracks, the English proficiency requirement may be waived.

Graduation Requirements

1. Complete the six courses required for their chosen specialization.
2. Achieve a 3.0 cumulative grade point average.
3. Submit an acceptable doctoral project.
4. Complete all program requirements within twelve semesters.
5. Adhere to the academic standards of Talbot School of Theology.
6. 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
- Heart, Mind, and Soul
- Ministry Skills
- Multiethnic Church Ministry
- Preaching the Literary Forms of the Bible

Some tracks may be available in other languages besides English.

Curriculum Requirements

Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 892</td>
<td>Doctoral Project Proposal Submission</td>
<td>0</td>
</tr>
<tr>
<td>TTMN 880</td>
<td>Year Four Doctoral Project I</td>
<td>0</td>
</tr>
<tr>
<td>TTMN 881</td>
<td>Year Four Doctoral Project II</td>
<td>0</td>
</tr>
<tr>
<td>TTMN 882</td>
<td>Year Five Doctoral Project I</td>
<td>0</td>
</tr>
<tr>
<td>TTMN 883</td>
<td>Year Five Doctoral Project II</td>
<td>0</td>
</tr>
<tr>
<td>TTMN 884</td>
<td>Year Six Doctoral Project I</td>
<td>0</td>
</tr>
<tr>
<td>TTMN 885</td>
<td>Year Six Doctoral Project II</td>
<td>0</td>
</tr>
</tbody>
</table>

Concentration Courses

Select a Specialty Track as detailed below

Total Credits 36

1 Registration for TTMN 882, TTMN 883, TTMN 884, and 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

Advanced Biblical Preaching Specialty Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 853</td>
<td>Foundations of Biblical Preaching</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 854</td>
<td>Communication and Persuasion in Preaching</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 855</td>
<td>Preaching Biblical Narratives</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 856</td>
<td>Preaching to Your Audience</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 857</td>
<td>Preaching Prophetic and Wisdom Literature</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 877</td>
<td>Preaching Apocalyptic Literature</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 36

Advancing the Church Specialty Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 809</td>
<td>Understanding Leadership</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 810</td>
<td>Speaking as a Leader</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 811</td>
<td>The Nature of the Church</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 812</td>
<td>The Cultural Sensitivity of the Church</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 813</td>
<td>Healing the Wounded Leader</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 36

Asian-American Ministry Specialty Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 800</td>
<td>Christ, Culture, and the Church I</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 804</td>
<td>The Personal Life of the Asian-American</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 805</td>
<td>Leader</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 806</td>
<td>The Challenges of Asian-American Leadership</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 807</td>
<td>Lessons on Longevity for the Asian-American Leader</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 808</td>
<td>The Asian-American Mentor</td>
<td>6</td>
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</tbody>
</table>

Total Credits 36

Discipleship for the 21st Century Specialty Track

<table>
<thead>
<tr>
<th>Course</th>
<th>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</td>
</tr>
<tr>
<td>TTMN 822</td>
<td>The Biblical Context of Discipleship and the Person II</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 823</td>
<td>Discipleship as the Ministry of the Church I</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 824</td>
<td>Discipleship as the Ministry of the Church II</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 825</td>
<td>Discipleship and Community Relationships I</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 826</td>
<td>Discipleship and Community Relationships II</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 36

Effective Congregational Care Specialty Track

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 833</td>
<td>Developing Life Groups and Transforming Communities</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 834</td>
<td>Counseling Individuals, Couples and Families</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 835</td>
<td>Developing Redemptive Family Ministries I</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 836</td>
<td>Developing Redemptive Family Ministries II</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 837</td>
<td>Ministering to People in Addictive Bondage</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 838</td>
<td>Ministering to People in the Wake of Crisis, Loss and Trauma</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 36

Engaging Mind and Culture Specialty Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 839</td>
<td>Understanding Worldviews and Culture I</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 840</td>
<td>Understanding Worldviews and Culture II</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 841</td>
<td>Engaging Worldviews and Culture I</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 842</td>
<td>Engaging Worldviews and Culture II</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 843</td>
<td>Reclaiming Worldviews and Culture I</td>
<td>6</td>
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<tr>
<td>TTMN 844</td>
<td>Reclaiming Worldviews and Culture II</td>
<td>6</td>
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</table>

Total Credits 36

Executive Pastor Leadership Specialty Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>TTMN 827</td>
<td>Foundations of Executive Management</td>
<td>6</td>
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<tr>
<td>TTMN 828</td>
<td>Personal Strengths Assessment</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 829</td>
<td>Finances, Facilities and Fundraising</td>
<td>6</td>
</tr>
<tr>
<td>TTMN 830</td>
<td>Legal and Ethical Issues in Executive Management</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 36
**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 to understand their giftedness in order to determine whether the Lord is calling them to more training and preparation for ministry.

The program is designed entirely around promoting growth in the believer's inner life of faith and prayer with God in the context of a shared community and developed knowledge-base in the Word, spiritual formation and soul care. It focuses specifically on ways to deepen one’s knowledge and openness to God and His work as well as understanding of one's self and others in order to grow toward conformity of character and inner life in the image of Christ. In order to accomplish this, the program has a substantial emphasis on understanding the dynamics of the Indwelling Holy Spirit as they interface human personality and relational dynamics. These integrative endeavors are enhanced by the Institute’s diverse university-wide faculty that draws particularly upon Rosemead School of Psychology and Talbot School of Theology, bringing a wide range of expertise and experience to bear upon the process of human spiritual growth and soul care.

Certificate course work may later be applied toward a Master of Divinity or Master of Arts degree.

The mission of the Certificate in Spiritual Formation is to introduce believers to the processes involved in knowing themselves honestly and openly before God and one another in Truth, in cultivating intimacy with, growth in and obedience to Christ, in the training in lay ministry of spiritual formation in the local church which, in turn, gives opportunity for students to explore their calling and potential need for more training in ministry.

**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 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.

**Curriculum**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 524</td>
<td>History and Theory of Christian Soul Care and Direction</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 532</td>
<td>Developmental Spirituality and Contemplative Prayer</td>
<td>2</td>
</tr>
<tr>
<td>TTSF 543</td>
<td>Personal Foundations of Spirituality and Retreat</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 672</td>
<td>Personal Retreat and Formation</td>
<td>2</td>
</tr>
<tr>
<td>TTSF 701</td>
<td>Spiritual Formation Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one course from the following:

- TTSF 517 Hermeneutics and the Word in Spiritual Formation
- TTSF 543 Personal Foundations of Spirituality and Retreat
- TTTH 521 Theology I: God, Scripture, Creation
- TTTH 522 Theology II: Christ, Humanity, Sin, Salvation

**Co-Curricular Requirements**

See the Institute for Spiritual Formation section of the catalog for a full description.

- Didactic Therapy (Recommended)
- Faculty-Student Retreat
- TTSF 585 Personal Spiritual Direction
- TTSF 672 Personal Retreat and Formation

**Curriculum**

| Total Credits | 18 |

**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, growth in and obedience to Christ and to help mend souls by the loving power of the Spirit and Word with believers of various cultural backgrounds.

**Program 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.

**Learning Outcomes**

**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).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information (p. 6) section of this catalog.

**Requirements**

**Admission Requirements**

Applicants must possess a baccalaureate degree. Each should be a graduate from an accredited college with a minimum grade point average of 3.0 (on a 4.0 scale).

All applicants must submit a written statement outlining their vocational objectives and how the degree might relate to those objectives.
For special admission deadlines and requirements, contact Graduate Admissions. Due to the unique nature of this program, all applicants will be personally interviewed.

**Graduation Requirements**

1. Satisfactorily complete 56 semester credits as outlined in the curriculum.

2. All TTSF courses must be completed in residency at Biola. Advanced Standing and transfer credit are not considered residency credits.

3. Complete the online introduction to theological research methodologies by the end of the second semester.

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 the Graduate Graduation Check description in the Admission, Enrollment and Graduation Requirements section).

**Curriculum Requirements**

**Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>TTBE 519</td>
<td>Old Testament Survey</td>
<td>3</td>
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<tr>
<td>TTBE 520</td>
<td>New Testament Survey</td>
<td>3</td>
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<tr>
<td>TTSF 517</td>
<td>Hermeneutics and the Word in Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>3</td>
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<td>TTSF 524</td>
<td>History and Theory of Christian Soul Care and Direction</td>
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<td>TTSF 531</td>
<td>History and Traditions of Christian Spirituality</td>
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<td>TTSF 532</td>
<td>Developmental Spirituality and Contemplative Prayer</td>
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<td>TTSF 543</td>
<td>Personal Foundations of Spirituality and Retreat</td>
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<td>TTSF 544</td>
<td>Personality Development and Psychopathology</td>
<td>3</td>
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<tr>
<td>TTSF 577</td>
<td>Soul Care Pre-practicum I and Professional Ethics</td>
<td>3</td>
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<tr>
<td>TTSF 578</td>
<td>Soul Care Pre-practicum II and Professional Referral</td>
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<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
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<td>TTSF 642</td>
<td>Spiritual Disciplines Seminar</td>
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<td>TTSF 645</td>
<td>Christian Virtue and the Spiritual Disciplines</td>
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<td>TTSF 670</td>
<td>Intensive Journey Inward and Retreat</td>
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<td>TTSF 677</td>
<td>Soul Care Practicum I</td>
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<tr>
<td>TTSF 678</td>
<td>Soul Care Practicum II</td>
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<td>TTSF 701</td>
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<td>TTTH 521</td>
<td>Theology I: God, Scripture, Creation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 522</td>
<td>Theology II: Christ, Humanity, Sin, Salvation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 623</td>
<td>Theology III: Spirit, Church, Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

**Co-Curricular Components**

See the Institute for Spiritual Formation section of the catalog for a full description.

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**Talbot Courses and Faculty by Discipline**

**Bible Exposition**

**Faculty**

**Chair:** John C. Hutchison, Ph.D.

**Professors:** Hagg, Hutchison, W. Russell

**Associate Professor:** Hultberg, Shin, Way

**Objectives**

While the entire seminary curriculum contributes to the goal of accurate exposition of Scripture, it is the purpose of this department to focus on the following:

1. Sound hermeneutics, which leads to accurate interpretation and application of Scripture.
2. Introductory issues for each Old and New Testament book which inform accurate Bible exposition, including authorship, historical and cultural background, theme and purpose, or unique theological contributions.
3. Synthesis and analysis, accomplished through biblical survey and analysis of selected passages and books, enabling one to interpret Scripture in light of the "big picture."
4. Exposition and application, providing examples of well-organized, relevant messages and Bible studies from the English Bible books studied.

**Courses**

**TTBE 517 - Hermeneutics and Bible Study Methods**

A study of principles or sound interpretation and application of the Bible, including analysis of presuppositions, general rules and specialized principles for the various biblical genre and phenomena and the development of an exegetical method. **Notes:** Required of M.Div. and M.A. students. **Grade Mode:** A.

**Restrictions:** Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTBE 519 - Old Testament Survey**

A broad survey of the Old Testament books, including selected introductory and critical issues, relevant background, major themes and divisions, and crucial problems. **Notes:** Required of M.Div. and M.A. students. **Grade Mode:** A.

**Restrictions:** Must be Doctoral Level, Post Masters Level or Graduate Level.
TTBE 520 - New Testament Survey Credits 3
A general overview of the New Testament books, including selected introductory and critical issues, relevant background, major themes and divisions, and crucial problems. Notes: Required of M.Div. and M.A. students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTBE 530 - Elementary Principles of the Biblical Languages Credits 3
Basic principles of language that are foundational to interpreting the biblical text. Overview of the structure of the biblical languages, evaluation of theories of Bible translation, and instruction in the use of various tools based on the original languages. The course will aid the student in understanding issues that arise in interpretation because of the original languages. Notes: Required of M.A. (Biblical and Theological Studies) students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTBE 602 - Genesis Credits 2-3
An exposition, with an emphasis on important critical and contemporary issues, and biblical theology, especially the Abrahamic Covenant. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTBE 604 - Isaiah Credits 2-3
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTBE 610 - Romans Credits 2-3
An exposition, emphasizing background issues, purpose, structure, development of the argument, and theological contributions. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTBE 722 - Directed Research Credits 1-4
Guided research in some biblical area relating to exposition, according to the student's need and relevancy to ministry. Notes: Elective. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTBE 726 - Expositional Methodology in Daniel and Revelation Credits 3
Application of expositional 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. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTBE 731 - Exposition of Old Testament Segments or Themes Credits 2-3
These electives (731, 732) 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. Notes: Required of M.A. Bible Exposition students. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTBE 732 - Exposition of New Testament Segments or Themes Credits 2-3
These electives (731, 732) 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. Notes: Required of M.A. Bible Exposition students. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTBE 745 - World of the Old Testament Credits 2-3
Old Testament backgrounds, including a study of the religion, literature, geography, archaeology, and culture of Israel in its ancient Near Eastern environment. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTBE 747 - Hermeneutical Principles Credits 2
An intermediate course in hermeneutics which addresses core hermeneutical principles with application to methods of exposition for preaching and teaching. This course addresses theological interpretation and includes some comparison between Evangelical, Roman Catholic, and Eastern Orthodox hermeneutical methods. Notes: Elective. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Graduate Level.

TTBE 750 - Old Testament Wisdom and Poetry Credits 2-3
An expositional study of key passages and themes in Psalms, Proverbs, Job and Ecclesiastes. Special emphasis is given to the characteristics of Old Testament poetry, the unique purposes of Old Testament wisdom and hymnic literature and the theological relevance of each book in ministry today. Notes: Elective. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTBE 770 - The Life of Christ Credits 2-3
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. Notes: Elective. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTBE 780 - Teaching Scripture Credits 2
Teaches how to prepare and execute a lesson from Scripture in contexts such as weekly Bible studies or adult Sunday school classes. Students will learn and practice a method of moving from their exegetical conclusions to a focused, interesting, and life-changing exposition and application of the passage. Notes: Elective. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTBE 790 - Bible Exposition Capstone Credit 1
Students will work with the course professor to write and present a paper integrating exegesis of Scripture, scholarly research, and reflection on the implications of the conclusions for the individual Christian life, for the body-life of the church, or for the witness of the church in the world.
Restrictions: Must be a Major in Bible Exposition (TABE); Doctoral Level, Post Masters Level or Graduate Level.
TTBE 806 - Bible Exposition Seminar Credits 2-3
Special course work for TTBE majors who wish to study a particular area of Bible exposition. Notes: Elective for Th.M. students. Grade Mode: A. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTBE 811 - Exposition of Central Prophetic Passages Credits 3
A special concentration on exposition of selected prophecies with regard to culture, views and the integration of the passages with an overall biblical picture. Notes: Elective for Th.M. students. Grade Mode: A. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTBE 880 - Directed Research Credits 1-4
Supervised research in selected areas of biblical studies. Notes: Elective for Th.M. students. Grade Mode: A. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTBE 891 - Research Seminar Credits 3
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. Grade Mode: A. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTBE 892 - Research Seminar Credits 2
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. Notes: A second semester taken to continue research in an area of interest. Grade Mode: A. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

Fee: $50.

TTBE 893 - Research Seminar Credits 4
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. Notes: A second semester taken to continue research in an area of interest. Grade Mode: A. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

CSAP 5010 - Apologetics Research and Writing Credit 1
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. Notes: Required of M.A.C.A. students. Must be taken within student's first academic year. Grade Mode: A. Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 521 - Survey of Genesis–Malachi Credits 3
A broad survey of the Old Testament books, including selected introductory and critical issues, relevant background, major themes and divisions and crucial problems. Notes: Required of M.A.C.A. students. Grade Mode: A. Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level. Fee: CSAP 521 MD (distance learning) has a materials fee of $45.
CSAP 552 - Reformation and Modern Theology Credits 3
History of the church from the Reformation to the present with an emphasis on the key Continental and English Reformers, including Zwingli, Luther and Calvin. Discussion of the counter-Reformation, Protestant scholasticism, the Enlightenment and important theological developments in the Modern era. Opportunity is given for students to study the polity and history of their own denomination. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 601 - Defending the Faith I Credits 2
Defending the Faith courses area 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.
Notes: CSAP 601, CSAP 602 and CSAP 603 do not need to be taken in sequence. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 602 - Defending the Faith II Credits 2
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.
Notes: CSAP 601, CSAP 602 and CSAP 603 do not need to be taken in sequence. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 603 - Defending the Faith III Credits 2
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.
Notes: CSAP 601, CSAP 602 and CSAP 603 do not need to be taken in sequence. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 604 - Defending the Faith: Continuing Study Credits 1-6
A special course designed for students with apologetic 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.
Restrictions: Must be a Major in Organizational Leadership (CSOL), a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 610 - Elementary Principles of Biblical Languages Credits 3
Basic principles of language that are foundational to interpreting the biblical text. Overview of the structure of the biblical languages, evaluation of theories of Bible translation and instruction in the use of various tools based on the original languages. The course will aid the student in understanding issues that arise in interpretation because of the original languages. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 611 - Beginning Greek I Credits 3
An introductory study of the basic elements of New Testament Greek. Translation of portions of the New Testament in the second semester. Notes: Designed for students who have not completed a full sequence of beginning Greek courses. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 612 - Beginning Greek II Credits 3
An introductory study of the basic elements of New Testament Greek. Translation of portions of the New Testament. Notes: Designed for students who have not completed a full sequence of beginning Greek courses. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 619 - Biblical Archaeology Credits 2
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.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 621 - Logic and Critical Thinking Credits 1-2
A study of the methods and principles used to make distinctions between good and bad reasoning with special emphasis on analysis of arguments for and against the Christian faith. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 623 - Worldview Analysis Credits 1-2
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. Grade Mode: A.

CSAP 625 - Philosophy of Religion Credits 1-2
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. Grade Mode: A.

CSAP 626 - Ethics Credits 1-2
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.

CSAP 627 - Bioethics Credits 1-2
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.

CSAP 628 - Science and Religion Credits 1-2
An examination of how to explore the relationship between science and religion in a way that encourages respect for each field. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
CSAP 628 - Why God Allows Evil  
Credits 1-2  
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. Notes: Required of M.A.C.A. students. Grade Mode: A.  
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 629 - Scientific Apologetics  
Credits 1-2  
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. Grade Mode: A.  
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 632 - A History of Christian Apologetics  
Credits 2  
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.  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 636 - Modern Apologetics: Theory and Method  
Credits 2  
A study and evaluation of the various modern approaches to the apologetic task (e.g., evidentialism, presuppositionalism and combinatorialism) 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.  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 638 - Spiritual Formation and the Life of the Mind  
Credits 2  
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.  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 641 - Contemporary Theology: Survey and Critique  
Credits 2  
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.  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 643 - Cultural Apologetics  
Credits 1-2  
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. Grade Mode: A.  
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 645 - Christian Faith in the Public Square  
Credits 1-3  
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.  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 651 - Comparative Religions  
Credits 2-3  
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. Grade Mode: A.  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 653 - Cults of America  
Credits 1-3  
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.  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 655 - Mormonism: Doctrine and History  
Credits 2  
A survey of the doctrine and history of the Church of Jesus Christ of Latter-day Saints from 1820 to the present. Emphasizes Joseph Smith, Jr., the beginning of the church, Mormon doctrinal development and change and a critique and response vis-à-vis the Bible and the original Gospel of Jesus Christ. Grade Mode: A.  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 656 - The Occult  
Credits 2-3  
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.  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 660 - Special Topics in Christian Apologetics  
Credits 1-3  
The program occasionally offers courses by special lecturers or visiting scholars to address their areas of expertise on an elective basis. Notes: May be taken for a total of 16 credits. Grade Mode: A.  
Restrictions: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s).  
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 691 - Seminar: In Defense of the Resurrection  
Credits 1-2  
An investigation of a wide range of issues that have been used through history to call into question the bodily resurrection of Jesus Christ, such as miracles, the nature of history, the historical reliability of the New Testament, contradictions in the resurrection accounts, and various naturalistic theories. Students will learn to respond to popular objections to the resurrection as well as formulate a positive case. Notes: Required of M.A.C.A. students. Grade Mode: A.  
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
CSAP 693 - C.S. Lewis Seminar Credits 2
A reading and discussion course covering the breadth of Lewis’ work as one of the premier apologists of the 20th Century. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 694 - Seminar: Selected Topics Credits 1-3
The program occasionally offers seminar courses by special lecturers or visiting scholars to address their areas of expertise on an elective basis. Notes: May be taken for a total of 16 credits. Grade Mode: A.
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s).
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 695 - Directed Study Credits 1-4
Supervised research and/or reading in selected areas of Christian apologetics. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 697 - Apologetics Project Credits 1-4
A student-proposed project related to the defense of the Christian faith that may involve teaching, writing, research, debating, video/audio productions, etc. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 698 - Apologetics Internship Credits 1-4
An approved internship with an apologetics organization or an apologetics-related ministry. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 699 - Apologetics Thesis Credits 2
Original research and writing in an applicable apologetics topic. Subject, length, and due dates to be determined by the coordinating professor. Second reader provided. Notes: May be taken multiple times for credit. Grade Mode: C.
Restrictions: Must not be Doctoral Level or Graduate Level. Fee: $200.

Christian Education

Faculty
Chair: Don Sunukjian, Th.D., Ph.D.
Professors: Carr, Eguizabal, Esqueda, Issler, Lawson
Associate Professors: Keehn, J. Kim
Research Professors: Anthony, Wright

Objectives
The purpose of the Christian Education courses is to develop Christian educators who understand the significance of an educational ministry and who possess the skills necessary to function as Christian educators. To this end, course offerings have been designed to blend theory and practice. Most elective courses are designed to track the student’s specialization in order to accommodate the student’s vocation.

Courses

TTCE 508 - Organizational Leadership Credits 3
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. Notes: Required of M.Div. (Christian Education), and M.A.C.E. students. Offered in Spring semester only. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 514 - Women and Men in Christian Ministry Credits 2
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. Notes: Required of M.A.C.M.L. (Women’s Ministries). Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 519 - Leadership Coaching and Teambuilding Credits 3
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. Notes: M.A.C.E. Executive Leadership Specialization elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 523 - Teaching Ministry Credits 3
Investigation into the major issues of educational psychology, including learning theory, motivation, learning styles and instructional methodologies with direct application to classroom use. Integration of theology and psychology an emphasis. Notes: Required of M.A.C.E. and M.Div. (Christian Education) students. Offered Fall semester only. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 543 - Counseling Adolescents and Their Parents Credits 2
An overview of the issues related to providing pastoral counseling to adolescents and their parents including addictive behavioral problems, abnormal developmental concerns, intervention and enrichment counseling and awareness of when and to whom to refer adolescents for professional therapy. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 556 - Christian Formation and Discipleship Credits 3
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. Notes: Required of M.A.C.E. and M.Div. (Evangelism and Discipleship) students. Offered in Spring semester only. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 558 - Interpersonal Development Credits 3
Emphasis on personal and interpersonal growth through individual assignments and small group interactions. Opportunity given for spiritual, physical, emotional, mental and relational development, with attention to intercultural contexts. Notes: Required of M.A.C.E. students. Offered in Spring semester only. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
TTCE 570 - Special Studies in Christian Education  Credits 2
Designed for students who desire a specific course content not covered in any of the regularly offered classes. May be taken twice with different emphases. Content will differ based on need/interest. Notes: Possible required fee. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 600 - Educational Ministry in the Church  Credits 3
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. Notes: Required of M.A. (Biblical and Theological Studies); option within the M.Div. (Spiritual Formation) for two of five course selections; option within the M.Div. (Pastoral and General Ministries) for two of four course selections; option within the M.Div. (Evangelism and Discipleship) for one of four course selections. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 608 - Philosophy of Ministry  Credits 3
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. Notes: Required of M.A.C.E. and M. Div. (Christian Education) students. Offered in Spring semester only. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 612 - Missionary Education  Credits 2
Objectives, programming, activities and administrative methods of implementing a program of missionary education. Investigation into the auxiliary organization of the church's educational program through which missions are taught. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 616 - Principles of Curriculum Development  Credits 2
Prerequisites: TTCE 521 or TTCE 523.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 622 - Theology, History and Philosophy of Ministry  Credits 3
Investigation into the theological, historical, and philosophical foundations which underlie Christian ministry. Examines the development of educational ministry as a discipline, reflecting on the tradition we have inherited and considering the changing ministry scene. Also includes an investigation of current practices of ministry through an analytical perspective. Designed to help the minister evaluate ministry programs and respond with remedial or enrichment strategies. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 625 - Staffing and Leadership in Children's Ministries  Credits 3
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. Notes: M.A.C.E. Children's Ministry Specialization elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 636 - Independent Study  Credits 1-3
In-depth investigation of a topic under the guidance of the Christian Education faculty using standard research procedures. Topic selection is by advisor's approval. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 637 - Independent Study  Credits 1-3
In-depth investigation of a topic under the guidance of the Christian Education faculty using standard research procedures. Topic selection is by advisor's approval. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 639 - Applied Ministry Research  Credits 2-3
Introduction to basic methods of Christian education research including the use of observation, interview, and program assessment with an emphasis on the development of critical thinking skills and writing. Students gain an understanding of church and parachurch ministries in their sociocultural settings, and are enabled to make ministries more relevant and effective. Theological researching included. Students develop a ministry research project as a part of this course. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 649 - Instructional Technology  Credits 2
Development and administration of media for ministry. Uses of the computer, print, audio, video, mixed media and multimedia technology for promotion, education and motivation. Notes: Required of M.A.C.E. students. Offered Fall semester only. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTCE 652 - Models and Trends in Children's Ministries  Credits 3
A broad overview of contemporary ministry to children and families. Students explore a survey of the history of religious education from biblical times to present day. Addresses the area of children's spiritual formation, the process of curriculum planning, and evaluating teaching/learning experiences. The field of children's ministries is analyzed in the context of cultural trends affecting children, families, and the church. Students develop a biblical philosophy for ministry to children and families as well as a systematic ministry development plan. Notes: M.A.C.E. Children's Ministry Specialization elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
**TTCE 655 - Strategic Ministry Leadership**  
Credits 3  
Comprehensive overview of the leadership needs, expectations, roles, responsibilities, and competencies required for the effective executive leadership of Christian ministries, including church and their educational ministries. Special emphasis on the effective negotiation and the execution of organization mission, vision, authority, power, change, conflict, renewal, growth, and impact. Notes: Offered Fall semester only. Required by M.A.C.E. and M.Div. (Christian Education) students. Grade Mode: A.  
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTCE 664 - Youth Ministry Leadership and Programming**  
Credits 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. Notes: M.A.C.E. Youth Ministry Specialization elective. Grade Mode: A.  
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTCE 668 - Youth Ministry in Contemporary Culture**  
Credits 3  
Evaluation of cultural trends and mores in relation to the building of adolescents and their families. Analysis of student life on the junior and senior high school campus and the world at large, leading to the discovery of principles for effective ministry to students from diverse familial, cultural, and educational backgrounds. Notes: M.A.C.E. Youth Ministry Specialization elective. Grade Mode: A.  
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTCE 677 - Family Ministry in the Local Church**  
Credits 3  
Examines organization and administration of a program of family ministry in the local church. Includes an analysis of current trends in family ministry education. Notes: M.A.C.E. Adult and Family Specialization elective. Grade Mode: A.  
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTCE 679 - Adult Development and Discipleship**  
Credits 3  
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. Notes: M.A.C.E. Adult and Family Specialization elective. Grade Mode: A.  
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTCE 680 - Topics in Christian Education**  
Credits 1-3  
Selected topics in the field of Christian education. Notes: May be taken multiple times with different content. Normally available to Christian education students only. Grade Mode: A.  
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTCE 683 - Camp Leadership**  
Credits 2  
The philosophy, objectives, administration, program and leadership of a church-related camp. The use of worship, study, crafts, recreation and counseling in church camping. Investigation into trends of camping, centralized and decentralized camping. Techniques in planning and directing a camp program, including counselor training. Grade Mode: A.  
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTCE 690 - Practicum in Ministry**  
Credit 1  
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. Notes: Required of M.A.C.E. students not having qualified ministry experience. Grade Mode: A.  
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTCE 724 - Advanced Methods of Educational Instruction**  
Credits 2  
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. Notes: Required of Th.M. students. Grade Mode: A.  
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTCE 780 - Directed Studies in Christian Education**  
Credits 1-3  
Directed studies in the field of Christian education. Notes: By Arrangement. May be taken multiple times with different content. Normally available to Christian education students only. Grade Mode: A.  
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTCE 790 - Educational Practicum**  
Credit 1  
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. Notes: May be taken twice for credit. Required of, and limited to M.Div. (Christian Education) students and M.A.C.E. students not having qualified ministry experience after TTCE 690. Grade Mode: A.  
Prerequisites: TTPT 591, TTPT 592, TTPT 691, TTPT 692, 48 credits of class work.  
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

### Christian Ministry and Leadership Faculty

**Chair:** Don Sunukjian, Th.D., Ph.D.  
**Professors:** Boersma, Edwards, Hagg, McIntosh, Sunukjian, J. Ten Elshof  
**Associate Professors:** Flashman, Seymour, Song, Van Lant

### 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 Credits 3
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. Notes: Required of M.Div. (Evangelism and Discipleship) and M.A. (Biblical and Theological Studies) students; option within M.Div. (Spiritual Formation) for two of five course selections; option within M.Div. (Pastoral and General Ministry and Christian Education) for two of four course selections; option within M.A.C.M.L. (Preaching and Pastoral Ministry) for one of two course selections. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 591 - Introduction to Field Education Credit 1
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. Notes: Required of M.Div. and M.A.C.M.L. (Preaching and Pastoral Ministry), and B.A. (Preaching and Pastoral Ministry) students. Grade Mode: A.
Restrictions: Must be Graduate Level 1 Class, Graduate Level 2 Class, Graduate Level 3 Class, Graduate Level 4 Class, Junior Class, or Senior Class; Undergraduate, Talbot School of Theology; Post Masters Level, Doctoral Level, Undergraduate Level or Graduate Level.

TTPT 592 - Field Education II Credits 0
Weekly involvement in ministry with satisfactory completion of student's self-evaluation form and supervisor's evaluation form. Notes: Required of M.Div. students (except M.Div. Pastoral Care and Counseling), M.A.C.M.L. (Preaching and Pastoral Ministry), and B.A. (Preaching and Pastoral Ministry) students. Grade Mode: C.
Prerequisites: TTPT 591.
Restrictions: Must be Graduate Level 1 Class, Graduate Level 2 Class, Graduate Level 3 Class, Graduate Level 4 Class, Junior Class, or Senior Class; Undergraduate, Talbot School of Theology; Post Masters Level, Doctoral Level, Undergraduate Level or Graduate Level.

TTPT 602 - Pastoral Ministry Credits 3
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. Notes: Required of M.Div. (Pastoral and General Ministries, Christian Education, Evangelism and Discipleship, Pastoral Care and Counseling, Spiritual Formation), and M.A.C.M.L. (Preaching and Pastoral Ministry) students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 604 - Pastoral Care and Chaplaincy Credits 3
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. Notes: Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students. Grade Mode: A.
Prerequisites: TTPT 707.
Restrictions: Must be a Major in Pastoral Care & Couns (TPCC) or a Major in Pastoral Care & Couns (TACC); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTPT 609 - Expository Preaching Credits 3
The process of preparation that results in sermons that are biblically accurate, easy to follow, interesting to listen to and relevant to contemporary needs. Notes: Required of M.Div., M.A.C.M.L. (Preaching and Pastoral Ministry and Women's Ministry), and B.A. (Preaching and Pastoral Ministry) students. Grade Mode: A.
Prerequisites: M.Div.: TTBE 517, TTNT 503; M.A. and M.A.C.M.L.: TTBE 517.
Restrictions: Must be Graduate Level 1 Class, Graduate Level 2 Class, Graduate Level 3 Class, Graduate Level 4 Class, Junior Class, or Senior Class; Preaching & Pastoral Ministry (TAPP), Women's Ministries (TAWM) or Preaching & Pastoral Ministry (BPPM); Undergraduate, Talbot School of Theology; Post Masters Level, Doctoral Level, Undergraduate Level or Graduate Level.

TTPT 610 - Contemporary Biblical Preaching Credits 3
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. Notes: 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.
Prerequisites: TTPT 609.
Restrictions: Must be Graduate Level 1 Class, Graduate Level 2 Class, Graduate Level 3 Class, Graduate Level 4 Class, or Senior Class; Pastoral/General Ministries (TPPA), Evangelism and Discipleship (TPEV), Preaching & Pastoral Ministry (BPPM) or Preaching & Pastoral Ministry (TAPP); Undergraduate, Talbot School of Theology; Post Masters Level, Doctoral Level, Undergraduate Level or Graduate Level.

TTPT 611 - Practical Theology Seminar Credits 1-2
Discussion of one or more facets of the ministry with an emphasis on serving in the local church. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 614 - Church Growth and Church Planting in the USA Credits 3
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. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 615 - Biblical Church Growth Credits 3
Provides a study of the history, theology, principles, and procedures of church growth in North America, along with an emphasis on strategy for increasing the spiritual and numerical growth of local churches. Insights and ideas for turning around declining and plateaued churches are addressed. Notes: Required of M.Div. (Evangelism and Discipleship) students. Offered Fall semester only. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 616 - Church Planting Credits 3
The course presents the best practices and effective strategies for planting new congregations in the USA. A theology of church multiplication is examined, and numerous models and methods for starting new churches are presented. Case studies of successful church plants are discussed. Notes: Required of M.Div. (Evangelism and Discipleship) students. Offered Spring semester only. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
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. **Grade Mode: A.**  
**Restrictions:** Must be Doctoral Level, Post Masters Level or Graduate Level.

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. **Grade Mode: A.**  
**Restrictions:** Must be Doctoral Level, Post Masters Level or Graduate Level.

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. **Grade Mode: A.**  
**Restrictions:** Must be Doctoral Level, Post Masters Level or Graduate Level.

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 TJTA, Prepare and Family History analysis. **Grade Mode: A.**  
**Prerequisites:** TTPT 707.  
**Restrictions:** Must be Talbot School of Theology, Doctoral Level, Post Masters Level or Graduate Level.

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. **Notes:** Required of M.Div. (Pastoral Care and Counseling) and M.A.C.M.L. (Pastoral Care and Counseling) students. Offered Fall semester only. **Grade Mode: A.**  
**Prerequisites:** TTPT 707.  
**Restrictions:** Must be Talbot School of Theology, Doctoral Level, Post Masters Level or Graduate Level.

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. **Notes:** Required of M.A.C.M.L. (Women's Ministries) students. **Grade Mode: A.**  
**Restrictions:** Must be Doctoral Level, Post Masters Level or Graduate Level.

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. **Notes:** Required of M.A.C.M.L. (Women's Ministries) students. **Grade Mode: A.**  
**Restrictions:** Must be Doctoral Level, Post Masters Level or Graduate Level.

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. **Notes:** Required of M.A.C.M.L. (Women's Ministries) students. **Grade Mode: A.**  
**Restrictions:** Must be Doctoral Level, Post Masters Level or Graduate Level.

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. **Notes:** Required of M.A.C.M.L. (Women's Ministries) students. **Grade Mode: A.**  
**Restrictions:** Must be Doctoral Level, Post Masters Level or Graduate Level.

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. **Notes:** Required of M.A.C.M.L. (Women's Ministries) students. **Grade Mode: A.**  
**Restrictions:** Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 639 - Developing Leadership Teams  
The principles and practice of developing leadership teams, mentor relationships, and discipleship emphases in ministries to women. **Notes:** Required of M.A.C.M.L. (Women's Ministries) students. **Grade Mode: A.**  
**Restrictions:** Must be Doctoral Level, Post Masters Level or Graduate Level.

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. **Notes:** Talbot students only. Required of current Talbot A.S. officers. **Grade Mode: C.**  
**Restrictions:** Must be Talbot School of Theology, Doctoral Level, Post Masters Level or Graduate Level.

TTPT 691 - Field Education III  
Weekly involvement in ministry with satisfactory completion of student's self-evaluation form and supervisor's evaluation form. **Notes:** Required of M.Div. (except Pastoral Care and Counseling) and M.A.C.M.L. (Preaching and Pastoral Ministry) students. M.Div. Pastoral Care and Counseling students take TTPT 693, TTPT 694, and TTPT 695 instead. **Grade Mode: C.**  
**Prerequisites:** TTPT 591, TTPT 592.  
**Restrictions:** Must be a Major in Christian Education (TPCE), a Major in Spiritual Formation (TPSF), a Major in Missions & ICS (TPMI), a Major in Messianic Jewish Studies (TPMS), a Major in Pastoral/General Ministries (TPPA), a Major in Preaching & Pastoral Ministry (TAPP) or a Major in Evangelism and Discipleship (TPEV); Talbot School of Theology, Doctoral Level, Post Masters Level or Graduate Level.

TTPT 692 - Field Education IV  
Weekly involvement in ministry with satisfactory completion of student's self-evaluation form and supervisor's evaluation form. **Notes:** Required of M.Div. and M.A.C.M.L. (Women's Ministries) students. **Grade Mode: A.**  
**Restrictions:** Must be Talbot School of Theology, Doctoral Level, Post Masters Level or Graduate Level.
TTPT 692 - Field Education IV Credits 0
Weekly involvement in ministry with satisfactory completion of student's self-evaluation form, supervisor's evaluation form and sermon evaluation form. Notes: Required of M.Div. (except Pastoral Care and Counseling). These students must take TTPT 693, TTPT 694, and TTPT 695 instead. Grade Mode: C.
Prerequisites: TTPT 591, TTPT 592, TTPT 691.
Restrictions: Must be a Major in Evangelism and Discipleship (TPEV), a Major in Spiritual Formation (TPSF), a Major in Messianic Jewish Studies (TPMS), a Major in Pastoral/General Ministries (TPPA), a Major in Christian Education (TPCE) or a Major in Missions & ICS (TPMI); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTPT 693 - Pastoral Care and Counseling Internship I Credit 1
A series of interviews of pastors and agency leaders to discover the breadth of ministry approaches, practices, perspectives and goals. 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. Notes: Required of M.Div. and M.A.C.M.L. Pastoral Care and Counseling students. Grade Mode: A.
Prerequisites: TTPT 692.
Restrictions: Must be Pastoral Care & Couns (TPCC) or Pastoral Care & Couns (TACC); Doctoral Level, Post Masters Level or Graduate Level.

TTPT 694 - Pastoral Care and Counseling Internship II Credits 1
One-hundred hours supervised ministry under the mentorship of an approved pastor or agency leader. Notes: Required of M.Div. and M.A.C.M.L. Pastoral Care and Counseling students. Grade Mode: A.
Prerequisites: TTPT 693 and TTPT 740.
Restrictions: Must be Pastoral Care & Couns (TPCC) or Pastoral Care & Couns (TACC); Doctoral Level, Post Masters Level or Graduate Level.

TTPT 695 - Pastoral Care and Counseling Internship III Credits 1-2
One-hundred hours per credit of supervised ministry under the mentorship of an approved pastor or agency leader. Notes: May be taken for 1 or 2 credits; 100 hours are required for each credit. Required of M.Div. (Pastoral Care and Counseling) and M.A.C.M.L. (Pastoral Care and Counseling) students. Grade Mode: A.
Prerequisites: TTPT 694.
Restrictions: Must be Pastoral Care & Couns (TPCC) or Pastoral Care & Couns (TACC); Doctoral Level, Post Masters Level or Graduate Level.

TTPT 696 - Pastoral Care and Counseling Internship Credits 1-2
Directed experience in preparation, enrichment, equipping and remedial ministries in selected churches and agencies. Notes: 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.
Prerequisites: TTPT 707.
Restrictions: Must be a Major in Pastoral Care & Couns (TPCC) or a Major in Pastoral Care & Couns (TACC); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTPT 699 - Women's Ministries Internship Credits 1-2
Directed experience in preparation, enrichment, equipping and remedial ministries in selected churches and agencies. Notes: May be taken for a maximum of 4 credits. Should be taken in student's final semesters. Grade Mode: A.
Restrictions: Must be a Major in Women's Ministries (TAWM); Doctoral Level, Post Masters Level or Graduate Level.

TTPT 702 - Intermediate Pastoral Counseling Credits 3
Building upon the introductory counseling content discussed in previous coursework, this course will explore integrative pastoral counseling strategies that can be appropriately and effectively used to counsel individuals seeking such assistance in a church or para-church context. Special attention will be given to defining common presenting problems, determining appropriate counseling strategies and seeking consultation or referral when necessary. Notes: Required of M.Div. (Pastoral Care and Counseling) and M.A.C.M.L. (Pastoral Care and Counseling) students. Offered Spring semester only. Grade Mode: A.
Prerequisites: TTPT 707.
Restrictions: Must be a Major in Pastoral Care & Couns (TPCC) or a Major in Pastoral Care & Couns (TACC); Doctoral Level, Post Masters Level or Graduate Level.

TTPT 703 - The Church and Society Credits 3
A study of biblical ethics and the role the local church plays in the community. Special attention will be given to major social problems such as sanctity of life, chemical abuse, domestic violence, social ills, and the political process. Notes: Required of M.A.C.M.L. (Preaching and Pastoral Ministry), M.A. Diversified, and M.Div. (Pastoral and General Ministries and Pastoral Care and Counseling) students; option within M.Div. (Spiritual Formation) for two of five course selections; option within M.Div. (Christian Education) concentration for two of four course selections; option within M.Div. (Evangelism and Discipleship) for one of four course selections. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 707 - Foundations of Pastoral Care and Counseling Credits 2
Explores ministry to people who request counseling in church and para-church contexts. Starting with relationship building skills, students will discover their limits in 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. Notes: Required of M.Div. (except Spiritual Formation) and M.A.C.M.L. students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 708 - Advanced Pastoral Counseling Credits 3
This course moves beyond learning relationship skills to developing skills that help people with the realization of physical, spiritual, emotional and moral issues in their lives. Secondly, there is a focus on skills that help people take responsibility for the awareness they have gained. The spiritual transformation process is integrated into the development of these skills. Notes: Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students. Offered Fall semester only. Grade Mode: A.
Prerequisites: TTPT 707.
Restrictions: Must be a Major in Pastoral Care & Couns (TPCC) or a Major in Pastoral Care & Couns (TACC); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTPT 711 - Advanced Sermon Preparation Credits 2
This course will assist advanced students to hone their preaching skills. Students will interact with the professor and various established preachers on issues such as the practice and ethics of persuasion, varieties of personal style and delivery, and planning a preaching calendar. Grade Mode: A.
Prerequisites: TTPT 609.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.
TTPT 712 - Ethics of the Fathers Credits 2
A study of the tractate of the Mishnah called Pirke Avot, the Ethics of the Fathers, with a view toward comparing these rabbinic teachings with the wisdom literature of the Hebrew Scriptures, the revelation of the New Testament, and the issues of ethics in contemporary society. Attention will be given to the interrelatedness of this Jewish tradition with biblical ethics incumbent upon Messianic Jewish congregations. Grade Mode: A. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 716 - Addressing Common Pastoral Counseling Concerns Credits 3
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. Notes: Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students. Offered in Spring semester only. Grade Mode: A.
Prerequisites: TTPT 707.
Restrictions: Must be a Major in Pastoral Care & Couns (TPCC) or a Major in Pastoral Care & Couns (TACC); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTPT 717 - Research Seminar I Credits 1-2
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. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 718 - Research Seminar II Credits 1-2
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. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 722 - Small Group Discipleship Credits 3
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. Notes: Required of M.Div. (Evangelism and Discipleship) students. Offered Spring semester only. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 723 - Integration in Jewish Studies Credits 2,3
Intended as a capstone seminar, this course will summarize and apply the primary lessons learned throughout the program in Jewish Studies. The integration of learning in this course is designed to better equip those entering or continuing in the field of Messianic Jewish ministry. Students will be expected to share the findings of their thesis research and/or field education with a view toward refinement and development of further investigation. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 725 - Counseling Troubled Families Credits 3
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. Notes: Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students. Offered Spring semester only. Grade Mode: A.
Prerequisites: TTPT 628, TTPT 707 or their equivalents.
Restrictions: Must be a Major in Pastoral Care & Couns (TPCC) or a Major in Pastoral Care & Couns (TACC); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTPT 726 - Creative Preaching Credits 2
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. Grade Mode: A.
Prerequisites: TTPT 609.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTPT 728 - Mentoring in Ministry Credits 3
Study and practice of mentoring in the context of ministry and preparation for ministry. Students will be exposed to mentoring in a variety of contexts and distill the most important processes of mentoring for ministry. The major proportion of the course will put students into the practice of mentoring where mentoring processes can be experienced first hand. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 730 - Biblical Leadership and Management Credits 3
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. Notes: Required of M.Div. (Pastoral and General Ministries, Evangelism and Discipleship, Missions and Intercultural Studies), M.A.C.M.L. (Preaching and Pastoral Ministry), and M.A.C.E. (Executive Leadership Specialization elective) students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 732 - Money and Ministry: Biblical Study Credits 3
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. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 740 - Issues and Ethics in Ministry Credits 2
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. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
TTPT 741 - Preaching Narrative Literature Credits 3
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. Notes: Required of M.A.C.M.L. (Preaching and Pastoral Ministry) students. Offered Fall semester only. Grade Mode: A. Prerequisites: TTPT 609. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTPT 742 - Preaching the Wisdom and Poetic Literature of the Old Testament Credits 3
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. Notes: Required of M.A.C.M.L. (Preaching and Pastoral Ministry) students. Offered Spring semester only. Grade Mode: A. Prerequisites: TTPT 609. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTPT 743 - Preaching to the Post-Modern Mind Credits 3
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. Grade Mode: A. Prerequisites: TTPT 609. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTPT 745 - Issues in Spiritual Warfare Credits 3
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. Grade Mode: A. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 747 - The Role of Spiritual Warfare in Christian Life and Ministry Credits 3
An exploration of the biblical and theological basis of spiritual warfare and how a practical understanding of this area of Christian teaching can facilitate the process of spiritual growth and fruitfulness in ministry. Attention will be given not only to general principles of spiritual warfare, but also to the role of inner healing and the ministry of deliverance. Included will be practical ministry skills in dealing with issues such as trauma, deception, bitterness, judgments, defense mechanisms, and others that can hinder a person’s relationship with God, the formation of mature Christian character, and ministry to others. Grade Mode: A. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 750 - Directed Study Credits 1-4
Reading and research in selected areas of study. Grade Mode: A. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPT 760 - Seminar Credits 1-3
Selected topics in the field of ministry. Notes: May be taken multiple times for credit with different content. Grade Mode: A. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
TTPT 880 - Directed Research Credits 1-3
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. Notes: Elective for Th.M. students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

Educational Studies, Ed.D. and Ph.D. Courses

TTDE 8010 - Philosophical Issues in Educational Studies Credits 3
An advanced course in which students examine philosophical issues relevant to educational studies from a Christian worldview perspective. Emphasis is placed on enhancing conceptual thinking about educational issues utilizing a philosophically-oriented framework that facilitates thorough analysis by the preparation of several in-depth book reviews suitable for publication. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8020 - Research I: Introduction to Educational Research Credits 3
Introductory study of educational research methods, research design and evaluation, and quantitative descriptive research and statistical analysis. Students learn skills for locating and evaluating empirical research and developing a literature review as part of a research proposal and receive an introduction to SPSS for descriptive statistical data analysis. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8030 - Research II: Qualitative Research Credits 3
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. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level. Fee: $60.

TTDE 8040 - Research III: Quantitative Research and Statistics Credits 3
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.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8050 - Theological Research and Integration for Educational Studies Credits 3
An introduction to research method and relevant resources in biblical and theological studies to inform scholarly research of educational studies and discipleship practice. Students pursue integrative analysis related to their social science research interests to enhance their biblical and theological research competencies to be utilized in dissertation studies. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8060 - Assessment and Reflective Leadership Practice Credits 3
An introduction to and development of skills for rigorous and systematic inquiry into educational and ministry practice, and engaging in critical reflection and assessment with others in ways that can inform and shape leadership and organizational practice to more effectively accomplish purposes and goals. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8101 - Theories of Teaching and Learning Credits 3
This course provides an advanced study of the processes of Christian teaching, learning, and formation. The course explores the interrelationship of knowledge, faith, intellect, personality, morality, and culture as it relates to the process of Christian sanctification. It provides theological and theoretical knowledge about human nature and learning and implications for teaching efforts to promote Christian formation. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8111 - Transformative Teaching Credits 3
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.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8121 - Jesus, the Master Teacher Credits 3
Detailed analysis of what Jesus taught and how he taught based on an in-depth study of various teaching episodes in the four Gospels; (knowledge of TTNT Greek is helpful but not required) Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8131 - The Adult Learner and Learning Credits 3
This course provides a review and analysis of theory and research on adult learners and adult learning. Attention is given to the implications and application of adult learning theory for church ministry and Christian higher education contexts. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8141 - Curriculum Theory and Design Credits 3
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.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8151 - Curriculum Materials Development and Implementation Credits 1-3
Follow-up applied component to accompany the more theoretical foundation of TTDE 8141. In a supervised writing lab format, students develop a comprehensive curriculum project of choice. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8191 - Selected Topics: Teaching and Learning Process Credits 3
Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8201 - Introduction to Christian Spirituality and Formation Credits 3
This course explores the subject of developing a deep relationship with our Trinitarian God -- Father, Son, and Holy Spirit -- and of becoming the kind of person who can relate more deeply with God. Relying on Scriptural, historical, and contemporary literature, the course explores the two components of study: the conceptual foundations of Christian spirituality and theology, and the relevant exercise of spiritual disciplines and practices to help nurture our relationship with God and loving our neighbor as ourselves. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.
TTDE 8211 - Character Formation and Personal Renewal  Credits 3
An exploration of the formation of Christian character and Christlikeness 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, inner formation, ethical theories (including virtues and deontological ethics) vocation and work, common hindrances to character formation, and personal habit formation utilizing spiritual disciplines and practices. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8221 - Christian Community and Friendship Formation  Credits 3
An inquiry regarding Christian community and mature relationships from theological and social science perspectives. Concepts to be studied include God the Trinity as Father, Son, and Holy Spirit, Jesus and his community of early disciples, friendship and intimacy, mentoring relationships, small group dynamics, conflict mediation, forgiveness, and peace-making. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8231 - Student Spiritual Formation in Christian Higher Education  Credits 3
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.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8291 - Selected Topics in Christian Formation  Credits 1-3
Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8301 - Theories of Leadership and Administration  Credits 3
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.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8311 - Contemporary Leadership Issues  Credits 3
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.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8321 - Team Development and Leadership  Credits 3
Exploration of the dynamics of effective work teams, the development, maintenance and benefits of leadership teams in educational ministry settings. Includes a focus on team assignment, strategies for team development, beneficial leadership practices, and the application of team strategies to various local and cross-cultural ministry settings. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8331 - Academic Leadership in Christian Higher Education  Credits 3
This course examines the roles of academic leaders in higher education with especial emphasis on the role and functions of the academic dean and department chair in the implementation of the school mission and strategic vision. Attention is given to aspects of leading and managing in institutions of Christian higher education, including supervising, dealing with personal and interpersonal issues, leadership and faculty development, learning assessment, team building, accreditation, strategic planning, and educational marketing. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8341 - Change, Power and Conflict Management  Credits 3
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.
Restrictions: .

TTDE 8351 - Contemporary Issues in Non-Profit Management  Credits 3
Designed to change its substantive focus each year, this seminar deals with non-profit management and policy issues of current or continuing interest. Special focus is given to the dynamic nature of leadership and its relationship to social institutional contextualization. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8361 - Strategies of Personal Leadership Development  Credits 3
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.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8391 - Selected Topics in Leadership and Administration  Credits 3
Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8401 - Foundations of Christian Higher Education  Credits 3
An introduction to the biblical, theological, philosophical, and historical foundations of Christian higher education. Attention is given to the conception and practice of Christian higher education institutions in different contexts, the integration of faith and learning, and the role of Christian higher education in the training of Christian leaders to serve the church and society. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8411 - Administration of Christian Higher Education  Credits 3
Exploration of major responsibilities in the administration of higher education with a view to broaden the student's awareness of the complexities involved in educational leadership. Emphasis is given to a discussion of the departments of faculty, shared government issues, student affairs, advancement, legal affairs, library, and support services. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8421 - Current Trends in American Higher Education  Credits 3
An examination of critical issues facing universities and discussion of the acquisition of viable premising data, relevant strategic planning issues, and future programmatic designs. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.
TTDE 8431 - Faculty Development in Christian Higher Education Credits 3
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.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8441 - The Professoriate in Christian Higher Education Credits 3
This course is an introduction to the key factors involving the office, duties, and position of a professor in Christian Higher Education. Attention will be given to the importance and balance between teaching, research, and service in the professoriate. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8451 - Christian Higher Education in a Global Context Credits 3
Examines the opportunities and challenges of Christian higher education in our contemporary globalized context with implications for academic leadership. Participants will engage in critical reflection regarding the shaping of their local educational systems with particular attention paid to Christian higher education within the wider global context. It also considers curricular and pedagogical implications within intercultural contexts. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8491 - Selected Topics in Christian Higher Education Credits 1-3
Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8501 - Studies in the History of Education Credits 3
Investigation of great teachers, great educational ideas or great educational systems in the history of education and the teaching ministry of the Church. A particular historical period may be treated or themes across historical periods. Notes: May be taken multiple times for credit.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8511 - 20th and Early 21st Century Christian Education Thought Credits 3
Examines the educational philosophies and theological perspectives of a variety of key Christian education leaders in the 20th and early 21st centuries, the educational ministry approaches and practices they promoted, and their impact on the Church. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8521 - Contemporary Christian Education Theory Credits 3
An exploration and evaluation of recent Christian education writings representing a variety of educational philosophies and theological perspectives. Looks at the current state of Christian education theory and how it is impacting educational ministry in the Church. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8531 - Theological Foundations and Issues in Christian Education Credits 3
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.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8591 - Selected Topics in Educational Foundations Credits 1-3
Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8721 - Interview and Focus Group Research Credits 3
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. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.
Fee: $60.

TTDE 8791 - Selected Topics in Educational Research Credits 1-3
Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8800 - Internship in Higher Education Credits 1-3
An opportunity to implement educational theory into practice in an applied setting. Students may emphasize educational leadership or teaching or both. A detailed Growth Contract must be developed and approved by the supervising faculty member, field supervisor, and student; the contract must be filed in the doctoral program office prior to receiving a registration signature for the course. Evaluation of the experience will be based on a portfolio of documents, etc., developed by the student during the internship term, as well as formative and summative written evaluations submitted by the field supervisor and additional persons identified from the ministry context. Notes: A minimum of three credits is required for all students. May be taken for a total of 6 credits. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8891 - Leave of Absence Credits 0
For students who have been granted an official leave of absence from the doctoral program. Grade Mode: C.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.
Fee: A fee equivalent to one credit of tuition is normally charged.

TTDE 8900 - Directed Research Credits 1-4
Students develop their own field research proposals or work with faculty on existing research projects to help them develop greater skill in research practice. Notes: 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.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8910 - Directed Readings Credits 1-4
Students focus readings on topics related to the focus of the doctoral program. Notes: Available by request contingent on faculty availability. Requires a well-crafted learning contract approved by a faculty member and the program director. May be taken multiple times for credit. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8950 - Candidacy Exam Capstone Credits 3
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.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8960 - Dissertation Credits 3
Students may enroll in TTDE 8960 for fall and spring terms for up to five terms, during which they are considered full-time students. A student must register for at least two terms of TTDE 8960 and must be enrolled in TTDE 8960, TTDE 8970, or TTDE 8980 the semester of graduation. Grade Mode: C.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.
TTDE 8970 - Dissertation Extension  Credits 3
If a student has not successfully defended his/her dissertation within three terms (Ed.D.) or five terms (Ph.D.) of TTDE 8960, upon approval of an extension from the Doctoral Program Committee, the student must enroll in TTDE 8970 until the dissertation is successfully defended and the student graduates. However, if a student successfully defends his/her dissertation (pass, minor revision) but needs an additional semester to complete the final editing, he/she should enroll in TTDE 8980 for that final semester. In both cases, the student is considered less than half-time. Grade Mode: C.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

TTDE 8980 - Dissertation Final Editing  Credit 1
Following the successful final defense of the dissertation and final substantive revisions, a student may register for TTDE 8980 instead of TTDE 8960 or 8970 to complete the final editing process. Approval from the dissertation committee chair is required for enrollment. Students enrolled in this course are not considered full-time. Available for one semester only. Grade Mode: C.
Restrictions: Must be Talbot School of Theology; and Doctoral Level.

Ministry, D.Min.

Faculty
Director: D. Bruce Seymour, D.Min.
Distinguished Professors: Moreland, Wilkins
Professors: Edwards, McIntosh, Porter, Sunukian
Associate Professors: Shin, Song
Professor at Large: DeWeese

Courses
TTMN 800 - Christ, Culture, and the Church I  Credits 6
This course will explore the issues and challenges that Asian-American leaders may face in any Asian-American ministry. This will include an examination of Asian culture and its influence on Christianity, different church models, social structures, and procedural and philosophical differences present in an Asian ministry context. This course will also include an overview of the latest trends and innovations that Asian-American churches are currently experiencing and implementing. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 801 - Year One Post-Residency Project  Credit 1
Post-residency Project related to the Year One coursework. The project should be done in the student’s place of ministry. Notes: Required upon successful completion of Year One residency. This course is a prerequisite to Year Two. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 802 - Year Two Post-Residency Project  Credit 1
Post-residency Project related to the Year Two coursework. The project should be done in the student’s place of ministry. Notes: Required upon successful completion of Year Two residency. This course is a prerequisite to Year Three. Grade Mode: A.
Prerequisites: TTMN 801.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 803 - Year Three Post-Residency Project  Credit 1
Post-residency Project related to the Year Three coursework. The project should be done in the student’s place of ministry. Notes: Required upon successful completion of Year Three residency. This course is a prerequisite to TTMN 892 Doctoral Project Proposal Submission. Grade Mode: A.
Prerequisites: TTMN 802.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 804 - The Personal Life of the Asian-American Leader  Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 805 - Christ, Culture, and the Church II  Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 806 - The Challenges of Asian-American Leadership  Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 807 - Lessons on Longevity for the Asian-American Leader  Credits 6
The focus for this course will be to help Asian-American leaders build healthy practices that will lead to a long and enduring ministry. Lessons will include spiritual self-care, team support-building, physical and emotional nurture, and careful, strategic, planning for the long haul. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 808 - The Asian-American Mentor  Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 809 - Understanding Leadership  Credits 6
Students will learn the character and competencies required of a Christian leader. Instruction will involve biblical exegesis, exposure to leadership literature, and interactive dialogue with current Christian leaders. Students will then engage in a self-assessment exercise of their current leadership practices. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 810 - Speaking as a Leader Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 811 - The Nature of the Church Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 812 - The Cultural Sensitivity of the Church Credits 6
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 ministry leaders, fellow students and their faculty-mentor as they discover in what ways and how effectively these ministries have adapted to the culture in which they minister. As a result, students are better able to assess and express the cultural sensitivity of their own ministries. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 813 - Healing the Wounded Leader Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 814 - Healing the Wounded Congregation Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 821 - The Biblical Context of Discipleship and the Person I Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 822 - The Biblical Context of Discipleship and the Person II Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 823 - Discipleship as the Ministry of the Church I Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 824 - Discipleship as the Ministry of the Church II Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 825 - Discipleship and Community Relationships I Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 826 - Discipleship and Community Relationships II Credits 6
This class expands the study begun in TTMN 825 to include a strategy for developing discipleship relations between the local church and various external communities, including parachurch ministries. Veteran Christian leaders guide students through an examination of strategies to build a local discipleship community that reaches into their neighborhood, school, workplace, and the world. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 827 - Foundations of Executive Management Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 828 - Personal Strengths Assessment Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 829 - Finances, Facilities and Fundraising Credits 6
Students develop a biblical understanding of stewardship from a broad perspective. Students learn proper account management, facilities planning, and ethical techniques of fundraising for both operational budgets and capital campaigns. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 830 - Legal and Ethical Issues in Executive Management Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 831 - Personnel Development and Human Resource Management Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 832 - The XP Tool Box Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 833 - Developing Life Groups and Transforming Communities Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 834 - Counseling Individuals, Couples and Families Credits 6
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 communities. 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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 835 - Developing Redemptive Family Ministries I Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 836 - Developing Redemptive Family Ministries II Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 837 - Ministering to People in Addictive Bondage Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 838 - Ministering to People in the Wake of Crisis, Loss and Trauma Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 839 - Understanding Worldviews and Culture I Credits 6
Designed to produce confidence in engaging worldviews in a manner that is culturally relevant and theologically and philosophically informed. Students examine the nature of a worldview, and probe the foundations of the two major worldviews that rival Christianity and shape our culture: naturalism and postmodernism. Students interact with the strengths and weaknesses of the emergent church movement and address open theism. Time will be given to Islam, a rising influence in our culture, and students will learn ways Christians can reach Muslims. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 840 - Understanding Worldviews and Culture II Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 841 - Engaging Worldviews and Culture I Credits 6
Leadership tools in the areas of ethics and politics. Addresses how to help people to think ethically by evaluating relativism, moral absolutism, utilitarianism, and virtue ethics, and to consider individual impact upon character development and discipleship. Students learn about issues such as abortion, euthanasia, embryonic stem cell research, cloning, capital punishment, just war theory and homosexuality. Since we live in a political world, the course includes a look at the different views of the Kingdom of God, the church/state relationship, Christian political engagement and social justice. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 842 - Engaging Worldviews and Culture II Credits 6
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. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 843 - Reclaiming Worldviews and Culture I Credits 6
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. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 844 - Reclaiming Worldviews and Culture II Credits 6
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. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 845 - Foundations of Biblical Church Growth and Multiplication Credits 6
An introductory examination of the theology, history, principles, procedures, pathologies, and typologies for growing and multiplying churches in North America. The student develops a biblical perspective, engages the historical impact of different movements on churches in the USA, and analyzes a church ministry, developing bold plans for growth and health. Students will be introduced to the procedures for writing book reviews for publication. Grade Mode: A. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 846 - Evangelizing Secular Peoples Credits 6
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. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 847 - Turnaround Strategies Credits 6
Examines the theology, skills, and strategies for bringing renewal and revival to existing churches. Students learn and apply ideas for turning around declining churches and renewing ones that have lost their vision and vitality. Students will be introduced to the procedures for writing articles for publication. Grade Mode: A. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 848 - Church Multiplication Credits 6
Advanced study of strategies and practices for effective church planting and multiplication. Insights on selecting and training effective church planters, birthing daughter churches, and using demographics will be explored. Grade Mode: A. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 849 - Growing Ministries in the "New World" I Credits 6
Explores the challenges and opportunities for church growth and multiplication in the post-modern context. Analyzes the theology, procedures, and methods of new movements and emerging models. Students will be introduced to the procedures for writing a book manuscript for publication. Grade Mode: A, R. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 850 - Growing Ministries in the "New World" II Credits 6
Examines cultural anthropology and multi-ethnic church growth and multiplication. A ministry strategy course designed to aid the student in understanding the opportunity, complexity, and methods for reaching people of differing ethnic backgrounds in North America. Grade Mode: A. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 851 - Discipleship I Credits 6
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. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 852 - Discipleship II Credits 6
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. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 853 - Foundations of Biblical Preaching Credits 6
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. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 854 - Communication and Persuasion in Preaching Credits 6
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. Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 855 - Preaching Biblical Narratives Credits 6
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 sermon from a narrative section of scripture and receive feedback. Grade Mode: A. Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 856 - Preaching to Your Audience Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 857 - Expository Preaching Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 858 - Narrative Preaching Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 859 - Leadership I Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 860 - Leadership II Credits 6
Students learn a variety of theories of leadership from the past as well as the present. Students are encouraged to critically evaluate these theories, and then propose a leadership theory that is compatible with Scripture and well-suited for their current ministry environment. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 863 - Foundations for Multiethnic Ministry Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 864 - Principles and Procedures of Multiethnic Ministry Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 865 - Models and Strategies for MultiethnicCongregations Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 866 - Understanding the Peoples of Ethnic America Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 867 - Multiethnic Dimensions of Missional Leadership Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 868 - Leading and Managing Multiethnic Congregations Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 869 - Preaching the Bible Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 870 - Preaching to Listeners Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 871 - Preaching Narratives Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 872 - Preaching Epistles Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 873 - Preaching Apocalyptic Literature Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 874 - Preaching Poetic, Prophetic, Law and Proverb Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 875 - Preaching the Gospels Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 876 - Preaching Prophetic and Wisdom Literature Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 877 - Preaching Apocalyptic Literature Credits 6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTMN 880 - Year Four Doctoral Project I Credits 0
Research and writing toward the completion of the doctoral project.
Notes: 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). Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fee: $500 per semester.

TTMN 881 - Year Four Doctoral Project II Credits 0
Research and writing toward the completion of the doctoral project.
Notes: 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). Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fee: $500 per semester.

TTMN 882 - Year Five Doctoral Project I Credits 0
Research and writing toward the completion of the doctoral project.
Notes: 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). Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fee: $500 per semester.

TTMN 883 - Year Five Doctoral Project II Credits 0
Research and writing toward the completion of the doctoral project.
Notes: 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). Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fee: $500 per semester.

TTMN 884 - Year Six Doctoral Project I Credits 0
Research and writing toward the completion of the doctoral project.
Notes: 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). Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fee: $500 per semester.
TTMN 885 - Year Six Doctoral Project II Credits 0
Research and writing toward the completion of the doctoral project.
Notes: 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). Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fee: $500 per semester.
TTMN 887 - Leave of Absence Credits 0
Leave of absence due to emergency. Grade Mode: C, A.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fee: $100.
TTMN 888 - Seminar: Selected Topics Credits 1-6
Seminars offered by special lecturers or visiting scholars addressing areas of specific interest. Notes: May be taken multiple times for credit.
Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 889 - Independent Study Credits 1-6
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.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 892 - Doctoral Project Proposal Submission Credits 0
First time submission of final doctoral project proposal. Grade Mode: V.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fee: $1,000.
TTMN 895 - Program Extension Credits 0
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. 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. Grade Mode: D.
Prerequisites: Demonstrated legitimate need for more time, steady progress toward project completion and statement of feasible plan to complete the project with intermediate deadlines.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fee: $750 per semester.
TTMN 904 - Preaching to the Heart I Credits 6
This course will provide a complete overview of the process of preparing biblical sermons from start to finish. Students will hone their skills in moving from the text to the sermon, developing outlines that reflect the biblical author's flow of thought, and shaping their sermons for maximum impact. Each student will have the opportunity to prepare and deliver a sermon from a didactic/epistolary section of Scripture, and receive feedback from the faculty-mentor and the class. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 905 - Preaching to the Heart II Credits 6
In this course, students will work through two additional genres of biblical literature (narrative and poetic). Each student will prepare and deliver a sermon from a narrative section of Scripture, and again receive feedback from the faculty-mentor and the class. Different kinds of filing systems will also be discussed, which will enable the student to stay on the cutting edge of biblical scholarship and retain resources for future preaching. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 906 - Renewing the Mind I Credits 6
This course will lay a biblical and theological foundation for apologetics and cultural engagement. By exploring the rich resources of the Gospel, students will develop a model for engagement that is adaptable to a variety of institutions and practices. Students will explore the nature of apologetics and begin to develop a strategy for some of the larger issues in apologetics – the existence of God, evil, suffering, worldviews, religious pluralism, relativism, science and reason. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 907 - Renewing the Mind II Credits 6
This course will focus on equipping students to build culture-leaders. We will explore the nature of institutional change and how believers can inhabit those institutions faithfully. Students will also develop a facility with a broader concept of apologetics that connect the Gospel with the deeper affections of people. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 908 - Caring for the Soul I Credits 6
This course investigates spiritual formation in Christ, focusing in on our own transformational discipleship to Jesus as well as how to come alongside others in their discipleship to Jesus. It includes a discussion of the historical and sociological forces that have influenced the variety of contemporary understandings of spiritual formation, followed by the development of a biblical-systematic theology of discipleship and formation. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTMN 909 - Caring for the Soul II Credits 6
This course focuses on the strategies, challenges, and best practices of implementing spiritual formation in the local church and para-church given the diverse contexts in which we find ourselves. It includes discussion of how spiritual formation is connected to mission, social justice, and evangelism. Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.

Missions and Intercultural Studies for Talbot

A division of the Cook School of Intercultural Studies

Faculty
Chair: Thomas J. Sappington, Th.D.
Professors: Lessard-Clouston, Liang, McMahan, Pennoyer, Purgason, Starcher
Associate Professors: Campbell, Decker, Dzubinski, Greene, Nehrbass, Pittle, Sappington, Yeh
Assistant Professors: S. Barber, Bongoyok, Floyd, Sanchez

Objectives
Christian leaders today, whether working in their own country or in another country, are usually working in cross-cultural contexts. Leaders must be prepared with ministerial skills that will enable them
in penetrating and leading effectively in the midst of ethnic complexity and multiculturalism. Christian leaders must be able to exegate the scriptures and exegate the social context in which they work. By linking the Missions 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 3
ISAL 535 Introduction to Bible Translation 3

Anthropology
ISAN 551 Anthropology of Gender 3
ISAN 555 Kinship and Family in Cross-cultural Perspective 3
ISAN 561 Economic Anthropology 3
ISAN 671 Applied Anthropology 3
ISAN 761 Culture and Transformation 3

Intercultural Studies
ISCL 520 Interpersonal and Intercultural Adjustment 3
ISCL 531 Peoples of Ethnic America 3
ISCL 555 Introduction to World Missions 3
ISCL 560 Urban Research and Study 3
ISCL 565 Personal Leadership Formation 3
ISCL 655 Contemporary Theology of Mission 3
ISCL 662 Mission in Political Context 3
ISCL 711 Dynamics of the Religious Experience 3
ISCL 722 Spiritual Conflicts in Cross-Cultural Context 3
ISCL 724 Issues in Spiritual Warfare 3
ISCL 727 Principles of Church Multiplication 3
ISCL 730 Directed Study 1-4
ISCL 732 Church Planting Models and Strategies 3
ISCL 735 Principles of Church Growth 3
ISCL 742 History of the World Christian Movement 3
ISCL 747 Christianity and Culture 3
ISCL 751 Theology of Mission 3
ISCL 765 Cross-Cultural Leadership 3
ISCL 791 Field Internship 1-2
ISCL 792 Field Internship 1-2
ISCL 861 Alternative Delivery Systems in Education 3

For a description of the courses above as well as additional course offerings see the Cook School of Intercultural Studies (p. 281) section of the Catalog.

New Testament Language and Literature

Faculty
Chair: Moyer Hubbard, D.Phil.

Distinguished Professor: Wilkins
Professors: Arnold, Hellerman, Hubbard, Manning, Rhee
Associate Professors: Geringer, Hultberg
Special Appointment Faculty: Devine

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 TTNT 503. Students must pass TTNT 503 with a “C-” or better to progress to other courses for which TTNT 503 is a prerequisite or receive approval from the department chair.

Courses

TTNT 501 - Beginning Greek I  Credits 3
Part 1 of 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. Notes: 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. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 502 - Beginning Greek II  Credits 3
Part 2 of 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. Notes: 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. Prerequisites: TTNT 501
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
TTNT 503 - Introduction to Exegesis Credits 3
A comprehensive survey of morphology and syntax, the building
of a Greek vocabulary, an introduction to textual criticism, and
the development of an exegetical methodology with reading in selected
passages of the Greek New Testament. Designed to emphasize the value
of Greek study as a tool for understanding the biblical text. Lecture/Lab
Hours: Includes a required one hour non-credit lab. Notes: Required of M.Div., M.A. (Bible Exposition, New Testament, Old Testament, Theology),
and M.A.C.M.L. (Preaching and Pastoral Ministry) students. Grade Mode:
A.
Prerequisites: Successful completion of the online Talbot Research and
Writing Module. TTNT 501, TTNT 502.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate
Level.

TTNT 504 - Exegesis in the Gospels Credits 3
Exegetical study of select passages from the Greek text of the gospels.
Prerequisites: Successful completion of the online Talbot Research and
Writing Module. TTNT 503.
Restrictions: Must be Graduate Level 1 Class, Graduate Level 2 Class,
Graduate Level 3 Class, Graduate Level 4 Class, or Senior Class; Post
Masters Level, Doctoral Level, Undergraduate Level or Graduate Level.

TTNT 605 - Exegesis in the Epistles Credits 3
Exegetical study of select passages from the Greek text of the Epistles
Prerequisites: Successful completion of the online Talbot Research and
Writing Module. TTNT 503.
Restrictions: Must be Graduate Level 1 Class, Graduate Level 2 Class,
Graduate Level 3 Class, Graduate Level 4 Class, or Senior Class; Post
Masters Level, Doctoral Level, Undergraduate Level or Graduate Level.

TTNT 608 - Summer Readings in New Testament Greek Credits 1-2
Selected readings from the Greek New Testament. The course is
designed to give students who have completed first year Greek
experience in reading the text during the summer before they take
TTNT 503. Grade Mode: A.
Prerequisites: TTNT 501, TTNT 502.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate
Level.

TTNT 610 - Readings in New Testament Greek Credits 1-3
Selected readings from the Greek New Testament. The course is
designed to give students experience in reading the text. Notes: May be
taken multiple times for credit with different content. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate
Level.

TTNT 616 - Readings in Hellenistic Greek Credits 1-3
Readings from a variety of literary and non-literary Koine texts as a
means of developing a greater awareness of the linguistic, literary, and
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate
Level.

TTNT 621 - Life of Christ Credits 2-3
A study of the historical and cultural background to the gospels;
extensive study of the mission, life and teachings of Christ. A harmony/
synopsis of the gospels will be employed in order to give attention to the
similarities and differences in the gospel accounts. Notes: Elective. Grade
Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate
Level.

TTNT 623 - Exegesis of the Gospel of Matthew Credits 2-3
A study of the entire gospel with detailed exegesis of select passages.
Special attention given to the structure, argument, and interpretative
problems of the gospel. Notes: Elective. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate
Level.

TTNT 641 - Exegesis of Romans Credits 2-3
A study of the entire epistle with detailed exegesis of select passages.
Special attention given to the structure, argument, and interpretative
problems of the epistle. Notes: Elective. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate
Level.

TTNT 644 - Exegesis of Ephesians Credits 2-3
Translation and exegesis of the epistle with special attention given
to determining the life-setting and to interpreting the primary themes.
Notes: Elective. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate
Level.

TTNT 646 - Exegesis of Hebrews Credits 2-3
A study of the entire epistle with detailed exegesis of select passages.
Special attention given to the structure, argument, and interpretative
problems of the epistle. Notes: Elective. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate
Level.

TTNT 701 - The World of the New Testament Credits 2-3
New Testament historical backgrounds and archaeology, including a
study of the religious developments, literature, geography and cultural
setting of Judaism and the Hellenistic world at the time of Christ and the
early Church. Notes: Required of M.A. (New Testament) students. Must
be taken within the final 15 credits of the program. Grade Mode: A.
Prerequisites: Successful completion of the online Talbot Research and
Writing Module.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate
Level.
TTNT 703 - The Cultural Setting of the Gospels  Credits 2-3
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. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 704 - The Cultural Setting of Acts  Credits 2-3
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. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 707 - The Cultural Setting of Second Corinthians  Credits 2-3
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. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 721 - Exegesis of the Synoptic Discourses of Christ  Credits 2-3
Christ's major discourses in the Synoptic gospels, with principal emphasis upon the Sermon on the Mount, the Parables of the Mysteries of the Kingdom and the Olivet Discourse. The content of the discourses will be analyzed within the ministry of Christ. Notes: Elective. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 722 - Exegesis of the Gospel of Luke  Credits 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. Notes: Elective. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 723 - Exegesis of Acts  Credits 2-3
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 741 - Exegesis of Second Corinthians  Credits 2-3
A detailed study of the Greek text of the epistle with special attention given to problems of grammar and interpretation. Notes: Elective. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 742 - Exegesis of Galatians  Credits 2-3
A detailed exegesis of the original text together with a consideration of the historical situations. Notes: Elective. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 743 - Exegesis of Philippians  Credits 2-3
A detailed study of the Greek text of the epistle with special attention given to the problems of grammar and interpretation. Notes: Elective. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 744 - Exegesis of Colossians  Credits 2-3
A detailed study of the Greek text of the epistle with emphasis upon the problems present in the Colossian church. Exegesis of the epistle. Notes: Elective. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 747 - Exegesis of the Pastoral Epistles  Credits 2-3
An examination of I Timothy, II Timothy and Titus in the Greek text with a special focus on church structure and leadership. Notes: Elective. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 751 - Exegesis of the Apocalypse  Credits 2-3
A study based on the original text, with a focus on the seven churches and the literary genre of the book. Notes: Elective. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 755 - Theology of the Gospels  Credits 2-3
An examination of the theological teaching of Jesus as recorded in the four gospel narratives. Special attention is paid to the chronological development of themes taught by Christ in the light of His presentation and rejection. Notes: Elective. Electives are offered by rotation and on request. (Cross-listed with TTTH 729). Grade Mode: A.
Prerequisites: TTNT 501, TTNT 502.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 757 - Johannine Theology  Credits 2-3
The theology of the Johannine writings, with emphasis upon the concepts that the writer himself emphasizes. Notes: Elective. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 501, TTNT 502.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 759 - Pauline Theology  Credits 2-3
The main themes of Paul's doctrine from the biblical theological perspective. Notes: Elective. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 501, TTNT 502.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
TTNT 770 - Spiritual Formation in the Letters of Paul Credits 2-3
An exploration of the theme of Christian growth in the letters and life of the Apostle Paul. Notes: Elective. Electives are offered by rotation and on request. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 791 - New Testament Seminar Credits 1-4
Supervised research of designated areas of concentration in New Testament literature, history, interpretation or theology. Notes: May be taken multiple times for credit with different content. Elective. Electives are offered by rotation and on request. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 801 - Textual Criticism of the New Testament Credits 2-3
The origin and history of textual criticism. Study of the relative value of manuscripts and the examination of textual theories. Notes: Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 803 - Advanced Greek Grammar Credits 2-3
An intensive study of standard works on advanced Greek grammar. Notes: 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.
Prerequisites: TTNT 503, TTNT 604, TTNT 605, 4 credits TTNT exegesis electives.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 804 - Advanced Greek Grammar Credits 2-3
An intensive study of standard works on advanced Greek grammar. Notes: Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTNT 503, TTNT 604, TTNT 605, 4 credits TTNT exegesis electives.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 812 - The World of the New Testament Credits 3
New Testament historical backgrounds and archaeology, including a study of the religious developments, literature, geography and cultural setting of Judaism and the Hellenistic world at the time of Christ and the early Church. Notes: Required of Th.M. (New Testament) students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 814 - Seminar on the Cultural Setting of the New Testament Credits 3
An examination of such things as Jewish religious beliefs and customs, the political situation, urban life, folk belief, ethnic issues, language, Greco-Roman religious beliefs and customs, and other cultural phenomena that form the relevant background to various TTNT books. Notes: 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 816 - Hellenistic Greek Seminar Credits 1-3
Readings from a variety of literary and non-literary Koine texts as a means of developing a greater awareness of the linguistic, literary, and cultural context of the New Testament. Notes: 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.
Prerequisites: TTNT 503.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 822 - Seminar in the Gospels Credits 1-3
Advanced study of one or more of the gospels. Special attention given to critical and exegetical issues problems associated with a particular gospel(s). Notes: May be taken multiple times 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.
Prerequisites: TTNT 503, TTNT 604.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 824 - The Acts of the Apostles Credits 2-3
Introduction to the book, the emphasis upon its importance and its historicity. Translation of the text with exegesis of certain sections. Comparison of style with that of Luke's gospel and comparison of Peter's and Paul's speeches with their epistles. Notes: Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 825 - Seminar in New Testament Theology Credits 1-3
Advanced study in biblical theology focusing on describing the thought of one of the biblical writers or a grouping of TTNT books. Notes: 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.
Prerequisites: TTNT 501, TTNT 502.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 832 - Seminar in the Epistles Credits 1-3
Advanced study of one or more of the epistles. Special attention given to critical and exegetical issues associated with a particular epistle(s). Notes: 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.
Prerequisites: TTNT 503, TTNT 605.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTNT 880 - Directed Research Credits 1-3
Detailed research on some aspect of the New Testament. May include a special focus on or combined study of exegesis, New Testament history, introductory matters, or New Testament theology. Notes: Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
Old Testament and Semitics

Faculty

Chair: Kenneth Way, Ph.D.
Professors: Hagg, Zehnder
Associate Professors: Glaser, Thigpen
Assistant Professors: D. Kim

Objectives

The department aims to acquaint students with the life, customs and thought of the Israelites 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 Credits 3
Basic grammar with translation and written exercises. Notes: Required of M.Div. and M.A. (Old Testament) students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 604 - Elements of Hebrew II Credits 3
Additional grammar and syntax with emphasis on reading and translation in selected biblical texts. Notes: Required of M.Div. and M.A. (Old Testament) students. Grade Mode: A.
Prerequisites: TTOT 603.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 607 - Hebrew Exegesis I - Torah Credits 3
Course content includes readings and exegesis from the Hebrew text of the Torah (Pentateuch) with discussion of text criticism, background issues (historical and compositional), and exegetical methodology. Special attention is given to the Torah as the legal constitution of the Nation of Israel and its implications as the foundation for Jewish life. Study will include Jewish commentaries from ancient and modern sources. Notes: Offered only at the New York extension site. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 608 - Hebrew Exegesis II – Neviim and Ketuvim Credits 3
Emphasis is placed upon the Hebrew language in the Prophets and the Writings, with special attention given to key prophetic and Messianic texts that identify the Messiah and His mission to Israel. Additional discussion will focus on the use of these texts in the New Testament. The character, extent, and personalities of the Hebrew prophetic scriptures will be studied along with principles for their interpretation. Notes: Offered only at the New York extension site. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 609 - Hebrew Exegesis III - Ketuvim Credits 2
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. Notes: Offered only at the New York extension site. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 610 - Rabbinic Literature–Readings in Mishnah and Talmud Credits 3
Using the original Mishnaic Hebrew text, some Aramaic texts of the Talmud, and English translations of both, students will be introduced to this core literature, which shaped the thought and life of the Jewish community. The overall content of the sixty-three tractates of the Mishnah will be taught as well as the interrelatedness with the text of the New Testament. Attention will also be given to selected portions of Tosefta and Midrash. This course will assist students in acquiring knowledge of Jewish culture and history from the 3rd Century to the present through the study of the argumentation of the Talmud and the contemporary approaches to Talmudic literature. Notes: Offered only at the New York extension site. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 703 - Introduction to Hebrew Exegesis Credits 3
Emphasis on the reading and grammatical analysis of Hebrew prose texts and an introduction to exegetical methodology including text criticism and syntax. Notes: Required for M.Div. and M.A. (Old Testament) students. Grade Mode: A.
Prerequisites: Successful completion of the online Talbot Research and Writing Module. TTOT 604 (concurrent registration permitted).
Restrictions: Must not be School of Arts and Sciences; must be Doctoral Level, Post Masters Level or Graduate Level.
TTOT 704 - Old Testament Prophecy Credits 2-3
The character, extent and personalities of Old Testament prophecy, with a treatment of principles of prophetic interpretation. Notes: Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: Successful completion of the online Talbot Research and Writing Module.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 705 - Exegesis in Genesis and Selected Passages Credits 3
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. Notes: Required of M.Div. and M.A. (Old Testament) students. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 706 - Advanced Hebrew Grammar Credits 2-3
A study of the details of Hebrew grammar and syntax along with readings in the Hebrew text. Notes: Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 707 - Old Testament Poetry Credits 2-3
The nature, scope and principles of Hebrew poetry in the Old Testament. Comparisons with the poetry of the ancient Near East. Notes: Electives are offered by rotation and on request. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 709 - Reading of Selected Psalms from the Hebrew Text Credits 2-3
Particular emphasis upon the devotional and practical values. Notes: May be taken multiple times with different content. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTOT 704.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 715 - Studies in the History and Culture of Israel Credits 2-3
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. Notes: May be taken multiple times with different content. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTBE 519.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 718 - Archaeology of Israel Credits 2
The history of excavation, the history and geography of the land and the bearing upon the Old Testament. Notes: Electives are offered by rotation and on request. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 720 - Studies in Old Testament Introduction Credits 2-3
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. Notes: Required for M.A. (Old Testament) students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 722 - Advanced Hebrew Reading Credits 2,3
Selected passages of Hebrew text with emphasis on reading, translation and an exegetical project. Notes: May be taken multiple times with different content. Required for M.A. (Old Testament) students. Two credits minimum required for M.Div. students. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 725 - Apocrypha and Pseudepigrapha Credits 2-3
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. Notes: Electives are offered by rotation and on request. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 730 - The Dead Sea Scrolls Credits 2-3
A survey of the discoveries, the origin of the Qumran Community, its belief and practices and the relationship of the finds to Old and New Testament studies. Notes: Electives are offered by rotation and on request. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 731 - Biblical Aramaic Credits 3
A study of the grammar with emphasis on comparisons with Hebrew; translating the Aramaic of Daniel and Ezra. Notes: Electives are offered by rotation and on request. One Semitic language is required for M.A. (Old Testament) students. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 732 - Seminar in Hebrew Exegesis Credits 2-4
A consideration of selected Old Testament passages with emphasis on historical background and detailed exegesis from the Hebrew text. Notes: May be taken multiple times with different content. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 733 - Seminar in Semitic Languages Credits 2-3
Introductory grammatical studies in Ugaritic, Arabic, Akkadian, Syriac or Modern Hebrew; readings in ancient Hebrew and Aramaic inscriptions; or other advanced Semitic studies. Notes: May be taken multiple times for credit with different content. Electives are offered by rotation and on request. One Semitic language is required for M.A. (Old Testament) students. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
TTOT 734 - Readings in the Septuagint Credits 2-3
A survey of the origin, nature and value of the Greek Old Testament with a reading of selected portions and comparison with the Hebrew text. Investigation of the methods of the translators. Prerequisites: TTOT 703 or TTOT 705; TTNT 502. Notes: Electives are offered by rotation and on request. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 745 - World of the Old Testament Credits 2-3
Old Testament backgrounds, including a study of the religion, literature, geography, archaeology, and culture of Israel in its ancient Near Eastern environment. Notes: Required of M.A. (Old Testament) students. Grade Mode: A.
Prerequisites: Successful completion of the online Talbot Research and Writing Module.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 791 - Old Testament Seminar Credits 1-4
Supervised research of designated areas of concentration in Old Testament literature, history, interpretation or theology. Notes: May be taken multiple times for credit with different content. Three credits are required for M.A. (Old Testament) students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 799 - Old Testament Capstone Credit 1
Students will work with an OT professor, initially submitting an exegetical project on a given Hebrew passage and then revising it for resubmission based on the professor’s feedback. Notes: Required for all MA (OT) students in their final semester unless they choose to write a thesis. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705.
Restrictions: Must be a Major in Old Testament (TAOT); Doctoral Level, Post Masters Level or Graduate Level.

TTOT 807 - Old Testament Textual Criticism Credits 2
A study of the Masoretic notes, the parallel passages and the versions with explanation of the variations. Notes: Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 809 - Advanced Exegetical Studies Credits 2-4
Application of exegetical methodology to selected passages from the Hebrew text of the Old Testament. Special attention given to the ancient versions and to current scholarship as it relates to text, language, history and interpretive issues. Notes: May be taken multiple times with different content. Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 811 - Seminar in Semitic Languages Credits 3
Introductory grammatical studies in Ugaritic, Arabic, Akkadian, Syriac or Modern Hebrew; readings in ancient Hebrew and Aramaic inscriptions; or other advanced Semitic studies. Notes: May be taken multiple times with different content. Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 814 - Readings in the Septuagint Credits 3
A survey of the origin, nature and value of the Greek Old Testament with a reading of selected portions and comparison with the Hebrew text. Investigation of the methods of the translators. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705; TTNT 502.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 880 - Old Testament Seminar Credits 2-4
Detailed research in some phase of the Old Testament field, such as specific topics in history and introduction or archaeology of selected geographical areas. Notes: May be taken multiple times with different content. Elective for Th.M. students. Electives are offered by rotation and on request. Grade Mode: A.
Prerequisites: TTOT 703 or TTOT 705.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTOT 891 - Research Seminar Credits 3
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. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
Fee: $50.

TTOT 892 - Research Seminar Credits 2
Discussion and application of the central areas of Old Testament research and related fields of study. Instruction in research, including the identification of a problem, the steps undertaken to resolve a problem, and writing the results. Notes: Electives are offered by rotation and on request. Second semester to continue research in an area of interest. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

Philosophy

Faculty
Chair: Timothy Pickavance, Ph.D.
Distinguished Professor: Moreland
Professors: Ganssle, Geivett, Horner, Rae
Associate: Pickavance
Research Professor: 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

TPPH 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 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. Notes: Elective. May be taken multiple times with different content. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 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. Notes: Elective. May be taken multiple times with different content. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 547 - The Theology and Philosophy of Science
A study of various issues that arise in the integration of science and orthodox Christian theology (e.g. models of integration, the scientific status of creationism, the creation/evolution debate) as well as an investigation of selected topics in philosophy of science relevant to a Christian worldview (e.g., the realist/antirealist debate, the nature, formation, use, and confirmation of scientific laws and theories, scientism and the limits of science). Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 566 - History and Normative Systems of Ethics
A survey and evaluation of various ethical systems and their systems from within a Christian framework. Emphasis will be placed on Aristotle, Augustine, Aquinas, the utilitarians and Kant, and a study of various issues in metaethics and normative ethics, as well as an investigation of ethical decision-making and case studies. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 564 - 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 602 - Apologetics
An examination of the Christian worldview and the various Christian apologetic responses in relation to the areas of history, science, and philosophy. Notes: Required for M.A. (Theology) students. Option within the M.Div. (Spiritual Formation) for two of five course selections; option within the M.Div. (Pastoral and General Ministries and Christian Education) for two of four course selections; option within the M.A.C.M.L. (Preaching and Pastoral Ministry) for one of two course selections. Elective for M.A. (Philosophy) students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 625 - Ethical Issues II
An in-depth study of one specific issue currently being debated in business, medical and/or social ethics. Notes: Elective. May be taken multiple times with different content. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TPPH 651 - Intelligent Design Seminar
In-depth focus on intelligent design to enable students to appraise the current debate on this issues. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
TTPH 667 - Philosophical Anthropology and Philosophy of the Mind Credits 3
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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPH 684 - Philosophy of Religion Credits 3
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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPH 685 - Philosophical Theology Credits 3
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 prelogomena to the practice of theology, and on religious pluralism. Notes: May be taken multiple times with different content. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPH 700 - Directed Study Credits 1-4
Reading and research in selected areas of philosophy of religion and ethics. Notes: Elective. May be taken multiple times with different content. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPH 730 - Seminar Credits 1-3
Selected topics in the fields of philosophy, apologetics and ethics. Notes: May be taken multiple times with different content. Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPH 835 - Advanced Seminar Credits 1-3
Supervised research of selected topics within the fields of philosophy, apologetics, and ethics. Notes: May be taken multiple times with different content. Elective for Th.M. students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTPH 880 - Directed Research Credits 1-3
Supervised research in selected areas of philosophy of religion. Notes: Elective for Th.M. students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

Research Languages

Courses
TTRL 711 - Elements of Ecclesiastical Latin Credits 3
Basic grammar, syntax and vocabulary of the Latin language with a view toward reading ecclesiastical texts. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTRL 712 - Selected Readings in Ecclesiastical Latin Credits 2-3
Representative selections from Latin ecclesiastical texts, including liturgical, didactic and confessional writings. Samples will be drawn from patristic, medieval and Renaissance/Reformation Latin writers. Grade Mode: A.
Prerequisites: TTRL 711.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

Research and Writing: Special Studies

Objectives
Research and writing special studies courses assist students in becoming proficient in writing skills essential for an effective seminary education. Specific enrollment requirements are indicated in each course description.

Courses
TTSS 510 - Theological Research Methodologies Credit 1
Research skills for use of library and theological reference works. Methods of theological writing with emphasis on critical thinking, persuasion and evaluation. Notes: Required of students in the Talbot M.A. program with a specialization in Biblical and Theological Studies in the Eurasian Context (Kyiv Extension). Must be taken within the first 15 credits of study. Required of all M.Div. and M.A. students, except MACE (see program director) enrolled in a degree program prior to Fall 2017. Grade Mode: A.
Restrictions: Must be Graduate Level 1 Class, Graduate Level 2 Class, Graduate Level 3 Class, Graduate Level 4 Class, Junior Class, or Senior Class; Post Masters Level, Doctoral Level, Undergraduate Level or Graduate Level.

Science and Religion

Faculty
Director: Craig J. Hazen, Ph.D.
Professors: J. Bloom, C. Hazen, S. Smith
Associate Professors: C. Jones, K. Lewis
Assistant Professors: S. McDowell

CSSR 510 - Research Methodologies Credit 1
Research skills for use of library, Internet and key reference works. Methods of scholarly and journalistic writing with emphasis on critical thinking, persuasion and evaluation of data and testimony. Notes: Required of M.A.S.R. students. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP), and Graduate Level or Doctoral Level.
CSSR 514 - History of Christian Thought  Credits 3
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. Notes: Required of M.A.S.R. students. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
Fee: CSSR 514MD (distance learning) has a materials fee of $45.

CSSR 516 - Authority of Scriptural Traditions  Credits 1-2
A course addressing the historicity, canonization and authority of the Scriptural traditions in light of modern biblical criticism. Grade Mode: A.
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 517 - Interpretative Issues and Methods  Credits 3
A study of principles for sound interpretation and application of the Bible, including analysis of presuppositions, general rules and specialized principles for the various biblical genre and phenomena. A presentation of various approaches to studying the Bible. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 519 - Old Testament/Hebrew Literature  Credits 3
A broad survey of the Old Testament books, including selected introductory and critical issues, relevant background, major themes and divisions and crucial problems. Notes: Required of M.A.S.R. students. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
Fee: CSSR 519MD (distance learning) has a materials fee of $45.

CSSR 520 - New Testament Literature  Credits 3
A general overview of the New Testament books, including selected introductory and critical issues, relevant background, major themes and divisions and crucial problems. Notes: Required of M.A.S.R. students. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
Fee: CSSR 520MD (distance learning) has a materials fee of $45.

CSSR 526 - Contemporary Christian Belief  Credits 1-3
An examination of current Christian worldviews in relation to the areas of history, science and philosophy. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 529 - Historical Perspectives in Science and Religion  Credits 1-2
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 dialog. Notes: Two credits are required of M.A.S.R. students. Grade Mode: A.
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 530 - Darwin, Evolution, and Design  Credits 1-2
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. Notes: Two credits are required of M.A.S.R. students. Grade Mode: A.
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 540 - Metaphysics and Epistemology  Credits 1-3
A topical study of the nature and methodology of metaphysics with emphasis on the nature and ultimate categories of being as well as specific areas (e.g., causation, space and time, the soul, freedom and determinism, personal identity and essentialism). 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. Notes: Three credits required of M.A.S.R. students. Grade Mode: A.

CSSR 541 - Christian Thought I  Credits 1-2
A survey of essential Christian beliefs with special reference to contemporary criticism of the value and truth of doctrinal assertions. Notes: Two credits required of M.A.S.R. students. Grade Mode: A.
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 542 - Christian Thought II  Credits 1-2
A survey of essential Christian beliefs with special reference to contemporary criticism of the value and truth of doctrinal assertions. Notes: Two credits required of M.A.S.R. students. Grade Mode: A.
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 547 - Philosophy and Theology of Science  Credits 1-3
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; scientism and the limits of science). Notes: Three credits required of M.A.S.R. students. Grade Mode: A.
Prerequisites: CSSR 540. Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
CSSR 604 - Science and Religion: Continuing Study  Credits 1-6
Science and religion background including the basic content of core courses in the program. Notes: Designed for students who need to make up credits upon being admitted to the degree program. Grade Mode: C.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 610 - Elementary Principles of Biblical Languages  Credits 3
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.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 611 - Beginning Greek I  Credits 3
An introductory study of the basic elements of New Testament Greek. Translation of portions of the New Testament in the second semester. Notes: Designed for students who have not completed a full sequence of beginning Greek courses. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 612 - Beginning Greek II  Credits 3
An introductory study of the basic elements of New Testament Greek. Translations of portions of the New Testament. Notes: Designed for students who have not completed a full sequence of beginning Greek courses. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 613 - Elements of Hebrew I  Credits 3
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.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 614 - Elements of Hebrew II  Credits 3
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.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 619 - Archaeology in the Ancient Near East  Credits 1-2
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.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 621 - Logical and Critical Thinking  Credits 1-2
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.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 625 - Philosophy of Religion  Credits 1-2
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.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 626 - Ethics  Credits 1-2
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.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 627 - Bioethics  Credits 1-2
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.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 628 - Environmental Ethics  Credits 1-2
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.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 631 - Modern Physics, Cosmology, and Design  Credits 1-2
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. Notes: Two credits are required of M.A.S.R. students. Grade Mode: A.
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 640 - World Religions and Science  Credits 1-2
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.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 650 - Seminar: Special Topics  Credits 1-2
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 taken multiple times for credit with different topics. Topics include: cosmological models, quantum reality, sociobiology, the anthropic principle and issues in biochemistry. Grade Mode: A.
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
CSSR 651 - Intelligent Design Seminar  
Credits 1-2  
In-depth focus on intelligent design to enable students to appraise the current debate on this issue.  
Notes: Two credits are required of M.A.S.R. students.  
Grade Mode: A.  
Prerequisites: Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).

CSSR 652 - Human Origins Seminar  
Credits 1-2  
An in-depth focus on the current archaeological, anthropological and biochemical evidence related to the debate on human origins.  
Grade Mode: A.  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 653 - Origin of Life Seminar  
Credits 1-2  
A detailed review of the current evidence, models and mechanisms relating to chemical evolution and the origin of life.  
Grade Mode: A.  
Restrictions: Must be a Major in Science and Religion (CSSR) or a Major in Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 659 - Science and Religion Thesis  
Credits 2  
Original research and writing in an applicable topic. Subject, length, and due dates to be determined by the coordinating professor. Second reader provided.  
Notes: May be taken multiple times for credit.  
Grade Mode: C.  
Restrictions: Must be a Major in Science and Religion (CSSR); and Graduate Level or Doctoral Level.  
Fee: $200.

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.

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 (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, TTSF 503, TTSF 504 and TTSF 505 are open to all Talbot students except ISF students.

Institute for Spiritual Formation courses TTSF 517 through TTSF 750 are open only to ISF students.

TTSF courses follow the "One-Fourth Rule" in which at least one-fourth of each course is devoted to experientially realizing or deepening what is taught.

TTSF 501 - Introduction to Spiritual Theology and Formation  Credits 0-3
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. Notes: Required of all Talbot students not in a Spiritual Formation academic program. A retreat will be introduced and required. This course will include a cohort group of no more than 15 students who explore the course content as well as the student’s own life and growth within community. Required in the students’ first semester at Talbot. Only students in the Talbot M.Div. program with a specialization in Messianic Jewish Studies (Feinberg Extension) are eligible to take this course for 2 credits. Grade Mode: A, N.

Corequisites: TTSF 505.

Restrictions: Must be Graduate Level 1 Class, Graduate Level 2 Class, Graduate Level 3 Class, Graduate Level 4 Class, or Senior Class; must not be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); must be Talbot School of Theology, Undergraduate, Crowell School of Business; Post Masters Level, Doctoral Level, Undergraduate Level or Graduate Level.

Fee: $230 for assessment, day retreat and cohort group.

TTSF 503 - Personal Foundations for Spiritual Formation  Credits 0-3
A theological and experiential exploration into human relationships and issues related to gender, romance, marriage, family and parenting as they relate to spiritual growth. Course includes an investigation into the impact of personal and family history on theological outlook, emotional congruence, relational attractions and moral decisions. Personal assessments and a one-day retreat are an integral part of this course. Students will experience spiritual community and intercessory prayer as they begin individual spiritual direction with a spiritual director and continue relationships within a cohort group to explore deeply their relational capacity at the heart of how Christ is formed in them, thereby developing deeper levels of trust and vulnerability. Prerequisites: TTSF 501. Notes: Required of all Talbot students not in a Spiritual Formation academic program. Cohort groups will continue to meet from TTSF 501 and a one-day group spiritual retreat will be required. Only students in the Talbot M.Div. program with a specialization in Messianic Jewish Studies (Feinberg Extension) are eligible to take this course for 2 credits. Grade Mode: A, N.

Corequisites: TTSF 505.

Restrictions: Must be Graduate Level 1 Class, Graduate Level 2 Class, Graduate Level 3 Class, Graduate Level 4 Class, or Senior Class; must not be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); must be Talbot School of Theology, Undergraduate, Crowell School of Business; Post Masters Level, Doctoral Level, Undergraduate Level or Graduate Level.

Fee: $230 for an overnight retreat, and cohort group.

TTSF 504 - Spiritual Formation, Vocation, and the Disciplines  Credit 1
A theological and experiential exploration of the believer’s vocation and the various ‘callings’ in the Bible as it relates to the general call of loving God and neighbor, a training in righteousness and conformity to Christ’s image. Explores the panoply of spiritual disciplines sanctioned by the Bible and developed throughout Church history in order to enter deeply into one’s calling. This learning takes place in a cohort group and includes various modalities of learning. A retreat component is included with this course. The retreat focuses on various spiritual disciplines and one’s relation to the various calls of God in one’s life, particularly one’s personal call to ministry. Notes: Required of all Talbot students not in a Spiritual Formation academic program. Grade Mode: C, N.

Prerequisites: TTSF 503, TTSF 505.

Restrictions: Must not be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); must be Talbot School of Theology, Crowell School of Business; Doctoral Level, Post Masters Level or Graduate Level.

Fee: $230 for cohort group.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSF 505</td>
<td>Talbot Spiritual Direction I</td>
<td>0</td>
<td>A personal experience is required in Spiritual Direction at the Center for Spiritual Renewal at ISF. This course provides students the opportunity to explore their life of prayer and growth with a trained spiritual director from the Institute for Spiritual Formation. <strong>Notes:</strong> 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. <strong>Grade Mode:</strong> C. <strong>Prerequisites:</strong> TTSF 501. <strong>Corequisites:</strong> TTSF 503. <strong>Restrictions:</strong> Must be Graduate Level 1 Class, Graduate Level 2 Class, Graduate Level 3 Class, Graduate Level 4 Class, or Senior Class; must not be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); must be Talbot School of Theology, Undergraduate, Crowell School of Business; Post Masters Level, Doctoral Level, Undergraduate Level or Graduate Level. <strong>Fee:</strong> $120.</td>
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<tr>
<td>TTSF 506</td>
<td>Talbot Spiritual Direction II</td>
<td>0</td>
<td>A personal experience is required in Spiritual Direction at the Center for Spiritual Renewal at ISF. This course provides students the opportunity to explore their life of prayer and growth with a trained spiritual director from the Institute for Spiritual Formation. <strong>Notes:</strong> 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. <strong>Grade Mode:</strong> C. <strong>Prerequisites:</strong> TTSF 505. <strong>Restrictions:</strong> Must not be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); must be Doctoral Level, Post Masters Level or Graduate Level. <strong>Fee:</strong> $120.</td>
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<tr>
<td>TTSF 517</td>
<td>Hermeneutics and the Word in Spiritual Formation</td>
<td>3</td>
<td>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. <strong>Notes:</strong> Required of all SF students. <strong>Grade Mode:</strong> A. <strong>Restrictions:</strong> Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.</td>
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<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>1-3</td>
<td>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. <strong>Notes:</strong> Required of all SF students. <strong>Grade Mode:</strong> A. <strong>Restrictions:</strong> Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.</td>
</tr>
<tr>
<td>TTSF 524</td>
<td>History and Theory of Christian Soul Care and Direction</td>
<td>2-3</td>
<td>An introduction to the history and theory of spiritual soul care, mentoring and direction from a biblical, experiential and psychological perspective. Specific focus is on assisting others in deepening their relationship with God through increased sensitivity and responsiveness to the Holy Spirit's presence and work in all areas of life (including the common and ordinary). Attention is also given to understanding the personal dynamics at work within and between the guide and directee and the role of spiritual guidance within the broader context of pastoral care and mentoring as well as in the more specific discipline of spiritual direction. <strong>Notes:</strong> Required of all SF students. <strong>Grade Mode:</strong> A. <strong>Restrictions:</strong> Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.</td>
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<tr>
<td>TTSF 531</td>
<td>History and Traditions of Christian Spirituality</td>
<td>2,3</td>
<td>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. <strong>Notes:</strong> Required of all SF M.A. students. <strong>Grade Mode:</strong> A. <strong>Restrictions:</strong> Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.</td>
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<tr>
<td>TTSF 532</td>
<td>Developmental Spirituality and Contemplative Prayer</td>
<td>2-3</td>
<td>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. <strong>Notes:</strong> Required of all SF students. <strong>Grade Mode:</strong> A. <strong>Restrictions:</strong> Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.</td>
</tr>
<tr>
<td>TTSF 543</td>
<td>Personal Foundations of Spirituality and Retreat</td>
<td>1-3</td>
<td>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. <strong>Notes:</strong> Required of all SF students. <strong>Grade Mode:</strong> C. <strong>Restrictions:</strong> Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level. <strong>Fee:</strong> $40.</td>
</tr>
</tbody>
</table>
TTSF 544 - Personality Development and Psychopathology Credits 3
An overview of personality development and the major forms of psychopathology from a depth psychological perspective (psychodynamic and existential). This course provides a framework for understanding the dynamics inherent in personality development and distortions of that development under the influence of sin. Notes: Required of all SF M.A. and M.Div. students. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 577 - Soul Care Pre-practicum I and Professional Ethics Credits 2-3
The first of a two-course sequence which facilitates development of empathic listening, interpersonal skills and basic spiritual guidance techniques that form the basis of effective spiritual direction. Attention is also given to the development of discernment in order to cooperate with the Holy Spirit in His ministry. Provides a beginning framework for understanding issues in professional ethics. Emphasizes a small, interactive group format for the development of skills. Notes: 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. Prerequisites: Student must have completed at least 9 credits in order to enroll in Pre-practicum I, included in which are TTSF 521 and TTSF 543. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 578 - Soul Care Pre-practicum II and Professional Referral Credits 3
The second of a two-course sequence which facilitates development of empathic listening, interpersonal skills and basic spiritual guidance techniques. Direct observation and taping of the student's first clinical spiritual direction practicum in the university's Center for Spiritual Renewal provide a supervised introduction to the spiritual direction process. It also educates students to recognize more severe disorders that require psychological or psychiatric referral. Notes: 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 TTPT 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. Prerequisites: TTSF 577. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 585 - Personal Spiritual Direction Credits 0
Students experience their own spiritual direction for the purpose of deepening their self awareness and relationship with God and implicit training in doing direction with others. The student is encouraged to be open and honest with the spiritual guide, hiding nothing regarding one's relationship with God and, within reason, attending to the direction of the guide. Notes: Required of all SF students each semester enrolled. Grade Mode: C. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 602 - Prayer and Formation in Expository Preaching Credits 1
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. Notes: A directed study offered by ISF faculty and taken concurrent with TTPT 609 Expository Preaching. Required for M.Div. students only. Grade Mode: A. Corequisites: TTPT 609. Restrictions: Must be a Major in Spiritual Formation (TPSF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 623 - Contemplative Spirituality and Prayer Credits 3
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. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 625 - Theology of Human Nature Credits 3
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. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 627 - Theology of the Holy Spirit Credits 3
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. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.
TTSF 629 - Discipleship and the Life of Christ  Credits 3
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. Grade Mode: A.
Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 642 - Spiritual Disciplines Seminar  Credits 1-3
A theological and experiential exploration into the panoply of spiritual disciplines sanctioned by the Bible and developed throughout Church history. The emphasis is upon understanding their nature and relationship to personal growth, identifying their pathological manifestation and appreciating their impact in one's personal and community experience. Topics may include various approaches to prayer, fasting, solitude, acts of service, meditation etc. Notes: Required of all SF M.A. students. Grade Mode: A.
Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 645 - Christian Virtue and the Spiritual Disciplines  Credits 2-3
An introduction to ethics including the nature of personal character, virtues and vices, and their relationship to the spiritual disciplines as means of spiritual growth into the image of Christ. Notes: Required of all SF M.A. and M.Div. students. Grade Mode: A.
Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 670 - Intensive Journey Inward and Retreat  Credits 1-4
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. Grade Mode: A.
Restrictions: Must be a Major in Spiritual Formation (TASF), a Major in Spiritual Formation (TPSF) or a Major in Spiritual Formation/Soul Care (TASC); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 672 - Personal Retreat and Formation  Credits 1-4
Each M.A. concentration and Certificate student is required to go on one weekend retreat (Friday to Sunday) each semester for the purpose of cultivating the inner life before God (a total of four weekend retreats or two for Certificate). This is to be done in consultation with one's designated spiritual mentor and one's advisor before and after the experience. Student costs for such retreats are the responsibility of each student. The first half of this classroom course, taken early in the program (2 credits for both M.A. concentration and Certificate students), will cover theory and preparation for retreat. The second half (2 credits for M.A. concentration only), taken late in the program, and after completing the retreats, will serve to debrief and further understand the retreat process. Grade Mode: A.
Restrictions: Must be a Major in Spiritual Formation (TASF), a Major in Spiritual Form Certificate (TSSF) or a Major in Spiritual Formation/Soul Care (TASC); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 677 - Soul Care Practicum I  Credits 2
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. Notes: Required of M.A. Soul Care students, optional for M.Div. students. Grade Mode: A.
Prerequisites: TTSF 578.
Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 678 - Soul Care Practicum II  Credits 2
This is the second course in which students practice and complete a designated number of hours of individual spiritual direction of others. Work is done at a faculty approved site (Biola, church setting etc.) under the supervision of faculty. This also includes weekly small group experience which focuses on theoretical training as well as individual supervision and training throughout the semester to foster personal growth and insight into the work of doing spiritual soul care. Notes: Required of M.A. Soul Care students, optional for M.Div. students. Grade Mode: A.
Prerequisites: TTSF 677.
Restrictions: Must be a Major in Spiritual Formation (TASF), a Major in Spiritual Formation (TPSF) or a Major in Spiritual Formation/Soul Care (TASC); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 679 - Soul Care Post-Practicum  Credits 1-3
A continuation of supervised practicum experience. Students who have successfully completed Pre-practicum I and II and Practicum I and II may continue in individual and group spiritual direction at various sites and with increased responsibility. Notes: By arrangement only. If taken for 3 credits, may be used as substitute for TTSF 701 Spiritual Formation Seminar. Grade Mode: A.
Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.
TTSF 701 - Spiritual Formation Seminar Credits 1-3
Yearly required seminars are offered under this course designation which focus upon some issue, controversy or dimension in the area of spiritual formation. Notes: Required of all SF M.A. students. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 703 - Spiritual Friendships and Community Credits 3
This course explores the place of community and human intimacy in happiness and our journey to God. Attention is given to the varied nature and types of spiritual relationships that exist in the body of Christ, destructive dynamics that hinder healthy friendships, and ways to foster this unique love in light of our general commitment to love one another under God. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 704 - God, Evil and Suffering in the Life of Prayer Credits 3
A theoretical and personal (theological-psychological) exploration into the nature of God, His sovereignty and purposes as they relate to evil, human growth and suffering and our life of prayer with God. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 705 - Prayer Seminar Credits 3
Exploration of prayer in the Scriptures and how the Church throughout history understood the relationship of prayer to personal and corporate growth. Attention is given to identifying various psychological defenses which may emerge in the life of prayer. Topics may include prayers in the Bible, liturgical prayer, lectio divina, recollection, centering prayer, the Jesus prayer, conversational prayer, prayer in the family, etc. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 707 - Personality Dynamics and Spirituality Credits 3
An introduction to the personality dynamics involved in interpersonal relationships, including one's relationship with God. Special attention is given to styles of being and relating, defense mechanisms that hinder growth and maturity, and the dynamics of guilt, anxiety, anger and forgiveness. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 709 - Existential Spirituality and Soul Care Credits 3
Exploration of a depth-existential approach to understanding the person, particularly as it interfaces with Christian Spirituality and theology. Attention is given to key themes in existential spirituality and psychology such as anxiety, despair, hope, self, ego, transference, insight, meaning, love, freedom, feelings, journey and the nature of ‘encounter’. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 711 - Topics in Christian Spiritual Soul Care and Direction Credits 3
Occasional seminars are offered under this course designation which focus upon some issue, controversy or dimension in the area of soul care, mentoring and spiritual direction. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 713 - Integration, Wisdom and Spiritual Formation Credits 3
An introduction to the nature of integration of faith and learning, particularly as it relates to the life of wisdom, prayer and spiritual formation of the believer. Emphasis is given to Old Testament Wisdom Literature and its understanding of integration and the wise life in relation to God, creation and the overall process of spiritual formation. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 740 - Spiritual Formation Project/Thesis Credits 1-4
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. Notes: May be fulfilled in two semesters. Grade Mode: V. Restrictions: Must be a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTSF 750 - Directed Study Credits 1-4
Supervised reading, research, retreat or experiential practice. Developed and approved in conjunction with ISF faculty and advisor. Notes: May be taken multiple times for credit with different content. Grade Mode: A. Restrictions: Must be a Major in Spiritual Form Certificate (TSSF), a Major in Spiritual Formation (TPSF), a Major in Spiritual Formation/Soul Care (TASC) or a Major in Spiritual Formation (TASF); Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

Theological Studies Digital Courses
For information about Theological Studies Digital Courses, visit the Talbot School of Theology - Graduate Dean of Faculty Office.
Courses

Credits 3
Craig L. Blomberg, Ph.D. This course surveys the New Testament epistles and the Apocalypse, dealing with both introductory issues as well as basic content of each book. The student will do an inductive study of a selected passage, according to the accompanying inductive Bible Study syllabus. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 521 - New Testament Survey: Gospels/Life of Christ**
Credits 3
Terry C. Hurlbert, Th.D. A chronological synthetic study of the four gospel records, emphasizing the time, place, circumstances and persons involved in the events of our Lord's ministry, with a view to a fuller understanding of the significance of His words and works. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 545 - The Role of Women in Ministry**
Credits 3
Lucy Mabery-Foster, Ph.D. Study of ministry to and by women. Includes biblical foundations for women and principles for evangelizing, discipling and counseling women. Focus on the history of women's ministries in the church, the role of women's ministries in the New Testament, and the contemporary cultural context for women's ministries. Students learn how to minister to specific women's groups, such as singles, homemakers, those in the workplace and those who are hurting. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 548 - Evangelism in the Local Church**
Credits 3
Michael P. Green, Ph.D. Examines how to evangelize within a local church setting. Use of the biblical mandate for evangelism to discuss personal and group methods for evangelism in a variety of settings, how to equip laity to witness, the use of apologetics, follow-up methods and current issues in evangelism. Focus on practical application and workable solutions for evangelism in local and parachurch ministries. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 549 - Christian Life: An Evangelical Spiritual Theology**
Credits 3
Gordon T. Smith, Ph.D. Presentation of a comprehensive theology of spirituality that informs the life and witness of Christian believers. A biblical, practical and contemporary theology that accounts for and enables spiritual formation and nurture in a post-modern, pluralistic, materialistic society is presented. Provides a theological foundation for a life of prayer that empowers and sustains the believer in life and ministry. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 550 - Church Leadership and Administration**
Credits 2
Kenneth O. Gangel, Ph.D. A course designed to develop leadership potential in students and to give them a familiarity with the various elements of the administrative process, including: goal setting and achieving, organization, delegation, human relations, group dynamics, supervision and the training of other leaders. Though the principles are universal, the focus of the course is the Christian organization, particularly the local church. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 551 - Discipleship in Community: Spiritual Formation and the Church**
Credits 3
John R. Lillis, Ph.D. An investigation into the meaning of biblical Christianity and its relationship to faith and practice. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 552 - Advanced Leadership and Administration**
Credits 2
Kenneth O. Gangel, Ph.D. Explores maximizing productivity in the various functions of church leadership. Examines the biblical foundation and practical functions of administrative leadership in churches and Christian organizations. Focus on developing successful, biblical attitudes and skills among team leaders. Students analyze basic leadership principles from secular and evangelical sources through a biblical/theological grid. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 554 - Adult Ministries in the Church**
Credits 2
Kenneth O. Gangel, Ph.D. Examines principles of adult education and their application to various adult age levels within the church. Explores theories in young, middle and older adult education and examines successful ministries to singles, single parents and families. Promotes Knowles' andragogical model of adult education, emphasizing how adults learn, classroom structure and facilitating learning. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 555 - Interpersonal Communication and Conflict Management in Churches and Christian Organizations**
Credits 2
Kenneth O. Gangel, Ph.D. Samuel D. Canine, Ph.D. An examination of the process of interpersonal communication and conflict management in human relationships within Christian organizations, with attention given to communication models, self-concept, non-verbal messages, stress and other strategies that will assist the Christian leader in developing interpersonal communication skills and the productive use of conflict. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 559 - Christian Life: An Evangelical Spiritual Theology**
Credits 3
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.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 570 - Survey of Church History**
Credits 3
Garth M. Rosell, Ph.D. The course is designed to provide the student with a basic introduction to the development of the Christian Church from its founding at Pentecost to the present day. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

**TTTS 572 - Church History to the Reformation**
Credits 3
Garth M. Rosell, Ph.D. The course is designed to provide the student with a basic introduction to the development of the Christian Church's doctrine, faith and practice from its founding at Pentecost to the time of the Protestant Reformation. **Grade Mode:** A.

**Restrictions:** Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.
TTTS 574 - The History of the Church Since the Reformation  Credits 3
Garth M. Rosell, Ph.D. The course is designed to provide the student with a basic introduction to the development of the Christian Church since the time of the Protestant Reformation to the present day. Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Post Masters Level or Graduate Level.

TTTS 581 - Introduction to World Christian Missions  Credits 2
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.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 583 - Urban Mission and Ministry  Credits 2
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 give 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.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 584 - Missionary Encounter with World Religions  Credits 3
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.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 589 - Encountering Islam: Understanding and Sharing with Muslims  Credits 3
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.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 591 - Exploring Approaches to Apologetics  Credits 3
Gordon R. Lewis, Ph.D. The course compares biblical, historical and recent approaches to defending faith in God, Christ and Scripture. It emphasizes the contrast between Peter’s method of reasoning among the Jews in Jerusalem (Acts 2) and Paul’s among the Gentiles in Athens (Acts 17). It compares the still influential approaches of Augustine and Aquinas. However, the bulk of the course examines six approaches of apologists who led in the resurgence of evangelism 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.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 592 - Christian Ethics: A Biblical Theology of Morality  Credits 3
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.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 593 - Christian Worldview  Credits 3
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.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 608 - Old Testament Theology I: Pentateuch and Former Prophets  Credits 3
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.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 624 - The Epistle to the Romans  Credits 3
Harold W. Hoehner, 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.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 628 - The Epistle to the Hebrews  Credits 3
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.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 701 - The Pentateuch  Credits 2
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.
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.
TTTS 705 - The Book of Psalms  Credits 2
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.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 706 - Understanding the Old Testament  Credits 3
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.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 707 - The Book of Proverbs  Credits 4
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.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 709 - The Christian and Old Testament Theology  Credits 3
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.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 711 - The Book of Isaiah  Credits 3
Allen P. Ross, Ph.D. An exegetical study of the theology and literature of Isaiah. Includes a survey of Isaiah and develops skills for exegetical exposition. Key chapters, such as the Promise of Immanuel (7), the Message of Hope (40), and the ‘Suffering Servant’ (53) are examined. Includes a study of how the theology of the Messiah is integral to successful Christian life and ministry.  
Grade Mode: A.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 718 - The Gospel of Luke  Credits 3
Grade Mode: A.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 720 - The Sermon on the Mount  Credits 2
John R. Stott, M.A., D.D. The course, originally presented at Trinity Evangelical Divinity School, is a consecutive exposition of Jesus’ Sermon on the Mount in Matthew 5:7. The emphasis is upon the distinctive character that is expected of the Christian and upon the authority of the Lord Jesus Christ. For the student desiring seminary credit, a programmed syllabus requires an expository and ready study with emphasis on the practical and spiritual application of the Sermon on the Mount and upon the theological issues and historical interpretations of that passage.  
Grade Mode: A.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 722 - The Parables of Jesus  Credits 2
Craig L. Blomberg, Ph.D. Methods of interpreting Jesus’ parables are surveyed and then an eclectic model drawing on the best insights of each is applied to each of the major narrative parables in the gospels. Conclusions are drawn concerning the theology and significance of this portion of Jesus’ teaching.  
Grade Mode: A.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 723 - The Acts of the Apostles  Credits 3
Darrell L. Bock, Ph.D. An exegetical examination of the Acts of the Apostles with concentration on the biblical theology of the Book of Acts, the historical background of events, and the theological emphasis of the speeches. Special attention is given to the relationship between the Church and Israel in the early church era. This course assumes a basic skill in Greek exegesis. The ability to make grammatical evaluations and to do Greek word studies is recommended.  
Grade Mode: A.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 727 - The Pastoral Epistles  Credits 3
John R. Stott, M.A., D.D. An exposition of I and II Timothy and Titus. Emphasis on the authority of Paul and his message and the need to guard that message, as well as the responsibilities of the local church and its leaders.  
Grade Mode: A.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 763 - Augustine and Medieval Theology  Credits 3
Scott T. Carroll, Ph.D. A comprehensive introduction to Augustine’s life, works and legacy in the medieval church. Details his youth, conversion, literary works and his battles against the emerging heresies of the time. Students evaluate his contribution to the development of medieval theology and are encouraged to apply those contributions to their current lives and ministries.  
Grade Mode: A.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 764 - History of the Charismatic Movement  Credits 3
John D. Hannah, Th.D., Ph.D. An historical and theological study of the origins and developments of Classical Pentecostalism, Charismatic Renewalism, and Restoration Movements. Emphasis given to theological backgrounds and trends. Analyzation 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.  
Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.
TTTS 766 - The Doctrine of Man and Sin  
Roger R. Nicole, Th.D., Ph.D. The Reformed Doctrine concerning the origin of humanity and the influx of sin into the world is explained. The course addresses the issues raised by the theory of evolution as it relates to the 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. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 767 - The Doctrine of Salvation  
Roger R. Nicole, Th.D., Ph.D. The plan and order of salvation outlining the process from regeneration to glorification are discussed. Special attention is given to differing views and objections to the Reformed doctrine on this subject, and evidence for both sides is carefully weighed. Specific topics include the question of the attainment of perfection in this life, the relationship of baptism to salvation, the Roman Catholic concept of justification, and the reasons for believing in the perseverance of the saints. Grade Mode: A. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

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 Nicaea (325) and Constantinople (381). The manner in which the doctrine developed in the East and West is also noted. Further, the commitment of the Church to the ontological Trinity (God-as-God-is-in-Himself) as well as to the economical Trinity (God-as-God-is-toward-us/the world) is explained and commended. Finally, a survey of recent attempts to present a modern doctrine of the Trinity (e.g., by Barth, Rahner, Moltmann, Pannenberg and the 'feminist' Catherine Mowry Lucgna) is provided. Grade Mode: A. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

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. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

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. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

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. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

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. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

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. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

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 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. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

TTTS 780 - African Theology and Religions  
Tite Tienou, Ph.D. Study and analysis of African religions. Examines Christian theological formation in Africa against the background of African cultures and religions and in light of its contemporary context. Explores how to study and understand Africa and the factors that led to the debate on Christian theologizing in Africa. Grade Mode: A. Restrictions: Must be Talbot School of Theology; Doctoral Level, Post Masters Level or Graduate Level.

Theology: Historical

Faculty

Chair: Mark Saucy, Ph.D.
Professor: Gomes
Associate Professor: Naidu, Peterson, 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 Credits 3
History of the church from the Apostolic Fathers to the eve of the Reformation with an emphasis on the development of doctrine. Discussion of key thinkers, such as Origen, Tertullian, Augustine, Anselm, Aquinas and Scotus. Notes: Required of M.A. (Theology) students. May not be substituted for TTHT 514. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 506 - Reformation and Modern Theology Credits 3
History of the church from the Reformation to the present with an emphasis on the key Continental and English Reformers, including Zwingli, Luther and Calvin. Discussion of the counter-Reformation, Protestant scholasticism, the Enlightenment, and important theological developments in the modern era. Opportunity is given for students to study the polity and history of their own denomination. Notes: Required of M.A. (Theology) students. May not be substituted for TTHT 514. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 514 - Historical Theology Survey Credits 3
History of the church from the apostolic fathers to the modern era with an emphasis on the development of doctrine. Highlights key thinkers in the patristic, medieval, Reformation and modern eras. Notes: Required of M.Div. students. May not be substituted for either TTHT 505 or TTHT 506. Grade Mode: A.
Restrictions: Must be Graduate Level 1 Class, Graduate Level 2 Class, Graduate Level 3 Class, Graduate Level 4 Class, or Senior Class; Post Masters Level, Doctoral Level, Undergraduate Level or Graduate Level.

TTHT 558 - Puritanism Credits 2
A survey of the Puritan movement with emphasis on its establishment and practice in New England. Theological, social, political, economic and cultural aspects considered, including analysis of the Puritan influence on American Evangelicalism. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 604 - Jewish History Credits 3
History of the Jewish people from the return from the Babylonian Captivity to the Modern State of Israel. Emphasis will be placed on the events and significant personalities in the history of the Chosen People during important periods of development such as the destruction of the Second Temple, the Golden Age of Islam, the Middle Ages, the 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 702 - The Church Fathers Credits 2-3
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 704 - Medieval Theology Seminar Credits 2-3
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. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 705 - History of Revivals Credits 2-3
The background, development and results of the great revivals in America. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 706 - Protestant Theology Seminar Credits 2-3
An examination of significant developments in Reformation/post-Reformation Protestant thought. Notes: May be taken multiple times with different content. Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 707 - The Radical Reformation Credits 2-3
An examination of the Anabaptist and Socinian movements. Consideration of the distinctive features of their theology and practice and the Reformed and Lutheran polemic against them. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 709 - Arminius and Arminianism Credits 2-3
A study of the writings of James Arminius and his followers, including Limborch, Episcopius and Curcellaeus. Comparison of classical Arminianism with Reformed and Lutheran orthodoxy. Special attention given to Arminian views of predestination, sin, grace, and atonement theory. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 710 - Denominational Distinctives Credits 2-3
The history, distinctives and polity of the student's denomination or church. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 713 - Readings in Christian Spirituality Credits 2-3
Selected readings in the classic devotional literature of Christian Spiritual writers. Emphasis will be placed on gleaning insights on knowing and experiencing God from saints throughout church history. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHT 721 - The Theology of John Calvin Credits 2-3
Treatment of the main issues in Calvin's theology, as detailed in his Institutes of the Christian Religion and other major writings. Calvin's theology is compared with other significant thinkers in the Reformed tradition. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
Courses

**TTHT 725 - Church History and Trends of Asian Immigrants**  
Credits 2-3  
Examination of the Asian church in the United States in light of historical antecedents. Emphasis on Japanese, Korean, and Chinese Christianity in America. Explores modifications that have occurred historically when indigenous Asian Christianity has been imported into an American context. Considers also future trends. Notes: Elective. Grade Mode: A. 
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTHT 726 - Cults of America**  
Credits 3  
The distinctive features of the cults of America with their significance in the development of religious thought and with particular reference to their treatment of the central features of orthodox Christian doctrine. Notes: Elective. Required of M.A. (Theology) students. Grade Mode: A. 
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTHT 733 - World Religions and Cults**  
Credits 3  
A survey of the history, beliefs, practices, and sacred texts of major world religions (including Islam, Hinduism, and Buddhism) and cults (including Mormonism and Jehovah's Witnesses), with a focus on assessing and engaging these systems from an evangelical perspective. Notes: Elective. Required of M.A. (Theology) students. Grade Mode: A. 
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTHT 761 - Directed Study**  
Credits 1-4  
Supervised reading and research in selected areas of historical theology. Notes: Elective. Grade Mode: A. 
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTHT 771 - Historical Theology Seminar**  
Credits 1-4  
The study of selected areas of historical theology. Notes: May be taken multiple times for credit with different content. Grade Mode: A. 
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTHT 806 - Historical Theology Seminar**  
Credits 1-4  
Selected issues in the field of historical theology. Notes: Elective for Th.M. students. Grade Mode: A. 
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

**TTHT 880 - Directed Research**  
Credits 1-3  
Supervised research in selected areas of theology. Notes: Elective for Th.M. students. Grade Mode: A. 
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

Theology: Systematic

**Faculty**

Chair: Mark Saucy, Ph.D.  
Professors: Coe, Gomes, Issler, Saucy  
Associate Professors: Naidu, Peterson, 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
Courses

TTTH 511 - Theology I - Introduction: Revelation and Nature of God Credits 3
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. Notes: Required of students in the Talbot M.A. program with a specialization in Biblical and Theological Studies in the Eurasian Context (Kyiv Extension). Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 512 - Theology II - Works of God, Angels, Man and Sin Credits 3
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. Notes: Required of students in the Talbot M.A. program with a specialization in Biblical and Theological Studies in the Eurasian Context (Kyiv Extension). Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 521 - Theology I: God, Scripture, Creation Credits 3
An introduction to theology and theological method. Scripture, including inspiration and inerrancy. God, including his attributes and triune nature. God's work of creation, including God's eternal plan, the angels, and providence. Notes: Required of M.Div. and M.A. students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 522 - Theology II: Christ, Humanity, Sin, Salvation Credits 3
Humanity in the image of God, including human nature, the family, and civil government. The fall and the effect of sin upon humanity. The person and work of Christ. The nature and application of salvation, including regeneration, justification, and sanctification. Notes: Required of M.Div. and M.A. students. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 523 - Theology III: Christ, Salvation and the Spirit Credits 3
Prerequisites: TTTH 511, TTTH 512.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 511, TTTH 512.

TTTH 613 - Theology IV - The Church and Last Things Credits 3
A study of the broad kingdom purpose of God and the future events related to the destiny of history and individuals including Christ's second coming in its phases, the millennial reign of Christ, the resurrections, the judgments and eternal state. The inception and nature of the church, both as a living organism and an organization, its function, ordinances, place and mission in God's purpose. Notes: Required of students in the Talbot M.A. program with a specialization in Biblical and Theological Studies in the Eurasian Context (Kyiv Extension). Grade Mode: A.
Prerequisites: TTTH 511, TTTH 512.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 620 - Rabbinic Theology Credits 3
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.
Restrictions: Must be Post Masters Level or Graduate Level.

TTTH 623 - Theology III: Spirit, Church, Last Things Credits 3
The person and work of the Holy Spirit. The inception and nature of the church, both as a living organism and an organization, its function, ordinances, and mission. The broad kingdom purpose of God, including Christ's second coming, the millennial reign of Christ, the resurrection of the dead, judgment, and the eternal state. Notes: Required of M.Div. and M.A. students. Grade Mode: A.
Prerequisites: Successful completion of the online Talbot Research and Writing Module. TTTH 511 or TTTH 521, and TTTH 512 or TTTH 522.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 630 - Theology of Work Credits 3
The course will explore the place of work within God's kingdom program for history. The contours and major movements in God's program to rule the creation will provide the context for identifying the biblical understanding of the purpose and nature of work in the present age. These major movements include the pattern of work in the initial created order, patterns of work within the theocratic society of Israel, and finally work redeemed in the truth of Jesus Christ for the present age. Special attention will be given to the place of work in the believer's spiritual formation as the source for being a leader for Christ in the workplace. Grade Mode: A.
Restrictions: Must be Crowell School of Business; and Graduate Level.
TTTH 700 - The Doctrine of God
Credits 2-3
Advanced study of the reality, attributes and trinitarian nature of God. Includes discussion of the human knowledge and the nature of encounter with God. Notes: Elective. Grade Mode: A.
Prerequisites: TTTH 511 or TTTH 521.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 701 - Introduction to Christian Spirituality
Credits 3
This course explores the means to developing a deep relationship with God. Based on scriptural teaching about knowing God, it is geared particularly for those preparing for or engaged in Christian ministry. Considers barriers that hinder us and what spiritual disciplines and practices may be used to nurture a deeper friendship with God. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 702 - Advanced Bibliology
Credits 2-3
Intensive study of revelation, inspiration, inerrancy and authority in the light of contemporary issues. Notes: Elective. Grade Mode: A.
Prerequisites: TTTH 511 or TTTH 521.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 703 - Millennial Views
Credits 2-3
A careful and intensive study of the three main eschatological views relative to the millennium; the historical and biblical strength of the premillennial system; consideration of the leading amillennial writings. A detailed analysis of the four positions relative to the time of the rapture; a biblical and theological defense of the pretribulational view, with exegesis of crucial passages of Scripture. Notes: Elective. Grade Mode: A.
Prerequisites: TTTH 614.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 704 - Roman Catholic Theology
Credits 2-3
A detailed study of the tenets of Roman Catholicism. Includes reading from representative Roman Catholic literature with particular attention given to the distinctions between Roman Catholic and Protestant doctrines. Especially helpful for those contemplating missionary service in countries with a large Roman Catholic population. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 705 - Contemporary Theology
Credits 2-3
The study of contemporary theological positions, including a survey of the philosophical and theological thought leading up to the present scene. Notes: Required of M.A. (Theology) and Th.M. (Theology) students. Grade Mode: A.
Prerequisites: Successful completion of the online Talbot Research and Writing Module. TTHT 505 or TTHT 514; TTTH 511 or TTTH 521, TTTH 512 or TTTH 522.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 706 - Pneumatology
Credits 2-3
The person and work of the Holy Spirit both in the Old and New Testaments with particular attention to His ministries in this age to the individual believer and the church. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 712 - Current Theological Issues
Credits 2-3
An intensive study of the thought of particular contemporary theologians and prominent theological or theologically significant ethical issues in the light of biblical revelation. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 713 - Johannine Theology
Credits 2-3
The theology of the Johannine writings, with emphasis upon the concepts that the writer himself emphasizes. Notes: Elective for Th.M. students. Grade Mode: A.
Prerequisites: TTNT 501, TTNT 502.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 717 - Theology of Human Nature
Credits 2-3
Exploration of key areas relating to the nature of man from both a theological and psychological perspective. Includes consideration of the biblical nature of man in comparison to teaching theories of human development; the meaning and significance of man created in the image of God; the nature and dynamics of sin which lead to sins or psychological maladjustments; and the practical application of the above concepts to the areas of personal growth and discipleship, education and child rearing and church ministry. Team taught by faculty with strength in theology and psychology. Notes: Elective. Grade Mode: A.
Prerequisites: TTTH 512 or TTTH 522.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 718 - Theology of Christian Nurture
Credits 2-3
Designed for the student with background in the biblical and theological knowledge of soteriology. Consideration of the nature of personal transformation in regeneration, the means and dynamics of nurture including the relation of cognitive and relational aspects. Examination of the nature of spiritual maturity and its relation to psychological maturity and hindrances to growth. Team taught by faculty with strength in theology and psychology. Notes: Elective. Grade Mode: A.
Prerequisites: TTTH 512 or TTTH 522, TTTH 613 or TTTH 623.
Restrictions: Must be Post Masters Level or Graduate Level.

TTTH 720 - The Theology and Practice of Prayer
Credits 2-3
A study of the biblical theology of prayer including its meaning, purpose and practice. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 721 - Demonology and The Occult
Credits 3
A theological examination of the nature and work of Satan and demons with application to the topics of demon possession, spiritual warfare, occultic groups, occultic phenomena and occultic practices. Special emphasis is placed on Christ as the Deliverer. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 724 - Eschatological Problems
Credits 2-3
Typical exegetical and doctrinal problems in the area of Bible prophecy. Lectures, assigned problems with written and classroom reports, discussion and library research. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
TTTH 725 - The Dispensational System Credits 2-3
An intensive study of that system of biblical interpretation known as dispensationalism, its historical background, modern form and objections. Emphasizing primary theological and exegetical issues or disagreement between dispensational and non-dispensational positions. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 726 - Cults of America Credits 3
The distinctive features of the cults of America with their significance in the development of religious thought and with particular reference to their treatment of the central features of orthodox Christian doctrine. Notes: Required of M.A. (Th.) students. Elective. Grade Mode: A.
Prerequisites: Successful completion of the online Talbot Research and Writing Module.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 727 - Cults in the Eurasian Context Credits 2
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. Notes: 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 728 - Theological Systems Credits 2-3
Several major theological systems of thought emphasizing those within the Protestant perspective, but also including significant Roman Catholic and Jewish systems. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 729 - Theology of the Gospels Credits 2-3
An examination of the theological teaching of Jesus as recorded in the four gospel narratives. Special attention is paid to the chronological development of themes taught by Christ in the light of His presentation and rejection. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 730 - Pauline Theology Credits 2-3
The main themes of Paul's doctrine from the biblical theological perspective. Notes: Elective. Grade Mode: A.
Prerequisites: TTNT 501, TTNT 502.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 731 - World Religions and New Religious Movements Credits 3
A survey of the history, beliefs, practices, and sacred texts of major world religions (including Islam, Hinduism, and Buddhism) and new religious movements (including Mormonism and Jehovah's Witnesses), with a focus on assessing and engaging these systems from an evangelical perspective. Notes: Required of M.A. (Theology). Grade Mode: A.
Prerequisites: Successful completion of the online Talbot Research and Writing Module.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 740 - The Doctrine of the Atonement Credits 2-3
A study of the biblical meaning and significance of the atoning work of Christ including a survey of the significant historical interpretations of the doctrine. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 751 - Theology of Mission Credits 3
An introduction to theology of missions that focuses on the biblical basis for mission. This study seeks to examine the motives, aims and methods of mission from both the Hebrew Bible and the New Testament. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 761 - Directed Study Credits 1-4
Supervised reading and research in selected areas of systematic or biblical theology. Notes: Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 765 - Theology Capstone Seminar Credits 3
Study of selected topics of theology with attention to the exegetical, historical, and practical dimensions of Christian doctrine. Notes: Required of M.A. (Theology). May be taken multiple times for credit with different content. Grade Mode: A.
Prerequisites: Successful completion of the online Talbot Research and Writing Module. TTTH 511 or TTTH 521, and TTTH 512 or TTTH 522; and TTHT 505 or TTHT 514.
Restrictions: Must be a Major in Theology (TATH); Doctoral Level, Post Masters Level or Graduate Level.

TTTH 771 - Theology Seminar Credits 1-4
The study of selected areas of systematic or biblical theology. Notes: May be taken multiple times for credit with different content. Elective. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 778 - Legal Evidence and Apologetics Credits 3
An exploration of legal reasoning, legal evidence, and legal advocacy tactics with respect to how these concepts and methods may be employed in polemical theology and apologetics. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 781 - Theology of Church and State Credits 3
A theological examination of the relationship between the church and the state. Also an analysis of the jurisprudence and case law related to the Establishment and Free Exercise Clauses of the U.S. Constitution. Grade Mode: A.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTTH 790 - Kyiv Capstone Project Credit 1
Intended as a capstone seminar, this course will summarize and apply the primary lessons learned throughout the program. The integration of learning in this course is designed to better equip those entering or continuing in the fields of biblical studies and theology and/or Christian 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.
Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.
Courses

TTHE 793 - Thesis First Draft: M.A.  
Credits 0  
Required for M.A. (Bible Exposition, New Testament, Old Testament, Theology, Biblical and Theological Studies) students electing to write a thesis. Notes: Special approval required. This course to be taken only by students enrolled in the M.A. program prior to Fall 2014. Grade Mode: C. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level. Fee: $100.

TTHE 794 - Thesis Final Draft: M.A.  
Credits 0  
Required for M.A. (Bible Exposition, New Testament, Old Testament, Theology, Biblical and Theological Studies) students electing to write a thesis. Notes: Special approval required. This course to be taken only by students enrolled in the M.A. program prior to Fall 2014. Grade Mode: V. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level. Fee: $100.

TTHE 797 - Thesis First Draft: M.Div.  
Credits 2  
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. Notes: Special approval required. Grade Mode: C. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

Credits 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. Notes: Special approval required. Grade Mode: V. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHE 799 - Thesis Continuous Registration  
Credits 0  
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. Notes: Special approval required. Grade Mode: C. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level. Fee: $100.

TTHE 891 - Thesis First Draft: Th.M.  
Credits 3  
Required for all Th.M. students electing to write a thesis. Notes: Special approval required. Grade Mode: C. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHE 892 - Thesis Final Draft: Th.M.  
Credits 3  
Required for all Th.M. students electing to write a thesis. Notes: Special approval required. Grade Mode: V. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level.

TTHE 899 - Thesis: Th.M. Continuous Registration  
Credits 0  
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. Notes: Special approval required. Grade Mode: V. Restrictions: Must be Doctoral Level, Post Masters Level or Graduate Level. Fee: $100.

Thesis Objectives

There are two consecutive thesis seminars for master's-level students electing to write a thesis (Thesis First Draft and Thesis Final Draft). These seminars are taken during the student’s last year. During the third semester before graduation, the student must, with the approval of a major advisor, select a thesis subject, do research, and develop an outline and bibliography. During the final year, the thesis can be written in conjunction with these two courses. See the Talbot student handbook 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.
INSTITUTE FOR SPIRITUAL FORMATION - GRADUATE

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 Spiritual Formation Focus Program.
3. Developing a Doctor of Ministry Spiritual Formation component in order to provide personal, professional, and academic growth for pastoral and ministry leaders.
4. Eventually partnering with other creation disciplines at Cook School of Intercultural Studies, School of Education, Crowell School of 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.

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.

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.
## PROGRAMS OFFERED

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<tr>
<td>Public Administration Minor (p. 152)</td>
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<td>Public Relations, B.A. (p. 129)</td>
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<td>Science and Theology Minor</td>
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<td>Secondary Education Minor</td>
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<tr>
<td>Social Justice, Human Rights and Conflict Transformation Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
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<tr>
<td>Social Science, B.A.</td>
<td>Undergraduate</td>
<td>Major</td>
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<tr>
<td>Social Work Minor</td>
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<td>Sociology, B.A.</td>
<td>Undergraduate</td>
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<td>Sociology Minor</td>
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<tr>
<td>Spanish, B.A.</td>
<td>Undergraduate</td>
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<tr>
<td>Spanish Minor</td>
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<tr>
<td>Special Education Certificate - Graduate</td>
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<tr>
<td>Speech-Language Pathology</td>
<td>Graduate</td>
<td>Major</td>
<td>M.S.</td>
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<tr>
<td>Spiritual Formation and Soul Care, M.A.S.F.S.C.</td>
<td>Graduate</td>
<td>Major</td>
<td>M.A.S.F.S.C.</td>
</tr>
<tr>
<td>Spiritual Formation Certificate</td>
<td>Graduate</td>
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<tr>
<td>Studio Art, B.F.A.</td>
<td>Undergraduate</td>
<td>Major</td>
<td>B.F.A.</td>
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<tr>
<td>Studio Art, B.S.</td>
<td>Undergraduate</td>
<td>Major</td>
<td>B.S.</td>
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<tr>
<td>Teaching, M.A.T.</td>
<td>Graduate</td>
<td>Major</td>
<td>M.A.T.</td>
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<tr>
<td>Teaching, ACSI Certificate</td>
<td>Graduate</td>
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<td>TESOL, M.A.</td>
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<td>Theatre, B.A.</td>
<td>Undergraduate</td>
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<td>Theatre Minor</td>
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<tr>
<td>Torrey Honors Institute</td>
<td>Undergraduate</td>
<td>Certificate</td>
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<tr>
<td>Worship Arts, B.M.</td>
<td>Undergraduate</td>
<td>Major</td>
<td>B.M.</td>
</tr>
</tbody>
</table>
**FACULTY AND ADMINISTRATION**

**University Administration**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Title/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Barry H. Corey, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Vice President, Advancement and Strategic Planning</td>
<td>Adam Morris, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Provost and Senior Vice President</td>
<td>Deborah Taylor, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Vice President, University Operations and Finance</td>
<td>Michael A. Pierce, M.B.A.</td>
<td></td>
</tr>
<tr>
<td>Vice President, Enrollment Management</td>
<td>Greg Vaughan, M.A.</td>
<td></td>
</tr>
<tr>
<td>Vice President for Student Development</td>
<td>André Stephens, M.A.</td>
<td></td>
</tr>
<tr>
<td>Vice President, University Communications and Marketing</td>
<td>Lee Wilhite, B.S.</td>
<td></td>
</tr>
<tr>
<td>University Legal Counsel</td>
<td>Jerry Mackey, J.D.</td>
<td></td>
</tr>
<tr>
<td>Chief Diversity Officer</td>
<td>Tamra Malone, M.S.</td>
<td></td>
</tr>
<tr>
<td>Sr. Associate Provost for Academic Affairs</td>
<td>Clark Campbell, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Associate Provost for Academic Administration</td>
<td>Patricia Pike, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Dean, Talbot School of Theology</td>
<td>Clinton Arnold, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Dean, Rosemead School of Psychology</td>
<td>Clark Campbell, Ph.D.</td>
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</tr>
<tr>
<td>Dean, Cook School of Intercultural Studies</td>
<td>Bulus Galadima, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Dean, School of Education</td>
<td>June Hetzel, Ph.D.</td>
<td></td>
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<tr>
<td>Dean, School of Science, Technology and Health</td>
<td>Paul Ferguson, Ph.D.</td>
<td></td>
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<tr>
<td>Dean, Crowell School of Business</td>
<td>Gary Lindblad, Ed.D.</td>
<td></td>
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<tr>
<td>Dean, School of Fine Arts and Communication</td>
<td>Todd Guy, D.A.</td>
<td></td>
</tr>
<tr>
<td>Dean, School of Humanities and Social Sciences</td>
<td></td>
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<tr>
<td>Dean, School of Cinema and Media Arts</td>
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</tr>
<tr>
<td>University Registrar and Dean of Academic Records</td>
<td>Ken Gilson, M.A., M.S.</td>
<td></td>
</tr>
</tbody>
</table>

**Board of Trustees**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution/Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne Lowell, M.B.A., Chair</td>
<td>Consultant</td>
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<tr>
<td>Michael Maples, M.Div., Vice Chair</td>
<td>Principal, Trumark Companies</td>
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<tr>
<td>Rebecca Andrews, B.S., Board Secretary</td>
<td>Clear Capital</td>
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<tr>
<td>Bradley Cole, M.A.</td>
<td>Chief Operating Officer, Genomic Health Inc.</td>
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<tr>
<td>Barry H. Corey, Ph.D.</td>
<td>President, Biola University</td>
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<tr>
<td>Adam Edgerly, M.B.A.</td>
<td>Lead Pastor, Newsong Los Angeles</td>
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<tr>
<td>David Gyertson, Ph.D.</td>
<td>Teaching/Administration, Asbury Theological Seminary</td>
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<tr>
<td>Dwight Hanger</td>
<td>Retired Partner, Cap Gemini Ernst &amp; Young</td>
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<tr>
<td>Promod Haque, Ph.D.</td>
<td>Managing Partner, Norwest Venture Partners</td>
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<tr>
<td>Carol Stewart Hawkins, B.S.</td>
<td>Missions Coordinator, Life Bible Fellowship Church</td>
<td></td>
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<tr>
<td>Stanley Jantz, B.A.</td>
<td>Executive Director, Evangelical Christian Publishers Association</td>
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<tr>
<td>Ray Johnson, B.A.</td>
<td>VP/Sr. Financial Advisor, Merrill Lynch</td>
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<tr>
<td>Allan Kavalich, M.D.</td>
<td>San Bernardino Valley Dialysis Center</td>
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<tr>
<td>David Kinnaman, B.A.</td>
<td>President, Barna Group</td>
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<tr>
<td>Hannah Lee, B.S.</td>
<td>Community Leader, Homemaker</td>
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<tr>
<td>Bryan Loritts, M.A.</td>
<td>Lead Pastor, Abundant Life Church</td>
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<tr>
<td>Al Mijares, Ph.D.</td>
<td>Orange County Superintendent of Schools</td>
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<tr>
<td>David Mitchell, D.Min.</td>
<td>Pastor, Calvary Church</td>
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<tr>
<td>Philip Paul, B.S.</td>
<td>Executive VP &amp; General Manager, Medecision</td>
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<tr>
<td>Robert Pritchett</td>
<td>President/CEO, Faithlife Corporation</td>
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<tr>
<td>Henry Riady, M.A.</td>
<td>Consultant, Lippo Group</td>
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<tr>
<td>Danny Ro, M.A.</td>
<td>Senior Pastor, Sarang Community Church</td>
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<tr>
<td>Jerry Rueb, D.Min.</td>
<td>Senior Pastor, Cornerstone Church</td>
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<tr>
<td>John Siefker, M.B.A.</td>
<td>Management Consultant</td>
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<tr>
<td>Kennith Thompson, M.D.</td>
<td>Presbyterian Intercommunity Hospital</td>
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<tr>
<td>Dean VandeKamp, M.B.A.</td>
<td>General Partner, Cultivation Capital</td>
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</tbody>
</table>

Board of Trustees Information as of February 2018

**Faculty**

**University Faculty 2018–19 Academic Year**

*Year indicates appointment of faculty.*

**Tania Aboezezdine**
Associate 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

**Jake Aguas**
Associate Professor Management, 2017
B.A., University of California, Los Angeles
M.A., Biola University

**Janelle Aijian**
Associate Professor of Torrey Honors Institute, 2010
B.A., Biola University
M.A., Ph.D., Baylor University

**Luke Aleckson**
Associate Professor of Art, 2015
Electra Allen
Assistant Professor of Nursing, 2015
B.S., Hampton University
M.S.N., Duke University

Kristianna Altamirano
Assistant Professor of Kinesiology and Health Science, 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

Brendon Anthony
Instructor of Biological Sciences, 2018
B.S., Biola University
G.C., M.S., Washington State University

Marc Apkarian
Associate Professor of Kinesiology and Health Science, 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

Jeff Askew
Associate Professor of Music, 2011
B.M., Biola University
M.M., D.M.A., 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

Cayla Bland
Associate Professor of Psychology, 2016
B.A., Oral Roberts University
M.A., Wheaton College Graduate School
Ph.D., Regent University

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
Zachary Bortot  
**Assistant Professor, Theatre, 2015**  
B.F.A., University of Nevada, Reno  
M.F.A., Regent University

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  
**Associate 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  
**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

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**  
Sr. Associate Provost for Academic Administration  
B.A., Wheaton  
M.A., Ph.D., Graduate School of Clinical Psychology, Western Seminary

Donell Campbell  
**Associate Professor of Nursing, 2012**  
B.A., George Fox University  
M.S., Warner Pacific

Jamie Y. Whitaker Campbell  
**Associate Dean, Humanities and Social Sciences, 2008**  
B.A., Biola University  
J.D., Georgetown University Law Center

Andrea Canada  
**Associate Professor of Psychology, 2012**  
B.S., Wheaton College  
M.A., Ph.D., Biola University

Jennifer Canillas  
**Associate Professor of Education, 2009**  
B.A., Bethel College  
M.A., Biola University

Jane L. Carr  
**Professor of Christian Education, 2002**  
B.S., Biola University  
M.S., California State University, Fullerton  
Ph.D., Talbot School of Theology

Brandon Cash  
**Preaching & Pastoral Ministry Director, 2017**  
Assistant Professor of Preaching & Pastoral Ministry  
B.A., Long Beach State University  
M.Div., Talbot School of Theology

Juan Castro  
**Professor of Finance, 2017**  
B.S., M.A., Ph.D., University of New Orleans

Stephanie Chan  
**Associate 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

Jonah Chang  
**Assistant Professor of Chemistry, 2014**  
B.Sc., University of British Columbia, Vancouver  
Ph.D., University of California, Los Angeles

Xidong Chen  
**Professor of Physics, 2011**  
B.S., Shandong University  
M.S., The Institute of Physics, Chinese Academy of Sciences  
Ph.D., The University of Illinois at Urbana-Champaign

Daniel Christensen  
**Associate Professor of History, 2005**  
B.A., Crossroads College  
B.A., University of Wisconsin, Madison  
M.A., Ph.D., University of California, Riverside

Brad Christerson  
**Professor of Sociology, 1997**  
B.A., Colorado State University  
M.A., Ph.D., University of California, Santa Barbara
Luciano Cid  
Assistant Professor of Education, 2015  
B.A., California State University, Fullerton  
M.A.T., Chapman University  
Ed.M., Harvard Graduate School of Education  
Ed.D., Rossier School of Education, University of Southern California

David Cimbora  
Professor of Psychology, 1997  
Director of Clinical Training  
B.S., University of Washington  
M.A., Ph.D., University of Denver

David Ciocchi  
Associate Professor of Philosophy, 1974  
B.A., Biola College  
M.A., University of California, Santa Barbara  
M.A., Talbot Theological Seminary  
Ph.D., Fuller Theological Seminary

Teri Clemons  
Assistant Professor of Communication Sciences and Disorders, 2011  
B.A., Biola University  
M.S., University of Redlands

John H. Coe  
Professor of Spiritual Formation, 1989  
Director, Institute for Spiritual Formation  
B.A., Biola University  
M.A., Talbot School of Theology  
M.A., Western Kentucky University  
M.A., Ph.D., University of California, Irvine

Nancy Crawford  
Associate Professor of Psychology, 2010  
B.A., Ed., University of Michigan  
M.A., Psy.D., Wheaton College

Tom Crisp  
Professor of Philosophy, 2005  
B.S., University of California, Los Angeles  
M.A., Talbot School of Theology  
M.A., Ph.D., University of Notre Dame

Matthew Cruzen  
Associate Professor of Biological Science, 2002  
B.S., California State Polytechnic University, Pomona  
Ph.D., University of California, Irvine

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Associate Professor of Education, 2010  
B.A., University of California, Riverside  
M.A.Ed., Biola University  
Ph.D., Azusa Pacific University

Tonya Dantuma  
Associate Professor of Communication Disorders, 2007  
B.A., Biola University  
M.A., California State University, Fullerton  
Ph.D., Northcentral University

Christopher Davidson  
Associate Professor of English, 2002  
B.A., California Polytechnic University  
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Associate Professor in Intercultural Studies, 1997  
B.A., North American Baptist College  
M.A., Ph.D., Biola University

Joseph De Luna  
Assistant Professor, Psychology, 2017  
B.A., California State University, Long Beach  
M.A., Psy.D., Rosemead School of Psychology

Robert Denham  
Associate Professor of Music, 2007  
B.M., Biola University  
M.A., University of California, Los Angeles  
D.M.A., University of Cincinnati

Garrett J. DeWeese  
Special Faculty at Large, Philosophy, 1999  
B.S., United States Air Force Academy  
Th.M., Dallas Theological Seminary  
M.A., Ph.D., Southern Methodist University

Alicia M. Dewey  
Associate Professor of History, 2007  
B.A., Davidson College  
J.D., Southern Methodist University School of Law  
M.A., Ph.D., Southern Methodist University

Maria Dixon  
Associate Professor of Nursing, 2008  
B.S.N., M.S., Rush University

Joseph M. DiMuro  
Associate Professor of Mathematics, 2009  
B.S., Biola University  
Ph.D., University of Southern California

Andrew J. Draycott  
Associate Professor of Biblical and Theological Studies, 2009  
B.A., M.A., M.St., Oxford University, United Kingdom  
M.Litt., St. Andrews University, United Kingdom  
Ph.D., Aberdeen University, United Kingdom

Laura Dryjanska  
Assistant Professor of Psychology, 2017  
B.A., University of Loja, Ecuador  
B.A., Global University  
Ph.D., Sapienza University of Rome, Italy

Kent Dunnington  
Associate Professor of Philosophy, 2015  
B.S., Southern Nazarene University  
M.T.S., Duke Divinity School  
Ph.D., Texas A&M University

Leanne M. Dzubinski  
Assistant Professor of Intercultural Studies, 2013  
B.A., Emory University  
Th.M., Dallas Theological Seminary  
D.Min., Gordon-Conwell Seminary  
Ph.D., University of Georgia

Dennis Eastman
Keith J. Edwards  
Professor of Psychology, 1973  
B.Ed., University of Wisconsin  
M.A., Ph.D., New Mexico State University  
Ph.D., University of Southern California  

J. Kent Edwards  
Professor of Christian Ministry and Leadership, 2004  
B.Th., Canadian Bible College  
M.Div., Tyndale Seminary  
D.Min., Denver Conservative Baptist Seminary  
Ph.D., Cook School of Intercultural Studies, Biola University  

Orbelina Eguizabal  
Professor of Christian Education, 2007  
B.A., M.A., Central American Theological Seminary  
Ph.D., Talbot School of Theology  

Daniel A. Elliott  
Instructor of Communication Studies, 2011  
Director of Forensics  
B.A., Biola University  
M.A., California State University, Fullerton  
M.Div., Talbot School of Theology  

Stacy Eltiti  
Associate Professor of Psychology, 2007  
B.A., California State University, Long Beach  
M.A., California State University, San Bernardino  
Ph.D., University of Essex, Colchester  

Shane Enete  
Assistant Professor of Business Administration, 2015  
B.S., University of Southern California  
M.S., University of North Carolina  

Octavio Esqueda  
Professor of Christian Education, 2011  
B.A., University of Guadalajara  
M.A., Dallas Theological Seminary  
Ph.D., University of North Texas  

Robert Feller  
Professor of Music, 1991  
B.M., University of Southern California  
M.M., Eastman School of Music  

Paul W. Ferguson  
Founding Dean and Professor, 2016  
School of Science, Technology, and Health  
B.A., Whittier College  
Ph.D., University of California, Davis  

Gerald Fisher  
Professor, Cinema and Media Arts, 1999  
B.A., Fort Wayne Bible College  
M.A., Regent University  
Ph.D., University of California, Irvine  

Richard Flashman  
Associate Professor of Christian Ministry and Leadership, 2014  

Sarah Flores  
Assistant Professor of Nursing, 2017  
B.S.N., Biola University  
M.S., San Diego State University  

Rick Floyd  
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Ph.D., Trinity Evangelical Divinity School

**Glen W. Thomas**
Special Faculty at Large, Education, 2012
B.A., Biola University
M.A., Washington State University
Ed.D., University of Southern California

**Todd Thompson**
Associate Professor, Torrey Honors Institute, 2014
B.A., Kansas State University
M.A., Wheaton College
Ph.D., University of Cambridge
Jason Tresser  
*Associate Professor of Biological Sciences, 2008*  
B.S., University of California, San Diego  
M.A., Biola University  
Ph.D., University of California, Santa Barbara

Charles Trimm  
*Associate Professor of Biblical and Theological Studies, 2012*  
B.S., Western Washington University  
M.Div., Northwest Baptist Seminary  
Ph.D., Wheaton College Graduate School

Camille Tucker  
*Instructor of Cinema and Media Arts, 2014*  
B.A., University of California, Los Angeles  
M.A., Fuller Seminary

Yvana Uranga-Hernandez  
*Associate Professor of Communication Disorders, 2004*  
B.A., California State University, Fullerton  
M.A., California State University, Los Angeles  
M.S., California State University, Fullerton

Kevin Van Lant  
*Associate Professor of Pastoral Care and Counseling, 2000*  
B.A., M.A., Biola University  
Ph.D., Rosemead School of Psychology

Rachel Van Niekerk  
*Director, Department of Nursing*  
*Associate Professor of Nursing, 2005*  
B.S.N., M.S.N., University of Rochester  
Ph.D., University of San Diego

Behzad Varamini  
*Associate Professor of Biological Sciences, 2012*  
B.S., Elizabethtown College  
Ph.D., Cornell University

Victor Velazquez  
*Associate Professor of Modern Languages, 2011*  
B.A., Ph.D., University of California, Irvine

Lorena Vidaurre  
*Associate Professor of Education, 2011*  
B.S., M.A., California State University, Los Angeles  
Ph.D., Biola University

Bonnie Vidrine-Isbell  
*Director, English Language Program, 2017*  
*Assistant Professor of TESOL*  
B.A., Loyola University  
M.A.T., Ph.D., University of Washington, Seattle

Diane Vincent  
*Associate Professor of Torrey Honors Institute, 2008*  
B.A., Pomona College  
M.Phil., Ph.D., University of Cambridge

Jeffrey Volkmer  
*Assistant Professor of Biblical and Theological Studies, 2009*  
B.A., University of Hawaii, Manoa  
Th.M., Dallas Theological Seminary

Scott Waller  
*Associate Professor of Political Science, 2010*  
B.S., Missouri State University  
M.A., Talbot School of Theology  
M.A., Ph.D., Claremont Graduate University

Evanson N. Wamagatta  
*Associate Professor of History, 2003*  
B.A., University of Nairobi  
M.A., University of Nairobi  
Ph.D., West Virginia University

David Chou-Ming Wang  
*Associate Professor of Psychology, 2012*  
B.A., University of California, Berkeley  
M.A., Biola University, Talbot School of Theology  
Th.M., Regent College

Maria Su Wang  
*Associate Professor of English, 2010*  
B.A., University of California, Los Angeles  
M.A., Ph.D., Stanford University

Christine Watson  
*Instructor of English, 2014*  
B.A., M.A., Biola University

Kenneth C. Way  
*Associate Professor of Bible Exposition, 2007*  
B.A., Moody Bible Institute  
M.A., Trinity International University  
M.Phil., Ph.D., Hebrew Union College

Tamara Welter  
*Associate Professor of Journalism, 2005*  
B.A., Evangal College  
M.A., Regent University  
Ph.D., Biola University

Suzanne Welty  
*Associate Professor of Communication Science and Disorders, 2015*  
B.A., Biola University  
M.A., California State University, Fullerton  
Ed.D., Azusa Pacific 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  
*Associate Professor, Biblical and Theological Studies, 2014*  
B.A., Biola University
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

Martha Chiu
Director, Certificate in Integrative Counseling, 2016
B.A., M.A., Ph.D., Harvard University
Ph.D., Stanford University

Michelle Cunningham
Director of Instructional Development, 1989
B.A., Wheaton College
M.A., Ph.D., Talbot School of Theology

Aaron Devine
Assistant Dean, Talbot School of Theology, 2014
B.S., University of Wisconsin
M.A., Talbot School of Theology

Julie A. Ellis
Head of Access Services, Reference and Instruction Librarian, Librarian III, 2004
B.A., California State University, Fullerton
M.L.I.S., San Jose State University

Chris Grace
Director, Center for Marriage and Relationships
B.A., University of Northern Colorado
M.S., Ph.D., Colorado State University

Simon Heres
Manager of Library Information Technology, 2005
B.S., Florida Institute of Technology
M.A., Biola University
M.Div., Talbot School of Theology

Glen Kinoshita
Director of Imago Dei and Faculty Development, 1991
B.A., Biola University
M.Div., Talbot School of Theology

Jeremy Labosier
Information Literacy Librarian, Librarian II, 2016
B.A., Moody Bible Institute
M.Div., Bethel University: Bethel Seminary of the East
Biola University

M.L.S., Wayne State University

Philip Lewis
Staff Psychiatrist, Health Center, 2014
M.D., Universidad Nacional de Cordoba

Oscar Merlo
Director, Center for the Study of the Work and Ministry of the Holy Spirit
Today, 2017
B.S., University of La Verne
M.B.A., Phoenix University
M.A., Fuller Seminary

Juliana Morley
Assistant Dean of the Library
Head of Reference and Instruction, Senior Librarian I, 2004
B.A., Vanguard University
M.L.I.S., San Jose State University
M.A., Talbot School of Theology

Todd Pickett
Dean of Spiritual Development, 1996
B.A., Stanford University
M.Litt., Trinity College
M.A., Talbot School of Theology
Ph.D., University of California, Irvine

John Redford
Media and Music Librarian, Senior Librarian 2, 1999
B.M., University of Glasgow
M.M., University of Redlands
D.M.A., University of Arizona
M.L.I.S., San Jose State University

Stacie Schmidt
Reference and Instruction Librarian, Librarian I, 2013
B.A., Cedarville University
M.L.I.S., University of California, Los Angeles

Carrie Stockton
Dean of Student Success, 2008
B.A., Wheaton College
M.A., Biola University

Melanie Taylor
Director, Biola Counseling Center, 2007
B.A., Asbury College
M.A., Psy.D., Rosemead School of Psychology

Katie Tuttle
Director, Community Life, 2004
B.A., John Brown University
M.A., Azusa Pacific University
Ph.D., Talbot School of Theology

Eileen Walraven
Technical Services Librarian, Librarian III, 2007
B.A., Westmont College
M.L.I.S., University of Southern California

Marjorie Sue Whitehead
Associate Dean of the Library
Systems Librarian and Archivist, Librarian IV, 1992
B.S., Biola University

M.L.S., University of California, Los Angeles

Michele Willingham
Director, Internship Training, Rosemead School of Psychology
B.A., Pacific Christian College
M.A., Azusa Pacific University
M.A., Psy.D., California School of Professional Psychology

James Woody
Assistant 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-Maximillians-Universität, Germany

H. Norman Wright
Research Professor of Christian Education, 1999
B.A., Westmont College
M.R.E., Fuller Theological Seminary
M.A., Pepperdine University
D.D., Western Conservative Baptist Seminary
D.Litt., Biola University

Faculty Emeriti

Paul Buegler
Associate Professor of Business Administration, Emeritus 1978–1999

Reinhard J. Buss
Professor of German and Folklore, Emeritus 1964–1998

Dietrich Buss
Professor of History, Emeritus 1966–2005

James H. Christian
Dean of Biola College, Emeritus 1955–1967;
Director of Admissions of Biola College, Emeritus 1951–1959;
Professor of Church History, Emeritus 1952–1987

Peter Coad
Professor of Physical Science, Emeritus 1982–1989

Raylene Coad
Professor of Chemistry, Emerita 1982–1989

Robert F. Crawford
Associate Professor of Chemistry,
Chief Information Officer, Emeritus 1967–1994

Edward M. Curtis
Faculty and Administration

Professor of Biblical and Theological Studies, Emeritus 1978–2018

Dennis Dirks
Dean, Talbot School of Theology, Emeritus 1976–2014

Virginia Doland
Professor of English, Emerita 1963–2005

Harold Dollar
Professor of Intercultural Studies, Emeritus 1983–2004

Donald E. Douglas
Dean, School of Intercultural Studies
Professor, Intercultural Studies, Emeritus 1989–2007

Nancy Duvall
Professor of Psychology, Emerita 1977–2014

Thomas J. Finley

Rebekah Fleeger
Associate Professor of Nursing, Emerita 1969–2007

Anne Gewe
Professor of Nursing, Emerita 1979–2018

Sylvia Gilman
Associate Professor of English, Emerita 1961–1994

Douglas Hayward
Professor of Intercultural Studies, Emeritus 1989–2015

Henry W. Holloman
Professor of Systematic Theology, Emeritus 1974–2015

Rex E. Johnson
Professor of Christian Ministry and Leadership, Emeritus 1976–2015

Virginia Johnson
Professor of Education, Emerita 1998–2018

Leta A. Kilander
Associate Professor of Nursing, Emerita 1953–1989

Marguerite G. Kraft
Professor of Intercultural Studies, Emerita 1973–2004

Barry Krammes
Professor of Art, Emeritus 1983–2018

Paul Kuld
Associate Professor of Biological Sciences, Emeritus 1969–2008

Peter Kurtz
Professor of Physics, Emeritus 1968–1992

E. Stanley Leonard
Associate Professor of Christian Education, Emeritus 1966–1989

Todd Lewis
Professor of Communication, Emeritus 1974–2015

Vern Lewis
Professor of Psychology, Emeritus 1965–1988

Richard Leyda


David Liao
Associate Professor of Missions, Emeritus 1980–1990

Albert Lin
Associate Professor of Biological Sciences, Emeritus 1977–2013

Judith Lingenfelter
Professor of Intercultural Studies, Emerita 1983–2006

William Lock
Professor of Intercultural Studies, Emeritus 1963–2013

Olive McLaughlin
Assistant Professor of Nursing, Emerita 1975–1989

Richard Mohline
Professor of Physical Education, Emeritus 1962–2006

Edward Norman
Professor of Physical Education, Emeritus 1962–2006

Elizabeth G. Norman
Associate Professor of Physical Education, Emerita 1962–1997

Matthew C. Orr
Associate Professor of Kinesiology, Health and Physical Education, Emeritus 1970–2015

Raphael Payne
Professor of Biological Sciences, Emeritus 1970–2008

David Peters
Professor of History, Emeritus 1966–2013

Paul Poelstra
Professor of Psychology, Emeritus 1963–2007

Herbert Purnell
Professor of Applied Linguistics and TESOL, Emeritus 1991–2005

Richard Rigsby
Professor of Old Testament and Semitics, Emeritus 1974–2012

James Rynd
Professor of Chemistry, Emeritus 1970–2011

Charles Sarver
Associate Professor of Physical Education, Emeritus 1966–1990

Connie Sarver
Associate Professor of Physical Education, Emerita 1966–1998

Jack Schwarz
Professor of Music, Emeritus 1965–2005

Dean of Humanities, Fine Arts and Communication, Emeritus

C. Diane Shanebeck
Associate Professor of Communication, Emerita 1964–1997

William D. Shanebeck
Dean of Humanities and Associate Professor of English, Emeritus 1962–1997
Claire Sibold
Professor of Education, Emeritus 1987–2015

Thomas Steffen
Professor of Intercultural Studies, Emeritus 1991–2013

Gary Strauss
Professor of Psychology, Emeritus 1974–2012

Edward Thurber
Professor of Mathematical Sciences, Emeritus 1971–2008

Richard Unfreid
Professor of Music, Emeritus 1960–1998

Loren Glenn Wiebe
Professor of Music, Emeritus 1965–1997

Leland Wilshire
Professor of History, Emeritus 1979–2011

Jennie Kuk-Ying Wong
Professor of Music, Emerita 1964–2004

William Worden
Professor of Psychology, Emeritus 1986–2011

David E. Young
Associate Professor of History, BOLD Program Advisor, Emeritus 1971–1994
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 Collegiate Scholarship
- Ahmanson Veteran Scholarship
- Al Sanders Endowed Scholarship
- Alan and Sharon Gates & Nate and Carolyn Waltz Scholarship
- Alexander-Ross Endowed Scholarship
- Alice Frances Head Memorial Scholarship
- Allen and Elvera Aspling Memorial Scholarship
- American Founder’s Scholarship
- Anderson-Melzl Scholarship
- Aney Trust Business Scholarship
- Aney Trust Christian Education Scholarship
- Angela Good Memorial Scholarship
- Anne Louise Gewe Scholarship
- April Jace Memorial Scholarship
- Aquila Scholarship
- Atala Virginia Baker Memorial Scholarship
- Athletics Spirit Scholarship
- Baseball Funded Scholarship
- Beatrice M. Delson Nursing Scholarship
- Bee and Power & 60s Decade Endowed Scholarship
- Beloved Scholarship, The
- Bill Bynum Memorial Scholarship
- Biola Ethnic Diversity Impact Scholarship
- Biola University Athletic Scholarship
- Biola World Impact Scholarship
- Biological Sciences Scholarship
- Bob Thompson & Audry Piano Scholarship
- Bonesteel Family Kiev Scholarship, The
- Bonestelee Scholarship, The
- Bunn-Kilander-Christensen Endowed Nursing Scholarship for Missions
- Business Student Scholarship
- Carolyn Simons Scholarship, The
- Cheatham Family Foundation
- Chemistry Student Scholarship
- China Business Study Scholarship
- Chinese Student Scholarship
- Christian and Rheba Ummel Memorial Scholarship
- Christian Education Financial Assistance Fund
- Christian Education Undergraduate Scholarship, The
- Christopher J. & Patricia A. Brown Talbot Leadership Scholarship
- Clinical Excellence Scholarship
- Clyde & Anna Belle Cook Evangelism Scholarship
- Clyde and Anna Belle Cook Scholarship
- Col. Harry and Evelyn S. Zukerberg Memorial Scholarship
- Cole and Ira Barzilay Memorial Scholarship
- Continuing Students Hardship Scholarship
- Dan Maltby Memorial Leadership Scholarship
- Daniel B. Pennings Scholarship
- Daniel Scholarship, The
- David and Elaine Crane Scholarship
- David Charles Dunn Memorial Fellowship
- Department of CMA Student Scholarship
- Designated Biola Grant
- Disabilities Service Scholarship
- Donald C. and Jo G. Bishop Scholarship for Men’s Basketball
- Donald C. and Jo G. Bishop Scholarship for Music
- Donald C. and Jo G. Bishop Scholarship for Torrey Honors Institute
- Dr. Betty (McCullough) Carden Legacy Leadership Scholarship
- 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
- Dr. Louis Talbot Scholarship
- Dr. Richard Rigsby Scholarship
- Dr. Tin Y. and Anne Shue Fong Kwong Scholarship
- Dr. William Lock Scholarship
- Edna Kathryn Myers Memorial Scholarship
- Edna Owen Chamber Music Scholarship
- Education Student Grant
- Elizabeth Jane Cornwell Scholarship
- Emma C. Johnson Endowed Scholarship
- English Faculty Scholarship for Honors Literature Students
- Evelyn Camp Blackwell Endowed Scholarship
- Faculty and Staff Contingency Scholarship
- Faculty and Staff Scholarship
- Faithful Servants Scholarship, The
- Fisher Family Special Needs Scholarship
- Fletcher Jones Foundation Endowed Scholarship
- Florence H. Russell Scholarship
- Fong Family Scholarship
- Fook Kong Li Memorial Scholarship
- Frank & Madeleine Visca Christians in Government Endowed Student Scholarship
- Frank & Madeleine Visca Christians in Leadership Endowed Student Scholarship
- Frank & Madeleine Visca Scholarship
- Frederick G. Bursch Memorial Scholarship
- Future Church Leaders Scholarship
- Galen & Hollie Smith Endowed Scholarship
- General Education Scholarship
- General Music Scholarship
• General Music Scholarship
• George and Eileen Bowman Missionary Scholarship
• George and Eileen Bowman Talbot Missionary Scholarship
• George and Maude Von Tungeln Memorial Student Scholarship Fund
• George H. Mayr Scholarship
• Gertsch/Clay Homeschool Scholarship
• Golf Tournament Endowed Scholarship
• Good News for China Scholarship
• Good Shepherd Scholarship, The
• Gordon Johnson Endowed Scholarship
• Greenacre Family Scholarship
• Guy and Marion Martin Endowed Talbot Scholarship
• Harold Taber MBA Scholarship
• Harry A. Baker Memorial Scholarship
• Harry M. Keller Scholarship
• Hasiet Joy Negash Memorial Scholarship
• Helen Faulk Missionary Scholarship
• Henry Warren Scholarship
• History Club Scholarship
• Hooker-MK Scholarship
• Horace and Dolphine Felkins Family Scholarship
• Horace and Dot Felkins Scholarship, The
• Horace and Dot Felkins School of Business Scholarship
• Howell Seaton Scholarship
• Hudson James Helton Endowed Scholarship
• Intercultural Studies Scholarship
• International Missionary Dependent Scholarship
• Irene K. Michels Scholarship
• Ivan Brown Scholarship
• Jack and Helen Yao Memorial Scholarship, The
• Jacob Liesch International Worship Scholarship, The
• Jacob Liesch Worship Composition Scholarship, The
• James Albert Olds Scholarship, The
• James and Patricia Beazley Scholarship
• James E Brown Trust Scholarship
• James L. Stamps Scholarship
• James O. Henry History Scholarship
• James Samuel Gutshall Scholarship
• Jana Hammond Endowed Scholarship
• Jean Bernard Endowed Scholarship
• Jenne Ambrose Hunt Endowed Scholarship
• Jerry G. Booher Endowed Scholarship, The
• Joan Griset Endowed Student Scholarship
• Joanne Page Haney Saffell Memorial Scholarship
• John and Ruth Poelstra Scholarship
• Jon Campbell Scholarship
• Joseph Fischer Memorial Scholarship
• Judith E. Lingenfelter Doctoral Fellowship Scholarship
• K.C. Kaye Kaminski Jones Scholarship
• Kathryn D. Schakel Scholarship
• Ken Bascom Scholarship
• Kenneth B. Jacques Scholarship Fund
• Kevin M. Kepner Memorial Scholarship
• Kiev Scholarship Fund
• Korean Community MK Scholarship
• Korean Scholars Award
• Korean Student Scholarship
• Larry Acosta Scholarship
• Leila Khalil Memorial Scholarship
• Leila Bascom Memorial Scholarship, The
• Lewis Communication Scholarship
• Li Endowed Nursing Scholarship
• Lola Shannon Winter Memorial Scholarship
• Loren Baker Art Scholarship
• Lorin Griset Endowed Scholarship
• Lundquist Family Scholarship
• Lydia Heflinger Howard Endowed Nursing Scholarship
• MA in Preaching and Pastoral Ministry Scholarship
• MA Old Testament Scholarship
• MA Philosophy & Ethics Scholarship
• Mabel L. Schroder Memorial Scholarship
• MacGregor Scholarship, The
• Manna Scholarship, The
• Margaret Bascom Sanders Endowed Scholarship
• Marilyn Ruth Ruttencutter (Grubb) Memorial Scholarship
• Masakazu and Doreen Iwata History Scholarship
• Mathilde Kolb Bartlett Scholarship
• Melissa Belton Memorial Music Scholarship
• Melvin Follick Memorial Scholarship
• Men's Golf Scholarship
• Men's Basketball Funded Scholarship
• Men's Cross Country Scholarship
• Men's Soccer Scholarship
• Men's Swimming Scholarship
• Men's Tennis Scholarship
• Men's Track & Field Scholarship
• Mesghina G-Medhin International Students Scholarship
• Michelle Skeffon 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
• Oregon Scholarship
• Orval C. Robertson Endowed Music Scholarship
• Pastor/Missionary Dependent Scholarship
• Paul and Helen Horton Walker Memorial Scholarship
• Paul Poelstra Scholarship
• Pauline Hogan Memorial Scholarship
• Pauline Howell Anderson Memorial Scholarship
• Philippines 2 Scholarship
• Pires Memorial Scholarship
• Psalm 139 Scholarship
• Rallis Family Athletics Scholarship
• Rallis-Whelchel MBA Scholarship
• Ralph T. and Lucile V. Chance Scholarship
• Ray and Gertie Gott Memorial Scholarship
• Richard I. McNeely Endowed Scholarship
• Richard Unfried Music Education Scholarship
• Robert E Welch Memorial Scholarship
• Robert Newton Lewis Scholarship
• Robert Pershing Anderson Memorial Scholarship
• Robert T. and James H. Wilkinson Endowed Ministerial Scholarship
• Robin Finley Memorial Scholarship
• Rosemead Endowed Scholarship
• Rosemead Legends Scholarship
• Ross Memorial Scholarship
• Ruby Women Scholarship
• Ruth J. Newell Scholarship
• Ryan and Audrey Choura Scholarship
• Samuel H. Sutherland Endowed Memorial Scholarship
• Science and Religion Scholarship
• SDG Latino Endowed Scholarship
• SGA Scholarship
• Sheldon Ray Zenger Memorial Scholarship Fund, The
• Smith Family First Gen Scholarship
• Soccer Hall of Fame Scholarship
• Softball Funded Scholarship
• Sojourner's Scholarship, The
• Soubirou Nursing Alumni Scholarship, The
• Stephen Skelton Memorial Music Scholarship
• Steve Mattson Memorial Scholarship
• Steven Shephard Scholarship
• Student Economic Crisis Scholarship
• Talbot Academic Excellence Scholarship
• Talbot Dean's Scholarship
• Talbot Economic Relief Scholarship
• Talbot Impact Ministries/Talbot Merit Award
• Talbot Memorial Endowed Scholarship
• TC and Anna Horton Memorial Scholarship
• TESOL and Applied Linguistics Scholarship
• Thaddaeus Scholarship
• Tobin Sorensen Scholarship
• Toni Patricia Smith Memorial Scholarship
• Torrey Honors Endowed Scholarship
• Torrey Honors Institute Head, Heart, and Hands Scholarship
• Torrey Media Arts Scholarship
• Van Daele Scholarship, The
• Viola Vestal Coulter Foundation, Inc. Scholarship
• Vogt Family 5K Scholarship
• Volleyball Funded Scholarship
• Wade Wahl Memorial Scholarship, The
• Warren H. and Evelyn H.S. Lee Scholarship
• WBB Boosters Scholarship
• Wendell Alton Moats and Virginia Evelyn Moats Scholarship for Business, The
• Wendell Alton Moats and Virginia Evelyn Moats Scholarship for Music, The
• Wendy Nelson Brown Memorial Scholarship
• Wight-Cook-Johnston Endowed Scholarship Fund, The
• William and Elizabeth Carden Scholarship Fund
• William Bass Memorial Scholarship
• William F. Hunter Dissertation Prize
• William Joshua Head Memorial Scholarship
• Withers Family Scholarship
• Women’s Cross Country Scholarship
• Women’s Basketball Funded Scholarship
• Women’s Golf Funded Scholarship
• Women’s Soccer Funded Scholarship
• Women’s Swimming Scholarship
• Women’s Tennis Funded Scholarship
• Women’s Track and Field Scholarship
## 2018–19 Academic Calendar

For the most up-to-date calendar visit the University Academic Calendar (https://www.biola.edu/academic-calendar).

### Fall 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
<td>Payment due for the Fall 2018 term</td>
</tr>
<tr>
<td>September 3</td>
<td>Labor Day holiday (University closed)</td>
</tr>
<tr>
<td>September 4</td>
<td>Full term and Session A classes begin</td>
</tr>
<tr>
<td>September 5</td>
<td>University Fall Convocation</td>
</tr>
<tr>
<td>September 9</td>
<td>Last day to add full term and Session A classes; last day to complete late enrollment and payment</td>
</tr>
<tr>
<td>September 30</td>
<td>Last day to withdraw from Session A classes; last day to receive a partial refund when dropping a Session A class</td>
</tr>
<tr>
<td>October 10–12</td>
<td>Torrey Memorial Bible Conference</td>
</tr>
<tr>
<td>October 15–Nov 2</td>
<td>Academic Advising for the Spring 2019 term</td>
</tr>
<tr>
<td>October 20</td>
<td>Session A ends</td>
</tr>
<tr>
<td>October 28</td>
<td>Last day to withdraw from full term classes; last day to receive a partial refund when dropping a full term class</td>
</tr>
<tr>
<td>October 29</td>
<td>Session B begins</td>
</tr>
<tr>
<td>November 4</td>
<td>Last day to add Session B classes</td>
</tr>
<tr>
<td>November 5–January 21</td>
<td>Registration for Spring 2019 term</td>
</tr>
<tr>
<td>November 21–25</td>
<td>Thanksgiving holiday (University closed November 22-25)</td>
</tr>
<tr>
<td>November 25</td>
<td>Last day to withdraw from Session B classes; last day to receive a partial refund when dropping a Session B class</td>
</tr>
<tr>
<td>December 17–21</td>
<td>Final exam week</td>
</tr>
<tr>
<td>December 18</td>
<td>Payment due for Spring 2019 term</td>
</tr>
<tr>
<td>December 21</td>
<td>Fall Commencement</td>
</tr>
<tr>
<td>December 22</td>
<td>Full term and Session B classes end; Fall degree conferral date</td>
</tr>
<tr>
<td>December 22–January 1</td>
<td>Christmas/New Year’s holiday (University closed)</td>
</tr>
<tr>
<td>January 8</td>
<td>Fall grades due</td>
</tr>
</tbody>
</table>

### Spring 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>Full term and Session A classes begin; Convocation</td>
</tr>
<tr>
<td>January 21</td>
<td>Last day to add full term and Session A classes; last day to complete late enrollment and payment</td>
</tr>
<tr>
<td>January 21</td>
<td>Martin Luther King Jr. holiday (University closed)</td>
</tr>
</tbody>
</table>

### February 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 10</td>
<td>Last day to withdraw from Session A classes; last day to receive a partial refund when dropping a Session A class</td>
</tr>
<tr>
<td>March 2</td>
<td>Session A ends</td>
</tr>
<tr>
<td>March 4–8</td>
<td>Spring break</td>
</tr>
<tr>
<td>March 10</td>
<td>Last day to withdraw from full term classes; last day to receive a partial refund when dropping a full term class</td>
</tr>
<tr>
<td>March 11</td>
<td>Session B begins</td>
</tr>
<tr>
<td>March 11–29</td>
<td>Academic Advising for Summer and Fall 2019 terms</td>
</tr>
<tr>
<td>March 17</td>
<td>Last day to add Session B classes</td>
</tr>
<tr>
<td>March 20–22</td>
<td>Missions Conference</td>
</tr>
<tr>
<td>April 1</td>
<td>Registration begins for Summer and Fall 2019 terms</td>
</tr>
<tr>
<td>April 7</td>
<td>Last day to withdraw from Session B classes; last day to receive a partial refund when dropping a Session B class</td>
</tr>
<tr>
<td>April 19</td>
<td>Good Friday holiday (University closed)</td>
</tr>
<tr>
<td>April 27</td>
<td>Session B ends</td>
</tr>
<tr>
<td>May 6–10</td>
<td>Final exam week</td>
</tr>
<tr>
<td>May 10–11</td>
<td>Spring Commencement</td>
</tr>
<tr>
<td>May 11</td>
<td>Full term classes end; Spring degree conferral date</td>
</tr>
<tr>
<td>May 17</td>
<td>Spring grades due</td>
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### Summer 2019

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<th>Event</th>
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<td>May 13</td>
<td>Full term and Session A classes begin</td>
</tr>
<tr>
<td>May 19</td>
<td>Last day to add full term and Session A classes; last day to complete late enrollment and payment</td>
</tr>
<tr>
<td>May 27</td>
<td>Memorial Day holiday (University closed)</td>
</tr>
<tr>
<td>June 9</td>
<td>Last day to withdraw from Session A classes; last day to receive a partial refund when dropping a Session A class</td>
</tr>
<tr>
<td>June 29</td>
<td>Session A ends</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day holiday (University closed)</td>
</tr>
<tr>
<td>July 7</td>
<td>Last day to withdraw from full term classes; last day to receive a partial refund when dropping a full term class</td>
</tr>
<tr>
<td>July 8</td>
<td>Session B begins</td>
</tr>
<tr>
<td>July 14</td>
<td>Last day to add Session B classes</td>
</tr>
<tr>
<td>August 4</td>
<td>Last day to withdraw from Session B classes; last day to receive a partial refund when dropping a Session B class</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>August 24</td>
<td>Full term and Session B classes end; Summer degree conferral date</td>
</tr>
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