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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.
GENERAL INFORMATION

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

- School of Arts and Sciences
- Talbot School of Theology
- Rosemead School of Psychology
- Cook School of Intercultural Studies
- Crowell School of Business
- School of Education
- School of Science, Technology and Health

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.

Ranked by the Carnegie Commission on Higher Education as a Doctoral/Research-Intensive Institution, Biola University offers more than 150 academic programs at the bachelor’s, master’s and doctoral degree levels. With an outstanding faculty, the university has distinguished itself in scholarship and academic excellence.

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.

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

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 (510) 748-9001 or online at wascsenior.org/contact (http://wascsenior.org/contact).

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

- American Anthropological Association
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admission Officers
- American Association of Health, Physical Education and Recreation
- American Council on Education
- American Guild of Organists
- American Intercollegiate Athletic Women
- American Library Association
- American Psychological Association
- Associated Collegiate Press
- Association of Christian Schools, International
- Association of Collegiate Business Schools and Programs
- Association of College Unions International
- American Association of Higher Education
- Association of Independent California Colleges and Universities
- California Association of Health, Physical Education, and Recreation
- California Council on the Education of Teachers
- Choral Conductors’ Guild (California)
- Council for Christian Colleges and Universities
- Christian Scholar’s Review
- College Entrance Examination Board
- Council on Post-secondary Accreditation
- Evangelical Teacher Training Association
- Intercollegiate Press
- Music Educator’s National Conference
- National Association of Intercollegiate Athletics
- Western Association of Graduate Schools
- Western Council on Higher Education for Nursing
- 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 distinctly 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. 2:6-9), the Scriptures teach a millennial reign of Christ with His saints on earth following His literal return. The nation of Israel, having been redeemed, will play a central role in bringing 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 9:15; 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 overly
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, ethic group identification, gender, age, or physical or mental disability. However, as a private religious institution, the University reserves the right to exercise preference on the basis of religion in all of its employment practices and student admissions.

Chapel

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

The Community of La Mirada

The city of La Mirada is in Los Angeles County, 22 miles southeast of downtown Los Angeles, and is surrounded by such cities as Whittier, Norwalk, Buena Park, La Habra and Fullerton. La Mirada is a suburban residential community with a population of 51,263. Included within the vicinity are several major shopping areas in addition to many other business establishments.

La Mirada is situated near many of the outstanding attractions of Southern California. Downtown Los Angeles is a 30-minute drive from the campus. Disneyland is 12 miles to the southeast and famed Knott’s Berry Farm is six miles away. Within a 30-minute drive are such popular beach cities as Long Beach, Newport Beach, Huntington Beach and Laguna Beach.

Recreational facilities are easily accessible. An 18-hole golf course lies a mile east of the campus and other parks in the area offer opportunity for activities and relaxation. La Mirada’s Regional Aquatics Center, Splash, is an 18-acre site with heated 50-meter and 25-yard pools open year round, and a water park with a lazy river and slides open during the summer. An hour’s drive will take one into the nearby mountains where winter sports are available.

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

The Biola University Campus

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

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

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

- Chiang Mai, Thailand
  M.A. Intercultural Studies, Doctor of Missiology
- Kyiv, Ukraine
  M.A. Biblical and Theological Studies/Diversified
  M.A. Intercultural Studies, Doctor of Missiology
- New York City, New York
  M.Div. Messianic Jewish Studies

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

The Library

The Library serves Biola University as the central information resource facility, supporting all undergraduate and graduate programs with extensive resources, regardless of format or location, and a wide variety of services. Opened in the Fall of 2001, our state of the art, 98,000 square foot, tri-level Library, located on the campus quad, integrates traditional print, modern online electronic, multimedia and audio-visual resources.

In an environment that respects the privacy of the individual scholar and facilitates dynamic, interactive, collaborative learning groups, our flexible Library will keep pace with the growth of the University for many years.

In addition to a two-story, quiet, current periodical reading room with mezzanine, the Library provides 23 group study rooms. The technology-rich instruction room serves 48 students in a class setting at 24 computer work stations which are available for individual students when not used for group instruction. Our local area network in the Learning Commons allows up to 100 simultaneous users in a mix of PCs and Macs. The building provides space for over 900 individual study stations at carrels, tables and casual lounge reading seats most of which are equipped with data and power connections for laptop or handheld computer use, and wireless network connectivity is available throughout the Library. The upper-level Study Terrace and the middle-level Giumarra Courtyard offer more than 100 outdoor study spaces with wireless network connectivity. The 12-seat coffee and food court provides an informal setting for study, fellowship and nutrition breaks. The signature rooftop beacon symbolizes Biola’s focus of bringing the Light, so that the Light may shine through enlightened servant leaders to the glory of God.

The Library also hosts two computer classrooms: one with 35 PCs and one with 24 iMacs. The building provides space for over 900 individual study stations at carrels, tables and casual lounge reading seats most of which are equipped with data and power connections for laptop or handheld computer use, and wireless network connectivity is available throughout the Library. The upper-level Study Terrace and the middle-level Giumarra Courtyard offer more than 100 outdoor study spaces with wireless network connectivity. The 12-seat coffee and food court provides an informal setting for study, fellowship and nutrition breaks. The signature rooftop beacon symbolizes Biola’s focus of bringing the Light, so that the Light may shine through enlightened servant leaders to the glory of God. The Library also hosts two computer classrooms: one with 35 PCs and one with 24 iMacs; and The Writing Center. Works of art and the graphic presentation of Scripture on the theme of light contribute to the dynamic intellectual environment. The Library also hosts art exhibits, curated by the Art Department, two or three times each year.

In addition to a growing collection of more than 320,000 print volumes and 200,000 ebooks, the library currently subscribes to more than 500 print periodical titles, with several journal back files dating from the 19th century. Further, many databases and over 45,000 additional periodical titles are available full-text online to anyone with authorized Internet access from anywhere, anytime. The diverse collection reflects Biola’s enthusiasm and scholarly commitment to the integration of faith and learning in all academic disciplines, Bible history and translation, the historical roots of fundamentalism and evangelical Christianity, and worldwide Christian service. The collection also includes thousands of catalogued videotapes, CDs, and DVDs that support Biola’s academic programs which are available for use at the Media Center’s dedicated

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 gymnasia, 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.
multimedia carrels, media and group study rooms, or for check out. Special collections embrace extensive microform resources, selected Bible study tools in Braille, and curriculum resources for teacher education.

The Library provides access to its holdings through a web-based online public access catalog and circulation system. Further, over 100 online databases are available through our local area network and the Library Internet home page. Library automation reflects the University’s commitment to quality service and expanding resources through the electronic exchange of ideas and information. In addition, adaptive technologies and fee-based photocopying, scanners, printers, microform readers and reader-printers facilitate resource use.

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

Nine professional librarians, a well-qualified paraprofessional staff, and many able student assistants provide service more than 90 hours per week during the regular campus semesters with adjusted schedules of service available year round. Through Ask a Librarian, Facebook, Twitter and other social networks, many of our services and resources are available 24/7/365 for those with Internet access and active NetIDs and passwords.

**Media Services**

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

**Center for Christian Thought**

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

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

**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.

**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. Visit cmr.biola.edu (http://cmr.biola.edu) for information on events and resources.

**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.

**Interterm Session**

To facilitate the completion of graduation, allow exposure to creative learning, and to enrich students’ academic programs, the University provides an Interterm session in January. A balanced program of general education, Bible, electives and graduate courses is offered. Students may enrich their course of study and reduce the overall time spent in the classroom or decrease their regular course load by careful selection of Interterm courses. Certain courses or workshops may be offered during Interterm that are not listed in this catalog. Courses may be innovative or the content may be in response to specialized needs or current topics. In collaboration with Biola faculty, the Center for Cross-Cultural Engagement organizes several different opportunities for national and international travel during Interterm integrating faith and learning through experiential education.
Undergraduate tuition charges during Interterm session are close to one half of the regular tuition charge. Residence hall rooms are provided at no extra charge for on-campus fall students who have registered for Interterm and are committed to occupy a room during the spring semester. All other students attending Interterm are charged a prorated weekly rate for residence hall rooms. Separate prices will be available for meals during Interterm.

January 2017 will be the last time Interterm session will be offered. During the 2017–18 academic year, the academic calendar will change, Spring 2018 will start earlier in January and end earlier in May. Summer session opportunities will be expanded to cover the demand for courses currently met by Interterm session.

Summer Session

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

Courses regularly offered cover the areas of art, Bible, theology, history, literature, mathematics, philosophy, psychology, biological science, sociology and other subjects, including education courses for teaching credential candidates. Graduate courses in education, intercultural studies, theology and psychology enable graduate students to continue their programs during the summer months. In collaboration with Biola faculty, the Center for Cross-Cultural Engagement organizes several different opportunities for national and international travel during the summer months integrating faith and learning through experiential education.

Tuition, room and board 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.

The academic calendar change beginning in the 2017–18 academic year. For further information, please contact the Office of Admissions.

Programs

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

Scholarship

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

Four Year Program

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

Two Year Program

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

International Learning Opportunities in Military Science and Army Schools

Summer internship program is an overseas culture immersion internship aimed at broadening the cultural understanding of junior officers. Since the Army is in a number of countries across the world, it is critical that young officers understand different cultures to ensure the building of strong relationships. Advanced course students have an opportunity
to attend overseas Cadet Troop Leadership Training (CTLT) for three weeks between their junior and senior years. CTLT gives cadets a chance to serve as acting platoon leaders with an actual active duty U.S. Army unit. Many of the CTLT positions are 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 Air Army Airborne school or the 10-day Air Assault School.

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

**Air Force ROTC**

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

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

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

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

**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 $55, undergraduate study, must accompany each application. This fee is non-refundable. Applications for spring received after January 1, or for Fall received after March 1 must be accompanied by a fee of $10, bringing it to a total of $65.

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

**Room**

*Amounts reflect two or more occupants*

<table>
<thead>
<tr>
<th>Per year in residence hall</th>
<th>$5,168 - $5,784</th>
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</thead>
<tbody>
<tr>
<td>Per semester</td>
<td>$2,584 - $2,892</td>
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</table>

For a breakdown of individual room rates visit: http://studentlife.biola.edu/housing/housing-handbook/housing-meal-rates.

**Meal Plan**

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

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>Per Semester</th>
<th>Per Year</th>
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<tbody>
<tr>
<td>20 Flex Meal Plan</td>
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<td>(includes $125 Flex dollars)</td>
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<td>15 Flex Meal Plan</td>
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<td>(includes $125 Flex dollars)</td>
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<td>12 Flex Meal Plan</td>
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<td>10 Flex Meal Plan</td>
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<td>$3,560</td>
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<td>(includes $125 Flex dollars)</td>
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<tr>
<td>10 Meal Plan (no Flex dollars)</td>
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<td>$3,334</td>
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<tr>
<td>175 Block Plan (175 &quot;anytime&quot; meals, includes $125 Flex dollars)</td>
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<td>$4,178</td>
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<td>5 Flex Meal Plan</td>
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<td>(includes $50 Flex dollars)</td>
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<tr>
<td>40 Block Plan (40 &quot;anytime&quot; meals, includes $50 Flex dollars)</td>
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<td>$1,062</td>
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</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. 5810 dining.services@biola.edu

**Graduate Student Housing Rates**

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

Furnished single-student housing:

- Double occupancy per bedroom: $550/person/month
- Single occupancy per bedroom: $693/person/month

Unfurnished apartments (married housing):
- One-Bedroom: $1,030/month
- Two-Bedroom: $1,313/month

### Tuition Information 2016–17

<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>Interterm Per Credit</th>
<th>Semester Audit Fee</th>
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<tbody>
<tr>
<td>Undergraduate Programs</td>
<td>12-18 credits</td>
<td>12-18 credits</td>
<td>1-11, 19+ credits</td>
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<td>2017</td>
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<td>Undergraduate Tuition</td>
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<td>$1,529</td>
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<td>Applied Psychology</td>
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<tr>
<td>English Language Studies Program</td>
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<td>Graduate Programs</td>
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<td>School of Arts and Sciences</td>
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<td>Post Baccalaureate and Special/M.A. Program</td>
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<td>M.A. in Christian Apologetics and M.A. in Science and Religion</td>
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<td>M.S. Speech and Language Pathology</td>
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<td>Crowell School of Business</td>
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<td>Prerequisites and Theology</td>
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<td>MBA Core and Electives</td>
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<td>School of Education</td>
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<td>M.A., Credentials and Specials</td>
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<td>M.A. and Specials¹</td>
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<tr>
<td>Talbot School of Theology</td>
<td>6 credits</td>
<td>12 credits</td>
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</tbody>
</table>

1. No course may be audited
2. Additional fees may apply
3. Three-credit courses
4. Four-credit courses
Financial Information

### M.A. Programs and Specials

<table>
<thead>
<tr>
<th></th>
<th>$575</th>
<th>$575</th>
<th>$575</th>
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<td>Doctoral Programs</td>
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<td>$4,932</td>
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<td>Rosemead School of Psychology 9-16 credits/semester</td>
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</tr>
<tr>
<td>Master of Arts and Specials 9-16 credits</td>
<td>$12,872</td>
<td>$25,744</td>
<td>$1,073</td>
<td>$1,073</td>
</tr>
<tr>
<td>Doctoral Programs 1-8, 17+ credits</td>
<td>$12,872</td>
<td>$25,744</td>
<td>$1,073</td>
<td>$1,073</td>
</tr>
</tbody>
</table>

### Note:
- Tuition values include Student Government Association (SGA) Fee when applicable.
- Semester Audit Fee charged regardless of credit course load.
- Non-degree seeking
- Auditing graduate courses in the School of Business is subject to approval.
- Auditing doctoral courses is typically not permitted. Exceptions subject to school Dean's approval.

This section contains financial information pertaining only to the 2016–17 academic year.

### General Fees

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

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

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

Upon notice of acceptance, an enrollment deposit is required. For all incoming undergraduate students, this deposit is non-refundable after May 1 (Fall) and January 1 (Spring). For incoming graduate students, the deposit is non-refundable if the student does not enroll in and complete a term at Biola. When enrolled students who have completed the term for which they applied, officially withdraw, their enrollment deposit will be applied to any balance owed at the time of departure, or will be refunded if their account is paid in full.

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

**Arranged Course/Independent Study Fee**

| ($10 plus Add/Drop fee) | $15 |

**Cap and Gown Fee**

| Undergraduate (Cap and Gown) | $39 |
| Graduate Gown                | $42 |
| Graduate Hood                | $30 |
| Doctoral Regalia Rental (Cap, Gown, and Hood) | $50 |

**Change of Class Schedule**

| Add/Drop                   | $5  |
| Late Add/Drop              | $15 |
| Graduation Petition Late Fee - Undergraduate | $200 |
| Graduation Check Late Fee - Graduate | $100 |
| Late Application Fee - Undergraduate | $10 |

### Late Application Fee - Graduate

| Late Application Fee - Graduate | $10 |
| Late Enrollment Fee - Any time after the published payment deadline | $200 |
| Readmission Application Fee    | $15 |
| Special Student Application Fee| $20 |
| Replacement Diploma Fee        | $40 |
| Returned Check Fee (per occurrence) | $25 |
| Rush Check Fee                 | $20 |
| Housing Deposit                | $250 |
| Special Off-Campus Program Registration Fee | $50 |
| Payment Plan Fee               | $85 |
| Transcript Fee Official Per Copy | $6 |
| Online Processing              | $2.25 |
| Vehicle Registration estimate (1-6 credits per semester) | $60 |
| Vehicle Registration estimate (7+ credits per semester) | $120 |

### Health Insurance Plan

<table>
<thead>
<tr>
<th>Per semester estimate (Fall or Spring):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student only estimate: $998</td>
</tr>
<tr>
<td>Summer 2016 estimate: $310</td>
</tr>
</tbody>
</table>

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

### Special Fees - Undergraduate

There are special fees for specific labs, clinics, physical education/recreation and camping courses, etc. See course descriptions for fees.
### Biola English Placement Exam
- $25

### Biola English Placement Exam Challenge (English Language Studies Program students only)
- $25

### Class and Laboratory Fees (varies)
- $5-$575

### Class Travel Fees (varies)
- $100-$200

### Christia Ministries Retreat Fee
- $175

### Nursing Application Fee
- $85

### Nursing Late Application Fee
- $50

### Nursing Activity Fee (per year)
- $50

### RN-BSN Portfolio Evaluation for Credit
- $300

### LVN Portfolio Evaluation and Skills/Simulation Testing
- $100

### Credit for Prior Learning (CPL)
- $50

### CSICS Community Enhancement Fee
- $140

### Proctor Exam Fee
- $20

### Special Fees - Graduate

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talbot New Student Fee</td>
<td>$75</td>
</tr>
<tr>
<td>Biola English Placement Exam</td>
<td>$25</td>
</tr>
<tr>
<td>Biola English Placement Exam Challenge (English Language Studies Program students only)</td>
<td>$25</td>
</tr>
<tr>
<td>MBA Program Fee (per term)</td>
<td>$40</td>
</tr>
<tr>
<td>Distance Learning Fee (per credit)</td>
<td>$75</td>
</tr>
<tr>
<td>Doctor of Ministry Program</td>
<td></td>
</tr>
<tr>
<td>Program Enrollment Fee (non-refundable)</td>
<td>$500</td>
</tr>
<tr>
<td>Graduate Psychology Program</td>
<td></td>
</tr>
<tr>
<td>Internship Fee (per semester)</td>
<td>$1,200</td>
</tr>
<tr>
<td>Professional Growth Fee (per semester)</td>
<td>$750</td>
</tr>
</tbody>
</table>

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.

### Copyright-Dissertation or Thesis (optional)
- Master’s Thesis and Doctoral Dissertation (paid through vendor, options and fees vary).

### Music Fees

#### 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
- Intro to Music Education $140

### Typical Costs

The combination of tuition, fees and associated expenses at Biola University requires students to carefully calculate their financial resources and costs. The following estimated student budget reflects the average cost to fulltime students for the 2016–17 academic year (nine months):

### Undergraduate

**(Based on 12–18 credits per semester, $1,529/credit)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$36,696</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$10,560</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,764</td>
</tr>
<tr>
<td>Personal/Misc.</td>
<td>$2,322</td>
</tr>
<tr>
<td>Transportation</td>
<td>$900</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$52,242</td>
</tr>
</tbody>
</table>

### Graduate: Talbot Master’s Programs

**(Based on 9 credits per semester, $575/credit)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$10,350</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$13,776</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,764</td>
</tr>
<tr>
<td>Personal/Misc.</td>
<td>$2,898</td>
</tr>
<tr>
<td>Transportation</td>
<td>$900</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$29,688</td>
</tr>
</tbody>
</table>
For other Doctoral programs please see the Tuition Information section.

**Graduate: Psychology**
*(Based on 9–16 credits per semester, $1,073/credit)*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$25,744</td>
</tr>
<tr>
<td>Interterm</td>
<td>$3,219</td>
</tr>
<tr>
<td>Prof. Growth Fee</td>
<td>$1,500</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$13,776</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,764</td>
</tr>
<tr>
<td>Personal/Misc.</td>
<td>$2,898</td>
</tr>
<tr>
<td>Transportation</td>
<td>$900</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$49,801</strong></td>
</tr>
</tbody>
</table>

**Payment Information**

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

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

Down payments may be estimated using the online down payment worksheet at: offices.biola.edu/accounting/costs/down-payment/ (http://offices.biola.edu/accounting/costs/down-payment).

Biola Offers four payment options for a student’s semester expenses:

**One payment (100%)**
- Payment is due in full by August 15 for Fall semester and January 15 for Spring semester
- No fees
- No finance charges

**Two Payments (2 x 50%)**
- Two payments of 50% due Aug. 15 & Sept. 15 for Fall semester; Jan. 15 & Feb. 15 for Spring semester
- $35 plan fee
- No finance charges
- A late fee of 1.0% 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 Aug. 15, 25% due Sept. 15 & Oct. 15 for fall semester; Jan. 15–Mar. 15 for spring semester
- $85 plan fee
- No finance charges
- A late fee of 1.0% 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–Oct. 15 for fall semester; Dec. 15–Mar. 15 for spring semester
- $85 plan fee
- Enrollment is not complete until 50% of charges less aid is received.
- No finance charges
- A late fee of 1.0% 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:

Accounting Office
Biola University
13800 Biola Avenue
La Mirada, CA 90639

Student name and ID number must be noted on payments mailed to the University. Please be advised that your check payment may be converted to an ACH transaction.

**Trimester Programs**

Classes for part 1 of each session must be paid in full in order to attend classes for part 2 of the session. 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>
<th>Weeks 1–2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
<td>55%</td>
<td>50%</td>
<td>45%</td>
</tr>
</tbody>
</table>
Interterm and Summer Session Refund Policy

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

Withdrawals after eighth week of classes:

1. Tuition: no refund.
2. Room: end of the week in which the student officially checks out the residence hall.

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

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

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

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

Outstanding Balances

As Biola is an educational institution, any balance owing on a student’s account is an extension of credit by the University and is considered an educational loan within the meaning of section 522 (a) (8) of the U.S. Bankruptcy Code. If a loan becomes in default, Biola may disclose the default, along with other relevant information, to credit bureau organizations and turn the educational loan over to a collection agency for collection. Should this action be instituted by the University, there will be additional charges for reasonable collection of the balance due. All transcripts and diplomas shall be withheld until the outstanding amount is paid in full. An account is considered paid in full when all checks clear the bank.

Refunds: Overpayment

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

Financial Aid Information

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

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

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

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

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

Biola University does not discriminate on the basis of sex, race, color or national and ethnic origin in administration of its scholarship and loan programs. For further information on any of the items in this section, please visit the Financial Aid Office web site at biola.edu/finaid (http://offices.biola.edu/finaid).

Undergraduate Financial Aid

Institutional Aid

All students who want to be considered for need-based aid are required to file a FAFSA (or Dream Act Application, 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) 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–$14,000)

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

**Christian Worker Dependent Scholarships (up to $2,000)**
This is a need-based scholarship awarded to eligible dependent children of pastors, missionaries or Christian workers (primary family income must be through a church, mission board or Christian non-profit agency). Dependent children of pastors/missionaries/Christian workers must file a FAFSA and the appropriate requested paperwork (available on the Financial Aid website) to receive this scholarship. Biola employee dependent tuition waiver recipients are not eligible. Available only to students who entered Biola prior to Fall, 2012. This scholarship awarded based on availability of funds.

**Pastor and Missionary Dependent Scholarships (up to $1,000)**
This is a need-based scholarship awarded to eligible dependent children of pastors or missionaries. Dependent children of pastors or missionaries must file a FAFSA and the appropriate requested paperwork (available on the Financial Aid website) to receive this scholarship. Biola employee dependent tuition waiver recipients are not eligible. Available only to students who entered Biola during or after Fall 2012.

**LEAD Scholarship, formerly SURGE Award ($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 3.0 GPA. Requires participation in Cultural Encounters Leadership program. Please contact Undergraduate Admissions for details on the application deadline.

**Community Service Scholarship ($2,000–$5,000)**
Awarded to freshmen and transfer students who have demonstrated outstanding spiritual leadership and services in their community. Renewable with demonstrated leadership involvement and services at Biola. Student must file a FAFSA application. Available only to students who entered Biola prior to Fall 2014.

**Alumni Dependent Scholarship (Up to $1,000 per student)**
Awarded to dependents of persons who have completed 30 credits of coursework at Biola University (including Talbot School of Theology, Rosemead School of Psychology, or Cook School of Intercultural Studies). Faculty and staff dependents are not eligible.

**FirstGen Scholars Program Scholarship ($2500)**
Scholarship awarded as part of a program for select incoming first generation students. Applicants must file FAFSA or Dream Act Application, along with application by for the program by deadline to be considered. Requires involvement in FirstGen Scholars Program.

**Church Matching Scholarship (Up to $1,300)**
Biola will match one award per year up to $1,300 for a full-time student demonstrating need. Some programs may not be eligible. Program availability information available at biola.edu/finaid (http://offices.biola.edu/finaid/undergrad/scholarships/#church-match). The 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. 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. The student must demonstrate financial need as demonstrated by the FAFSA. 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, 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 Department.

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

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

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

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

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

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

**Federal Aid to Students**

**Federal Pell Grant Program**
A federal program designed to assist students with high financial need. The maximum grant is $5,815.

**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 1 school within 8 years of program completion. Failure to fulfill these requirements will result in the grant converting into an unsubsidized Stafford Loan. To apply, students must complete online
Federal Direct Student Loans are awarded to students after they have
extend the repayment method. Pursue further Nursing training may defer payment and interest and armed forces on active duty, Peace Corps volunteers and students who a 10-year period at 5% interest of the unpaid balance. Members of the graduation, interest will not accrue. Payments may be extended over a 10-year period at 5% interest on the unpaid balance. Members of the armed forces on active duty, Peace Corps volunteers and students who complete undergraduate or graduate work, may defer payment and extend the repayment period.

Federal Nursing Loan
The Nursing Loan is a need-based loan program offered to students admitted into the Clinical portion of the Nursing Program who are early financial aid applicants. The loan is subsidized (interest-free while student is enrolled), and has a 5% fixed interest rate once in repayment. Based on availability of funds, 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 early financial aid applicants. The loan is subsidized (interest-free while student is enrolled), and has a 5% fixed interest rate.

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

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.

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

Students who are eligible for consideration under AB540 legislation should file a California Dream Act application at csac.ca.gov (http://www.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 recognizing 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 $7,500 as freshmen, $8,500 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 Parent Loan for Undergraduate Students (PLUS)
Parents may borrow up to the cost of education minus other financial aid. See Financial Aid website for current interest rates.

Graduate 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 one award per year up to $750 for a full-time student demonstrating need. The match is prorated for a part-time student. Not available to Doctor of Ministry who entered after Fall 2006, nor to students in these programs: Doctor of Ministry, Master of Arts in Christian Apologetics, Master of Arts in Science and Religion, Talbot Doctor of Philosophy, or other special programs.

The church’s check must be accompanied by the Church Matching Scholarship Application signed by the pastor or church official. Fall semester deadline is October 1. Spring semester deadline (for Spring entrants only) is March 1. International students on an F-1 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, 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.Biola, once all required paperwork is completed.

PLUS loans and private loans require separate applications, and the student must initiate the process. See the Financial Aid website for more details.

International Students

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

Student Employment

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

Jobs are available both on and off campus, according to student’s ability, 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.

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 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.

Financial Aid Disbursements

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

Financial Aid Withdrawal/Return of Aid Policy

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

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

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

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

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

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

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

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

**Return of Aid**

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

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

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

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

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

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

**Satisfactory Academic Progress Policy**

Students attending Biola University who wish to receive financial aid (including federal, state, Veterans benefits, Social Security benefits, etc.), in addition to meeting other eligibility criteria, must maintain satisfactory academic progress in their degree or certificate program as described below.

**Quality of Progress "GPA Requirement"**

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

**Minimum Cumulative GPA**

- Undergraduate: 2.0
- Graduate: 2.5
  - • GPAs are reviewed at the end of each academic term (Fall, Spring, and Summer).
  - • Students who fail to maintain the minimum GPA will be given a warning status for one academic term, during which they will continue to receive financial aid. At the end of the term, the cumulative GPA requirements must be met, or they will be suspended from their aid eligibility until they once again meet the applicable GPA requirement.

**Quantity of Progress "Pace Requirement"**

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

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

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

**Duration of Progress "Maximum Time Frame"**

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

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

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

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

**Financial Aid Suspension Appeals**

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

Admission to Biola University is on a selective basis. Only those most likely to profit from Biola University’s educational program and its distinctively Christian emphasis are admitted. Because it is the purpose of Biola University to educate maturing followers of the Lord Jesus Christ, the applicant should have been a Christian for at least one year.

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

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

Visits to the campus are encouraged. It is recommended to email or phone the Office of Admissions well in advance of the visit. Each semester, visitation days (University Day, Spring Preview Day and others) help acquaint prospective students with the programs on campus.

Admission information—including applications, visitation days and appointments—is available at undergrad.biola.edu or by phoning 1-800-652-4652.

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

Undergraduate/Graduate Programs

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

Enrollment Deposit

Applicants

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

Enrolled Students

As a student continues his/her enrollment at Biola, the enrollment deposit is retained as a continuing deposit, ensuring a place in the student body. When enrolled students who have completed the term for which they applied, officially withdraw, their enrollment deposit will be applied to any balance owed at the time of departure, or will be refunded if their account is paid in full.

Re-Admission

A Biola student who has dropped out for one semester or longer is required to file an application for re-admission. A pastor’s reference will be required if the student’s leave of absence exceeds two years. A student who enrolls after an absence of more than a year is required to follow the current catalog requirements upon readmission. An undergraduate student who re-admits after an absence of five years may be required to complete a full application for entrance, whereas, graduate students will be required to file a new application, and a pastor’s reference. Depending on length of absence, other requirements may also be necessary. Please contact the Office of Admission for more information.

Admission of Non-Native English-Speaking Students

English Proficiency

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

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

1. Biola’s English Language Studies Program (ELSP) Non-native English speakers without TOEFL scores or a TOEFL score below 79 iBT (for undergraduate admissions) or 88 iBT (for graduate admissions) may enter most Biola degree programs if they have met all the other requirements for admission. Every non-native English-speaking student with a TOEFL score below 79 iBT but above 71 (for undergraduate admissions) or 88 iBT but above 80 (for graduate admissions) is required to take the Biola English Placement Exam (BEPE) during orientation week of their first semester at Biola. Students are assigned English courses in ELSP based on their test results, which may affect their tuition. Courses assigned may range from one semester part-time to three semesters full-time plus three semesters part-time.

2. Take the Test of English as a Foreign Language (TOEFL) and score the minimum requirement for the intended academic program. Non-native, English-speaking students may be admitted in an academic program with the minimum TOEFL requirement for their program while taking required English courses. The minimum TOEFL score...
TOEFL contact and registration information is as follows:

Test of English as a Foreign Language
Box 6151
Princeton, New Jersey, USA 08541

Phone: (609) 771-7100, Fax: (610) 290-8972, Website: ets.org/toefl

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

1 See TOEFL/BEPE requirements for specific programs.

TOEFL/BEPE Requirements for Specific Programs

Undergraduate Programs

The minimum TOEFL score for admission is a total of 79 iBT with a subtest score of 22 in speaking and a subtest score of 19 in writing for the undergraduate student (Exception: Education majors must have a score of 100 iBT). A student may submit an SAT I score for admission instead of a TOEFL score. Students who score below 470 on the critical reading section of the SAT exam and below 79 iBT on the TOEFL are required to take the Biola English Placement Exam (BEPE).

Graduate Programs

The minimum for admission to Biola's graduate schools is a total of 88 iBT with a subtest score of 22 in speaking and a subtest score of 20 in writing. The following graduate programs have different requirements:

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

CSICS Ph.D.
  - TOEFL: 100 iBT
  - Not accepted through ELSP

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

Talbot Th.M., D.Min, Ph.D. (see individual programs for details)
  - TOEFL: 100 iBT
  - BEPE: Not Required

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

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

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

English Placement

The Biola English Placement Exam (BEPE) is administered to determine which course(s) (ENGL 151, ENGL 152, ENGL 161, ENGL 171), if any, students must take. The course(s) must be taken during the student's first semester until the student has successfully passed ENGL 152 and ENGL 171 with a grade of B or above. There is a fee of $25 to take the exam.

Since admission to the University is based on the understanding that the student will successfully complete the ELSP sequence, students will not be allowed to graduate or continue at Biola if they do not complete their ELSP requirement. Undergraduate students must pass ENGL 171 with a grade of B or above before taking ENGL 100, ENGL 113 or before credit from other schools can be granted.

Application Guidelines

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

2. Official Transcripts:

   Undergraduate Students

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

   Graduate Students

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

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

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

5. A TOEFL score of 79 iBT (speaking 22; writing 19) or an SAT I or ACT test for undergraduates. Graduate programs vary but start with a minimum score of TOEFL 88 iBT (speaking 22; writing 20).
Students will be referred to the English Language Studies Program for preparatory courses in English if scores are below requirements.

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

Application Deadlines
Biola University accepts international applications only for the fall semester. Spring admission is only open to current F-1 students transferring from another college/university in the United States or to students applying through ELSP. Graduate Admissions deadlines vary, please check the individual program’s website for the correct deadline, each graduate school’s webpage is available at biola.edu/grad (http://www.biola.edu/grad).

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

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

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

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

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

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

Enrollment Requirements
International students admitted to the United States on a student visa are required by law to be registered as full-time students (undergraduate students: a minimum of 12 credits; graduate students: a minimum of 9 credits). Full-time ELSP students are required to take a minimum of 14 credits.

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

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

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

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

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

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

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

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

Withdrawal
Official withdrawal from enrollment in the University is made by submitting a completed Departure Form to the Office of the Registrar. Students may officially withdraw until the end of the eighth week of the semester. Students who drop from enrollment at any time during the semester without submitting a Departure Form, or withdraw from enrollment during the ninth through the 15th week of the semester, are considered unofficially withdrawn. Unofficially withdrawn students will not receive a refund of any portion of tuition or fees and will receive
grades of "UW" for their courses. Students departing the University for longer than one year will be required to follow the current catalog at the time of their readmission. Students may petition for an exception.

Student's Records

Enrollees are advised that the University maintains school and student records for no longer than a five-year period beyond the student's final term of enrollment, with the exception of the transcripts and the academic record. Except in cases of clerical error, students' academic records are closed upon graduation.

Attendance

Regular class attendance is expected of all students. Classes are conducted in a manner that will encourage academic excellence and the growth of Christian character. The final authority for attendance and any effect that it might have upon grades rests with the individual faculty member. This is due to the tremendous variety of class size and purpose, and the specific requirements in attendance. Students who fail to meet the minimum attendance requirement of a course will be assigned a grade of "UW" (Unofficial Withdrawal) which will influence the GPA the same as an "F."

Visitors and current students may visit a class for a maximum of one week (or the equivalent thereof, based on a 15-week course). After one week, registration in credit or audit status for the course(s) is required.

Grades

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

To graduate with a baccalaureate degree, a student must achieve at least a 2.0 in both cumulative and major (some programs require higher) undergraduate coursework. Higher standards are required for graduate degrees, as stated elsewhere in this catalog.

Biola's policy requires that when computing the GPA, the GPA is recorded at the third number beyond the decimal point without rounding up.

Quality of course work is graded on the following scale, with a system of grade points used to determine a student's general grade point average (GPA) or standing:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Highest Passing Grade</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>Lowest Passing Grade</td>
<td>0.67</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial Withdrawal</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

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

Special Grade Notations

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Credit¹</td>
<td>0.00</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit²</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory¹</td>
<td>0.00</td>
</tr>
<tr>
<td>US</td>
<td>Unsatisfactory²</td>
<td>0.00</td>
</tr>
<tr>
<td>RD</td>
<td>Report Delayed²</td>
<td>0.00</td>
</tr>
<tr>
<td>RG</td>
<td>Registered in Course³</td>
<td>0.00</td>
</tr>
<tr>
<td>R</td>
<td>Research¹</td>
<td>0.00</td>
</tr>
<tr>
<td>IP</td>
<td>Internship in Progress¹</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal²</td>
<td>0.00</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit²</td>
<td>0.00</td>
</tr>
<tr>
<td>NR</td>
<td>Not reported by faculty²</td>
<td>0.00</td>
</tr>
<tr>
<td>NO/NG</td>
<td>Non-graded Course¹</td>
<td>0.00</td>
</tr>
</tbody>
</table>

¹ No grade points/credit given
² No grade points/No credit given
³ No grade points

Grade Mode

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

<table>
<thead>
<tr>
<th>Grade Mode</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Letter Grade A-F</td>
</tr>
</tbody>
</table>
Repealed Courses
Undergraduate students are permitted to repeat courses in which they have earned a D+ or lower grade. Graduate students are permitted to repeat courses in which they have earned a C+ or lower grade. All instances of a repeated course must be taken at Biola in order to impact the student’s GPA. Both grades continue to show on the student’s academic record. Only the higher grade earned is included in the computation of the student’s GPA, and the credits are counted only once.

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

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

Students are permitted to repeat a course a maximum of two times. A student unable to pass a required course for their major or degree program after the third attempt is normally required to select another major or degree program requirements.

Students wishing to audit graduate-level courses must have earned, be/been enrolled in, or have been admitted to a master’s level degree program. Doctoral level courses are not typically open to auditors. All auditors must pay the appropriate per credit fee. If permitted, doctoral level auditors are subject to full doctoral level tuition. (See Financial Information for fees.) Auditors must receive permission from both the Office of the Registrar and the instructor of the course. Audit fees are non-refundable. Audit applications with further instructions are available in the Office of the Registrar or online at: biola.edu/registrar/forms (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 in Talbot School of Theology and Cook School of Intercultural Studies. Those carrying 5 credits are considered three-quarter time. Doctoral students in these programs carrying 3 or more credits are considered half time. And, those carrying less than 3 credits are normally considered less than half time. D.Min. students must complete 6 credits per semester, 12 credits per year in their program. Doctoral students can be considered full time for a maximum of two to four semesters in the dissertation phase of their program depending on their program (see specific program for details).

The normal expected course load for a Rosemead student is 15 to 16 credits per semester, but not less than 9 credits. Without the advisor’s
approval, a student may not carry over 16 credits in any semester. Registration of less than 9 credits is permitted only after a student has been admitted to candidacy. Rosemead does not admit part time students to its degree programs. For the purposes of enrollment reporting, as with graduate students the minimum full time load is 9 credits for those in Rosemead School of Psychology degree programs. Those carrying less than the full time load but 7 or more credits are considered three-quarter time. Rosemead students with 5 or more credits are considered half time students. And, Rosemead students carrying less than 5 credits are normally considered less than half time.

Special Note: Dropping or adding credits may change a student’s enrollment time status (e.g. Full Three Quarter Time, Half Time, Less than half time, etc.) as defined above. Students are responsible for understanding how their Enrollment Time Status impacts their eligibility for various benefits, services, and programs such as, but not limited to financial aid, athletics, immigration, veteran’s and military benefits, social security benefits, and educational loan deferment. Students uncertain as to how their Enrollment Time Status will impact their eligibility should refer to the appropriate part of the University catalog and/or inquire of the appropriate University office(s).

Credit Hour Policy

Undergraduate

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

Graduate/Doctoral

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

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

Independent Study/Arranged Course

An Independent Study is a course which is initiated by the student, who then works independently toward the goals and objectives outlined by the professor on the Arranged Course form. Students who are in good standing are eligible to enroll in an Independent Study. A maximum of 6 credits, may be taken by a student in Independent Study, and/or arranged coursework during the student’s degree program. An Arranged Course Fee is required at the time of registration.

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

Classification of Students

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

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

**Graduate**

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

Numbering of Courses

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

- 000-099 Remedial or developmental courses
- 100-299 Undergraduate, lower-division, baccalaureate level courses
- 300-499 Undergraduate, upper-division, baccalaureate level courses
- 500-799 Graduate level, normally indicating first through third year beyond baccalaureate
- 800-999 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; studenthub.biola.edu/ferpa (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
3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. "Directory Information" however, is generally available to third parties unless otherwise requested by the student. In general, a signed consent of release is necessary for the release of any "Non-Directory Information." The Transcript Request Form, Enrollment Verification/Graduation Verification Form, and General Student Consent of Release of Educational Record(s) may all be submitted to the Office of the Registrar for this purpose. Some elements of personally identifiable information designated by the University as "Directory Information" are made available to third parties unless otherwise requested by the student. (See Directory Information Public Notice below for more information regarding "Directory" and "Non-Directory" information and your right as a student to request heightened confidentiality.)

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

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

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

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

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

**Directory Information Public Notice**

Under the standard protection of FERPA, a signed consent of release is necessary for the release of any "Non-Directory Information." The Transcript Request form, Enrollment Verification/Graduation Verification form, and General Student Consent of Release of Educational Record(s) form can all be submitted to the Office of the Registrar for this purpose. Certain information designated as "Directory Information" may be disclosed without the consent or knowledge of the student unless the student has notified Biola in advance that such information is not to be released (see below). "Directory Information" at Biola is defined as:

- Photo
- Name
- Address
- Telephone Listing

- E-Mail Address
- Date and Place of Birth
- Major Field of Study
- Participation in Officially Recognized Activities and Sports
- Weight and Height of Members of Athletic Teams
- Student Status (e.g. Enrolled, Withdrawn, Graduated, etc.)
- Enrollment Time Status (e.g. Full Time, Half Time, etc.)
- Student Classification (e.g. Freshman, Junior, Graduate First Year, etc.)
- Dates of Attendance
- Degrees and Awards Received
- Most Recent Previous Educational Agency or Institution Attended

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

**Implications of Requesting Total Confidentiality to Student Records**

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

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

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

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

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

Transcript Requests
Students or alumni may view Biola’s transcript policies and request transcripts online at studenthub.biola.edu/transcripts (http://studenthub.biola.edu/transcripts). Telephone, e-mail, and in-office requests will not be accepted. All transcript requests require payment upon ordering and the signature of the student. Processing time is 1–2 business days. Official transcripts cannot be faxed.

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

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

Name Changes
All name change requests by marriage, divorce or court order must be accompanied by a copy of the legal action which changes the individual’s name, only if the name change occurs during enrollment. You must provide official documentation in the form of a valid Social Security card plus an additional valid alternate identification.

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

Degrees Offered

School of Arts and Sciences
• The Bachelor of Arts degree. Offered with majors in Cinema and Media Arts, Communication Studies, English, History, Humanities, Journalism and Integrated Media, Music, Philosophy, Political Science, Public Relations, Social Science, Sociology, Spanish, and Theatre.
• The Bachelor of Fine Arts degree. Offered with a major in Studio Art.
• The Bachelor of Music degree. Offered with majors in Composition, Music Education and Performance.
• The Bachelor of Science degree. Offered with majors in Biochemistry, Biological Science, Biological Science: Secondary Instruction, Communication Sciences and Disorders, Computer Science, Design, Engineering Physics, Environmental Science, Human Biology, Kinesiology, Mathematics, Music in Worship, Nursing, Physical Education, Physical Science, Physics and Studio Art.
• The Bachelor of Music degree with majors in Anthropology and Intercultural Studies.
• The Master of Arts degree in Anthropology, Applied Linguistics, Intercultural Studies, Linguistics and Biblical Languages, Missions, and TESOL.
• The Doctor of Missiology, the Doctor of Philosophy degree in Intercultural Education, and the Doctor of Philosophy degree in Intercultural Studies.

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

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

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

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

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

Choosing an Undergraduate Major

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

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

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

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

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

Undeclared Majors

Students who are uncertain about their primary educational or vocational goals may enroll as undeclared majors. However, they should consult an advisor in the Academic Advising Office prior to registration each semester. While most undeclared students will enroll in primarily general education and Biblical Studies requirements, many general education requirements are “major specific” and should be chosen with possible majors in mind. A student is not normally allowed to stay Undeclared for more than 3 semesters without approval of the Office of Academic Advising.

Planning a Major Program

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

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

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

Change of Major or Degree

To change a major or degree a student must:

Undergraduate

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

Graduate

• If changing a degree program at the same degree level within a school, submit the Change of Program Form to the office of Graduate Admissions (contact the office at (562) 903-4752 or go to the Admissions Front Counter in Metzger Hall), or
• If changing a degree program in another school, submit a full application.

Major changes submitted after the second week are effective for the following semester.

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

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

Double Degree

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

Double Major

A student may graduate with two majors. The following information is for those pursuing two majors within the same degree:

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 148 total credits required—see individual major requirements). Students must confer with the departments in which they will major and with the Office of the Registrar.

Minors

Students who wish to declare a minor to further hone their studies in an area outside 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). 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.

ELSP students must have passed ENGL 171, and all students must have successfully completed ENGL 100 or ENGL 112 and ENGL 113 before attempting to fulfill the Writing Competency requirement in their departments.

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

A notation will be made on the student’s transcript once the Writing Competency Requirement has been passed.

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

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

First Year Seminar Requirement

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

Undergraduate Graduation Petition

Graduating seniors must file a “Graduation Petition” form with the Office of the Registrar, meet with their graduation counselor, and submit any departmental checklists. Graduation Petitions must be submitted to 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 130 degree applicable credits for graduation (124 credits for the B.B.A). Each major consists of a minimum of 30 credits of which 24 must be upper-division. The Bachelor of Music degree requires 142 credits. A degree in Nursing requires 141 credits. For specific major requirements please see indicated major listings. In the case of repeated courses, only the credits from one of the repeated courses apply.

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

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

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

5. All transcripts counting toward graduation must be received by the Office of the Registrar prior to November 15th for Fall commencement and April 15th for Spring commencement.

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

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

Graduation Honors—Undergraduate Programs

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

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

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

**Honor Society**
A select group of eligible seniors are chosen by the faculty each year to membership in Epsilon Kappa Epsilon, the baccalaureate honor society of Biola University. To be eligible for membership, a student must have a cumulative GPA of 3.75 or higher and must have completed 80 credits at Biola prior to the semester of graduation. Final selection is based upon scholastic performance, Christian witness and contributions to the Biola community. Membership is limited to no more than 7% of the fall graduating class and 5% of the spring graduating class.

**Graduate Programs**

**Graduate Graduation Check**
Graduate students must make an appointment with a Graduate 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>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>3.50-3.69</td>
</tr>
<tr>
<td>High Honors</td>
<td>3.70-3.89</td>
</tr>
<tr>
<td>Highest Honors</td>
<td>3.90-4.00</td>
</tr>
</tbody>
</table>

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

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

**Commencement**
Students who wish to participate in a graduation commencement ceremony must submit a graduation petition and meet with a graduation counselor. All degree requirements must be completed before the student may participate in commencement ceremonies. Those students completing coursework during Interterm may not walk in the December commencement ceremonies, but may walk in the Spring semester commencement ceremonies of that year. For each commencement, all requirements must be completed before participating in the ceremony.
It is expected that all graduating students will be present at commencement ceremonies except in cases of extreme emergency or other similarly difficult circumstances. Permission to graduate in absentia must be secured at least one month prior to commencement from the Office of the Registrar.

Summary of University Enrollment
Fall Semester 2015
Biola University (All Programs)

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,832</td>
<td>3,390</td>
<td>6,222</td>
</tr>
</tbody>
</table>

Undergraduate Programs

<table>
<thead>
<tr>
<th>Classification</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>318</td>
<td>606</td>
<td>924</td>
</tr>
<tr>
<td>Sophomores</td>
<td>348</td>
<td>639</td>
<td>987</td>
</tr>
<tr>
<td>Juniors</td>
<td>365</td>
<td>600</td>
<td>965</td>
</tr>
<tr>
<td>Seniors</td>
<td>513</td>
<td>830</td>
<td>1,343</td>
</tr>
<tr>
<td>Special Students</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>1,547</td>
<td>2,678</td>
<td>4,225</td>
</tr>
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</table>

Graduate Programs

<table>
<thead>
<tr>
<th>Classification</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>240</td>
<td>53</td>
<td>293</td>
</tr>
<tr>
<td>School of Education and Masters</td>
<td>16</td>
<td>108</td>
<td>124</td>
</tr>
<tr>
<td>Special (Credential and Certificate)</td>
<td>12</td>
<td>57</td>
<td>69</td>
</tr>
<tr>
<td>Talbot School of Theology</td>
<td>836</td>
<td>274</td>
<td>1,110</td>
</tr>
<tr>
<td>Cook School of Intercultural Studies</td>
<td>105</td>
<td>108</td>
<td>213</td>
</tr>
<tr>
<td>Rosemead School of Psychology</td>
<td>34</td>
<td>94</td>
<td>128</td>
</tr>
<tr>
<td>Crowell School of Business</td>
<td>42</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>1,285</td>
<td>712</td>
<td>1,997</td>
</tr>
</tbody>
</table>

1. Institute for Spiritual Formation is part of Talbot School of Theology with 169 students.

Summary of University Graduating Class 2014–15 Academic Year

Undergraduate Programs

<table>
<thead>
<tr>
<th>Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts Degree</td>
<td>556</td>
</tr>
<tr>
<td>Bachelor of Science Degree</td>
<td>301</td>
</tr>
<tr>
<td>Bachelor of Music Degree</td>
<td>9</td>
</tr>
<tr>
<td>Bachelor of Fine Arts Degree</td>
<td>16</td>
</tr>
<tr>
<td>Undergraduate Programs Total</td>
<td>882</td>
</tr>
</tbody>
</table>

Graduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talbot School of Theology</td>
<td>6</td>
</tr>
<tr>
<td>Certificate</td>
<td>6</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>117</td>
</tr>
<tr>
<td>Master of Divinity</td>
<td>47</td>
</tr>
<tr>
<td>Master of Theology</td>
<td>7</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>2</td>
</tr>
<tr>
<td>Doctor of Ministry</td>
<td>17</td>
</tr>
</tbody>
</table>

School of Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credential</td>
<td>47</td>
</tr>
<tr>
<td>Master of Arts in Education</td>
<td>8</td>
</tr>
<tr>
<td>Master of Arts in Teaching</td>
<td>17</td>
</tr>
</tbody>
</table>

School of Business

<table>
<thead>
<tr>
<th>Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Business Administration</td>
<td>10</td>
</tr>
<tr>
<td>School of Arts and Sciences</td>
<td>57</td>
</tr>
<tr>
<td>Master of Arts in Christian Apologetics</td>
<td>7</td>
</tr>
<tr>
<td>Master of Arts in Science and Religion</td>
<td>7</td>
</tr>
</tbody>
</table>

Cook School of Intercultural Studies

<table>
<thead>
<tr>
<th>Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Anthropology</td>
<td>2</td>
</tr>
<tr>
<td>Master of Arts in Intercultural Studies</td>
<td>14</td>
</tr>
<tr>
<td>Master of Arts in Teaching English to Speakers of Other Languages</td>
<td>7</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 2009 and three years prior is 68.4%. This graduation rate is used to estimate the number of graduates from a first-time undergraduate cohort who may complete their degrees. Some of our undergraduate degree programs 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 a pastor’s reference is required. GED scores may be requested at the discretion of the Director of Admissions. Students must be 17 years of age by the time of enrollment at the University. Home-schooled students are eligible to qualify for all merit scholarships.

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

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

**Admission Procedure**
The following must be filed in seeking admission:

1. The personal application form. The application for admission must be accompanied by a $45 non-refundable application fee.
2. An official high school transcript. The applicant should request the high school to send this directly to the Office of Admissions.
3. An official transcript sent directly to the Office of Admissions from each school the applicant has attended since high school. To be considered official, transcripts must be sent directly to Biola by the previous institution(s) attended. This includes schools attended for even part of a semester. Those applying to the education or nursing programs should have an additional copy of each school’s transcript sent directly to the appropriate department.
4. One personal reference from the applicant’s pastor or someone on the pastoral staff who knows the applicant well and is not a family member.
5. The scores of the SAT Reasoning Test of the College Entrance Examination Board or the ACT must be submitted. Information regarding testing dates may be secured from a high school counselor. Applicants are encouraged to take the SAT I or the ACT no later than the January testing date. The SAT I is preferred.
6. The regular application deadline for Fall is March 1 and for Spring is 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>Fall</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.

<table>
<thead>
<tr>
<th>Spring</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 a pastor’s reference. Contact Office of Admission for transcript guidelines.

**Procedure Without Transcripts**
Applicants must submit an application along with the GED or State Certificate of High School Proficiency, SAT or ACT scores, and a pastor’s reference.

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

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

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

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

Transfer students with less than 15 semester credits of regular college work must qualify for admission on the basis of both their high school and their college record. Those transferring with 15 semester credits or more of college work will be considered primarily on the basis of their college grades (high school graduation transcript is still required). A cumulative GPA of 2.5 is required for admission to Biola. A minimum grade average of “C” (2.00) is required to transfer college credits into Biola on each course attempted at the college level.

Transfer students will not be required to take the SAT Reasoning Test or the ACT if 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.
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 for graduation purposes 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.

Distance Education

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

Bible Residency Requirement

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

General Education Options for Transfer Students

Transfer students may fulfill their general education requirements by completing Biola University’s General Education Curriculum or, completing the Intersegmental General Education Transfer Curriculum (IGETC).

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

1. The current foreign language requirement for all Bachelor degrees cannot be completed by the IGETC certification.
2. The minimum of 130 credits (124 credits for B.B.A.) for graduation will remain the same.
3. In addition to the IGETC, students must take all major-specific General Education, prerequisite, and support courses if not met through IGETC.
4. Official documentation certifying IGETC 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.).

See studenthub.biola.edu/transfer-equivalencies for more information.

College Level Examination Program

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

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

Students should take CLEP exams as early as possible in their college program to receive the maximum value from them. After 27 credits of college coursework have been completed (including transfer credits), students are no longer eligible to take CLEP exams; exception: foreign language, calculus and pre-calculus exams. Biola University reserves the right to determine the score at which credits will be released and the amount of credit awarded.

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

To view current CLEP score requirements, visit: studenthub.biola.edu/transfer-equivalencies (http://studenthub.biola.edu/transfer-equivalencies).

### Challenging a Course

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

By waiver: If a student’s performance on a comprehensive examination demonstrates a good grasp of the course content, an exemption from taking the course may be allowed but no credit(s) will be given.

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

### Academic Standards

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

For policies regarding Academic Standing and Disqualification see the Academic and Behavioral Standards section of the catalog.

### General Education (Core Curriculum) Program

#### Mission

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

#### Program Learning Outcomes

Upon completion of the General Education (Core Curriculum):

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

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

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

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

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

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

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

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

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

### Biblical and Theological Studies Requirement

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

#### 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 105</td>
<td>Foundations of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>BBST 109</td>
<td>Old Testament History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>BBST 110</td>
<td>New Testament History and Literature</td>
<td>3</td>
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#### Intermediate Courses

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

#### Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 300/400</td>
<td>Upper-Division Bible Elective</td>
<td>3</td>
</tr>
<tr>
<td>BBST 300/400</td>
<td>Upper-Division Bible Elective</td>
<td>3</td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 30
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 109 and BBST 110 (see Biblical and Theological Studies section).

Part-time students (less than 12 credits per semester) are required to include at least one biblical and theological studies (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.

**Arts and Sciences Requirement**

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

| First Year Seminar | 1 |
| Behavioral Science | 3 |
| Communication | 3 |
| English | 6 |
| Fine Arts | 3 |
| Foreign Language | 4-12 |
| History | 6 |
| Literature | 3 |
| Philosophy | 3 |
| Physical Education | 4 |
| Science/Mathematics | 8 |
| Total Credits | 44-52 |

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).

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

**Behavioral Science**

Select one of the following:

| ANTH 200 | General Cultural Anthropology | 3 |
| PSYC 200 | Introduction to Psychology | 3 |
| SOCI 220 | Introduction to Sociology | 3 |
| SOCI 362 | Social Problems | 3 |
| 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:

| COMM 100 | Introduction to Public Communication | 3 |
| COMM 170 | Small Group Communication | 3 |
| COMM 181 | Introduction to Argumentation and Debate | 3 |
| COMM 280 | Oral Interpretation | 3 |
| Total Credits | 3 |

Communication credit may not be earned through distance education unless first approved by the Communication Studies Department.

**English**

| 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 |
| Total Credits | 6 |

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

International students, please see the English Language Studies section of the catalog for ENGL 151, ENGL 152, ENGL 161, ENGL 162, and ENGL 171.

English Composition credit may not be earned via distance education.

**Fine Arts**

Select 3 credits from the following:

| ARTS 100 | Art Appreciation | 3 |
| ARTS 107 | Drawing I | 3 |
| ARTS 108 | Figure Studies I | 3 |
| ARTS 110 | 2-D Design | 3 |
| ARTS 111 | 3-D Design | 3 |
| ARTS 210 | Sculpture I | 3 |
| ARTS 211 | Ceramics I | 3 |
| ARTS 213 | Painting I | 3 |
| ARTS 221 | Photography I-Introduction to Darkroom and Digital Processes | 3 |
| COMM 160 | Theatre Appreciation | 3 |
| MUSC 001 | Biola Chorale | 3 |
| MUSC 002 | Chamber Music Ensemble | 3 |
| MUSC 003 | Symphony Orchestra | 3 |
| MUSC 005 | Chamber Choir | 3 |
| MUSC 007 | Jazz Ensemble | 3 |
| MUSC 008 | Symphonic Winds | 3 |
| MUSC 010 | Vocal Jazz Ensemble | 3 |
| MUSC 012 | Women’s Chorus | 3 |
| MUSC 101 | Music Appreciation | 3 |
| Total Credits | 3 |

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

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

Studio Art courses listed are not transferable from other institutions for general education credit. These courses must be taken at Biola University.
Foreign Language
The foreign language requirement is determined by the number of years of foreign language completed in an accredited high school, the degree a student is pursuing, and in applicable cases a student’s level of proficiency in a second language. In order for a student’s high school language study to count towards this requirement, a student must pursue the language previously studied at the appropriate level. Only the language requirement is waived; any foreign language credits waived must be replaced by elective of the student’s choice.

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

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

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

Transfer and Online courses: Biola’s G.E. 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. Students may be required to take additional language credits even if they have completed an intermediate level course in cases where their courses totaled less than 12 credits AND they cannot show proficiency at the 201 level. If a student has passed a course sequence (101, 102, 201) totaling at least 12 credits through the 201 level, no proficiency assessment will be required. If a student placed in a level above 101 in a language offered at Biola, the student may take the appropriate level class and the lower level requirement will be waived. Only the language requirement is waived; any foreign language credits waived must be replaced by elective credits of the student’s choice. 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 101, they will be placed into the appropriate course, in which case the lower level requirement may be waived. Heritage speakers of Spanish may elect to take 220 as a substitute of 201; upon completion of that course with a passing grade the lower level requirement may be waived. Only the language requirement is waived; any foreign language credits waived must be replaced by elective of the student’s choice.

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

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

History

<table>
<thead>
<tr>
<th>HIST 207</th>
<th>World Civilizations I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>or HIST 208</td>
<td>World Civilizations II</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 108</td>
<td>United States History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 109</td>
<td>United States History Since 1865</td>
<td></td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

An alternate route for meeting the requirement for HIST 108, HIST 109 or POSC 225; and HIST 207 or HIST 208, is to take the appropriate History department proficiency examination. The examinations are given twice a year in September and February. For those students, who pass the examination, upper-division History courses will be substituted in lieu of HIST 108, HIST 109 or POSC 225; and HIST 207 or HIST 208. Appropriate upper-division coursework is determined in consultation with the Department of History and Political Science.

Literature

| ENGL 220 | Literature and Film | |
| ENGL 230 | Literature in Context | |
| ENGL 251 | British Literature I | |
| ENGL 252 | British Literature II | |
| ENGL 253 | British Literature III | |
| ENGL 281 | American Literature I | |
| ENGL 282 | American Literature II | |
Students studying for the multiple subject teaching credential but not exempt from the physical education requirement at the time of entrance to Biola are eligible for graduation. Students 21 years of age at the time of entrance to Biola are math and 3 credits in science is required.

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

Credit for varsity sports may be substituted for two regularly scheduled physical education classes. In addition to the 4 credits of physical education activities required for general education, the student may complete 4 more credits (a maximum of eight) to apply towards graduation. Students 21 years of age at the time of entrance to Biola are exempt from the physical education requirement.

Students studying for the multiple subject teaching credential but not selecting physical education as a minor area of emphasis, should select PEED 201 and two other physical education activity classes to fulfill the general education requirement.

Science/Mathematics

Eight credits are required in science and/or mathematical sciences (exception, those in the Bachelor of Music program or the Bachelor of Fine Arts, see specific programs for details). A minimum of 3 credits in math and 3 credits in science is required. BIOS 100 with BIOS 110 and PHSC 101 with PHSC 102 have both been designed for the student with a limited background in science. The courses in Science/Mathematics approved for General Education credit are:

Select 8 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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</td>
</tr>
<tr>
<td>BIOS 114</td>
<td>Fundamentals of Organismal Biology Laboratory</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 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>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</td>
</tr>
<tr>
<td>MATH 130</td>
<td>Honors Nature of Mathematics</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>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 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</td>
</tr>
<tr>
<td>PHSC 115</td>
<td>Physics in Everyday Life</td>
</tr>
<tr>
<td>PHSC 117</td>
<td>and Physics I Laboratory</td>
</tr>
<tr>
<td>PHSC 119</td>
<td>and Physics in Everyday Life Laboratory</td>
</tr>
<tr>
<td>PHSC 132</td>
<td>General Physics I: Mechanics and Heat</td>
</tr>
<tr>
<td>PHSC 134</td>
<td>and General Physics I Laboratory</td>
</tr>
<tr>
<td>PHSC 250</td>
<td>Science and Origins</td>
</tr>
<tr>
<td>CSCI 104</td>
<td>Computer Science</td>
</tr>
<tr>
<td>PHSC 105</td>
<td>Applied Science</td>
</tr>
</tbody>
</table>

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

General Education (Core Curriculum)
Course Substitutions

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

Electives

Normally a student has considerable freedom in the choice of electives in addition to the biblical studies and theology, general education and major requirements. However, in addition to the note given at the end of the biblical studies and theology requirements, the non-music major is limited to a maximum of 8 credits in applied music (including ensembles)
and the non-physical education major is limited to 8 credits in physical education or skill courses.

**International Student Education**

*A division of the Cook School of Intercultural Studies*

**Faculty**

**Director:** Kitty Purgason

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

**International Student Exchange Program**

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

The International Student Exchange Program offers opportunities for Biola students to study abroad in Christian universities in Asia and for students from those Asian universities to study at Biola.

**Biola English Summer Program**

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

**English Language Support Courses**

These courses are designed for students who have been conditionally admitted because of their academic English and other students who need support in academic English. Their goal is to increase academic English proficiency and prepare undergraduate and graduate students for success in their Biola programs.

The Biola English Placement Exam (BEPE) is offered at the start of each semester and is the basis for placement in courses ENGL 151, ENGL 152, ENGL 161, ENGL 162, ENGL 171. See Admission, Enrollment and Graduation Requirements (p. 22) for additional information.

All Biola degree students for whom English is not the primary language must take the Biola English Placement Examination (BEPE) for appropriate level placement. Participation in English language support courses is required for all students whose examination scores indicate a need for skill development. International students who have previously achieved a TOEFL score of 79 iBT (undergraduate) or 88 (graduate) are not required to participate in these courses.

Students who pass ENGL 151 and ENGL 171 with a "B" grade can continue to pursue Biola University degrees without taking the TOEFL exam. Exception: students applying for the Master of Theology degree must achieve a TOEFL score of 100 iBT prior to admission to the TH.M. program. Other advanced degree programs may also require minimum TOEFL scores (see admission requirements for individual degree programs).

Students at level ENGL 151/ENGL 152 and above may enroll in academic degree courses as they receive advanced language and academic support.

Students taking degree coursework are subject to normal Biola University academic requirements and standards. Students must maintain a 3.0 GPA in their English language support courses.

Students who submit a TOEFL score of 79 iBT (undergraduate) or 88 (graduate) may exit the program upon successful completion of the current semester's classes.

**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.

YMDT 492 Torrey Off-Campus
1-4
Total Credits
1-4

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 Requirements
YMDT 110 Greek Thought (Meets ARTS 100; COMM 100) 4
YMDT 111 Old Testament Beginnings (Meets BBST 103) 4

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

Total Credits
60

YMDT 490, 491 and 492
Students may receive credit for the following courses via registration for YMDT 490, YMDT 491 or YMDT 492 with permission of faculty mentor and program director: YMDT 304, YMDT 310, YMDT 325, YMDT 401, YMDT 402, YMDT 410, YMDT 465.

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

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

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

Students who are interested in pursuing professional degrees after attending Biola should plan carefully and consult with potential professional schools concerning their requirements. In some cases, assistance from a major adviser should be supplemented by other advising resources available at Biola. The Office of Career Services assists students in various ways. The Biola Office of Health Professions Advising (BOHPA) also mentors students pursuing these careers, provides support for health professional school applications, graduate exam preparation, mock interviews and clinical shadowing experiences. If a student is unsure about pre-professional advising, help should be sought from the Office of Academic Advising, located in Metzger Hall. The following provides some basic information about pre-professional education at Biola.

Pre-Chiropractic

Biola has a unique 3+3 cooperative degree program in conjunction with the Southern California University of Health Sciences (SCU). The student attends Biola for three years and then applies to SCU and enters their program. After taking the required courses in the first 1½ years at SCU, Biola grants a Bachelor of Science degree in Human Biology. Upon the completion of the entire 3-year program at SCU, the student receives a Doctor of Chiropractic from the Southern California University of Health Sciences’ Los Angeles College of Chiropractic (LACC).

The needs of society for health care practitioners are changing. Doctors of Chiropractic are providing legitimate, alternative treatment strategies to clients both directly and through HMO’s.

Chiropractic medicine has long been known to have a holistic emphasis. Biola provides a context in which to prepare a thoroughly educated Doctor of Chiropractic whose faith is truly integrated with her or his profession.

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

Pre-Dentistry

Preparation for entrance into dental school is similar to preparation for medical school. Students should contact the dental schools of their choice for specific entrance requirements. Information on the American Dental Association Dental Admission Test can be obtained from The Biola Office of Health Professions Advising.

Pre-Medicine

Students who wish to pursue a career in medicine should plan to build a strong foundation in the sciences and mathematics. Courses in biology, chemistry and physics form the core of this preparation. While almost all students at Biola who are preparing to enter medical school major in biological science or biochemistry with a pre-med concentration, other majors are possible if the student completes all of the core science courses required by the medical school. These include one year of General Biology, one year of Chemistry, one year of Physics, one year of Organic Chemistry and one semester of Calculus.

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

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

Pre-Physical Therapy

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

A doctoral degree in Physical Therapy would be required to work in this field. The options contain a common core of courses, but differ in the courses that complement this core. The choice between the two options depends on a student’s interests, abilities and ultimate career goals. Physical therapy can be practiced in a variety of settings, from sports to schools to hospitals.

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

Pre-Veterinary

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

Other Post-Graduate Health Professional Programs

Many students are interested in health professional careers in fields such as pharmacy, optometry, physician assistant, podiatry, medical technology, public health and nutrition. Each of these fields has its own required basic science and general education courses; the student is advised to determine these from the catalogs of the schools of interest. In general, Biola offers all of the prerequisite courses necessary for gaining acceptance into these programs.
Pre-Bible Translation

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

Pre-Engineering

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

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

Pre-Seminary

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

Pre-Speech/Language Pathology and Pre-Audiology

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

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

Study Abroad and Study USA

General Information

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

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

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

Under Biola's Financial Aid regulations, students who attend a Study Abroad/Study USA program are eligible for full financial aid when the student commits to graduating in four years (Nursing and Music majors commit to graduating in five years). Students will be eligible to receive study abroad or domestic University Aid for one fall or spring Study Abroad or Study USA program.

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 with Biola faculty. Students wishing to take online courses in addition to Study Abroad/Study USA courses must obtain permission from the Center for Cross-Cultural Engagement and the Office of the Registrar. Additional fees will apply.

Students who are interested in applying to a Study Abroad/Study USA program should contact the Center for Cross-Cultural Engagement (ccce@biola.edu). All students participating in Study Abroad/Study USA programs must complete:

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

Curriculum Requirements

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

Students earning a Bachelor of Arts degree who take a foreign language while participating in a Study Abroad/Study USA program are advised to use the credits as elective credit since the student could find difficulty in finding the second and third semester of instruction in the languages not offered at Biola.

Students earning a Bachelor of Science degree may be able to fulfill the language requirement while participating in a Study Abroad/Study USA as only four credits are required.

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

**Biola Programs**

**Biola in Ecuador Semester (QES)**

[www.livingandlearninginternational.com](http://www.livingandlearninginternational.com)

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

Combining excellent academics, cross-cultural ministry, mission, and relevant internship opportunities in a unique and challenging setting, the Biola in Ecuador Semester provides an opportunity for students to enjoy the rich interaction with their professors, program staff, ministry site hosts, and other students who are on this same journey. This interdisciplinary, cross-cultural program enables students to communicate and understand the challenges of a developing nation and teaches them to respond with an informed, Christ-centered worldview.

Semester courses cover a range of disciplines from Spanish language to Bible to Intercultural Studies to History. This interdisciplinary approach draws students from all majors and disciplines, and any student who desires to further their education and grow in their walk with Christ is encouraged to apply.

Along with receiving up to 18 credits—students will live, learn, and experience the beautiful country of Ecuador together. Each semester students will experience all four major regions of the country including Quito and the Andes mountains, the Galapagos Islands, the Amazon jungle, and the beautiful tropical coast. Each student will complete a 5-week homestay with an Ecuadorian family and 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 please visit the following website: biola.edu/ccce

**Biola in Ecuador Semester Recommended Courses**

**Required Culture Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Development Seminar/Intercultural Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ecuador 250: Art History and Culture of Ecuador</td>
<td></td>
</tr>
</tbody>
</table>

**Required Spanish Courses**

Select one or two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Language, Literature and Composition</td>
<td>3-8</td>
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**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>3</td>
</tr>
<tr>
<td>Christian Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>Studies in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>Worldview and World Religions</td>
<td>3</td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Eight classes available, both lower and upper division

**Biola London (BLS)**

[biola.edu/biolalondon](http://www.biola.edu/biolalondon)

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

Roehampton University’s catalog for international students offers a variety of academic disciplines with courses that connect to most Biola majors. At the time of application to the Biola London program, students select six courses from Roehampton’s catalog that meet the requirements of their general education or major—eventually selecting three to take in the fall if they are accepted to the program. Two additional required courses will be taught by an instructor designated by Biola, one of which fulfills the Bible integration requirement (BBST 465) and the other, another upper-division BBST course (e.g. BBST 450). In all, students will take five courses in London, totaling 15 credits.

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

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

Students who are accepted live in campus housing and must arrive early for an orientation at Roehampton before starting the term of study. Students participating in the program are expected to abide by the rules and regulations of Roehampton University; in addition, they are expected to maintain Biola’s code of conduct. At the end of the semester, Roehampton will forward the student’s transcript to Biola, where it will be interpreted in light of the American grading system.
For contact information, please visit the following website: biola.edu/ccce.

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

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

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

**BestSemester (CCCU) Programs**

The Council for Christian Colleges and Universities (CCCU), an association of 119 members and 54-affiliate institutions in 20 countries, offers the following semester and summer programs to students of its member institutions. The programs offer a unique opportunity for students to make the world their classroom. These interdisciplinary learning opportunities are available to juniors and seniors, while some programs also accept second-semester sophomores. For further information contact the Center for Cross Cultural Engagement.

Interested students can visit the Center for Cross-Cultural Engagement website: biola.edu/ccce (http://www.biola.edu/ccce) and the CCCU website: bestsemester.com (http://www.bestsemester.com).

**American Studies Program (ASP)**
bestsemester.com/asp

Since 1976, the American Studies Program has served as an experiential learning laboratory for students committed to connecting their faith to public affairs. 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.

Each student enrolls in the program’s two practicum courses: Internship and Topics in Leadership & Vocation. Students have the option of enrolling in a one-credit Professional Mentorship course. In addition, students apply to either the Public Policy track or the Strategic Communication 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. Students compare how different types of organizations set strategic direction, develop and evaluate messages, choose appropriate communication channels and tactics, and measure output and impact outcomes.

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

**American Studies Program Recommended Courses**

<table>
<thead>
<tr>
<th>Practicum Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship (20-30 hrs/wk)</td>
<td>6</td>
</tr>
<tr>
<td>Topics in Leadership and Vocation</td>
<td>3</td>
</tr>
<tr>
<td>Professional Mentorship (optional)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Track Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Policy Initiatives Track:</td>
<td>6</td>
</tr>
<tr>
<td>Applied Politics and Public Policy Seminar</td>
<td></td>
</tr>
<tr>
<td>Public Policy Research Project</td>
<td></td>
</tr>
<tr>
<td>Strategic Communications Track:</td>
<td>6</td>
</tr>
<tr>
<td>Case Studies in Strategic Communication</td>
<td></td>
</tr>
<tr>
<td>Advocacy, Fundraising, and Development</td>
<td></td>
</tr>
</tbody>
</table>

**Australia Studies Centre (ASC)**
(bestsemester.com/asc)

The Australia Studies Centre (ASC) is offered in partnership with Christian Heritage College (CHC), a CCCU affiliate member in Carindale, a suburb of Brisbane, Queensland. The ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion, politics and indigenous cultures together with experiential service learning and formal instruction in Christian Studies, Business Ministries, Social Sciences and Education and Humanities. Every student is required to take the courses "The View from Australia: Issues in Religion, Politics, Economics and Cultural Values" and "Australian Aboriginal Cultures" and required to select either "Australian Aboriginal Cultures" or "Indigenous Cultures in Australia and Aotearoa (New Zealand)." Additionally, students choose electives from CHC offerings in the School of Christian Studies, Business, Education and Humanities, Ministries, and Social Sciences. Included in the elective offerings, students may select an internship through the School of Social Sciences. Students who register for an internship will still take the two core courses, as well as a Social Science co-requisite course based on the internship placement. Each internship student completes 100 hours of placement and receives a professional mentor. Students live with Australian families and volunteer with local community service providers. Trips vary from semester to semester but may include excursions to the Australian Outback, Aboriginal Communities and New Zealand. ASC students earn 16 semester credits.

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

**Australia Studies Centre Recommended Courses**

<table>
<thead>
<tr>
<th>Culture Emphasis (Required)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The View from Australia</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>Indigenous Cultures in Australia and Aotearoa (New Zealand)</td>
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</table>

<table>
<thead>
<tr>
<th>Discipline Emphasis</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Christian Heritage College Unit #1</td>
<td>4</td>
</tr>
<tr>
<td>Christian Heritage College Unit #2</td>
<td>4</td>
</tr>
</tbody>
</table>

**China Studies Program (CSP)**
(bestsemester.com/csp)

The China Studies Program enables students to engage China’s ancient history and intrigue from an insider’s perspective. While immersed in
Chinese culture, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic, populous, and extremely influential nation. In addition to studying these core themes, students may participate in 40-hour-per-week business internships or field experiences at local Chinese businesses or service sites. Students also study standard Chinese language with the goal of attaining the ability to handle everyday transactions in Mandarin, and may choose to enroll in cultural electives including Chinese painting, cooking, and tai chi. The program begins the semester in Hong Kong and introduces students to the diversity of China. Students will then live and study at Xiamen University in southeastern China. Over the course of the semester, students will travel around China visiting the capital city of Beijing, legendary Shanghai, and ancient Xi’an. This interdisciplinary, cross-cultural program enables students to communicate and understand the unique culture and people of China with an informed, Christ-centered perspective. CSP students earn 15–18 credits.

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

China Studies Program Recommended Courses

Required Core Courses

- Chinese (101 or 102) 2–3
- Chinese History 3
- Contemporary Society and Public Policy 3
- Intercultural Communication 3

Electives

Select 3–6 credits from the following: 3–6

- Business Internship
- Dimensions of East Asian Culture
- English Language and Literature (designed for English majors and offered both Fall and Spring terms)
- Field Experience
- International Business in China
- Chinese Painting
- Tai Chi

Contemporary Music Center (CMC)

bestsemester.com/cmc (http://www.bestsemester.com/cmc)

The Contemporary Music Center provides students with the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers three tracks: Artist, Business and Technical. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers and producers. The Business Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. The Technical Track prepares students for careers in live sound, concert lighting and studio recording. Students within each of the tracks receive instruction, experience and a uniquely Christ-centered perspective on creativity and the marketplace, while working together to 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 please visit the following website: biola.edu/ccce (http://www.biola.edu/ccce).

Contemporary Music Center Recommended Courses

Core Courses (Required)

- Faith, Music and Culture 3
- Inside the Music Industry 3
- Practicum: “CMC Tour” 1

Tracks

Select one of the following tracks: 9

- Artist Track
  - Essentials of Songwriting
  - Studio Recording
  - Performance
- Business Track
  - Strategic Management
  - Music Business Survey
  - Advanced Media Marketing
- Technical Track
  - Advanced Studio Recording
  - Audio Engineering
  - Concert Production

Latin American Studies Program (LAS)

bestsemester.com/lasp (http://www.bestsemester.com/locations-and-programs/costa-rica)

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

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

Latin American Studies Program Recommended Courses

Spanish Language 6
Latin American History and Contemporary Issues 3
Regional Study Travel 1–3
Concentration Courses 6

Los Angeles Film Studies Center (LAF)

bestsemester.com/lafsc (http://www.bestsemester.com/lafsc)

Founded in 1991, the Los Angeles Film Studies Center trains students to serve in various aspects of the film industry with professional skill and Christian integrity. Each semester, students live, learn and work in L.A. The curriculum consists of three required seminars: “Hollywood Production Workshop” (a film production course), and "Faith and Artistic
Development in Film," focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. LAFSC students earn 16 credits.

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

Los Angeles Film Studies Center Recommended Courses

Hollywood Production Workshop 4
Faith and Artistic Development in Film 3
Internship: Inside Hollywood 6

Electives

Select one of the following: 3
- Narrative Storytelling
- Professional Acting for the Camera
- Independent Study

Middle East Studies Program (MES)

bestsemester.com/mesp (http://www.bestsemester.com/mesp)

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, MES 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 semester hours of credit.

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

Middle East Studies Program Recommended Courses

Introduction to Arabic Language 4
Islamic Thought and Practice 4
Conflict and Change in the Middle East 4
Peoples and Cultures of the Middle East 4

Oxford Summer Programme (OSP)

bestsemester.com/osp (http://www.bestsemester.com/osp)

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 relationships 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, including the history of art and history of science, philosophy, theology and the study of religion. The programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. OSP students earn 6 semester hours of credit.

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

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

Scholars’ Semester in Oxford (SSO)

bestsemester.com/ss (http://www.bestsemester.com/ss)

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 students enroll in a primary and secondary tutorial, an independent undergraduate research seminar, and a British core course featuring frequent travel around the British Isles. 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 programme. SSO students earn 17 semester hours of credit for a semester and may complete two semesters of the programme.

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

Scholars’ Semester in Oxford Recommended Courses

Primary Tutorial 6
Secondary Tutorial 3
Integrative Seminar 4
British Studies Core Course 4

Uganda Studies Program (USP)

bestsemester.com/us (http://www.bestsemester.com/us)

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 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 participate in the Cross Cultural Practicum at a health-related to engage broader issues of international aid, development, and public health. Other students choose the General Studies Emphasis (GHE) and 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. USP students earn up to 16 hours of credit.

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

**Uganda Studies Program Recommended Courses**

- Faith and Action in the Ugandan Context 4
- African Context Courses 3-12
- Elective/African Context Course (optional) 3

**Affiliated Semester Programs**

**Creation Care Study Program (CCSP)**

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 please visit the following website: biola.edu/ccce.

**Creation Care Study Program Recommended Courses**

- Belize
  - Introduction to Sustainable Community Development 4
  - God and Nature 4

**New Zealand**

- Introduction to Sustainable Community Development 4
- New Zealand Ecosystems 4
- God and Nature 4
- Environmental Literature 3
- Te Reo Maori (Maori Language) 1

**Justice Studies in Honduras (DSP)**

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

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

**Justice Studies in Honduras Recommended Courses**

- Exploring a Third World Society 3
- The Problem of Poverty 3
- Development Theory in Practice 3
- Spanish Language Study 3-4
- Honduras Development Practicum (optional) 3

**Interterm and Summer Programs**

**Biola Study Tours**

During Interterm and Summer, Biola offers a variety of study tours, taught by Biola faculty, that travel both nationally and internationally. Application materials, course offerings, cost and payment deadlines are specific to each program. Each Biola Interterm or Summer study tour has individual student contracts and a refund policy that cater to the specific needs of each program. Payment is due in full prior to departure. Failure to pay 100% prior to departure will result in the immediate cancellation of the student’s registration. Financial aid is not available for Interterm or Summer study tours. All students participating in an Interterm or Summer study tour are charged a $50 non-refundable registration fee and the international health insurance fee.
To learn more about Biola’s various Interterm and Summer study tours please visit the following website: biola.edu/ccce (http://www.biola.edu/ccce).

Au Sable Institute of Environmental Studies
ausable.org (http://www.ausable.org)

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

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

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

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 notated accordingly.

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

Probation Removed

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

Academic Disqualification Appeals

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

Good Academic Standing

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

Satisfactory Academic Progress and Financial Aid Eligibility

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

Athletic Eligibility

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

Extracurricular Activities

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

Academic Integrity

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

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

Biola University Community Standards

The Biola Community

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

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

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

The Standards

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

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

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

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

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

When The Standards Apply

The Biola Community Standards apply to all students:

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

A complete published statement of the standards can be found in the Biola Student Handbook, which is available online at studentlife.biola.edu (http://studentlife.biola.edu).

Student Activities

Spiritual Development & Chapels

The spiritual development of our students is a central dimension of this University’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 help 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 opportunities for students each semester, offered every weekday, varying from large corporate gatherings for worship and teaching, to weekly prayer services and retreats, to one-on-one spiritual direction and mentoring.
Scripture provides the foundation for our teaching chapels, which also present biblically-based wisdom from across the disciplines. Through the close study of biblical texts integrated with scholarly, artistic and ministry specializations, teaching chapels provide wisdom for spiritual growth, relationships, missions and evangelism, justice, diversity and reconciliation, apologetics, and arts and culture, among several other topics. Structured prayer and worship services are provided throughout the week for students to learn the rhythms of the spiritual life whereby they can listen 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 “Brown Bag” 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, and 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 by appointment 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.

For additional information, go to studentlife.biola.edu/chapel-ministries (http://studentlife.biola.edu/chapel-ministries).

**Student Government for Undergraduates**

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

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

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

**Student 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, 8:30am-5pm and Friday from 8:30am-3pm. 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 Himself. God has made us agents of that restoration by making us His ambassadors.

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

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

SMU offers a multitude of opportunities for involvement with 25 staff positions and more than 100 volunteers each year. They are located in the upper level of the Student Union Building and are open Monday through Thursday, 10 a.m. to 5 p.m. and Friday from 10 a.m. to 3:30 p.m. They can also be reached at (562) 903-4881.
Athletics
Intercollegiate athletics at Biola University provide men and women with interest and ability in athletics an opportunity to compete with other institutions of higher education whose size and athletic policies are similar. Intercollegiate competition for men is conducted in the following sports: baseball, basketball, cross-country, golf, soccer, swimming, tennis and track and field. Sports for women include basketball, cross-country, golf, softball, swimming, tennis, track and field, soccer and volleyball.

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

Student Media
Students can gain experience and career preparation in reporting, writing, photojournalism, video production and radio work through one of Biola University’s campus media outlets. Campus media at Biola University falls under the Biola Media Board, which oversees selection of leaders and budget processes. Students from across the University can participate in The Chimes, Biola’s weekly newspaper (including a daily online edition); The Point, feature magazine of the Biola Journalism Department; Biola Radio, a Webcast operation providing music, news and sports coverage; EagleVision, Biola’s news, feature and sports television Webcast, and The Biolan, a traditional yearbook. Some staff positions in these media receive scholarship funding, though funded positions tend to be chosen through competitive application based on job qualifications and prior media experience.

Theatre Productions
The Theatre major within the Communication Studies Department provides Fall and Spring drama productions and many student-driven productions for the campus and immediate community. These productions are open for audition to all students, faculty and staff. Theatre seasons include serious drama, comedies, original student and family productions.

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

Other Performance Opportunities
Presentational fundraisers for the forensics team, student film productions and occasional on-campus musical theatre productions have open auditions for all students, staff and faculty members. Seasonal chapel performances (Christmas and Easter) also utilize Communication Studies and Theatre majors. Performance dates are spread throughout the academic year.

Student Services
Biola recognizes that education does not take place exclusively in the classroom; rather, the individual student is viewed as a “whole person.” We are committed to contributing to student development in the social, personal, physical and spiritual areas of life, as well as that of the intellect. Toward that end, a number of departments and programs are devoted to student development. The Division of Student Development is responsible for programs and services for both residential and commuter students. Also, it is involved in such areas as:

- career planning
- chapel programming and accountability
- housing placement; discipline
- spiritual and character formation
- leadership development and advisement to student organizations
- learning skills development
- services to students with disabilities
- international student services

The Auxiliary Services Department is responsible for the business management of the residence halls and apartments, food services, health services, the bookstore, computer store, ID cards, the duplicating center, fitness center, and the swimming pool.

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

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

Students are expected to supply their own linens (sheets, pillowcases, towels, blankets, and pillows), School supplies, decor including desk lamps, laundry supplies and personal toiletries. No cooking equipment is allowed in the residence hall rooms except in kitchen facilities (excluding apartments). Additional information may be found in the Housing Handbook at http://studentlife.biola.edu/housing/housing-handbook.

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

Residency Requirements
Students under 20 years old by the first day of Fall classes are required to live on campus for the entire academic year, unless commuting from home. Students commuting from home are required to complete the online “Request to Commute” application located in MyHousing within
my.Biola.edu (https://login.biola.edu/mybiola/login). Students enrolled in less than 12 credits are not required to live on campus. Incoming students 20 years and older or with less than 12 credits may live in residence halls or apartments on a space-available basis. Students who turn age 20 during the academic year are not permitted to cancel their Housing Contract and move off-campus to non-Biola Housing, unless electing to move to their parents’ home, in which case cancellation fees will apply. See the Contract Cancellation section of the Housing Handbook. Requests for exceptions are to be directed in writing to the Residence Exception Committee, care of the Housing Office in Student Development. All students living in undergraduate residence halls are required to participate in the food service program.

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

**Housing Reservation**

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

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 (undergradhousing@biola.edu). The Housing Department must receive this notification by the deadlines listed below. Failure to notify the Housing Department by the designated dates will result in forfeiture of the deposit.

Fall applicant deposit refund deadline:

- Incoming students: July 1
- Continuing students: prior to selecting/being assigned a room

Spring applicant deposit refund deadline:

- Any new housing applicant: January 15

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

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

The $250 housing deposit will be kept by the University to hold a space in on-campus housing until such a time as the student withdraws, graduates, or fulfills the academic year housing contract. Residents who do not fulfill the academic year housing contract will forfeit their housing deposit. In the case of withdrawal, the student must submit a written request for refund of the housing deposit to the Housing Office by the deadlines listed above, otherwise the housing deposit will be forfeited.

**Continuing Students**

**Procedure for Reserving Campus Housing**

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

**Commuter Students**

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

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

**Food Service**

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

A variety of meal plans are available. All students living in the residence halls are required to choose either a 10 without flex or 10-, 12-, 15- or 20-flex meal plan (the numbers indicated are meals per week), or a 175 block plan. A "flex" plan is 10, 12, 15, or 20 meals per week at Cafe Biola, our dining room, plus "flex dollars" to purchase additional meals at any of our retail operations including Cafe Biola, the Eagles’ Nest, Common Grounds, the coffee cart, The Talon Grab N Go, Soaring Eagle Food Truck, Heritage Cafe, and North Hall Cafe. To add or change a meal plan, go to my.Biola.edu (https://login.biola.edu/mybiola/login) and log into MyHousing. To purchase student dollars go to biola.edu/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 options. Please see the following website: http://studenthub.biola.edu/eating-on-campus/dining-locations for more details.

**Biola Print Shop**

The Biola Print Shop, located on the South Campus, is available to students, staff, faculty and the public. The duplicating center has high-speed duplicating equipment and can do a variety of jobs, including thermal binding, tabs, covers, color copying, color posters and banners, etc. We will match any price. There is also an after-hours drop box located outside of the duplicating center. We will do projects for non-Biola people as well.

**Biola Store**

The Biola Store is open Monday through Saturday for the convenience of the students, faculty, staff and public. All required and recommended textbooks, as well as general books and supplies, are available. The store
has a large selection of Christian books and offers Bibles in a variety of styles and bindings at substantial discounts. The Biola Store carries insignia clothing and school spirit merchandise, a large selection of greeting cards, school supplies, dorm-room furniture/accessories, gift items, theme park tickets and music are available for purchase. The Biola Store welcomes special orders via its 1-800-MY-BIOLA phone line. A convenience store (located inside the bookstore) contains a generous selection of soft drinks, juices, yogurts, ice cream, snacks, candies, sandwiches, etc. During school breaks and vacations the store has shortened hours. Please call (562) 903-4883 for information or visit our website: biolastore.com (http://www.biolastore.com).

Health Services

Services

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

Insurance Requirement

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

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

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

Health Requirements

All students, both undergraduate and graduate, must complete a Meningitis Advisory Form, Medical 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 website: biola.edu/health-center (http://www.biola.edu/health-center). 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.

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 at: http://biola.edu/asr. Prompt reporting ensures 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
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.

**Immigration Services**

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

**Global Student Programs and Development**

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

Global Student Programs and Development serves a unique population of students who have spent portions of their developmental years outside of the United States. These students include:

- international students on a F-1 Visa
- third culture students
- students from missionary settings

These students come to Biola from over 40 different countries, and each one is a distinct and valuable gift to our community. The diversity that comes from their experiences enhances our environment of faith and learning. Their presence and scholarly contribution will assist the University in attaining its pursuit of becoming a recognized global center for Christian thought.

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

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

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

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

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

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

**Learning Center**

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

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

- Disability Student Services: The Learning Center is committed to ensuring equal treatment, educational opportunity, accessibility, and human dignity for all students with learning, physical, and psychological disabilities. The Learning Center actuates this commitment by providing reasonable and appropriate accommodations to students with disabilities and medical conditions, assisting in advocacy, educating the Biola community, and by ensuring legal compliance with state and federal disability laws (the Americans With Disabilities Act and Section 504 of the Rehabilitation Act).
- Strategies for Academic & Personal Success (GNST 001): Instruction in success strategies for navigating the 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 General Education courses and select major emphasis courses. Tutoring is available in individual and small group formats (a minimal fee is required).

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

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

- Students will be able to develop a relationship with faculty member(s) outside of the classroom setting.
- Students will be able to independently navigate university policies and procedures regarding course selection, registration, academic standing, the progression of curriculum, and fulfillment of graduation requirements.
- Students will learn how to identify program and curricular paths that are consistent with their abilities, career, interests, life goals, and sense of calling.
- Students will learn how to utilize critical thinking and decision-making skills in managing and planning their lives.
- Students will have tools to develop and implement a meaningful educational plan with awareness of high impact educational practices (ex: writing-intensive courses, research opportunities, capstone experiences, internships, and cross-cultural experiences).
- Students will have the opportunity to pursue and discover connections within the general education, Bible, and major coursework.
- Students will be able to reflect on the deeper work God may be doing in their hearts and minds through their academic learning, and identify how they might respond and cooperate with the Holy Spirit in this work.

Academic Advising for undergraduate students utilizes a faculty-based advising model. Students with a declared major are assigned a faculty advisor in their discipline. It is required that students meet with their assigned advisor once per semester.

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

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

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

Advisors, both faculty and full-time staff advisors, are available as a resource, but the student is ultimately responsible to ascertain and fulfill graduation requirements.

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

Psychological Services

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

Career Development

Career Development 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. Career Development collaborates with various partners to help students create career plans, develop vocational competencies, connect with employers, 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 prerequisite work experiences and education, making lists of potential work organizations, pursuing good opportunities, customizing resumes and cover letters, conducting interviews, and submitting graduate school applications (if applicable).
- Commit to gaining 1–3 years substantive work experience (e.g., internships) in an area of interest prior to graduation.

Popular services in Career Development include:

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

Information on the above can be found on Career Development’s website: career.biola.edu (http://career.biola.edu).

Writing Center

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

Detailed information regarding grievances and appeals, whether in regard to scholarships, academic life, federal legislation or student conduct are found in the Student Handbook of each school. The undergraduate Student Handbook can be found online at: studentlife.biola.edu/campus-life/student-handbook/ (http://studentlife.biola.edu/student-support/handbook).

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

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

Majors

Accounting, B.B.A.

Mission

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

• To prepare students for excellence in leadership in their career.
• To be strong in mind and character, and be able to articulate faith and vocational integration so that they will make an impact for God in this time and place.
• To develop a student’s God-given talents and pursue excellence by maintaining high expectations and proficiency in their unique field of interest.

Degree Program

A Bachelor of Business Administration in Accounting is offered upon the completion of the University baccalaureate requirements for a total of 124 credits. The Accounting major requires 54 credits, 33 of which must be upper-division.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Bachelor of Business Administration in Accounting, students will be able to:

1. Demonstrate a knowledge and understanding of general business theories and practices and a special field of business emphasis by (ULO 1):
   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. 5) 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 21 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 113;
   - MATH 103 and
   - MATH 190

2. A minimum requirement of 30 hours of General Education (including Bible) must be completed.

3. 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.

4. 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.

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

Major Requirements

General Education Requirements

The general education requirement for a foreign language for those following a business administration major may be met by two years of high school language or the first four credits of a college language. PHIL 215, COMM 181 and PSYC 200 are recommended for all business majors. The following courses are required to partially fulfill the general education requirement for Math/Science:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 103</td>
<td>Calculus for Management Sciences</td>
</tr>
<tr>
<td>MATH 190</td>
<td>Business Statistics</td>
</tr>
</tbody>
</table>

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 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 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>
</tbody>
</table>
Anthropology, B.A.

Mission
The mission of the Bachelor of Arts in Anthropology is to provide students with a holistic understanding of the diversity of human behavior across time, geography and culture from a distinctly Christian perspective and to equip them to actively bridge cultural differences so that they can effectively share the good news of the Gospel and holistically address human problems such as injustice and the effects of globalization on populations around the world.

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. 5) section of this catalog.

Requirements

Major Requirements

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>General Cultural Anthropology</td>
<td></td>
</tr>
</tbody>
</table>

Concentrations

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

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

- 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
- INCS 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 446 Introduction to Sociolinguistics 3
- INAL 481 Topics in Applied Linguistics 1-3
- INCS 310 General Linguistics 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
- INCS 458 Village and Tribal Cultures 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. 5) section of this catalog.

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

The following admissions requirements must be observed:

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

Major Requirements
A Bachelor of Science degree in Applied Psychology is offered upon completion of the University baccalaureate and major requirements. The Applied Psychology major requires the completion of 37 credits beyond the PSYC 200, 24 of which must be upper-division.

Core Requirements

All students must take the following twelve core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY 204</td>
<td>Psychology and Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>APSY 208</td>
<td>Statistics with Computer Application</td>
<td>3</td>
</tr>
<tr>
<td>APSY 320</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY 325</td>
<td>Developmental Psychology: Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>APSY 344</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY 352</td>
<td>Psychology of Health and Well-Being</td>
<td>3</td>
</tr>
<tr>
<td>APSY 365</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY 406</td>
<td>Social and Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY 410</td>
<td>Psychology in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>APSY 414</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>APSY 417</td>
<td>Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>APSY 420</td>
<td>Psychology of Marriage and Family Life</td>
<td>3</td>
</tr>
<tr>
<td>APSY 490</td>
<td>Applied Psychology Capstone</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

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. 5) section of this catalog.

Requirements

Major Requirements

General Education Requirements

The following are the general education requirements for B.A. Biblical and Theological Studies majors (not those in the Preaching and Pastoral Ministry concentration). For the student’s general education Foreign Language requirement, the student must choose 12 credits from either Greek or Hebrew.

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

General Bible Requirements

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

- BBST 103 Biblical Interpretation and Spiritual Formation
- BBST 105 Foundations of Christian Thought
- BBST 109 Old Testament History and Literature
- BBST 110 New Testament History and Literature
- BBST 251 Theology I
- BBST 254 Theology II
- BBST 306 Early Christian History - Acts
- BBST 465 Integration Seminar
  - 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.

Core Requirements

The following are the core requirements for B.A. Biblical and Theological Studies majors (not those in the Preaching and Pastoral Ministry concentration). Majors must complete the general Bible requirements (excluding the two electives) plus:

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

Elective Requirements

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 130 credits for the degree.

Total Credits

39

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

Admission into Biola University does not guarantee admission into the Preaching and Pastoral Ministry Concentration of the B.A. in Biblical and Theological Studies. Entry into this concentration requires the 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. PPM: BBST 103, BBST 105, BBST 109, BBST 110, BBST 251, BBST 254, BBST 312, 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. PPM.
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. 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. PPM: BBST 103, BBST 105, BBST 109, BBST 110, BBST 251, BBST 254, BBST 312, 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. PPM.
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. PPM: BBST 103, BBST 105, BBST 109, BBST 110, BBST 251, BBST 254, BBST 312, 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. PPM.

4. Apply and be admitted to Talbot’s M.A. in Christian Ministry and Leadership with a concentration in Preaching and Pastoral Ministry program. One of the required letters of recommendation must come from the director of the Preaching and Pastoral Ministry program.

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

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

**General Education Requirements**

For the student's general education Foreign Language requirement, the student must take 12 credits of Greek.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLGR 101</td>
<td>Elementary Greek Grammar I</td>
<td>3</td>
</tr>
<tr>
<td>BLGR 102</td>
<td>Elementary Greek Grammar II</td>
<td>3</td>
</tr>
<tr>
<td>BLGR 201</td>
<td>Intermediate Greek Grammar and Exegesis I</td>
<td>3</td>
</tr>
<tr>
<td>BLGR 202</td>
<td>Intermediate Greek Grammar and Exegesis II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration-Specific Requirements**

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

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

**Graduate Coursework**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTHT 514</td>
<td>Historical Theology Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>or TTNT 605</td>
<td>Exegesis in the Epistles</td>
<td></td>
</tr>
<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>
</tbody>
</table>

**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 program is designed especially for those students planning a career in health professions. The requirements for schools of medicine, pharmacy, dentistry and medical technology are met within this major. This program also prepares one for graduate school in a variety of bioscience programs. There are excellent opportunities for careers in biotechnical, pharmaceutical and environmental businesses and governmental agencies.

**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. 5) 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.

Major Requirements

General Education Requirements

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

Core Requirements

Required lower division courses (25 credits) include:

<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>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>PHSC 124</td>
<td>Data Analysis and Presentation</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following two options: 8

Option 1:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSC 111</td>
<td>Physics I</td>
<td></td>
</tr>
<tr>
<td>PHSC 117</td>
<td>Physics I Laboratory</td>
<td></td>
</tr>
<tr>
<td>PHSC 112</td>
<td>Physics II</td>
<td></td>
</tr>
<tr>
<td>PHSC 118</td>
<td>Physics II Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Option 2:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSC 132</td>
<td>General Physics I: Mechanics and Heat</td>
<td></td>
</tr>
<tr>
<td>PHSC 134</td>
<td>General Physics I Laboratory</td>
<td></td>
</tr>
<tr>
<td>PHSC 233</td>
<td>General Physics II: Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>PHSC 237</td>
<td>General Physics II Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Required upper-division courses (28 credits) include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 312</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Laboratory in Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Laboratory in Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 350</td>
<td>Analytical Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 380</td>
<td>Introduction to Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>or CHEM 402</td>
<td>Physical Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 411</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 412</td>
<td>Biochemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 413</td>
<td>Laboratory in Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>PHSC 460</td>
<td>Capstone Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Requirements

Select 7 credits of electives from the following: 7

<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</td>
<td></td>
</tr>
<tr>
<td>BIOS 114</td>
<td>Fundamentals of Organismal Biology Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

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

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. 5) 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.

**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.

**Concentrations**

**General Biology (70+ Credits)**

**General Education Requirements**

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

PHIL 215 is strongly recommended for all biological science majors.

**Core Requirements**

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 312</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 322</td>
<td>Laboratory in Cell and Molecular Biology</td>
<td>2</td>
</tr>
<tr>
<td>BIOS 325</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>
</tr>
</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 382</td>
<td>Vertebrate Physiology</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Requirements**

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

<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>
</tbody>
</table>

Select one of the following: 3-4

<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>
<tr>
<td>MATH 318</td>
<td>Biostatistics</td>
<td></td>
</tr>
</tbody>
</table>

**Selective Requirements**

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

**Total Credits** 70-71

**Secondary Education Minor**

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

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

**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)**

**General Education Requirements**

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

PHIL 215 is strongly recommended for all biological science majors.

**Core Requirements**
Select 41 credits from the Department of Biological Sciences, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 312</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 322</td>
<td>Laboratory in Cell and Molecular Biology</td>
<td>2</td>
</tr>
<tr>
<td>BIOS 332</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 401</td>
<td>General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 450</td>
<td>Directed Research</td>
<td>1</td>
</tr>
</tbody>
</table>

or BIOS 470 Seminar in Advanced Biology

Select one of the following: 4

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

**Additional Requirements**

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

<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>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>
</tbody>
</table>

Select one of the following: 3-4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 101</td>
<td>Precalculus Mathematics</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
</tr>
<tr>
<td>MATH 318</td>
<td>Biostatistics</td>
</tr>
</tbody>
</table>

**Elective Requirements**

Select a minimum of 16 credits of Biological Science electives 16

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.

**Learning Outcomes**

**Program Learning Outcomes**

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

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

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. 5) section of this catalog.

**Requirements**

**Major Requirements**

**General Education Requirements**

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

PHIL 215 is strongly recommended for all biological science majors.

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

**Core Requirements**

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

<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 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 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>
</tbody>
</table>
CHEM 321  Basic Organic and Biochemistry  3
CHEM 322  Basic Organic and Biochemistry Lab  1
PHSC 111  Physics I  3
PHSC 117  Physics I Laboratory  1
PHSC 112  Physics II  3
PHSC 118  Physics II Laboratory  1
MATH 210  Introduction to Probability and Statistics  3
or MATH 318  Biostatistics

Education Course Requirements
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 436  Secondary Curriculum  3
LEDU 437  Secondary Curriculum Fieldwork  1

Student teaching (12 credits) may be completed at the graduate level and is not required for undergraduate graduation:
LEDU 450  Secondary Student Teaching I
LEDU 452  Secondary Student Teaching II

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

Total Credits  78

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, International Business, Management, Marketing, and Marketing Management. Thirty-nine of the required credits must be upper-division.

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. 5) section of this catalog.

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

• Students will apply appropriate methodologies and technologies to business data to solve real-world problems.
• Students will demonstrate proficiency with digital technologies applied to data organization, analysis, reporting and visualization.
• Students will analyze ethical approaches to applying data-driven decision-making in an organizational setting.

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 sales and/or 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 21 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 113; MATH 190 and MATH 103.
2. A minimum requirement of 30 hours of General Education (including Bible) must be completed.
3. 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.
4. 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.
5. Meet approval of the academic advisor of the Crowell School of Business. The process may require an interview.

Major Requirements

General Education Requirements

The general education requirement for a foreign language for those following a business administration major may be met by two years of high school language or the first four credits of a college language. PHIL 215, COMM 181 and PSYC 200 are recommended for all business majors. The following courses are required to partially fulfill the general education requirement for Math/Science:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 103</td>
<td>Calculus for Management Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MATH 190</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 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>
</tbody>
</table>

Concentrations

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

Business Analytics

Students must complete 60 credits.

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>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>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 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 357</td>
<td>Advanced Business Statistics</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</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

Select 6 credits of upper-division Business electives

Total Credits 27

International Business

Students must complete 60 credits.

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

Concentration-Specific Requirements

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

<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 344</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 347</td>
<td>Global Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 375</td>
<td>Business as Mission</td>
<td>3</td>
</tr>
</tbody>
</table>
### Management

Students must complete 60 credits.

**Concentration-Specific Requirements**

<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 318</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 328</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 347</td>
<td>Global Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 410</td>
<td>Customer Relationship Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 421</td>
<td>Leadership and Change</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 464</td>
<td>Entrepreneurship and Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 473</td>
<td>Capstone for Management Concentration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements**

Select 3 credits of upper-division Business electives 3

**Total Credits**

27

### Marketing

Students must complete 60 credits.

**Concentration Specific Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 231</td>
<td>Introduction to Marketing: Practical Application</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 344</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 410</td>
<td>Customer Relationship Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 432</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 435</td>
<td>Business to Business Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 438</td>
<td>Marketing for Non-Profit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 474</td>
<td>Capstone for Marketing Concentration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements**

Select 3 credits of upper-division Business electives 3

Select 3 credits of upper-division Business electives 3

**Total Credits**

27

### Marketing Management

Students must complete 60 credits.

**Concentration-Specific Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 231</td>
<td>Introduction to Marketing: Practical Application</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 318</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 328</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 334</td>
<td>Promotions</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 344</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements**

Select 3 credits of upper-division Business Marketing or Business Management electives 3

**Total Credits**

27

### 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. 5) 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).
Major Requirements

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

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Laboratory in Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Laboratory in Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 350</td>
<td>Analytical Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 360</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 402</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 405</td>
<td>Physical Chemistry II</td>
<td>4</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>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 332</td>
<td>Environmental Chemistry</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>Fundamentals of Material Science</td>
</tr>
<tr>
<td>CHEM 411</td>
<td>Biochemistry I</td>
</tr>
<tr>
<td>PHSC 311</td>
<td>Computer Techniques in Science and Engineering</td>
</tr>
<tr>
<td>PHSC 321</td>
<td>Circuits and Instrumentation I</td>
</tr>
</tbody>
</table>

Total Credits 61

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 a core of 39 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. 5) section of this catalog.

Requirements
Major Requirements

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDM 150</td>
<td>Foundations of Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CEDM 242</td>
<td>Psychology of Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>CEDM 254</td>
<td>Leadership Development</td>
<td>3</td>
</tr>
<tr>
<td>CEDM 255</td>
<td>Foundations of Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>CEDM 260</td>
<td>Interpersonal and Cross-Cultural Relationships in Christian Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CEDM 312</td>
<td>Christian Ministry Skills</td>
<td>3</td>
</tr>
<tr>
<td>CEDM 313</td>
<td>Christian Ministry Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>CEDM 326</td>
<td>Counseling Methods</td>
<td>3</td>
</tr>
<tr>
<td>CEDM 330</td>
<td>Biblical Interpretation and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>CEDM 415</td>
<td>Organization and Administration of Christian Ministries</td>
<td>3</td>
</tr>
<tr>
<td>CEDM 465</td>
<td>Internship in Christian Ministries</td>
<td>9</td>
</tr>
</tbody>
</table>

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

<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>

Total Credits 39

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 core, each student is encouraged to select a concentration of 8 credits to be taken within the Christian Ministries Department to fulfill his/her elective requirements. There are four concentrations from which a student may choose that reflect a broad variety of ministry options in this field: Child, Youth, Adult and Family, or Diversified. The Diversified concentration allows the student to design a program that best suits his/her vocational interests. Regardless, all students in Christian Ministries must complete a minimum of 24 upper-division credits in CEED coursework in order to graduate.

Adult and Family

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

Concentration-Specific Requirements

<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>

Elective Requirements

Select 2 credits of CEED electives

Total Credits: 8

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-Specific Requirements

<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 482</td>
<td>Advance Studies in Children’s Ministries</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective Requirements

Select 2 credits of CEED electives

Total Credits: 8

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.

Youth

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

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEED 441</td>
<td>Adolescent Culture and Development</td>
<td>2</td>
</tr>
<tr>
<td>CEED 479</td>
<td>Programming for Christian Ministries</td>
<td>2</td>
</tr>
<tr>
<td>CEED 484</td>
<td>Advanced Studies in Youth Ministries</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective Requirements

Select 2 credits of CEED electives

Total Credits: 8

Retreat

Each year during the Fall Semester, the Christian Ministries department sponsors an all student retreat for the purpose of facilitating department-wide community building, communication, spiritual formation, team building, and academic advising. There is a non-refundable $175 fee assessed at the beginning of each academic year for this event. All students are expected to attend this event. Any student seeking an exception should contact the Chair of the Department.

Cinema and Media Arts, B.A.

Mission

Biola’s Cinema and Media Arts major seeks to usher in a new renaissance in media arts. We follow God as the ultimate creative force and communicate this with the world around us. Our location in Southern California allows us to access media professionals working in Hollywood, securing guest speakers, prime internships and additional resources via our Biola Studio Task Force.

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

Guerilla Film Society

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

Sophias

Sophia is Greek for wisdom and is the name of the club for the support of female film majors. Weekly meetings encourage and support members and allow for unique interaction with guest speakers. Regular social activities are held.
Biola Film Festival
An annual celebration of the best films created by CMA and other students. This campus-wide event recognizes and awards achievement in acting, directing, screenwriting, production design and editing.

Studio Task Force
Over 250 media professionals gather on a quarterly basis to support and empower Biola's Cinema and Media Arts department. These committed Christians work throughout the Entertainment Industry, allowing Biola students to draw upon their expertise and connections. The Parents Task Force comes alongside Biola's students to complement the Programs and activities of the CMA department, including special premiers, fundraisers, and galas.

Biola Media Conference
Once a year we bring hundreds of media industry professionals together for an all-day conference on a wide range of media related topics. Given Hollywood's global influence, this event attracts participants from around the world and has grown into the largest gathering of Christian media professionals in the nation. For-up-to date information, visit, biolamedia.org (http://academics.biola.edu/cma/opportunities/biola-media-conference).

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" section of this catalog, or at biola.edu/ccce/programs (http://www.biola.edu/ccce/programs). Students interested in one of these programs should consult with an advisor as early as possible.

Los Angeles Film Studies Center

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

Japan Film Program
Biola’s Cinema and Media Arts department offers CNMA 359 where students produce short or feature length films in conjunction with writers and producers in Tokyo, Japan. When this course is offered a typical cycle will include: the pre-production class which takes place in the fall; the actual production phase which takes place during Interterm; and students are then involved with post-production at Biola over the course of the spring semester.

Contemporary Music Center
For musicians or sound recorders who wish to work behind the scenes in the music industry, this program gives you a semester-long opportunity to study the music industry. You spend most of the semester in beautiful Martha’s Vineyard, plus have an intensive field experience in Nashville.

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. 5) 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 at academics.biola.edu/cma/admissions (http://academics.biola.edu/cma/admissions) by the appropriate deadline indicated on the website.

Please be assured that media production experience is not a prerequisite for admission into the CMA major. Our program will show you how to use the tools. We are more interested in leadership ability, creative thinking, problem solving, and dreamers of credible character. The full department faculty will prayerfully review your application. Notification letters will be sent out by the deadlines listed in the schedule. You will be notified of your acceptance, placement on a waiting list or rejection.

If you have any questions about the status of your application, please call the department administrative assistant at (562) 777-4052 or write to:

Acceptance Committee
Cinema and Media Arts Department
Biola University
13800 Biola Avenue
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.

Concentrations

Media Management

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

Core Requirements

- CNMA 204 The Entertainment Business 3
- CNMA 301 Transmedia 2
- CNMA 353 Media Literacy 3
- CNMA 359 Motion Picture Production 3
- CNMA 433 Mass Media Law and Ethics 3
- CNMA 440 Cinema and Media Arts Internship 1 4
- CNMA 455 Media Management 3
- CNMA 456 Senior Media Project 3
- CNMA 458 Mass Communication Research 3
- or CNMA 470 Cinema and Media Arts Seminar
- BUSN 211 Principles of Accounting I 3
- or CNMA 101 The Art of Storytelling
- BUSN 212 Principles of Accounting II 3
- or CNMA 302 Production Management
- or CNMA 449 The Role of the Producer
- CNMA 355 History of Television Programming 3
- or CNMA 459 History of Television Programming
- CNMA 358 Motion Picture Pre-Production 3
- or CNMA 452 Motion Picture Post-Production
- BUSN 230 Introduction to Marketing 3
- or CNMA 392 Principles of Advertising

Elective Requirements

Select one of the following: 3
- COMM 387 Organizational Communication

An upper-division CNMA elective

Total Credits 45

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

Writing for Film and Television

The Writing for Film and Television concentration covers the fundamental elements of storytelling—from conception (the pitch and the outline), to execution (the script), to the all-important rewriting and polishing process.

Core Requirements

- CNMA 101 The Art of Storytelling 3
- CNMA 102 Visual Aesthetics 3
- CNMA 104 History of Cinema 3
- CNMA 203 Screenwriting I 3
- CNMA 204 The Entertainment Business 3
- CNMA 312 Screenwriting II 3
- CNMA 351 Writing the Scene 3
- CNMA 352 Character Development and Dialogue 3
- CNMA 353 Media Literacy 3
- CNMA 354 The TV Writer’s Room 3
- CNMA 405 Understanding Representation 2
- CNMA 420 Coverages and Rewrites 2
- or CNMA 440 Cinema and Media Arts Internship 1 3
- CNMA 453 Beauty as Truth 2
- CNMA 456 Senior Media Project 3

Production

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

Core Requirements

- CNMA 101 The Art of Storytelling 3
- CNMA 102 Visual Aesthetics 3
- CNMA 104 History of Cinema 3
- CNMA 251 Sound Recording 2
- CNMA 262 Directing for TV and Film 2
- CNMA 301 Transmedia 2
- CNMA 302 Production Management 3
- CNMA 303 Cinematography 2
- CNMA 315 Editing for Film and Television 2
- CNMA 353 Media Literacy 3
- CNMA 359 Motion Picture Production 3
- CNMA 440 Cinema and Media Arts Internship 1 3
- CNMA 445 Senior Media Project 3
- CNMA 458 Motion Picture Pre-Production 3
- or CNMA 452 Motion Picture Post-Production

Elective Requirements

Select 8 credits of upper-division Cinema and Media Arts electives 8

Total Credits 45

1. CNMA 440 must be taken for a total of 3 credits.
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. 5) 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.

Major Requirements
General Education Requirements

In addition to the above courses, eventual licensing and credentialing in the field by the American Speech Language Hearing Association requires at least one course in the following G.E. areas: Biological Sciences, Physical Sciences, Behavioral/Social Sciences, Research/Statistics, and an alternative communication modality. In light of this, the department strongly recommends that students take the following G.E. courses:

- BIOS 100 Biological Principles: Lecture
- MATH 210 Introduction to Probability and Statistics
- PHSC 101 Physical Science Survey: Lecture
- PSYC 200 Introduction to Psychology

Select 4 credits of American Sign Language:
- HUFA 101 Elementary American Sign Language
- HUFA 102 Elementary American Sign Language
- HUFA 201 Intermediate American Sign Language

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

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

Total Credits 56

Recommended in addition if schedule permits

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

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. 5) 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). In each sample, the fourth page must have written commentary that is at or exceeds the center of the fourth page to meet the minimum length standard. Full-time faculty assess the two submissions, give a numerical designation, and the combined total either passes or fails. After a second failure to pass the writing competency requirement, a student must enroll in ENGL 210, consult the Communication Studies Department Chair and pass the course to fulfill the requirement.

**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.

**Major Requirements**

**General Education Requirements**

The required Communication general education course for the Communication Studies Department is:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 100</td>
<td>Introduction to Public Communication</td>
<td></td>
</tr>
</tbody>
</table>

**Core Requirements**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 254</td>
<td>Communication Theories</td>
<td>3</td>
</tr>
<tr>
<td>COMM 270</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 368</td>
<td>Methods of Communication Research</td>
<td>3</td>
</tr>
<tr>
<td>COMM 385</td>
<td>Persuasive Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 387</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 432</td>
<td>Rhetorical Theories</td>
<td>3</td>
</tr>
<tr>
<td>COMM 473</td>
<td>Communication and Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 21

**Concentrations**

Students must choose one of three concentrations under this major:

- Dramatic Arts
- Rhetorical/Interpersonal
- Interdisciplinary Studies

When students have completed any of these concentrations they should be prepared for employment in fields where excellent interpersonal and group communication skills are especially important. These concentrations are also excellent preparation for advanced graduate work in the discipline of communication studies. Many Communication Studies graduates have gone on to earn their M.A. and Ph.D. degrees in the field at other institutions. In addition, the Communication Studies degree provides excellent general preparation for careers in fields such as the ministry, human resources, sales, education or law.

**Dramatic Arts**

**General Education Recommendations**

It is recommended that all Dramatic Arts concentration students take the following general education courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 160</td>
<td>Theatre Appreciation</td>
<td></td>
</tr>
<tr>
<td>PHIL 216</td>
<td>Introduction to Philosophy and Aesthetics</td>
<td></td>
</tr>
</tbody>
</table>

**Concentration-Specific Requirements**

Dramatic Arts students must take the following courses once:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 109</td>
<td>Production Practicum</td>
<td>2</td>
</tr>
<tr>
<td>COMM 409</td>
<td>Production Practicum II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Elective Requirements**

Select 17 credits from the following: 1

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1. Specific courses or options may be approved by the Communication Studies Department.
COMM 100  Introduction to Public Communication  
COMM 162  Voice and Speech for Theatre  
COMM 164  Introduction to Acting  
COMM 170  Small Group Communication  
COMM 215  Theatrical Makeup  
COMM 232  Costume Study and Construction  
COMM 241  Introduction to Technical Theatre  
COMM 280  Oral Interpretation  
COMM 282  Intercollegiate Forensics  
COMM 320  Advanced Public Communication  
COMM 345  Lighting and Sound for Theatre  
COMM 382  Intercollegiate Forensics  
COMM 386  Forms of Public Communication  
COMM 391  Directing Theatre  
COMM 405  Dramatic Theory  
COMM 419  Dramatic Design and Criticism  
COMM 435  Playwriting for Performance  
COMM 440  Communication Internship  
COMM 450  Communication Practicum  
COMM 463  Advanced Acting Workshop  
COMM 468  Drama for Christian Ministry  
COMM 465  Rhetorical Criticism  
COMM 469  Rhetoric of Media Studies  
COMM 470  Communication Seminar  
COMM 472  Intercultural Communication  
COMM 480  Directed Research  
CNMA 104  History of Cinema  
CNMA 450  Cinema and Media Arts Practicum  
CNMA 470  Cinema and Media Arts Seminar  
JOUR 307  Social Media, SEO and Digital Strategy  
JOUR 351  Broadcast Anchoring and Announcing  
JOUR 392  Principles of Advertising  
JOUR 433  Media Law  
JOUR 470  Journalism Seminar  

Total Credits 21

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

Interdisciplinary
This concentration will provide students maximum latitude in creating a course of study to suit their particular needs. Students choosing this option begin by consulting with the Chairman of the Communication Studies Department. The Chairman will help students choose appropriate courses, which may include courses from other departments. Students will then complete a form (available from the Communication Studies Department) in which they describe career goals and give a rationale for each of the courses selected.

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

In making its decision the committee will consider the following:

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

Rhetorical/Interpersonal

Elective Requirements
Select 21 hours from the following:

COMM 100  Introduction to Public Communication
COMM 164  Introduction to Acting
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
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:
Select 36 credits (27 upper-division) with approval from the Communications Department, 24 of which must be COMM courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 368</td>
<td>Methods of Communication Research</td>
<td>3</td>
</tr>
<tr>
<td>COMM 473</td>
<td>Communication and Diversity</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

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. 5) section of this catalog.

Requirements

Major Requirements

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>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>
<tr>
<td>CSCI 220</td>
<td>Computer Organization and Assembly</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 230</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 311</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 335</td>
<td>User Interface Design and Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 430</td>
<td>Computer Communications</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 450</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Concentrations

Computer Science (29 Credits)

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 400</td>
<td>Theory of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 440</td>
<td>Topics in Computer Science</td>
<td>6</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH 291</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 333</td>
<td>Operations Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

Information Systems (33 Credits)

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 402</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 440</td>
<td>Topics in Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 328</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 370</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>MATH 103</td>
<td>Calculus for Management Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

1 CSCI 440 must be taken twice with two different topics.
Elective Requirements
Select one course (3 credits) at the 300 or 400 level in Business or Computer Science. 3

Total Credits 33

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.

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. 5) 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 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, and independent studies, must complete a minimum of three hours of research/laboratory work each week during the semester for one hour of credit.

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

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

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

PHIL 216 Introduction to Philosophy and Aesthetics
BBST 465 Integration Seminar 1

Core Requirements

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

1 Core requirements for B.S. degrees. Some courses may be assigned to both the core and the general education requirements. The student must satisfy the core requirement in the major.
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. 5) 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).

Major Requirements

General Education Requirements

Engineering Physics majors automatically meet the general education requirement of 8 credits of science and mathematics. The foreign language requirement is met by two years in high school or 4 credits of college foreign language. Students in the engineering 3/2 program sequence are exempt from general education requirements in literature (3 credits) and World Civilization (3 credits). The student is also exempt from the last semester residency requirement.

Core Requirements

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

Elective Requirements

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
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. Thirty-six 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. 5) 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 as a Second Language (ESL)
All non-native speakers of English will be able to count 12 credits of ESL instruction from ENGL 151, ENGL 152, ENGL 161, and ENGL 171 toward graduation. For students pursuing the B.A. degree, the 12 credits of ESL will satisfy the foreign language requirement. For students pursuing the B.S. degree, 4 credits will satisfy the foreign language requirement and an additional 8 credits can be counted as electives.

Concentrations
Literature
For those wishing to focus on the study of literature, the Literature track requires at least 12 credits in upper-division English courses in addition to the English core requirements.

Elective Requirements
Select two 300/400-level English electives 6
Select two 400-level English electives 6
Total Credits 12
Writing
For those seeking to supplement their study of literature with theoretical and vocational training in writing.

Concentration-Specific Requirements
This concentration requires students to take four specialized courses in writing in addition to the English core courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 340</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 343</td>
<td>Creative Writing: Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 344</td>
<td>Creative Writing: Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 410</td>
<td>Studies in Specialized Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Secondary Instruction
For those interested in teaching English at the high school level, this concentration provides coursework that, combined with successfully passing the California Subject Examinations for Teachers (CSET), leads to a California Single Subject Teaching Credential in English. The Secondary Instruction concentration consists of 43 credits.

The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation. Please see a credential analyst in the School of Education for current information on completing the requirements for a teaching credential. Students must consult with both their major advisor and a School of Education advisor.

General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>COMM 280</td>
<td>Oral Interpretation</td>
<td></td>
</tr>
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</table>

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 301</td>
<td>Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 330</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 341</td>
<td>Methods of Teaching Linguistically Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 425</td>
<td>Secondary Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 433</td>
<td>Single Subject Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 433</td>
<td>CSET Preparation Class</td>
<td>1</td>
</tr>
<tr>
<td>LEDU 436</td>
<td>Secondary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 437</td>
<td>Secondary Curriculum Fieldwork</td>
<td>1</td>
</tr>
</tbody>
</table>
| Student teaching may be completed at the graduate level:
| LEDU 450     | Secondary Student Teaching I   | 6       |
| LEDU 452     | Secondary Student Teaching II  | 6       |
| **Total Credits** |                              | **31**  |

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

Learning Outcomes

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

1. The student will describe major environmental issues and just and sustainable solutions from a scientific and theological perspective (ULO 1).
2. The student will demonstrate proficiency in field and lab skills in analyzing specific environmental issues from a theoretical scientific perspective (ULO 3).
3. The student will critically evaluate the need for creation care from a theological and scientific perspective and express this need by means of a compelling argument (ULO 2).

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. 5) 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.

English Requirements
Students wishing to enroll in any courses in the Biological Sciences must be eligible to take ENGL 112 or ENGL 113 or must have the permission of the instructor to take the course.

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

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

General Education Requirements
All Environmental Science majors automatically meet the general education requirement of 8 credits of science and mathematics. The foreign language requirement is met by two years in high school or the first 4 credits in college. PHIL 215 is strongly recommended for all Environmental Science majors.

### Biological Science 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 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 318</td>
<td>Biostatistics</td>
<td>3</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>
</tbody>
</table>

### Organismal Biology Courses

Select two courses from the following:

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

### Natural Resource Management Courses

Select 8 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 303</td>
<td>Ecological Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 306</td>
<td>Land Resources</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 307</td>
<td>Water Resources (Limnology)</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 371</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 372</td>
<td>Restoration Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 390</td>
<td>Au Sable Institute of Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 430</td>
<td>Topics in Natural Resource Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### Environmental Policy and Ethics Courses

Select 7 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 305</td>
<td>Global Development and Ecological Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 353</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 354</td>
<td>Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 355</td>
<td>Environmental Health: An Ecological Perspective</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 390</td>
<td>Au Sable Institute of Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 410</td>
<td>Topics in Environmental Science</td>
<td>3</td>
</tr>
</tbody>
</table>

### Supporting Science Courses

28 credits of supporting sciences from the Departments of Physical Science and Chemistry are required including:

<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 321</td>
<td>Basic Organic and Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 322</td>
<td>Basic Organic and Biochemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>Environmental Chemistry</td>
<td>4</td>
</tr>
<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. Identify and explain the major developments of history and articulate how those developments are understood (ULO 1).
2. Critique primary and secondary sources and recognize the different approaches to historical writing (ULO 1).
3. Apply the historical method by organizing and writing a capstone research paper (ULO 3).
4. Engage intellectually with interpretations of the past and present, in a way that honors the pursuit of truth (ULO 2).
5. Articulate a Christian perspective about the world and the diversity of people living in it, with their worldviews, religions, and struggles (ULO 2).

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. 5) section of this catalog.

### Requirements

#### Major Requirements

**General Education Requirements**

The student is required to take the following (which will meet the general education requirements) before taking upper-division courses in history. These courses are prerequisites for all upper-division courses in history. This requirement may be waived only with faculty signature.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 108</td>
<td>United States History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 207</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 109</td>
<td>United States History Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 208</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 290</td>
<td>Research Methods in History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 495</td>
<td>Capstone: History in Christian Faith and Practice</td>
<td>3</td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3-6

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 490</td>
<td>Honors Program and Honors Program</td>
<td>12</td>
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<tr>
<td></td>
<td>Select 12 upper-division credits in one of the three areas of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>concentration</td>
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</tr>
<tr>
<td></td>
<td>Select 9 credits of History electives from the other two areas of</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>concentration</td>
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</tr>
<tr>
<td></td>
<td>Total Credits</td>
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### Concentrations

#### Asian/African Civilization

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 304</td>
<td>Ancient Near East</td>
<td>3</td>
</tr>
<tr>
<td>HIST 321</td>
<td>History of the Christian Church</td>
<td>3</td>
</tr>
<tr>
<td>HIST 331</td>
<td>History of East Asia</td>
<td>3</td>
</tr>
<tr>
<td>HIST 332</td>
<td>Studies in Asian Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>HIST 335</td>
<td>History of Modern China</td>
<td>3</td>
</tr>
<tr>
<td>HIST 400</td>
<td>Studies in Developing Nations</td>
<td>3</td>
</tr>
<tr>
<td>HIST 406</td>
<td>Themes in Urban History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 415</td>
<td>Oral History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 418</td>
<td>The History of the City</td>
<td>3</td>
</tr>
<tr>
<td>HIST 420</td>
<td>History of Russia</td>
<td>3</td>
</tr>
<tr>
<td>HIST 425</td>
<td>War and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIST 430</td>
<td>History of the Jewish People</td>
<td>3</td>
</tr>
<tr>
<td>HIST 433</td>
<td>History of Christianity in Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIST 441</td>
<td>History of the Middle East and Islam</td>
<td>3</td>
</tr>
<tr>
<td>HIST 442</td>
<td>History of the Middle East and Islam II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 443</td>
<td>Special Topics on Middle Eastern History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 445</td>
<td>Africa: History, Peoples and Culture</td>
<td>3</td>
</tr>
<tr>
<td>HIST 447</td>
<td>Topics in African History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 453</td>
<td>The Islamic City</td>
<td>3</td>
</tr>
<tr>
<td>HIST 454</td>
<td>Arab-Israeli Conflict</td>
<td>3</td>
</tr>
<tr>
<td>HIST 455</td>
<td>History of Israel and Zionan</td>
<td>3</td>
</tr>
<tr>
<td>HIST 456</td>
<td>Muslim, Jewish and Christian Relations</td>
<td>3</td>
</tr>
<tr>
<td>HIST 462</td>
<td>History of the Expansion of Christianity</td>
<td>3</td>
</tr>
</tbody>
</table>

#### European Civilization

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 305</td>
<td>English History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 306</td>
<td>Studies in British History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 313</td>
<td>Medieval Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIST 318</td>
<td>Studies in Modern Europe</td>
<td>1-3</td>
</tr>
<tr>
<td>HIST 321</td>
<td>History of the Christian Church</td>
<td>3</td>
</tr>
<tr>
<td>HIST 323</td>
<td>Ancient Greece</td>
<td>3</td>
</tr>
<tr>
<td>HIST 324</td>
<td>Roman History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 415</td>
<td>Oral History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 418</td>
<td>The History of the City</td>
<td>3</td>
</tr>
<tr>
<td>HIST 420</td>
<td>History of Russia</td>
<td>3</td>
</tr>
<tr>
<td>HIST 422</td>
<td>Renaissance and Reformations</td>
<td>3</td>
</tr>
<tr>
<td>HIST 423</td>
<td>Early Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIST 424</td>
<td>Twentieth Century Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIST 425</td>
<td>War and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIST 426</td>
<td>German History and Culture</td>
<td>3</td>
</tr>
<tr>
<td>HIST 455</td>
<td>History of Israel and Zionan</td>
<td>3</td>
</tr>
</tbody>
</table>

### Civilizations of the Americas

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 300</td>
<td>The Black American Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIST 307</td>
<td>The Colonial Period, American Revolution, 1607–1800</td>
<td>3</td>
</tr>
<tr>
<td>HIST 308</td>
<td>American Democracy, Civil War and Reconstruction, 1800–1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 310</td>
<td>Social and Intellectual History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIST 312</td>
<td>History of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 320</td>
<td>The American Presidency</td>
<td>3</td>
</tr>
<tr>
<td>HIST 321</td>
<td>History of the Christian Church</td>
<td>3</td>
</tr>
<tr>
<td>HIST 325</td>
<td>Themes in American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 360</td>
<td>Economic History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIST 390</td>
<td>History of Mexico</td>
<td>3</td>
</tr>
<tr>
<td>HIST 391</td>
<td>Latin America: History, Peoples and Culture</td>
<td>3</td>
</tr>
<tr>
<td>HIST 392</td>
<td>Latin American Revolutions</td>
<td>3</td>
</tr>
<tr>
<td>HIST 401</td>
<td>The Rise of Modern America, 1877–1920</td>
<td>3</td>
</tr>
<tr>
<td>HIST 402</td>
<td>The United States Since 1920</td>
<td>3</td>
</tr>
<tr>
<td>HIST 403</td>
<td>California History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 406</td>
<td>Themes in Urban History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 408</td>
<td>The Church in the American Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIST 410</td>
<td>American Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>HIST 412</td>
<td>The American West</td>
<td>3</td>
</tr>
<tr>
<td>HIST 415</td>
<td>Oral History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 418</td>
<td>The History of the City</td>
<td>3</td>
</tr>
<tr>
<td>HIST 425</td>
<td>War and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIST 462</td>
<td>History of the Expansion of Christianity</td>
<td>3</td>
</tr>
</tbody>
</table>

### Other Programs

#### Humanities Major/History Concentration

The History and Political Science Department offers a History concentration for the Humanities major (see Humanities section for specifics). It is basically a minor in History, but more flexibility is possible through department advisement.

#### History Honors Program

This program is designed for senior history majors and for those who have history concentrations in social science and humanities. It is designed as a year-long, independent research project under faculty supervision. Students who are a few credits short of senior standing may petition the chairman for admission into the Honors Program. Students entering the program must have 15 credits of upper-division history. History majors with a departmental GPA of 3.5 or better are eligible. Candidates for honors will be required to meet all history major requirements: the program will count as six credits of work (see 490, 491). The J.O. Henry Prize will be given annually for the outstanding paper in the disciplines of History, Political Science or Social Science.

#### History: Secondary Instruction

The History and Political Science Department offers a major in History with a Secondary Instruction Concentration.

The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response...
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. Demonstrate knowledge of the practice of science and scientific methodology (ULO 1).
2. Demonstrate an understanding and knowledge of the bio-molecular basis for life, emphasizing its application to human structures and functions (ULO 3).
3. Describe and classify the human form, structure, and function (ULO 1).
4. Demonstrate an ability to integrate faith and learning as it relates to Human Biology (ULO 2).

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. 5) 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.

**English Requirements**

Students wishing to enroll in any courses in the Biological Sciences must be eligible to take ENGL 112 or ENGL 113 or must have the permission of the instructor to take the course.
## Graduate/Professional School Requirements

The student should be aware that most graduate programs and many professional schools require an overall minimum GPA of 3.0 and that a grade of "C" or better was earned for all science courses.

### Concentrations

The Human Biology major offers a concentration in Pre-Health Care Professional and one in Pre-Chiropractic.

#### Pre-Chiropractic

A Bachelor of Science degree in Human Biology with a concentration in Pre-Chiropractic is offered in cooperation with the Southern California University of Health Sciences (SCUHS). Students attend Biola for three years taking courses in biology, chemistry, physics, biblical studies and the liberal arts. The upper-division biology courses are taken at Los Angeles College of Chiropractic, at SCUHS. Upon successful completion of the required courses, the student receives a B.S. degree with a major in Human Biology from Biola. Upon successful completion of the entire chiropractic program student receives the D.C. degree from the Southern California University of Health Sciences’ Los Angeles College of Chiropractic (LACC).

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

The upper-division biology course requirements to be taken at LACC are General Anatomy I, General Histology, General Anatomy II, Neuroscience, Systemic Histology, Systemic Physiology and Micro/Immunology.

The minimum required pre-chiropractic courses taken at Biola are:

**General Education Requirements**

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

Students in the Pre-Chiropractic Human Biology program sequence are exempt from general education requirements in Literature (3 credits) and World Civilization (3 credits). The student is also exempt from the last semester Biola residency requirement.

PHIL 215 is strongly recommended for all Human Biology majors.

**Core Requirements**

Students in the Pre-Chiropractic program must take at least 8 credits of upper-division science at Biola to meet the graduation requirements. These credits must include CHEM 301/CHEM 311 Organic Chemistry I 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.

Select one of the following: 3-4

<table>
<thead>
<tr>
<th>Course Code</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 254</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Laboratory in Organic Chemistry I</td>
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<tr>
<td>PHSC 111</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 117</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 112</td>
<td>Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 118</td>
<td>Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 281</td>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>or BIOS 282</td>
<td>Microbiology</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>MATH 101</td>
<td>Precalculus Mathematics</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
</tr>
<tr>
<td>MATH 318</td>
<td>Biostatistics</td>
</tr>
</tbody>
</table>

**Elective Requirements**

Students in the Pre-Chiropractic program must take at least 8 credits of upper-division science at Biola to meet the graduation requirements. These credits must include CHEM 301/CHEM 311 Organic Chemistry I 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.

Select one of the following: 4

Select 4 credits of upper-division Biological science courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CHEM 302</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>&amp; CHEM 312</td>
<td>and Laboratory in Organic Chemistry II</td>
</tr>
</tbody>
</table>

**Writing Competency**

Students in the Pre-Chiropractic concentration may use the paper written in the Organic Chemistry class as their writing competency paper. The student may also opt to make a portfolio of writing samples as outlined in the departmental handbook to complete this requirement.

Total Credits 47-48

## Pre-Health Care Professional (70+ Credits)

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

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</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>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>BIOS 113</td>
<td>Fundamentals of Cellular and Molecular Biology Laboratory</td>
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<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 254</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 281</td>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 311</td>
<td>Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 312</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 322</td>
<td>Laboratory in Cell and Molecular Biology</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
<td>4</td>
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<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
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<tr>
<td>PHSC 111</td>
<td>Physics I Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 117</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 118</td>
<td>Physics II Laboratory</td>
<td>3</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>PEED 301</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>or PEED 302</td>
<td>Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>PSYC 309</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 320</td>
<td>Developmental Psychology: Lifespan</td>
<td></td>
</tr>
</tbody>
</table>

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

Elective Requirements
Select a minimum of 16 credits from the following: 1  16
- BIOS 282  Microbiology
- BIOS 302  Vertebrate Biology
- BIOS 310  Prosection
- BIOS 314  Nutrition and Metabolism
- 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
- PEED 301  Kinesiology
- PEED 302  Exercise Physiology
- PSYC 309  Abnormal Psychology
- PSYC 320  Developmental Psychology: Lifespan
- PSYC 325  Developmental Psychology: Childhood and Adolescence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 355</td>
<td>Psychology of Family</td>
<td>73</td>
</tr>
</tbody>
</table>

Total Credits 73

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

### Intercultural Studies, B.A.

#### Mission

The mission of the Undergraduate Program in Intercultural Studies is to prepare students who can comprehensively understand the diverse context(s) in which they may serve, contribute to the well-being of those with whom they interact, and make disciples of Jesus Christ among all people.

#### 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).

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. 5) section of this catalog.

### 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.

Concentrations

Intercultural Studies

Core Requirements

<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>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 457</td>
<td>Urban Research</td>
<td>3</td>
</tr>
<tr>
<td>or INCS 458</td>
<td>Village and Tribal Cultures</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>ANTH 310</td>
<td>Introduction to Linguistic Anthropology: Language, Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>INCS 310</td>
<td>General Linguistics</td>
<td></td>
</tr>
<tr>
<td>INCS 313</td>
<td>Language and Culture Learning</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>BBST 465</td>
<td>Integration Seminar 1</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

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 an emphasis for a particular career field. Focusing your Intercultural Studies degree on a specific area of study or interest allows future employers to recognize special skills in an area of expertise in your college experience.

Total Credits 42

1 Must be taken as: Gospel and Culture.

Electives

Applied Linguistics and Bible Translation

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

Select one of the following: 3

Area Studies

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

Church Planting

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

Cross-Cultural Healthcare

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 345</td>
<td>Introduction to International Development</td>
<td>3</td>
</tr>
<tr>
<td>INCS 430</td>
<td>Seminar: Topics in Intercultural Health Care 1</td>
<td>3</td>
</tr>
</tbody>
</table>

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

International Development

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

Islamic Studies

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

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 419</td>
<td>Sufism</td>
<td>3</td>
</tr>
<tr>
<td>INCS 431</td>
<td>History of the Middle East and Islam I</td>
<td></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>
<td></td>
</tr>
</tbody>
</table>

Local Missions and Cross-Cultural Ministry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 360</td>
<td>Short-Term Mission Leadership</td>
<td>3</td>
</tr>
<tr>
<td>INCS 375</td>
<td>Understanding the City</td>
<td>3</td>
</tr>
<tr>
<td>INCS 440</td>
<td>The Local Church and World Missions</td>
<td>3</td>
</tr>
</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.

Journalism and Integrated Media, B.A.

Core Requirements

- ANTH 200 General Cultural Anthropology 3
- INCS 233 Foundations of Global Studies 3
- INCS 322 Intercultural Adjustment 3
- INCS 352 Field Internship 1
- INCS 354 Field Internship 2
- INCS 310 General Linguistics 3

or INCS 313 Language and Culture Learning

Select one of the following:

- INCS 420 Intercultural Communication
- INCS 457 Urban Research
- INCS 458 Village and Tribal Cultures
- BBST 458 Theology of Mission
- or INCS 450 Theology of Mission
- BBST 465 Integration Seminar 1

Elective Requirements

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.

Total Credits 42

1 Must be taken as: Gospel and Culture.

Interdisciplinary: Teaching Credential

Students who wish to earn a teaching credential as part of their Intercultural Studies Interdisciplinary major must complete the requirements detailed below.

In addition, the Professional Teacher Preparation Program Program of 28 credits must be completed. Students who wish to earn a multiple subject teaching credential (elementary) will also need to complete an additional 14 credits of pedagogy. Students who wish to earn a single subject teaching credential (junior high/high school) will need to complete an additional 2 credit content specific pedagogy course.

Refer to the Education section of this catalog (Professional Teacher Preparation, Preliminary Credential) for all information on exams, coursework, fieldwork, other professional evaluations, and state requirements for a California teaching credential.

The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation and reporting purposes. Please see a credential analyst in the School of Education for current information on completing the requirements for a teaching credential.

Students must consult with both their major advisor and a School of Education advisor.

Core Requirements

Students must complete the Interdisciplinary core requirements and the following:

- INCS 331 Peoples of Ethnic America 3
- INCS 332 Peoples of the World 3
- BBST 458 Theology of Mission 3
- BBST 465 Integration Seminar 1

1 Integration Seminar: Gospel and Culture or Integration Seminar: Christian Philosophy of Education

Interdisciplinary

A personalized interdisciplinary program may be designed by the student and the student’s advisor. Popular concentrations include: International Business, Teaching (elementary or secondary education), Cross-cultural Family Studies, Intercultural Journalism, and Psychology, among others.

Missiology

INCS 333 Principles of Church Multiplication 3
INCS 342 World Christianity 3
INCS 371 Profiles in Missionary Lives 3

Select one of the following:

- INCS 444 History of the Expansion of Christianity
- INCS 451 Principles of Evangelism and Church Growth

Pioneer Missions

INCS 410 Frontier Missiology 3
INCS 425 Spiritual Conflicts in Cross-Cultural Context 3
INCS 451 Principles of Evangelism and Church Growth 3
INCS 485 Topics in Intercultural Studies 1 1-3

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

Religious Studies

ANTH 300 Magic, Witchcraft and Sorcery 3
INCS 425 Spiritual Conflicts in Cross-Cultural Context 3
INCS 445 New Religious Movements 3
INCS 456 World Religions 3

TESOL

Note: Five courses required (13 credits).

- INTE 309 Grammar for English Teachers 3
- INTE 421 Introduction to TESOL: Adult 3
- INTE 427 Materials Evaluation and Preparation 3
- INTE 460 Communicating Values Through TESOL 1
- INTE 492 Practicum in TESOL I 3

Urban Ministry

INCS 375 Understanding the City 3
INCS 457 Urban Research 3
INCS 459 Urban Transformation 3

Select one of the following:

- INCS 455 Poverty and the City
- INCS 338 Urban Church Planting Models: L.A. Excursion

Urban Ministry

INCS 375 Understanding the City 3
INCS 457 Urban Research 3
INCS 459 Urban Transformation 3

Select one of the following:

- INCS 455 Poverty and the City
- INCS 338 Urban Church Planting Models: L.A. Excursion

Interdisciplinary: Teaching Credential

Students who wish to earn a teaching credential as part of their Intercultural Studies Interdisciplinary major must complete the requirements detailed below.

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Students must consult with both their major advisor and a School of Education advisor.

Core Requirements

Students must complete the Interdisciplinary core requirements and the following:

- INCS 331 Peoples of Ethnic America 3
- INCS 332 Peoples of the World 3
- BBST 458 Theology of Mission 3
- BBST 465 Integration Seminar 1

1 Integration Seminar: Gospel and Culture or Integration Seminar: Christian Philosophy of Education

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 (50 credits for the Cross-Cultural Media Concentration) beyond the general education requirements, 24 of which must be upper-division.

On-Campus Study Opportunities

Biola Radio
Biola's award-winning student-run web radio programming gives students hands-on experience in reporting news and features, covering campus and regional sports, and creating talk-show format programming around Christian music and news trends. Student work takes place in an on-campus studio or in field-reporting.

EagleVision
Biola's student-run Webcast programming uses state-of-the-art studio and field equipment to cover news events, sports and trends facing the Biola campus and surrounding regions of southern Los Angeles and northern Orange County. EagleVision staff get practical experience in deadline reporting, script-writing, anchoring, editing and producing packages for Internet broadcast. EagleVision also uses CNN footage for localized coverage of world events. Talk-show studio formats are used to provide students experience with news-feature variety in programming.

The Chimes and Chimes Online
Biola's award-winning weekly newspaper provides deadline experience in reporting, writing, photojournalism, graphics design and multimedia for the Web. Editors and business staff, funded by scholarship, are chosen by competitive application a year in advance. Staff members are selected annually for expertise in select media areas (e.g. Advertising staff are selected for background in marketing). Staff training for the editorial and advertising staff provides students with incentives for excellence in portfolio material. Chimes Online, a stand-alone staff of writers, photographers, and multimedia producers provides daily, interactive news and feature coverage of the campus and the La Mirada region.

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

PRSSA
The Biola chapter of the Public Relations Student Society of America (PRSSA) builds ties between students and professionals in the Los Angeles region and nationally. Students in PRSSA do event planning, community service projects, and hear from guest speakers on best practices for developing into successful leaders and practitioners of corporate, non-profit or ministry-related public relations and marketing.

Journalist in Residence
Biola’s location in one of the nation’s top media markets makes it a crossroads for journalists and public relations professionals of national and international renown. The Department of 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 section of this catalog, or at biola.edu/ccce/programs. Students interested in any of these programs should consult with an academic advisor as early as possible.

American Studies Program
This program, set in Washington, D.C., is ideal for students who want a better grasp of communications within government agencies. The program, run by the Council for Christian Colleges and Universities, provides public policy discussion and coursework along with opportunities for both public relations and journalistic internships. See bestsemester.com for details.

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

Disney Internships
Biola’s campus, so near Anaheim, home of Disneyland, provides students many opportunities for internships that can provide networking for both public relations and journalism careers. Students accepted for Disney internships complete coursework in leadership development and experience with public management. Students can also build ties to professionals in media properties owned by Disney, such as ABC News.

Field Production Trips
The Department of 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. 5) section of this catalog.

Requirements

Senior Portfolio Review

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 re-take 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 Journalism Internship packet.

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

General Requirements

All Journalism and Integrated Media majors must achieve a minimum grade of “C” in all major courses taken at Biola. Anyone receiving a lower grade must repeat the course and earn a “C” or better. The total number of credits for major area credit from practicum, internship and directed research may not exceed 9 credits.

Integration Seminar Requirement

It is strongly recommended that students complete the “Religion, Culture Media” course as the fulfillment of their BBST 465 requirement.

General Education Requirement

<table>
<thead>
<tr>
<th>MATH 190</th>
<th>Business Statistics (will count towards 3 credits of Math/Science)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
</tr>
</tbody>
</table>

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

| JOUR 105  | Foundations of Journalism and Public Relations |
| JOUR 107  | Introduction to Convergence |
| JOUR 220  | Introduction to Visual Media |
| JOUR 267  | Media and Public Relations Career Readiness |
| JOUR 344  | Media and Public Relations Internship |
| JOUR 433  | Media Law |
| JOUR 464  | Philosophy and Ethics of Media |
| JOUR 495  | Senior Portfolio |
| JOUR 303  | Convergent Production |
| or JOUR 307 | Social Media, SEO and Digital Strategy |

Total Credits 21

Concentrations

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

Students complete 44 credits, of which 24 must be upper-division. In addition to the core courses, students must complete:

Concentration-Specific Requirements

<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 235</td>
<td>Videography</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 236</td>
<td>Introduction to Broadcast Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 300</td>
<td>Practicum</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 337</td>
<td>Intermediate Broadcast Production</td>
<td>3</td>
</tr>
</tbody>
</table>

Broadcast Internship

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 444</td>
<td>Advanced Internship and Career Preparation</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective Requirements

Students must select 8 credits of electives from the following:

Production Options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 300</td>
<td>Practicum</td>
<td></td>
</tr>
<tr>
<td>JOUR 334</td>
<td>Producing and Writing for Broadcast News</td>
<td></td>
</tr>
<tr>
<td>JOUR 351</td>
<td>Broadcast Anchoring and Announcing</td>
<td></td>
</tr>
</tbody>
</table>

Writing/Investigative options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 231</td>
<td>Public Affairs Reporting</td>
<td></td>
</tr>
<tr>
<td>JOUR 230</td>
<td>Writing for Public Relations</td>
<td></td>
</tr>
<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 335</td>
<td>Magazine and Free-Lance Writing</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>
<td></td>
</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 50+ credits, 24 of which must be upper-division. Instead of completing the Core Requirements listed above, students will complete the following courses listed below.

Concentration-Specific Requirements

<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 and Public Relations Career Readiness</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 344</td>
<td>Media and Public Relations Internship</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 387</td>
<td>International Journalism</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>
</tbody>
</table>

Select one of the following Visual Essentials: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 220</td>
<td>Introduction to Visual Media</td>
<td></td>
</tr>
<tr>
<td>JOUR 249</td>
<td>Media Design Essentials</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following Reporting Essentials: 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 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 305</td>
<td>Database Journalism</td>
<td></td>
</tr>
<tr>
<td>JOUR 347</td>
<td>Photojournalism I</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following Cross-Cultural Media Experiences: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 430</td>
<td>Cross-Cultural Storytelling Project</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 486</td>
<td>Media Narrative Project</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFF 299</td>
<td>Faith, Life and Culture: Travel Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 299</td>
<td>Faith, Life and Culture: Travel Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 334</td>
<td>Community Spanish</td>
<td></td>
</tr>
<tr>
<td>INCS 233</td>
<td>Foundations of Global Studies</td>
<td></td>
</tr>
<tr>
<td>INCS 322</td>
<td>Intercultural Adjustment</td>
<td></td>
</tr>
<tr>
<td>INCS 375</td>
<td>Understanding the City</td>
<td></td>
</tr>
<tr>
<td>INCS 457</td>
<td>Urban Research</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCS 332</td>
<td>Peoples of the World</td>
<td></td>
</tr>
<tr>
<td>HUFS 396</td>
<td>Introduction to Hispanic Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Cross-Cultural Media Internship

Students, guided by their academic advisor, are urged to take the following core course in major media markets, cross-cultural settings and/or overseas to produce a portfolio of professional level media work. Students for the cross-cultural emphasis are required to complete their internships in a second language and/or in a cross-cultural setting.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 444</td>
<td>Advanced Internship and Career Preparation</td>
<td>2</td>
</tr>
</tbody>
</table>

Language Preparation

For the language preparation in the cross-cultural concentration, students are required to choose from the following options for an additional 9 credits of language study.

Advance Spanish Language Preparation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 210</td>
<td>Intermediate Spanish II</td>
<td></td>
</tr>
<tr>
<td>HUFS 220</td>
<td>Basic Spanish for Heritage Learners</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 230</td>
<td>Spanish Conversation and Composition</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 322</td>
<td>Advanced Spanish for Heritage Learners I</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 323</td>
<td>Advanced Spanish for Heritage Learners II</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 330</td>
<td>Advanced Spanish Conversation and Composition</td>
<td>3</td>
</tr>
<tr>
<td>HUFS 395</td>
<td>Spanish for Communications Professions</td>
<td>3</td>
</tr>
</tbody>
</table>

French Language Preparation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFF 202</td>
<td>Intermediate French II</td>
<td></td>
</tr>
<tr>
<td>HUFF 230</td>
<td>French Conversation and Composition</td>
<td>3</td>
</tr>
<tr>
<td>HUFF 330</td>
<td>Advanced Conversation and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Elective Requirements
Select 6 credits of elective from either Writing, Visual or Broadcast in consultation with advisor

Total Credits 50

Visual Media
Students complete 44 credits, of which 24 must be upper-division. In addition to the core courses, students must complete:

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 249</td>
<td>Media Design Essentials</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 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 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

- JOUR 120 Writing Across Media
- JOUR 231 Public Affairs Reporting
- JOUR 236 Introduction to Broadcast Journalism
- JOUR 305 Database Journalism

Visual Media Internship

Students, guided by their academic advisor, are urged to take the following required core course in a major media market, in a cross-cultural setting or overseas to produce a portfolio of professional level images or multimedia visual work:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 444</td>
<td>Advanced Internship and Career Preparation</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective Requirements

Students must select 6 credits of electives from the following:

<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 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>JOUR 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>

Writing and Publishing

Students complete 44 credits, of which 24 must be upper-division. In addition to the core courses, students must complete:

Concentration-Specific Requirements

<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>
</tbody>
</table>

Writing and Publishing Internship

Writing and publishing concentration students, guided by their academic advisor, are urged to take the following required core courses in a major media market, in a cross-cultural setting, or overseas to produce a portfolio of professional-level writing, reporting or multimedia work:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 444</td>
<td>Advanced Internship and Career Preparation</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective Requirements

Students must select 12 credits of electives from the following:

Select one of the following:

- JOUR 235 Videography
- JOUR 236 Introduction to Broadcast Journalism
- JOUR 249 Media Design Essentials
- JOUR 347 Photojournalism I

Select three of the following:

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 320</td>
<td>Studies in Grammar and Language</td>
</tr>
<tr>
<td>ENGL 340</td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>ENGL 344</td>
<td>Creative Writing: Fiction</td>
</tr>
<tr>
<td>ENGL 410</td>
<td>Studies in Specialized Writing</td>
</tr>
</tbody>
</table>

Total Credits 23

Kinesiology, B.S.

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. 5) 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.

General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEED 213</td>
<td>Fundamental Principles of Physical Fitness</td>
<td>2</td>
</tr>
<tr>
<td>PHSC 111</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 117</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>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.

Core Requirements

<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>PEED 301</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 302</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEED 303</td>
<td>Exercise Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PEED 307</td>
<td>Measurement and Evaluation in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 335</td>
<td>Health Concepts</td>
<td>3</td>
</tr>
<tr>
<td>PEED 401</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PEED 408</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PEED 422</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>PEED 434</td>
<td>Leadership in Sport and Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>PEED 440</td>
<td>Nutrition for Health and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PEED 446</td>
<td>Exercise Prescription and Program Design</td>
<td>3</td>
</tr>
<tr>
<td>PEED 480</td>
<td>Directed Study</td>
<td>3</td>
</tr>
<tr>
<td>PEED 329</td>
<td>Psychology of Coaching Sport and Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>or PEED 420</td>
<td>Sociology and Psychology in Physical Education and Sport</td>
<td></td>
</tr>
</tbody>
</table>

Elective Requirements

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>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 111</td>
<td>Fundamentals of Cellular and Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>BIOS 113</td>
<td>Fundamentals of Cellular and Molecular Biology Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOS 112</td>
<td>Fundamentals of Organismal Biology</td>
<td></td>
</tr>
<tr>
<td>BIOS 114</td>
<td>Fundamentals of Organismal Biology Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOS 282</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIOS 310</td>
<td>Prosection</td>
<td></td>
</tr>
<tr>
<td>BIOS 311</td>
<td>Neurobiology</td>
<td></td>
</tr>
<tr>
<td>BIOS 312</td>
<td>Cell and Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>BIOS 322</td>
<td>Laboratory in Cell and Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>BIOS 332</td>
<td>Genetics</td>
<td></td>
</tr>
<tr>
<td>BIOS 382</td>
<td>Vertebrate Physiology</td>
<td></td>
</tr>
<tr>
<td>BIOS 431</td>
<td>Developmental Biology</td>
<td></td>
</tr>
<tr>
<td>BIOS 445</td>
<td>Immunology</td>
<td></td>
</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Laboratory in Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Laboratory in Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 411</td>
<td>Biochemistry I</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>
<tr>
<td>PEED 205</td>
<td>Foundations in Physical Education and Kinesiology</td>
<td></td>
</tr>
<tr>
<td>PEED 329</td>
<td>Psychology of Coaching Sport and Human Movement</td>
<td></td>
</tr>
<tr>
<td>PEED 402</td>
<td>Assessment and Rehabilitation of Athletic Injuries</td>
<td></td>
</tr>
<tr>
<td>PEED 420</td>
<td>Sociology and Psychology in Physical Education and Sport</td>
<td></td>
</tr>
<tr>
<td>PEED 460</td>
<td>Topics in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>PEED 470</td>
<td>Seminar in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>PEED 480</td>
<td>Directed Study</td>
<td></td>
</tr>
<tr>
<td>PHSC 112</td>
<td>Physics II</td>
<td></td>
</tr>
</tbody>
</table>

PHSC 112 Physics II
Pre-Physical Therapy (56 Credits)
The Pre-Physical Therapy concentration is for students who plan to pursue a graduate degree (master’s or doctoral) in physical therapy, occupational therapy or other programs in allied/sports health care. Our program is designed to meet the prerequisite needs of most nationwide graduate programs.

This concentration requires 56 credits, 34 of which must be upper-division.

Core Requirements
BIOS 254  Human Anatomy  4
BIOS 281  Physiology  4
CHEM 106  General Chemistry II  4
PEED 301  Kinesiology  3
PEED 302  Exercise Physiology  3
PEED 303  Exercise Physiology Laboratory  1
PEED 335  Health Concepts  3
PEED 402  Assessment and Rehabilitation of Athletic Injuries  3
PEED 408  Motor Learning  3
PEED 422  Biomechanics  3
PEED 440  Nutrition for Health and Sport  3
PEED 446  Exercise Prescription and Program Design  3
PEED 480  Directed Study  3
PHSC 112  Physics II  3
PHSC 118  Physics II Laboratory  1
PEED 329  Psychology of Coaching Sport and Human Movement  3
or PEED 420  Sociology and Psychology in Physical Education and Sport

Elective Requirements
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
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
PEED 329  Psychology of Coaching Sport and Human Movement
PEED 307  Measurement and Evaluation in Kinesiology
PEED 401  Care and Prevention of Athletic Injuries
PEED 420  Sociology and Psychology in Physical Education and Sport
PEED 434  Leadership in Sport and Human Movement
PEED 460  Topics in Kinesiology
PEED 470  Seminar in Kinesiology
PEED 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, B.A.

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

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 through course assignments and portfolio (ULO 1).
2. Integrate personal faith with intellectual learning through incorporating subject matter knowledge with Christian beliefs in their philosophy paper (ULO 1 and 2).
3. Develop effective communication and collaboration skills as demonstrated through professional dispositions and competencies evaluations and academic projects (ULO 2 and 3).
4. Develop critical thinking skills by analyzing case studies, synthesizing information from multiple sources, considering diverse perspectives, making rational decisions, and critically examining ideas in their writing competency paper (ULO 1).
5. Demonstrate strong social and personal traits and biblical worldview that reflect a strong spiritual commitment, as reflected in professional dispositions and competencies evaluations and philosophy of education (ULO 2 and 3).
6. Through the concentrations, students will (ULO 1):
   - Biology: Demonstrate foundational knowledge of the biological sciences in three of the following areas: botany, marine biology, invertebrate biology, vertebrate biology, natural history, ecology, and current topics.
   - Early Childhood: Demonstrate developmentally, culturally, and linguistically appropriate practices to ensure a suitable learning environment for all students.
   - English: Demonstrate critical thinking and literary skills that will further develop their understanding of and preparation for teaching English/Language Arts content through the study of literature, grammar, and different forms of writing.
   - Human Development: Demonstrate the ability to think critically about psychological theories in at least three of the following areas: human sexuality, marriage, family, religious experience, human lifespan, and cross-cultural/ethnic issues.
   - Intercultural Studies: Articulate the knowledge and skills needed to communicate and work effectively in culturally diverse contexts.
   - Mathematics: Demonstrate foundational mastery of mathematical concepts in at least three of the following areas: precalculus, calculus, calculus for management sciences, discrete structures, abstract algebra, probability and statistics, linear algebra, classical geometry, modern geometry, and number theory.
   - Physical Education: Demonstrate the ability to do three of the following: identify healthy living practices, define sociological and/or psychological issues in physical education, and demonstrate a foundational knowledge of appropriate physical education strategies.
   - Spanish - Heritage Learners: Demonstrate advanced written and oral proficiency in Spanish.
   - Spanish - Language Learners: Demonstrate intermediate written and oral proficiency in Spanish.
   - Special Education: Identify student learning needs and design appropriate adaptations to maximize learning for each student.
   - U.S. History: Demonstrate foundational mastery of American History in at least three of the following areas: American government, the American Revolution, the Civil War, the presidency, Modern America, the U.S. since the 1920s, and cultural geography.
   - Visual Arts: Explore, conceive, and design art in at least two of the following mediums: drawing, figure studies, digital tools, 2-D design, 3-D design, sculpture, ceramics, and printmaking.

Professional Teacher Preparation 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 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. 5) 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."

Major Requirements

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

Science/Math:
- BIOS 100 Biological Principles: Lecture
- BIOS 110 Observational Biology Laboratory
- MATH 117 Fundamentals of Mathematics for Elementary Teachers I

U.S. History:
- HIST 108 United States History to 1865

Behavioral Science:
- PSYC 200 Introduction to Psychology

Fine Arts:
Select one of the following:
- ARTS 100 Art Appreciation
- COMM 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 two physical education activities and
- PEED 201 Elementary Physical Education Methods and Activities

Core Requirements
- ARTS 306 Elementary Art Workshop 3
- HIST 109 United States History Since 1865 3
- HIST 403 California History 3
- INCS 331 Peoples of Ethnic America 3
- LEDU 309 Elementary Math/Science Methods 2
- 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
- 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

In addition to the requirements listed above, students must also complete the Professional Teacher Preparation Program for a Multiple Subject Credential as detailed below (after Concentrations)

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.

Total Credits 47

Concentrations
Biology

Concentration-Specific Requirements
Select 12 credits from the following:
- BIOS 103 Introduction to Environmental Science 12
- 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

Prerequisites
- LEDU 301 Introduction to Teaching
- LEDU 335 Child Development: Birth through Adolescence

Concentration-Specific Requirements
- LEDU 356 Early Childhood Curriculum 3
- LEDU 357 School/Family/Community Partnerships in Early Childhood Urban Settings 3
- LEDU 358 Classroom Management in Early Childhood Settings 3
- LEDU 359 Observation and Assessment of Young Children 3

Total Credits 12

English

Concentration-Specific Requirements
Select 12 credits from the following:
- ENGL 320 Studies in Grammar and Language 12
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 340</td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>ENGL 343</td>
<td>Creative Writing: Poetry</td>
</tr>
<tr>
<td>or ENGL 344</td>
<td>Creative Writing: Fiction</td>
</tr>
<tr>
<td>ENGL 360</td>
<td>Studies in American Literature</td>
</tr>
<tr>
<td>ENGL 370</td>
<td>Studies in British Literature</td>
</tr>
<tr>
<td>ENGL 400</td>
<td>Studies in Shakespeare</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Human Development**

**Concentration-Specific Requirements**

Select 12 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 206</td>
<td>Psychology and Christian Thought</td>
</tr>
<tr>
<td>PSYC 303</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSYC 313</td>
<td>Psychology of Religious Experience</td>
</tr>
<tr>
<td>PSYC 317</td>
<td>Psychology of Marriage</td>
</tr>
<tr>
<td>PSYC 319</td>
<td>Cross-Cultural/ethnic Issues in Psychology</td>
</tr>
<tr>
<td>PSYC 320</td>
<td>Developmental Psychology: Lifespan</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Psychology of Family</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Intercultural Studies**

**Concentration-Specific Requirements**

Select 12 credits from the following:

<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>INAL 300</td>
<td>Introduction to Language and Linguistics</td>
</tr>
<tr>
<td>INCS 322</td>
<td>Intercultural Adjustment</td>
</tr>
<tr>
<td>INCS 332</td>
<td>Peoples of the World</td>
</tr>
<tr>
<td>INCS 420</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>INCS 456</td>
<td>World Religions</td>
</tr>
<tr>
<td>INTE 309</td>
<td>Grammar for English Teachers</td>
</tr>
<tr>
<td>INTE 312</td>
<td>Essentials of TESOL</td>
</tr>
<tr>
<td>INTE 421</td>
<td>Introduction to TESOL: Adult</td>
</tr>
<tr>
<td>INTE 427</td>
<td>Materials Evaluation and Preparation</td>
</tr>
<tr>
<td>INTE 441</td>
<td>Intercultural Communication for Teachers</td>
</tr>
<tr>
<td>INTE 460</td>
<td>Communicating Values Through TESOL</td>
</tr>
<tr>
<td>INTE 492</td>
<td>Practicum in TESOL I</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Mathematics**

**Concentration-Specific Requirements**

Select 12 credits from the following, 3 of which must be upper-division:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 101</td>
<td>Precalculus Mathematics</td>
</tr>
<tr>
<td>or MATH 103</td>
<td>Calculus for Management Sciences</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Discrete Structures</td>
</tr>
<tr>
<td>or MATH 204</td>
<td>Introduction to Abstract Math</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
</tr>
<tr>
<td>MATH 291</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH 305</td>
<td>Introduction to Real Analysis I</td>
</tr>
<tr>
<td>MATH 315</td>
<td>Abstract Algebra I</td>
</tr>
<tr>
<td>MATH 331</td>
<td>Probability</td>
</tr>
<tr>
<td>MATH 332</td>
<td>Statistics</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Classical Geometry</td>
</tr>
<tr>
<td>MATH 415</td>
<td>Number Theory and the History of Mathematics</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Physical Education**

**Concentration-Specific Requirements**

PEED 335 | Health Concepts 3
Select 9 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEED 205</td>
<td>Foundations in Physical Education and Kinesiology</td>
</tr>
<tr>
<td>PEED 329</td>
<td>Psychology of Coaching Sport and Human Movement</td>
</tr>
<tr>
<td>PEED 405</td>
<td>Adapted Physical Education</td>
</tr>
<tr>
<td>PEED 408</td>
<td>Motor Learning</td>
</tr>
<tr>
<td>PEED 420</td>
<td>Sociology and Psychology in Physical Education and Sport</td>
</tr>
<tr>
<td>PEED 434</td>
<td>Leadership in Sport and Human Movement</td>
</tr>
<tr>
<td>PEED 485</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td>Students may select two of the following:</td>
</tr>
<tr>
<td></td>
<td>PEED 343  Techniques of Teaching and Coaching</td>
</tr>
<tr>
<td></td>
<td>Basketball</td>
</tr>
<tr>
<td></td>
<td>PEED 344  Techniques of Teaching and Coaching</td>
</tr>
<tr>
<td></td>
<td>Soccer</td>
</tr>
<tr>
<td></td>
<td>PEED 345  Techniques of Teaching and Coaching</td>
</tr>
<tr>
<td></td>
<td>Tennis</td>
</tr>
<tr>
<td></td>
<td>PEED 346  Techniques of Teaching and Coaching</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Spanish**

**Concentration-Specific Requirements**

Select 12 credits from the following, 3 of which must be upper-division:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 210</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>HUFS 220</td>
<td>Basic Spanish for Heritage Learners</td>
</tr>
<tr>
<td>HUFS 230</td>
<td>Spanish Conversation and Composition</td>
</tr>
<tr>
<td>HUFS 290</td>
<td>Introduction to Literature in Spanish</td>
</tr>
<tr>
<td>HUFS 330</td>
<td>Advanced Spanish Conversation and Composition</td>
</tr>
<tr>
<td>HUFS 366</td>
<td>Survey of Hispanic Literature</td>
</tr>
<tr>
<td>HUFS 410</td>
<td>Spanish American Literature</td>
</tr>
<tr>
<td>HUFS 460</td>
<td>Studies in Spanish American Culture</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Special Education**

**Prerequisite**

LEDU 301 | Introduction to Teaching

**Concentration-Specific Requirements**

Select 12 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
LEDU 363  Teaching Students with Mild Disabilities in Inclusive Settings
LEDU 364  Behavior and Classroom Management for Students with Special Needs
LEDU 369  Introduction to Autism Spectrum Disorders

Total Credits 12

U.S. History
Concentration-Specific Requirements
Select 12 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 307</td>
<td>The Colonial Period, American Revolution, 1607–1800</td>
<td></td>
</tr>
<tr>
<td>HIST 308</td>
<td>American Democracy, Civil War and Reconstruction, 1800–1877</td>
<td></td>
</tr>
<tr>
<td>HIST 320</td>
<td>The American Presidency</td>
<td></td>
</tr>
<tr>
<td>HIST 401</td>
<td>The Rise of Modern America, 1877–1920</td>
<td></td>
</tr>
<tr>
<td>HIST 402</td>
<td>The United States Since 1920</td>
<td></td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 12

Visual Arts
Concentration-Specific Requirements
Select 12 credits from the following, 3 of which must be upper-division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 107</td>
<td>Drawing I</td>
<td></td>
</tr>
<tr>
<td>ARTS 108</td>
<td>Figure Studies I</td>
<td></td>
</tr>
<tr>
<td>ARTS 109</td>
<td>Digital Tools</td>
<td></td>
</tr>
<tr>
<td>ARTS 110</td>
<td>2-D Design</td>
<td></td>
</tr>
<tr>
<td>ARTS 111</td>
<td>3-D Design</td>
<td></td>
</tr>
<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>
<tr>
<td>ARTS 304</td>
<td>Ceramics II</td>
<td></td>
</tr>
<tr>
<td>ARTS 305</td>
<td>Sculpture II</td>
<td></td>
</tr>
<tr>
<td>ARTS 316</td>
<td>Photography II-Studies in Color</td>
<td></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</td>
<td>Elementary Reading/Linguistically Diverse</td>
<td>3</td>
</tr>
<tr>
<td>or LEDU 425</td>
<td>Secondary Content Area Reading</td>
<td></td>
</tr>
<tr>
<td>LEDU 431</td>
<td>Elementary Curriculum &amp; LEDU 432</td>
<td>4</td>
</tr>
<tr>
<td>&amp; LEDU 432</td>
<td>and Elementary Curriculum Fieldwork</td>
<td></td>
</tr>
<tr>
<td>LEDU 436</td>
<td>Secondary Curriculum &amp; LEDU 437</td>
<td>4</td>
</tr>
<tr>
<td>&amp; LEDU 437</td>
<td>and Secondary Curriculum Fieldwork</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 &amp; LEDU 442 &amp; LEDU 442</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>and Elementary Student Teaching II</td>
<td></td>
</tr>
<tr>
<td>LEDU 450</td>
<td>Secondary Student Teaching I &amp; LEDU 452 &amp; LEDU 452</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>and Secondary Student Teaching II</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 16

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) and a TOEFL score of 100 IBT for non-native English speaking candidates.
**Taskstream Subscription**
Candidates must have a paid subscription to Taskstream while taking teacher preparation courses, pedagogy courses, and student teaching.

**Pedagogy Courses**
In addition to the teacher preparation coursework, subject-specific pedagogy classes are required of each candidate. Pedagogy courses must be passed with a grade of "B-" or higher.

<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>MUSC 310</td>
<td>Elementary Music Workshop</td>
<td>2</td>
</tr>
<tr>
<td>PEED 201</td>
<td>Elementary Physical Education Methods and Activities</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></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 students must receive a grade of "B-" or higher in all teacher preparation and pedagogy courses in order to be formally recommended for a Preliminary Teaching Credential.

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

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

**Subject Matter Competency Requirement**
Multiple subject candidates must pass the California Subject Exam for Teachers (CSET: Multiple Subjects) to prove subject matter competency. Single subject candidates must prove subject matter competency by completing an approved subject matter program or passing equivalent subject matter exams (CSET). These exams must be passed prior to applying for student teaching.

**CalTPA and Portfolio Assessments**
Candidates must meet or exceed the minimum standards for passing all four state-mandated California Teaching Performance Assessments (CalTPAs), and complete and successfully present their portfolio.

**Recommendation**
Candidates must be recommended by the faculty of the School of Education as having all requisite professional qualities to be successful as a teacher.

**Professional Dispositions and Competencies Evaluations**
Candidates must demonstrate high performance in each Professional Dispositions and Competencies Evaluation for teacher preparation and pedagogy coursework in order to remain in the Teacher Preparation Program. Evidence of unaddressed concerns (scores of 1 or 2), or failing to meet a professional disposition may lead to dismissal.

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

**U.S. Constitution Requirement**
The California Commission on Teacher Credentialing requires that a teaching credential candidate must have completed a minimum 2-credit course that covers the U.S. Constitution or fulfill this requirement by examination.

Biola University students may complete this requirement by taking either HIST 108 or POSC 225 with a grade of "C" or better. Students receiving AP college credit for either HIST 108 or POSC 225 will also meet this requirement. Transfer coursework must be reviewed by a credential analyst in the School of Education. If an exam is required, a U.S. Constitution exam and study packet is available in Biola's School of Education. See advisor for details.

**CPR**
Candidates must show verification of current training in cardiopulmonary resuscitation (CPR)—infant, child and adult—that meets the standards of either the American Heart Association “B” or “C” level course or the American Red Cross CPR course when applying for the Preliminary Teaching Credential.

**Advisor Contact**
Candidates are required to meet regularly with an advisor in their major to ensure that all requirements are met.

**Applying for a Credential**
Credential candidates complete their student teaching the second semester of their senior year or the semester after they graduate with their bachelor’s degree. After successfully completing student teaching and the associated requirements, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Preliminary Teaching Credential from the State of California’s Commission on Teacher Credentialing.

The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation/reporting purposes. Please see a credential analyst for current information on completing the requirements for a teaching credential.
**English Language Learner Authorization**
Candidates who earn an SB2042 Multiple or Single Subject Preliminary Teaching Credential through the California Commission on Teacher Credentialing will be authorized to teach English Language Learners in their content area. This authorization provides teachers with the knowledge, skills and attitudes needed to effectively teach and guide students from culturally, linguistically and socio-economically diverse backgrounds.

Students interested in teaching English Language Learners at the adult level should consult with the Department of Applied Linguistics and TESOL in the Cook School of Intercultural Studies.

**Association of Christian Schools International Certificate**
The credential program at Biola University meets the requirements for the Association of Christian Schools International (ACSI) Certificate. Requirements are identical to the California Preliminary Credential program; however, BBST 465: "Christian Philosophy of Education" must also be completed. Torrey students will complete YMDT 490: "Philosophy of Education" in place of BBST 465. Application information may be obtained from the ACSI liaison in the School of Education Office.

**Teaching, ACSI Certificate**
The credential program at Biola University meets the requirements for the Association of Christian Schools International (ACSI) Certificate. Requirements are identical to the California Preliminary Credential Program; however, BBST 465, YMDT 490, or SEED 501, must also be completed. Application information may be obtained from the ACSI liaison in the School of Education Office.

**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 through course assignments and portfolio (ULO 1).
2. Integrate personal faith with intellectual learning through incorporating subject matter knowledge with Christian beliefs in their philosophy paper (ULO 1 and 2).
3. Develop effective communication and collaboration skills as demonstrated through professional dispositions and competencies evaluations and academic projects (ULO 2 and 3).
4. Develop critical thinking skills by analyzing case studies, synthesizing information from multiple sources, considering diverse perspectives, making rational decisions, and critically examining ideas in their writing competency paper (ULO 1).
5. Demonstrate strong social and personal traits and biblical worldview that reflect a strong spiritual commitment, as reflected in professional dispositions and competencies evaluations and philosophy of education (ULO 2 and 3).
6. Through the concentrations, students will (ULO 1):
   - Biology: Demonstrate foundational knowledge of the biological sciences in three of the following areas: botany, marine biology, invertebrate biology, vertebrate biology, natural history, ecology, and current topics.
   - Early Childhood: Demonstrate developmentally, culturally, and linguistically appropriate practices to ensure a suitable learning environment for all students.
   - English: Demonstrate critical thinking and literary skills that will further develop their understanding of and preparation for teaching English/Language Arts content through the study of literature, grammar, and different forms of writing.
   - Human Development: Demonstrate the ability to think critically about psychological theories in at least three of the following areas: human sexuality, marriage, family, religious experience, human lifespan, and cross-cultural/ethnic issues.
   - Intercultural Studies: Articulate the knowledge and skills needed to communicate and work effectively in culturally diverse contexts.
   - Mathematics: Demonstrate foundational mastery of mathematical concepts in at least three of the following areas: precalculus, calculus, calculs for management sciences, discrete structures, abstract algebra, probability and statistics, linear algebra, classical geometry, modern geometry, and number theory.
   - Physical Education: Demonstrate the ability to do three of the following: identify healthy living practices, define sociological and/or psychological issues in physical education, and demonstrate a foundational knowledge of appropriate physical education strategies.
   - Spanish - Heritage Learners: Demonstrate advanced written and oral proficiency in Spanish.
   - Spanish - Language Learners: Demonstrate intermediate written and oral proficiency in Spanish.
   - Special Education: Identify student learning needs and design appropriate adaptations to maximize learning for each student.

**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 lives 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.
• U.S. History: Demonstrate foundational mastery of American History in at least three of the following areas: American government, the American Revolution, the Civil War, the presidency, Modern America, the U.S. since the 1920s, and cultural geography.
• Visual Arts: Explore, conceive, and design art in at least two of the following mediums: drawing, figure studies, digital tools, 2-D design, 3-D design, sculpture, ceramics, and printmaking.

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. 5) 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.”

Major Requirements

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

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 108 United States History to 1865

Behavioral Science:
- PSYC 200 Introduction to Psychology

Fine Arts:
Select one of the following:
- ARTS 100 Art Appreciation
- COMM 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
- Or two physical education activities and PEED 201

Core Requirements
- ARTS 306 Elementary Art Workshop 3
- HIST 109 United States History Since 1865 3
- HIST 403 California History 3
- INCS 331 Peoples of Ethnic America 3
- LEDU 301 Introduction to Teaching 3
- LEDU 335 Child Development: Birth through Adolescence 3
- LEDU 380 Children’s Literature 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

Select one of the following:
- INCS 322 Intercultural Adjustment 3
- INCS 332 Peoples of the World 3
- INCS 420 Intercultural Communication 3
- LEDU 341 Methods of Teaching Linguistically Diverse Students 3

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.

Total Credits: 46

Concentrations

Biology

Concentration-Specific Requirements
Select 12 credits from the following:
- BIOS 103 Introduction to Environmental Science 12
- 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

Prerequisites
<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 335</td>
<td>Child Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<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>
<tr>
<td>LEDU 360</td>
<td>Early Childhood Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 361</td>
<td>School/Family/Community Partnerships in Early Childhood Urban Settings</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 362</td>
<td>Classroom Management in Early Childhood Settings</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 363</td>
<td>Observation and Assessment of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 364</td>
<td>Early Childhood Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 365</td>
<td>School/Family/Community Partnerships in Early Childhood Urban Settings</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 366</td>
<td>Classroom Management in Early Childhood Settings</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 367</td>
<td>Observation and Assessment of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**English**

**Concentration-Specific Requirements**

Select 12 credits from the following:

- ENGL 320  Studies in Grammar and Language
- ENGL 340  Advanced Composition
- ENGL 343  Creative Writing: Poetry
  or 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

**Mathematics**

**Concentration-Specific Requirements**

Select 12 credits, 3 of which must be upper-division, from the following:

- MATH 101  Precalculus Mathematics
- MATH 103  Calculus for Management Sciences
- MATH 105  Calculus I
- MATH 112  Discrete Structures
  or 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

**Physics**

**Concentration-Specific Requirements**

Select 12 credits, 3 of which must be upper-division, from the following:

- MATH 101  Precalculus Mathematics
- MATH 103  Calculus for Management Sciences
- MATH 105  Calculus I
- MATH 112  Discrete Structures
  or 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

**Human Development**

**Concentration-Specific Requirements**

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-Specific Requirements**

Select 12 credits from the following:

- ANTH 200  General Cultural Anthropology
- INAL 300  Introduction to Language and Linguistics
- INCS 322  Intercultural Adjustment
- 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
- INTE 441  Intercultural Communication for Teachers
- INTE 460  Communicating Values Through TESOL

**Total Credits**: 12

**Spanish**

**Concentration-Specific Requirements**

Select 12 credits, 3 of which must be upper-division, from the following:

- HUFS 210  Intermediate Spanish II
- HUFS 220  Basic Spanish for Heritage Learners

**Total Credits**: 12
HUFS 230  Spanish Conversation and Composition
HUFS 290  Introduction to Literature in Spanish
HUFS 330  Advanced Spanish Conversation and Composition
HUFS 366  Survey of Hispanic Literature
HUFS 410  Spanish American Literature
HUFS 460  Studies in Spanish American Culture

Total Credits 12

Special Education

Prerequisite
LEDU 301  Introduction to Teaching 3

Concentration-Specific Requirements
Select 12 credits from the following:

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

Total Credits 15

U.S. History

Concentration-Specific Requirements
Select 12 credits from the following:

HIST 307  The Colonial Period, American Revolution, 1607–1800
HIST 308  American Democracy, Civil War and Reconstruction, 1800–1877
HIST 320  The American Presidency
HIST 401  The Rise of Modern America, 1877–1920
HIST 402  The United States Since 1920
POSC 225  Survey of American Government

Total Credits 12

Visual Arts

Concentration-Specific Requirements
Select 12 credits, 3 of which must be upper-division, from the following:

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
ARTS 304  Ceramics II
ARTS 305  Sculpture II

ARTS 316  Photography II-Studies in Color

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. 5) section of this catalog.

Requirements

Major Requirements

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

Core Requirements
Students earning a Bachelor of Science in Mathematics must complete the mathematics core of courses and one of the concentrations.

<table>
<thead>
<tr>
<th>Course</th>
<th>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 ¹</td>
<td>2</td>
</tr>
<tr>
<td>CSCI 105</td>
<td>Introduction to Computer Science</td>
<td>3</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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 410</td>
<td>Introduction to Real Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 450</td>
<td>Abstract Algebra II</td>
<td></td>
</tr>
<tr>
<td>MATH 480</td>
<td>Research Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 29

¹ 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 core requirements above, this concentration must complete the following:

<table>
<thead>
<tr>
<th>Concentration-Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 201 Principles of Macroeconomics</td>
</tr>
<tr>
<td>BUSN 202 Principles of Microeconomics</td>
</tr>
<tr>
<td>BUSN 211 Principles of Accounting I</td>
</tr>
<tr>
<td>BUSN 212 Principles of Accounting II</td>
</tr>
<tr>
<td>BUSN 370 Business Finance</td>
</tr>
<tr>
<td>MATH 190 Business Statistics</td>
</tr>
<tr>
<td>MATH 331 Probability</td>
</tr>
<tr>
<td>MATH 332 Statistics</td>
</tr>
<tr>
<td>MATH 333 Operations Research</td>
</tr>
<tr>
<td>MATH 335 Ordinary Differential Equations</td>
</tr>
</tbody>
</table>

**Elective Requirements**

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 core requirements above, this concentration must complete the following:

**Elective Requirements**

Select 6 courses at the 300 or 400 level in Math

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 core requirements above, this concentration must complete the following:

<table>
<thead>
<tr>
<th>Concentration-Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 321 Numerical Analysis</td>
</tr>
<tr>
<td>MATH 331 Probability</td>
</tr>
<tr>
<td>MATH 332 Statistics</td>
</tr>
<tr>
<td>MATH 333 Operations Research</td>
</tr>
<tr>
<td>MATH 335 Ordinary Differential Equations</td>
</tr>
<tr>
<td>or MATH 440 Complex Variables</td>
</tr>
</tbody>
</table>

**Elective Requirements**

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 core requirements above, this concentration must complete the following:

**Concentration-Specific Requirements**

Select at least two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 321</td>
<td>Numerical Analysis</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 333</td>
<td>Operations Research</td>
<td></td>
</tr>
<tr>
<td>MATH 335</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>or MATH 440</td>
<td>Complex Variables</td>
<td></td>
</tr>
</tbody>
</table>

**The following courses are also required:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 106</td>
<td>Data Structures</td>
<td></td>
</tr>
<tr>
<td>CSCI 220</td>
<td>Computer Organization and Assembly</td>
<td></td>
</tr>
<tr>
<td>CSCI 400</td>
<td>Theory of Algorithms</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Requirements**

Select three courses at the 300 or 400 level in Math or Computer Science

Total Credits 18

#### Mathematics: Secondary Instruction (65 Credits)

Students who wish to prepare to teach mathematics at the secondary level should select this concentration to work toward a preliminary single-subject credential.

The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation. Please see a credential analyst in the School of Education for current information on completing the requirements for a teaching credential. Students must consult with both their major advisor and a School of Education advisor.
In addition to the core requirements above, this concentration must complete the following.

### Concentration-Specific Requirements

<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></td>
</tr>
<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>
<td>3</td>
</tr>
<tr>
<td>LEDU 433</td>
<td>Single Subject Pedagogy</td>
<td>2</td>
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<tr>
<td>LEDU 436</td>
<td>Secondary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 437</td>
<td>Secondary Curriculum Fieldwork</td>
<td>1</td>
</tr>
</tbody>
</table>

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

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

### Elective Requirements

Select two courses at the 300 or 400 level in Math

Total Credits: 36

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**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, structures and masterpieces from the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 3).
4. Apply their stylistic, theoretical, interpretive and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).
5. Apply their knowledge of compositional techniques and the musical elements (form, melody, harmony, etc.) to write original compositions (ULO 2).
6. Demonstrate artistic maturity in terms of their craft creativity, clarity of expression on the written page, and efficiency in writing for established deadlines (ULO 3).

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. 5) 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).

**Major Requirements**

**General Education Requirements**

Candidates for the Bachelor of Music degree are exempt from the general education requirement in foreign language, literature and fine arts; and need take only 5 credits in mathematics and/or science.

<table>
<thead>
<tr>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102 Voice Class</td>
</tr>
<tr>
<td>MUSC 118 Keyboard II</td>
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<tr>
<td>MUSC 119 Keyboard III</td>
</tr>
<tr>
<td>MUSC 120 Keyboard IV</td>
</tr>
<tr>
<td>MUSC 142 Applied Music</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>
</tr>
<tr>
<td>MUSC 164 Music Theory II</td>
</tr>
<tr>
<td>MUSC 181 Introduction to Composition</td>
</tr>
<tr>
<td>MUSC 200 Concert Music</td>
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<tr>
<td>MUSC 300 Concert Music</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>
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<tr>
<td>MUSC 323 Basic Conducting</td>
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<tr>
<td>MUSC 340 Special Studies: Theory/Composition</td>
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<tr>
<td>MUSC 341 Counterpoint</td>
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<td>MUSC 342 Orchestration</td>
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<td>MUSC 343 Form and Analysis I</td>
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<td>MUSC 344 Analysis of 20th Century Music</td>
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<td>MUSC 347 Music Technology and Production</td>
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<td>MUSC 353 Sight-Singing and Dictation III</td>
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<td>MUSC 354 Music Theory III</td>
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<td>MUSC 362 Advanced Music Technology and Film Scoring</td>
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<td>MUSC 363 Sight-Singing and Dictation IV</td>
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<td>MUSC 364 Music Theory IV</td>
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<td>MUSC 410 Music Cultures of the World</td>
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<td>MUSC 422 Applied Music</td>
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<tr>
<td>MUSC 490 Senior Recital</td>
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<tr>
<td>MUSC 211 Improvisation for Non Keyboardists: Concepts/Practices</td>
</tr>
<tr>
<td>MUSC 217 Improvisation for Keyboardists: Concepts/Practices</td>
</tr>
</tbody>
</table>

Select two of the following:

| MUSC 356 Music Education: Brass |
| MUSC 357 Music Education: Percussion |
| MUSC 358 Music Education: Strings |
| MUSC 359 Music Education: Woodwinds |

**Ensemble Requirements**

Select 6 credits from the following:

| 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 009  Handbell Choir  
MUSC 010  Vocal Jazz Ensemble  
MUSC 012  Women’s Chorus  
MUSC 014  Men’s Chorus  

Elective Requirements
Select two of the following (must be unique from music education requirements above):  
- MUSC 356  Music Education: Brass  
- MUSC 357  Music Education: Percussion  
- MUSC 358  Music Education: Strings  
- MUSC 359  Music Education: Woodwinds  
- MUSC 362  Advanced Music Technology and Film Scoring  

Total Credits 76

1. Must be taken for a total of 6 credits through proficiency level: 234.
2. MUSC 181 covers proficiency level 131.
3. Must be taken for a total of four semesters.
4. Must be taken for a total of three semesters.
5. Must be taken twice for a total of 2 credits. May be taken a total of 4 times.
6. Must be taken for a total of 8 credits through proficiency: level 438.

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 53 credits for Music Education. Total credits: 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, structures and masterpieces from the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 3).
4. Apply their stylistic, theoretical, interpretive and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).
5. Identify current ideas and issues in music education through reading of and responding to current journal publications and through involvement in a real-life music classroom (ULO 1).
6. Apply their knowledge of creating lesson plans and teaching music to groups of children in real-life situations and will reflect on teaching effectiveness (ULO 2).
7. Organize and direct an entire production of a recital demonstrating leadership and the ability to conduct an ensemble (ULO 3).

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. 5) 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.

Major Requirements

General Education Requirements

Candidates for the Bachelor of Music degree are exempt from the general education requirement in foreign language, literature and fine arts; and need take only 5 credits in mathematics and/or science.

Core Requirements

Music Education majors must choose either a choral or instrumental emphasis.

The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation. Please see a credential analyst in the School of Education for current information on completing the requirements for a teaching credential. Students must consult with both their major advisor and a School of Education advisor.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUSC 102</td>
<td>Voice Class 1</td>
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<td>MUSC 118</td>
<td>Keyboard II 2</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 119</td>
<td>Keyboard III 2</td>
<td>1</td>
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<tr>
<td>MUSC 141</td>
<td>Applied Music 3</td>
<td>4</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>
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<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>
</tr>
<tr>
<td>MUSC 300</td>
<td>Concert Music 5</td>
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</tr>
<tr>
<td>MUSC 307</td>
<td>Music History and Literature: Medieval Through Early Baroque</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 308</td>
<td>Music History and Literature: Mid-Baroque Through Classic</td>
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</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>
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<tr>
<td>MUSC 323</td>
<td>Basic Conducting</td>
<td>2</td>
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<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>
<td>2</td>
</tr>
<tr>
<td>MUSC 332</td>
<td>Music for Children</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 338</td>
<td>Secondary Music Methods</td>
<td>2</td>
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<tr>
<td>MUSC 348</td>
<td>Vocal and Instrumental Arranging for Schools</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 353</td>
<td>Sight-Singing and Dictation III</td>
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<tr>
<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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</tr>
<tr>
<td>MUSC 357</td>
<td>Music Education: Percussion</td>
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</tr>
<tr>
<td>MUSC 358</td>
<td>Music Education: Strings</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 359</td>
<td>Music Education: Woodwinds</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 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>
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<tr>
<td>MUSC 390</td>
<td>Opera Workshop 7</td>
<td>1-3</td>
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<tr>
<td>MUSC 410</td>
<td>Music Cultures of the World</td>
<td>3</td>
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<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>
</tr>
</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: 78.

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

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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, structures and masterpieces from the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 3).
4. Apply their stylistic, theoretical, interpretive and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).
5. 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. 5) 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.

Major Requirements

General Education Requirements

Candidates for the Bachelor of Music degree are exempt from the general education requirement in foreign language, literature and fine arts; and need take only 5 credits in mathematics and/or science.

Core Requirements

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 142</td>
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<td>MUSC 153</td>
<td>Sight-Singing and Dictation I</td>
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</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>
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<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>
<td>MUSC 300</td>
<td>Concert Music</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>
<td>MUSC 364</td>
<td>Music Theory IV</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 370</td>
<td>Junior Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 410</td>
<td>Music Cultures of the World</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 423</td>
<td>Applied Music</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 430</td>
<td>Pedagogy</td>
<td>2</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>MUSC 217</td>
<td>Improvisation for Keyboardists: Concepts/Practices</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 58

1. Must be taken for a total of 8 credits through proficiency level: 174.
2. Must be taken for four semesters.
3. Must be taken for three semesters.

BBST 465 as “Redeeming Culture through Music” (this course fulfills the integration seminar Bible requirement).
**Concentrations**

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

**Instrumental**

**Concentration-Specific Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102</td>
<td>Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 118</td>
<td>Keyboard II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 119</td>
<td>Keyboard III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 347</td>
<td>Music Technology and Production</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 420</td>
<td>Special Studies in Music Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

**Ensemble Requirements**

Select 8 credits of instrumental ensembles 8

**Elective Requirements**

Select 5 credits of music electives 5

Total Credits 20

**Organ**

**Concentration-Specific Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102</td>
<td>Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 180</td>
<td>Performance Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 261</td>
<td>Keyboard Sight Reading I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 262</td>
<td>Keyboard Sight Reading II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 280</td>
<td>Performance Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 355</td>
<td>Advanced Keyboard Skills</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 380</td>
<td>Performance Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

**Ensemble Requirements**

Select 8 credits of ensemble, 4 credits must be Chamber music 8

**Elective Requirements**

Select 2 credits of music electives 2

Total Credits 18

1 Must be taken for 2 credits.

**Piano**

**Concentration-Specific Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102</td>
<td>Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 261</td>
<td>Keyboard Sight Reading I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 262</td>
<td>Keyboard Sight Reading II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 280</td>
<td>Performance Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 347</td>
<td>Music Technology and Production</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 355</td>
<td>Advanced Keyboard Skills</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 360</td>
<td>Collaborative Piano</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 380</td>
<td>Performance Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 420</td>
<td>Special Studies in Music Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

**Ensemble Requirements**

Select 8 credits of Ensemble, 4 credits must be in Chamber Music 8

Total Credits 20

**Voice**

Voice performance students who plan to pursue further graduate study are encouraged to take courses in French, German or Italian since proficiency in two of these is usually required for entrance into graduate programs in vocal performance.

**Concentration-Specific Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<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 151</td>
<td>Lyric Diction I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 152</td>
<td>Lyric Diction II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 251</td>
<td>Song Literature I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 252</td>
<td>Song Literature II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 253</td>
<td>Lyric Diction III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 254</td>
<td>Lyric Diction IV</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 347</td>
<td>Music Technology and Production</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 390</td>
<td>Opera Workshop</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Ensemble Requirements**

Select 8 credits of vocal ensemble 8

**Elective Requirements**

Select 1 credit of music elective 1

Total Credits 20-22

**Music in Worship, B.S.**

**Degree Program**

The Bachelor of Science degree in Music in Worship is offered upon completion of the University baccalaureate and major requirements. Total credits: 56.

Students interested in pursuing the Music in Worship degree must demonstrate commitment to the pursuit of spiritual growth, musical excellence and theological understanding.

**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.

Scholarship
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 Science in Music in Worship, students will be able to:

1. Apply historical and theoretical understanding to the analysis of musical forms, processes, structures and masterpieces 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. Apply their stylistic, theoretical, interpretive and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).
5. Prepare responses for a mock job interview in which they indicate how they will connect mind and heart in order to provide spiritual leadership within the local church structure (ULO 2).
6. Demonstrate their ability to use contemporary music theory practices and worship-chart vocabulary by writing 'take-down' transcriptions and professional charts (ULO 3).
7. As interns, students design a music set for a worship service, lead rehearsals and perform the set in public worship (ULO 3).

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. 5) 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 Science 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.

Major Requirements

General Education Requirements
Two years of language in high school or the first four credits in college meet the foreign language requirement for candidates for the Bachelor of Science degree.
Core Requirements
MUSC 124 Sound Production I 1
MUSC 125 Sound Production II 1
MUSC 141 Applied Music 1 8
or MUSC 142 Applied Music
MUSC 153 Sight-Singing and Dictation I 2
MUSC 154 Music Theory I 2
MUSC 163 Sight-Singing and Dictation II 2
MUSC 164 Music Theory II 2
MUSC 185 Worship Foundations 2
MUSC 200 Concert Music 2 0
MUSC 287 Hymnology 1
MUSC 317 Survey of Western Music I: Classical thru Mid-Twentieth Century 3
MUSC 318 Survey of Western Music II: Medieval thru Baroque 3
MUSC 323 Basic Conducting 2
MUSC 346 Pop Theory for Contemporary Worship I 2
MUSC 349 Pop Theory for Contemporary Worship II 1
MUSC 353 Sight-Singing and Dictation III 1
MUSC 354 Music Theory III 2
MUSC 363 Sight-Singing and Dictation IV 1
MUSC 364 Music Theory IV 2
MUSC 386 Spiritual Formation and Worship 2
MUSC 387 Designing and Leading Worship 2
MUSC 452 Worship Music Seminar 2 0
MUSC 453 Worship Internship 6

Proficiency Requirements
The following proficiencies are required in order to complete the program:
Keyboard proficiency equivalent to three semesters of piano class:
   MUSC 100 Keyboard I
   MUSC 118 Keyboard II
   MUSC 119 Keyboard III
Guitar proficiency equivalent to one semester of guitar class:
   MUSC 104 Guitar Class
Voice proficiency equivalent to one semester of voice class, and/or one semester of private voice:
   MUSC 102 Voice Class
   MUSC 141 Applied Music

Ensemble Requirements
Select 4 credits of ensemble in one of the following: 4
   MUSC 001 Biola Chorale
   MUSC 003 Symphony Orchestra
   MUSC 007 Jazz Ensemble
   MUSC 008 Symphonic Winds
   MUSC 010 Vocal Jazz Ensemble
   MUSC 012 Men’s Chorus
   MUSC 013 Ensemble: Worship Band
   MUSC 014 Women’s Chorus

Elective Requirements
Select courses based on emphasis listed below 4

Guitar Emphasis
   MUSC 130 Advanced Guitar Class I
   MUSC 134 Advanced Guitar Class II
   Select 2 credits of music or non-music electives

Keyboard Emphasis
   MUSC 351 Keyboard Orchestration
   Select 2 credits of music or non-music electives

Vocal Emphasis
   Select 4 credits of music or non-music electives

Total Credits 56

1 8 credits through proficiency: level 224.
2 Must be taken for four semesters.

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. In order to graduate, 130 credits are required. Additional elective credits (music or non-music) will 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.

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.

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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
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, structures and masterpieces from the western art music tradition (ULO 1).
2. Describe how they intend to integrate their faith in their anticipated future professional activities (ULO 2).
3. Demonstrate basic musicianship skills in sight-singing, dictation, conducting, voice and piano (ULO 2).
4. Apply their stylistic, theoretical, interpretive and technical skills and understanding to create and perform personal, communicative performances on their primary instrument (ULO 3).

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. 5) 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.

Major Requirements
Core Requirements
<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</td>
<td>4</td>
</tr>
<tr>
<td>or MUSC 142</td>
<td>Applied Music</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</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>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 Requirements
Select 4 credits from the following:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 001</td>
<td>Biola Chorale</td>
</tr>
<tr>
<td>MUSC 002</td>
<td>Chamber Music Ensemble</td>
</tr>
<tr>
<td>MUSC 003</td>
<td>Symphony Orchestra</td>
</tr>
</tbody>
</table>
## Concentrations

### Commercial Music

**Concentration-Specific Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100</td>
<td>Keyboard I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 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 124</td>
<td>Sound Production I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 125</td>
<td>Sound Production II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 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 346</td>
<td>Pop Theory for Contemporary Worship I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 349</td>
<td>Pop Theory for Contemporary Worship II</td>
<td>1</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 370</td>
<td>Junior Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 422</td>
<td>Applied Music 1</td>
<td>8</td>
</tr>
<tr>
<td>MUSC 490</td>
<td>Senior Recital</td>
<td>2</td>
</tr>
</tbody>
</table>

### Ensemble Requirements

Select 10 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 001</td>
<td>Biola Chorale</td>
</tr>
<tr>
<td>MUSC 002</td>
<td>Chamber Music Ensemble</td>
</tr>
<tr>
<td>MUSC 003</td>
<td>Symphony Orchestra</td>
</tr>
<tr>
<td>MUSC 005</td>
<td>Chamber Choir</td>
</tr>
<tr>
<td>MUSC 007</td>
<td>Jazz Ensemble</td>
</tr>
<tr>
<td>MUSC 008</td>
<td>Symphonic Winds</td>
</tr>
<tr>
<td>MUSC 009</td>
<td>Handbell Choir</td>
</tr>
<tr>
<td>MUSC 010</td>
<td>Vocal Jazz Ensemble</td>
</tr>
</tbody>
</table>

**Total Credits**: 64

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### Elective Requirements

Select 5 credit of 300-level or above elective courses

**Total Credits**: 43

1. 4 credits through proficiency: level 224.
2. Must be taken for four semesters.
3. 4 credits through proficiency: level 428.

---

### 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 five-year program.

#### Overview

Biola University offers a Bachelor of Science degree in Nursing which is approved by the California Board of Registered Nursing:

1747 North Market Street, Suite 150
Sacramento, CA, 95834
(916) 322-3350

And accredited by the Commission on Collegiate Nursing Education:

One Dupont Circle NW
Washington, DC 20036
(202) 887-6791

The program is designed to prepare graduates for a career in professional nursing. Graduates of licensed vocational, diploma and associate degree nursing programs may be admitted as transfer students and evaluated individually. Policies are available from the Department of Nursing.

Clinical nursing experiences are provided in cooperation with hospitals and other agencies throughout Los Angeles and Orange Counties. In compliance with State Board regulations, the graduate will be eligible to take the NCLEX-RN examination required by the Board of Registered Nursing for licensure as a registered nurse. Upon graduation, application can be made for certification as a public health nurse. Both acceptance to, and continuation in the nursing major, will be determined by the student's preparation, performance and personal integrity, as assessed by the faculty of the Department of Nursing.

#### Philosophy

The philosophy of the Department of Nursing is in agreement with that of the University. As such, we believe nursing is concerned with the well being of the total person. Each faculty member, student and patient is an integrated, unique person, created in God's image, and endowed by God with dignity and worth. The entry of sin into the world has placed a constraint on the individual's total well being which can only be remedied by the power and love of God through faith in Jesus Christ. God has created all persons with the potential for dynamic growth and development throughout their lives, and with the right to make decisions which influence their well being. All persons require social interaction to achieve and maintain well being. The family within the context of its cultural environment is the fundamental unit through which the socialization process is advanced.
We believe that caring, as exemplified in the life of Jesus Christ, is the essence of nursing. The focus of nursing activity is the three client systems (personal, interpersonal and community) and the dynamic interaction between them within the context of their environment. These three systems also are interacting constantly with internal and external stressors which may affect the integrity of the systems. It is our view that the purpose of nursing is to support and promote the processes that facilitate the systems’ abilities to achieve and maintain optimal adaptation. This is accomplished through use of the nursing process which is ongoing and involves assessing, diagnosing, planning, implementing, and evaluating. Effective use of this process enables the nurse to work with client systems across the health-illness continuum.

Nursing is a dynamic profession based on a growing body of evidence-based knowledge. It is our belief that Biblical studies, together with the humanities, arts and sciences, are fundamental to the development of nursing’s own unique body of knowledge. Nursing is both art and science; its uniqueness does not reside in any specific component of theory or action, but can be found only in the whole.

As one of the major health care professions, we believe nursing is accountable to God and to society for provision of quality health care services in a broad variety of settings. Baccalaureate nurses endeavor to meet this responsibility through involvement in leadership, inter-professional collaboration, education, and research utilization activities to improve clinical practice, influence health care policies, and further the development of nursing science.

In a rapidly changing world, adequate and equitable delivery of health care is a critical challenge. We believe that equal access to health care services is the right of every individual in society. Through its unique contribution, nursing can and must be an effective social force in promoting the quality and availability of health care services for all persons. To effect positive changes nurses must participate in all aspects of the health care delivery system including:

1. evaluating the adequacy of health care services for the community,
2. projecting needs for additional or new services, and
3. taking appropriate action to insure accessibility of services. This requires nursing involvement with community action groups and with local and national legislative processes.

We believe initial preparation of professional nurses to meet the health care needs of society is best accomplished through the learning acquired in baccalaureate education. As nurse educators it is our responsibility to provide an environment which facilitates the learning necessary to prepare graduates for professional practice and advanced professional education.

As Christian educators we value the distinctive cultural, ethnic, and social backgrounds of each person and recognize that this diversity enriches our learning environment. It is the role of the educator to provide a learning climate of Christian caring which:

1. enhances students’ abilities to use their own unique learning styles effectively,
2. promotes students’ accomplishment of personal goals, and
3. facilitates students’ utilization of resources and personal support systems to enhance their ability to meet their individual learning needs.

It is our belief that the goal of learning is behavioral change in the cognitive, affective, and psychomotor domains. Learning is a purposeful, dynamic process and involves changes in knowledge, skills, attitudes, values and/or beliefs. Learning occurs more efficiently, is more pervasive and more enduring when the learner actively participates in all phases of the learning process. Previous experience provides the foundation for current learning. Learning is facilitated when experiences move from the familiar to the unfamiliar and from simple to complex. Learning which emphasizes discovery of organizing principles rather than specific content facilitates the transfer of learning to novel situations.

We believe critical thinking, creative thinking, and clinical reasoning are essential for the professional nurse. Development of these skills is fostered in a supportive learning environment which:

1. provides opportunity for involvement in critical thinking and problem solving throughout the learning process,
2. stimulates the processes of inquiry and discovery,
3. provides exposure to a variety of problems in a variety of settings,
4. encourages maturation of the ability to utilize internal and external evaluative feedback, and
5. promotes increasing self-direction and independence.

The educator as a role model enhances the learning process by demonstrating Christian caring and the skills of inquiry and discovery. Acting as an expert learner, facilitator, and resource person, the educator guides the student learner through the educational experience. We believe that education is a life-long process which facilitates the ongoing development of the learner’s potentialities for continued growth as a person, citizen, and professional nurse.

**Learning Outcomes**  
**Program Learning Outcomes**

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

1. Demonstrate personal and professional development, Christian commitment, and nursing practice consistent with Biola University and the Department of Nursing’s biblical worldview (ULO 1, 2, and 3).
2. Integrate knowledge from biblical studies, arts, sciences and humanities together with knowledge from nursing science as a basis for nursing practice (ULO 1).
3. Base nursing practice on a formulation of knowledge incorporating inter-professional communication and collaboration, teaching and learning, clinical reasoning and problem-solving, and leadership and advocacy principles (ULO 1).
4. Systematically utilize relevant data from all pertinent client systems, the environment, evidence-based clinical expertise, and patient/family preferences and values in the provision of quality and cost-effective nursing care (ULO 1).
5. Synthesize concepts related to Christian caring, stress-adaptation, developmental, interactional and systems theories in the use of the nursing process to facilitate optimal adaptation of the three client systems (personal, interpersonal, and community) through appropriate use of the prevention, restoration and conservation modes of intervention (ULO 1 and 3).
6. Apply knowledge of the relevant cultural, economic, ethical, global, legal, political, social, spiritual and technological factors and the interaction among them to optimize the practice of nursing and the delivery of health care services (ULO 1 and 2).
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. 5) section of this catalog.

Requirements

Prerequisites to the Program

Prior to admission into the clinical nursing program, pre-clinical nursing students must complete:

BIOS 254 Human Anatomy 4
BIOS 281 Physiology 4
BIOS 282 Microbiology 4
CHEM 120 Principles of Organic and Biochemistry 4
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
NURS 112 Introduction to Professional Nursing 1
PSYC 200 Introduction to Psychology 3
Select one of the following: 3
COMM 100 Introduction to Public Communication
COMM 170 Small Group Communication
COMM 181 Introduction to Argumentation and Debate
COMM 280 Oral Interpretation

Total Credits 29

Major Requirements

General Education Requirements

The general education requirement for a foreign language for nursing majors is two years of the same high school language or four credits of a college language. Nursing majors are exempt from general education requirements of literature (3 credits) and history (only 3 of 6 credits required)

Core Requirements

Required courses after admission into the clinical nursing program are:

NURS 204 Essentials of Clinical Nursing Pharmacology 2
NURS 211 Nursing of the Patient/Family I - Theory 3
NURS 212 Nursing of the Patient/Family I - Clinical 3
NURS 213 Nursing of the Patient/Family I - Nursing Application Lab 1
NURS 217 Nursing of the Patient/Family II - Theory 4
NURS 218 Nursing of the Patient/Family II - Clinical 3
NURS 219 Nursing of the Patient/Family II - Nursing Application Lab 1
NURS 306 Nursing Assessment of the Patient - Theory 2
NURS 307 Nursing Assessment of the Patient - Clinical 1
NURS 341 Nursing of the Mental Health Patient/ Family - Theory 2
NURS 343 Nursing of the Mental Health Patient/ Family - Clinical 2
NURS 347 Introduction to Women’s Health - Theory 2
NURS 348 Introduction to Women’s Health - Clinical 2
NURS 351 Nursing of the Older Adult Patient/Family - Theory 2
NURS 353 Nursing of the Older Adult Patient/Family - Clinical 1
NURS 355 Pediatric Nursing - Theory 2
NURS 356 Pediatric Nursing - Clinical 2
NURS 358 Nursing of the Patient/Family III - Theory 2
NURS 365 Nursing of the Patient/Family III - Clinical 2.5
NURS 367 Critical Care Nursing - Theory 2
NURS 368 Critical Care Nursing - Clinical 2.5
NURS 441 Introduction to Nursing Research 2
NURS 442 Applied Nursing Research 1
NURS 450 Leadership/Management in Nursing - Theory 2
NURS 451 Leadership/Management in Nursing: Transition to Practice - Clinical 3
NURS 452 Leadership/Management in Nursing: Elective Setting - Clinical 2
NURS 461 Nursing in the Community - Theory 4
NURS 462 Nursing in the Community - Clinical 4

Supporting Courses

MATH 210 Introduction to Probability and Statistics 2 3
or MATH 318 Biostatistics
BBST 465 Integration Seminar
Select three credits from one of the following: 3
INCS, ANTH or SOCI 1

Total Credits 68

1 See Department for approved options.
2 MATH 210 or MATH 318 must be taken prior to Level 3, NURS 441.

Clinical Nursing Program Admission Guidelines

Admission to Biola University, as a pre-clinical nursing major or otherwise, does not guarantee admission into the clinical nursing program. Admission into the clinical nursing program is competitive. There is a separate application process for designated pre-clinical nursing students to apply for acceptance into the clinical program. Guidelines for student selection are subject to change and are available through the Department of Nursing.

1. All applicants for acceptance into the clinical nursing program must:
   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. Perform at or above 65 on the comprehensive TEAS nursing pre-admission test. Preparation for the exam is highly encouraged.
e. Have a cumulative GPA of 3.0 or higher from all colleges attended.

f. Have a total science GPA of 2.5 or higher on all required prerequisite sciences.

g. Have completed 3 of the required sciences by the time of application review.

h. Have earned a minimum grade of "C" (2.0) in all required prerequisite courses.

i. Have earned a minimum grade of "B" (3.00) in NURS 112.

2. Priority placement is awarded to students who meet the following criteria:

   a. Have a cumulative GPA of 3.3 or higher from all colleges attended.

   b. Have a total science GPA of 3.0 or higher on all required science courses taken at Biola or transferred in from other colleges.

   c. Have performed at or above 75 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. 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:

   a. Work experience of any kind. Additional consideration is given for those with work experience in health care settings.

   b. Volunteer experiences. Additional consideration is given for those with volunteer experience in health care settings.

   c. Leadership activities at church, high school, or college.

   d. Missions or other cross-cultural experiences.

   e. Special abilities such as: fluent in language(s) other than English (including ASL), unique computer skills, etc.

   f. Official school, church or community sponsored extra curricular activities.

   g. Significant family responsibilities.

Contact the Department of Nursing for additional information regarding admission into the clinical nursing program.

**After Being Accepted into Biola's Clinical Nursing Program**

At their own expense, students accepted into the clinical nursing program are required to complete the following. Late fees will be assessed. Students will not be permitted to the clinical agency without these. There may be additional requirements not stated below due to changes in agency standards and policies.

- Pass a criminal background check. It is highly recommended that you meet with the Department of Nursing Director or Associate Director to disclose any criminal history (including traffic tickets of $1000.00 or more) prior to applying for the clinical program.
- Submit documentation of a clear drug screen by stated deadline and on demand

- Submit documentation of a physical examination, including required laboratory tests by the stated deadline and annually thereafter
- Submit documentation of having received all required immunizations and 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 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 outlined in the Standard Curriculum Chart for the nursing major should be completed before entering clinical nursing courses. Contact the Department of Nursing for the current curriculum chart. Transfer credit for non-nursing courses will be granted by the Registrar’s Office as indicated in the University catalog.

RNs desiring to challenge must submit a portfolio and review fee of $300.00. LVNs desiring to challenge must submit a portfolio and review fee of $100.00. Placement of students and nursing course credit for prior education experience is based upon individual portfolio evaluation which will include the following:

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>
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<tbody>
<tr>
<td>NURS 211/NURS 217/</td>
<td>NURS 212/NURS 213/</td>
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<tr>
<td>NURS 358/NURS 367</td>
<td>NURS 218/NURS 219/</td>
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<tr>
<td>NURS 365/NURS 368</td>
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<td>NURS 204</td>
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<td>NURS 341</td>
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<td>NURS 347/NURS 355</td>
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<td>NURS 351</td>
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<td>NURS 343</td>
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<tr>
<td>NURS 348/NURS 356</td>
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<td>NURS 353</td>
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</tbody>
</table>

Nursing course for which the LVN may receive credit include 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>NURS 300</th>
<th>Professional Nursing Seminar</th>
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</thead>
<tbody>
<tr>
<td>NURS 441</td>
<td>Introduction to Nursing Research</td>
</tr>
<tr>
<td>NURS 442</td>
<td>Applied Nursing Research</td>
</tr>
</tbody>
</table>

Philosophy, B.A.

Mission
The mission of the Bachelor of Arts in Philosophy is to foster a community of Christian scholars apprenticed to Jesus in the pursuit of theoretical and practical wisdom.

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. 5) 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>PHIL 211</th>
<th>Introduction to Ancient Philosophy</th>
</tr>
</thead>
</table>
PHIL 212  Introduction to Medieval Philosophy  3
PHIL 213  Introduction to Modern Philosophy  3

will be permitted to enroll in its corresponding upper-division number:

PHIL 301  Greek and Roman Philosophy  3
PHIL 302  Medieval Philosophy  3
PHIL 303  Modern Philosophy  3

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 general education course in philosophy will be permitted to enroll in upper-division philosophy courses (300’s and 400’s). Exceptions to this policy may be permitted in special circumstances and will require the approval of the chair of the Philosophy Department. Prerequisites for all courses in Block V (PHIL 400, PHIL 410, PHIL 420, PHIL 430, PHIL 445, and PHIL 450) are completion of PHIL 210, PHIL 220, PHIL 230, and PHIL 231, and completion of at least 3 credits from PHIL 301, PHIL 302, or PHIL 303.

**Major Requirements**

The major comprises 38 credits beyond the general education requirement in philosophy, from coursework in the following five blocks.

**Core Requirements**

**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  2

**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:

PHIL 330  Studies in Wisdom Traditions  3
PHIL 400  Practical Wisdom: Texts  3
PHIL 410  Practical Wisdom: Thinkers  3
PHIL 420  Theoretical Wisdom: History of Philosophy  3

**Concentration-Specific Requirements**

PHIL 430  Theoretical Wisdom: Divisions of Philosophy  3
PHIL 440  Theoretical Wisdom: Philosophical Topics  3
PHIL 445  Philosophical Argument and Writing  3

**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 general education requirement in philosophy, from coursework in the following five blocks.

**Elective Requirements**

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. 5) 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.

Concentrations

Teaching and Coaching (54 Credits)

General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<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>PSYC 200</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Introduction to Probability and Statistics</td>
</tr>
<tr>
<td>or MATH 318</td>
<td>Biostatistics</td>
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</tbody>
</table>

Core Requirements

This concentration requires 53 credits, 43 of which must be upper division. Requirements include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PEED 201</td>
<td>Elementary Physical Education Methods and Activities</td>
<td>2</td>
</tr>
<tr>
<td>PEED 205</td>
<td>Foundations in Physical Education and Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 213</td>
<td>Fundamental Principles of Physical Fitness</td>
<td>2</td>
</tr>
<tr>
<td>PEED 301</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 302</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PEED 303</td>
<td>Exercise Physiology Laboratory</td>
<td>1</td>
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<tr>
<td>PEED 307</td>
<td>Measurement and Evaluation in Kinesiology</td>
<td>3</td>
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<tr>
<td>PEED 329</td>
<td>Psychology of Coaching Sport and Human Movement</td>
<td>3</td>
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<tr>
<td>PEED 335</td>
<td>Health Concepts</td>
<td>3</td>
</tr>
<tr>
<td>PEED 401</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PEED 405</td>
<td>Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEED 408</td>
<td>Motor Learning</td>
<td>3</td>
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<tr>
<td>PEED 410</td>
<td>Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>PEED 412</td>
<td>Secondary Physical Education Methods and Activities</td>
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</tr>
<tr>
<td>PEED 420</td>
<td>Sociology and Psychology in Physical Education and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PEED 434</td>
<td>Leadership in Sport and Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>PEED 485</td>
<td>Internship</td>
<td>2</td>
</tr>
</tbody>
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Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEED 343</td>
<td>Techniques of Teaching and Coaching Basketball</td>
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</tr>
<tr>
<td>PEED 344</td>
<td>Techniques of Teaching and Coaching Soccer</td>
<td>4</td>
</tr>
<tr>
<td>PEED 345</td>
<td>Techniques of Teaching and Coaching Tennis</td>
<td>4</td>
</tr>
<tr>
<td>PEED 346</td>
<td>Techniques of Teaching and Coaching Volleyball</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective Requirements
Select 4 credits of activity courses (PEED 110, PEED 130, PEED 140 or PEED 150) in addition to the four semester general education requirement.

Total Credits 54

1. PEED 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 PEED 201 and two other physical education activity courses to fulfill the general education requirement.
In addition to the requirements listed under the Teaching and Coaching concentration, the teaching credential program requires the following courses:

- **LEDU 301** Introduction to Teaching 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 436** Secondary Curriculum 3
- **LEDU 437** Secondary Curriculum Fieldwork 1

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

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

Total Credits 18

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**Physical Science, B.S.**

**Mission**

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

**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. 5) 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).

**Major Requirements**

**General Education Requirements**

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

**Core Requirements**

- **CHEM 105** General Chemistry I 4
- **CHEM 106** General Chemistry II 4
- **MATH 105** Calculus I 4
- **MATH 106** Calculus II 4
- **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 460** Capstone Seminar 1

**Elective Requirements**

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** 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 53-60
Concentrations

Secondary Instruction

In addition to the Core Requirements listed above, students must complete the following requirements for a total of 71 credits.

General Education Requirements

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

<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>

Concentration-Specific Requirements

<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 436</td>
<td>Secondary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 437</td>
<td>Secondary Curriculum Fieldwork</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<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>1</td>
</tr>
<tr>
<td>LEDU 452</td>
<td>Secondary Student Teaching II</td>
<td></td>
</tr>
</tbody>
</table>

Elective Requirements

Select 23 credits of upper-division courses in Physics, Chemistry or Math. Depending on the student’s interests in science, the courses listed under Elective Requirements above are recommended electives. ¹

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

Total Credits 41

¹ Although it does not count towards the major, students may elect to take PHSC 326 as a formal review and preparation for the CSET exams.

Secondary Education Minor

The School of Education offers a state-approved professional teacher preparation program which leads to a preliminary single subject teaching credential in the state of California. The Single Subject credential authorizes the holder to teach the specific subject named on the credential. In most cases individuals with this credential will be offered employment in middle schools and high schools. The teacher preparation program can be added as a minor to any major; however, candidates are advised to major in the subject area they wish to teach. Candidates who take the following 18 credits qualify for a Secondary Education Minor:

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

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.

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. 5) 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).

Major Requirements

General Education Requirement

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

Core Requirements
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. A concentration in Public Administration is also available. The Political Science major requires 40 credits, 24 of which must be upper-division.

Off-Campus Programs

American Studies Program

Biola University cooperates with the American Studies Program in Washington, D.C. This program provides work/study opportunities for students each semester in all of the disciplines offered at Biola, especially political science. Based on the principle of integrating faith, learning and living, students are invited to spend time in the nation’s capital serving as interns, participating in an academic seminar program and living in a unique community of Christians from different geographical regions and denominational backgrounds.

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.

Biola Washington, D.C. Study Tour

Biola students in the Biola: Washington, DC Program spend five-six weeks completing short-term internships in Washington, DC and studying political science with Biola professors. The program runs in partnership with the CCCU’s American Studies Program in Washington, DC, and capitalizes on ASP’s relationships in Washington to establish internships for our students. Students will earn 3 hours of internship credit and 3 hours of POSC credit.

The purposes of the program are to provide hands-on learning experiences and develop professional skills; to help students experience the unique world of national politics and consider the Godly calling of public service; and, to motivate students to dig deeper and challenge themselves in their studies.

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. 5) section of this catalog.

Requirements

Major Requirements

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:

- HIST 108 United States History to 1865
- HIST 208 World Civilizations II

**Core Requirements**

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:

- POSC 204 Principles of Economics 4
- POSC 208 World Politics 3
- POSC 250 Foundations of the American Political System 3
- POSC 256 Virtue, Citizenship, and Politics 3
- POSC 290 Political Science Research Methods 3
- POSC 490 Internship in Political Science 3
- POSC 499 Senior Seminar 3

Select one of the following American Government courses:
- POSC 301 Fundamentals of Public Administration 3
- POSC 320 The American Presidency 3
- POSC 360 Economic History of the United States 3
- POSC 400 Political Parties and the Electoral Process 3
- POSC 406 Legislation 3
- POSC 410 American Constitutional Law 3
- POSC 420 Courts and Public Policy 3

Select one of the following International Politics courses:
- POSC 240 Liberty and the Free Market in England 3
- POSC 308 Foreign Policy and Diplomacy 3
- POSC 309 National Security Strategy and Military Affairs 3
- POSC 317 Politics of Global Terrorism 3
- POSC 365 Wealth and Justice 3
- POSC 407 International Organizations and Political Economy 3
- POSC 409 Strategic Intelligence 3

Select one of the following Political Theory courses:
- POSC 350 Political Philosophy – Ancient 3
- POSC 351 Political Philosophy – Modern 3
- POSC 430 Church and State Relations 3

**Elective Requirements**

Select three upper-division POSC courses 9

Total Credits 40

**Concentrations**

**Public Administration**

Students interested in public service at the municipal, county, state or federal level are advised to major in Political Science with a concentration in Public Administration.

**Concentration-Specific Requirements**

In addition to the Political Science major requirements, the Public Administration concentration includes the courses listed below. These Public Administration concentration credits also fulfill the Political Science major upper-division elective credits outlined above. For advisement, contact the History and Political Science Department.

- POSC 301 Fundamentals of Public Administration 3
- POSC 488 Internship and Research Project 9

Select one of the following:
- POSC 306 Public Policy 3
- POSC 485 Public Law 3
- POSC 486 Personnel and Human Resources Management 3

Total Credits 15

**History: Secondary Instruction**

The History: Secondary Instruction concentration prepares students for teaching the social sciences, including Political Science. For Information see the description under the History major.

**Psychology, B.A.**

**Mission**

The mission of the Bachelor of Arts in Psychology encompasses:

1. Training in psychology. The objective is to provide the foundations appropriate for further learning whether in graduate school, other vocational training, or in general living.
2. Promotion of investigation and integration of psychology and theology. Investigation and integration will take the form of incorporation of psychology and biblical training in the integration of faith, learning, and living.
3. Development and promotion of the use of the education in ministry and service. Ministry and service takes the form of active participation in the functions of the Christian and secular communities.

**Degree Program**

A Bachelor of Arts degree in Psychology is offered upon completion of the University baccalaureate and major requirements. The psychology major requires the completion of a minimum of 35 credits beyond PSYC 200, 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. 5) 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 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSPY 502/PSYC 420</td>
<td>Advanced Statistics</td>
<td>3</td>
</tr>
<tr>
<td>RSPY 530/PSYC 440</td>
<td>History and Systems of Psychology</td>
<td>2</td>
</tr>
</tbody>
</table>

Major Requirements

General Education Requirements

- PSYC 200 Introduction to Psychology 3

Core Requirements

All Psychology majors, are required to take eight core courses (including PSYC 200 for GE credit), which include:

- PSYC 206 Psychology and Christian Thought 3
- PSYC 209 Statistics with Computer Applications 3
- PSYC 211 Statistics with Computer Applications Lab 1
- PSYC 305 Experimental Psychology 4
- PSYC 320 Developmental Psychology: Lifespan 3
- PSYC 365 Cognitive Psychology 3
- PSYC 411 Theories of Personality 3

Elective Requirements

Select 15 credits of Psychology electives, 11 of which must be upper-division

Recommended courses for students interested in graduate study:

- PSYC 306 Psychological Testing and Assessment
- PSYC 405 Social Psychology
- PSYC 412 Physiological Psychology
- PSYC 440 History and Systems of Psychology

Total Credits 35

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 four areas of concentration:

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

Public Relations Society of America (PRSSA)

The Public Relations Student Society of America (PRSSA) is a nationally recognized association. Biola’s chapter of PRSSA is designed to enhance pre-professional skills and prepare students in the field of business, communications and public relations for their future careers. Biola PRSSA provides networking opportunities, workshops and events that encompass this goal as well as keeping community within our own chapter and chapters around the nation. With strong connections to the professional chapters of 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. Apply and analyze key elements within public relations [Key Concepts: Historical context, theoretical framework, principles, and current industry standards] (ULO 1).

2. Illustrate competency in applied perspectives in diversity and/or cross-cultural relationship building in the context of public relations [Key Concepts: Global issues, conflict resolution, societal trends and leadership principles] (ULO 1).

3. Illustrate an understanding of faith integration with the profession [Key Concepts: knowledge of ethics and philosophical approaches to the industry] (ULO 2).

4. Demonstrate creative and analytical expertise in writing and presentations [Key Concepts: Critical thinking and excellence in communicating in multiple forms] (ULO 3).

5. Create and develop projects that utilize convergence or digital media to strategically reach target audiences [Key Concepts: technological expertise, media savvy, audience understanding] (ULO 3).

6. Create, analyze and critique the public relations process in PR campaigns [Key Concepts: relationship building, societal trends, diversity and global issues, organizational change and development and management of concepts] (ULO 3).

7. Analyze trends and audiences using research methodologies to propose strategic solutions and plans for organizations [Key Concepts: Forecasting, issues management, audience segmentation, research methodology and analysis, reporting] (ULO 3).

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. 5) section of this catalog.

Requirements

Senior Portfolio Review

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 Journalism Internship packet.

No more than 6 credits of Internship may be applied towards 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.

Major Requirements

Core 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 111</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>or JOUR 249</td>
<td>Media Design Essentials</td>
<td></td>
</tr>
<tr>
<td>JOUR 230</td>
<td>Writing for Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 267</td>
<td>Media and Public Relations Career Readiness</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 307</td>
<td>Social Media, SEO and Digital Strategy</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 344</td>
<td>Media and Public Relations Internship</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 355</td>
<td>Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 388</td>
<td>Public Relations Management, Philosophy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 433</td>
<td>Media Law</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 444</td>
<td>Advanced Internship and Career Preparation</td>
<td>2</td>
</tr>
<tr>
<td>JOUR 458</td>
<td>Public Relations and Journalism Research</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 460</td>
<td>Public Relations Leadership and Advanced Campaign Analysis</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 495</td>
<td>Senior Portfolio</td>
<td>1</td>
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<tr>
<td></td>
<td>Total Credits</td>
<td>38</td>
</tr>
</tbody>
</table>

Concentrations
The department offers four areas of concentration: Agency and Corporate PR, Entertainment and Events PR, Media Relations, Nonprofit and Ministry PR.

Agency and Corporate PR
Students complete 44 units, of which 24 must be upper division.

Concentration-Specific Requirements

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
</tr>
<tr>
<td>BUSN 240</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>JOUR 120</td>
<td>Writing Across Media</td>
</tr>
<tr>
<td>JOUR 235</td>
<td>Videography</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 385</td>
<td>Persuasive Communication</td>
</tr>
<tr>
<td>COMM 387</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>JOUR 392</td>
<td>Principles of Advertising</td>
</tr>
<tr>
<td>JOUR 470</td>
<td>Journalism Seminar</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
</tr>
</tbody>
</table>

Entertainment and Events PR
Students complete 44 units, of which 24 must be upper division.

Concentration-Specific Requirements

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
</tr>
<tr>
<td>CNMA 204</td>
<td>The Entertainment Business</td>
</tr>
<tr>
<td>JOUR 120</td>
<td>Writing Across Media</td>
</tr>
<tr>
<td>JOUR 220</td>
<td>Introduction to Visual Media</td>
</tr>
<tr>
<td>JOUR 249</td>
<td>Media Design Essentials</td>
</tr>
<tr>
<td>JOUR 235</td>
<td>Videography</td>
</tr>
<tr>
<td>JOUR 236</td>
<td>Introduction to Broadcast Journalism</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNMA 405</td>
<td>Understanding Representation</td>
</tr>
<tr>
<td>JOUR 303</td>
<td>Convergent Production</td>
</tr>
<tr>
<td>JOUR 392</td>
<td>Principles of Advertising</td>
</tr>
<tr>
<td>JOUR 470</td>
<td>Journalism Seminar</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
</tr>
</tbody>
</table>

Media Relations
Students complete 44 units, of which 24 must be upper division.

Concentration-Specific Requirements

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 220</td>
<td>Introduction to Visual Media</td>
</tr>
<tr>
<td>JOUR 231</td>
<td>Public Affairs Reporting</td>
</tr>
<tr>
<td>JOUR 235</td>
<td>Videography</td>
</tr>
<tr>
<td>JOUR 236</td>
<td>Introduction to Broadcast Journalism</td>
</tr>
<tr>
<td>JOUR 249</td>
<td>Media Design Essentials</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 385</td>
<td>Persuasive Communication</td>
</tr>
<tr>
<td>JOUR 301</td>
<td>Sports Journalism</td>
</tr>
<tr>
<td>JOUR 303</td>
<td>Convergent Production</td>
</tr>
<tr>
<td>JOUR 332</td>
<td>Publication Editing and Management</td>
</tr>
<tr>
<td>JOUR 334</td>
<td>Producing and Writing for Broadcast News</td>
</tr>
<tr>
<td>JOUR 335</td>
<td>Magazine and Free-Lance Writing</td>
</tr>
<tr>
<td>JOUR 342</td>
<td>Visual Meaning</td>
</tr>
<tr>
<td>JOUR 347</td>
<td>Photojournalism I</td>
</tr>
<tr>
<td>JOUR 348</td>
<td>Publication, Web and Media Design</td>
</tr>
<tr>
<td>JOUR 350</td>
<td>Cross-Cultural Storytelling Project</td>
</tr>
<tr>
<td>JOUR 351</td>
<td>Broadcast Anchoring and Announcing</td>
</tr>
<tr>
<td>JOUR 470</td>
<td>Journalism Seminar</td>
</tr>
<tr>
<td>JOUR 486</td>
<td>Media Narrative Project</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
</tr>
</tbody>
</table>

Nonprofit and Ministry PR
Students complete 44 units, of which 24 must be upper division.

Concentration-Specific Requirements

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 230</td>
<td>Introduction to Marketing</td>
</tr>
<tr>
<td>BUSN 240</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>COMM 170</td>
<td>Small Group Communication</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
</tr>
</tbody>
</table>
Biola University
COMM 270 Interpersonal Communication
JOUR 120 Writing Across Media
JOUR 220 Introduction to Visual Media
JOUR 235 Videography
JOUR 249 Media Design Essentials
Select one of the following: 3
COMM 385 Persuasive Communication
COMM 387 Organizational Communication
JOUR 303 Convergent Production
JOUR 348 Publication, Web and Media Design
JOUR 350 Cross-Cultural Storytelling Project
JOUR 470 Journalism Seminar
JOUR 486 Media Narrative Project
Total Credits 6

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. 5) section of this catalog.

Requirements
Prerequisites and General Education Requirements
The student is required to take the courses listed below before taking upper-division courses. One of the history (HIST) courses below will meet the general education history requirement.

HIST 108 United States History to 1865 3
or HIST 109 United States History Since 1865
HIST 207 World Civilizations I 3
HIST 208 World Civilizations II 3
Total Credits 9

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

POSC 204 Principles of Economics 4
POSC 225 Survey of American Government 3
Select the appropriate research course to be determined in consultation with the academic advisor, selected from:

HIST 480 Research Seminar
POSC 470 Political Science Research and Writing
SOCI 443 Methods of Sociological Research

Elective Requirements
Select one 3-credit upper-division Political Science course 3
Select 6 credits of upper-division coursework chosen with advisor’s approval, from courses offered in the Cook School of Intercultural Studies
Select 12 credits of upper-division coursework in History, Political Science or Sociology 12
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 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.

Degree Program
A Bachelor of Arts degree in Sociology is offered upon completion of the University baccalaureate and major requirements. The sociology major requires the completion of 30 credits, 24 of which must be upper-division.

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. 5) section of this catalog.
## Requirements

### Major Requirements

#### Core Requirements

<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 Inequality course from the following: 3

- SOCI 302 Sociology of Gender
- SOCI 333 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

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

- PSYC 209 Statistics with Computer Applications
- PSYC 211 Statistics with Computer Applications Lab

### Elective Requirements

Select 18 credits of upper-division Sociology courses, if not choosing a concentration 18

Total Credits 30

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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-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 300</td>
<td>Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 367</td>
<td>Social Work Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

- SOCI 302 Sociology of Gender
- SOCI 320 Marriage and the Family
- SOCI 453 Sociology of Sexuality

#### Elective Requirements

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 Core Requirements. POSC 410 is a suggested support course.

#### Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 333</td>
<td>Criminology</td>
<td>3</td>
</tr>
</tbody>
</table>

## 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 with a Spanish major in one of the three concentrations: Generalist in Spanish, Professional Spanish, and Spanish for Secondary Education. Thirty-nine credits are required, of which 24 must be upper division. A minimum grade of "C" is required for any course to be counted toward the major. All students are expected to maintain a portfolio with the department that will cumulatively showcase their progressive language development over time; the portfolio will also provide students the opportunity to integrate faith and discipline.

All Spanish majors are strongly encouraged to take: HUFS 299, HUFS 334, and/or to study abroad for a semester. 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. 5) section of this catalog.
Requirements

Admission Requirements
All students intending to minor or major in Spanish must:

1. Complete the required G.E. course sequence, or place into the next level (intermediate high or above) by department assessment. Spanish language learners (not heritage speakers) must complete HUFS 210 with a grade of "B-" or higher, or obtain a satisfactory score on a normed placement exam given by the department, in order to proceed with the minor. Students with AP Spanish Language scores of 4 or higher will be placed into HUFS 230 (your AP language credits with count for HUFS 210). Students with AP Spanish Literature scores of 4 or better will be given credit for HUFS 290 (but will still be required to take HUFS 210 unless the department determines their language level is beyond the level of the course, in which case they may substitute a higher-level course).

2. File an application with the Department of Modern Languages and complete an interview with a faculty member.

G.E. Course Sequence (Elementary to Intermediate)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 101</td>
<td>Elementary Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>HUFS 102</td>
<td>Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>HUFS 201</td>
<td>Intermediate Spanish (^1)</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 12

\(^1\) Heritage speakers of Spanish can replace HUFS 201 with HUFS 220, and upon passing, will have the lower level credits waived. Credits are not awarded for waived requirements.

Program Courses
Students can be admitted into the Spanish minor or major after completing the G.E. sequence. Students desiring to minor in Spanish are strongly encouraged to begin during their freshman and sophomore years. Placement in Spanish classes will be based on a mandatory department assessment. Students entering the program with less than two years of high school Spanish or one semester of college Spanish will automatically be placed in the first course. Students who do not maintain continuous enrollment must be retested and placed accordingly. Advancement from one course in the lower division sequence to the next will require demonstration of proficiency.

The Spanish major and minor allow students to proceed through a choice of two course tracks, one for Spanish learners and the other for heritage speakers of Spanish. Courses with numbers up through HUFS 220 must be taken in sequence. If a student's language ability places the student beyond this level (by department assessment), a student may take the courses out of sequence, but it is recommended that students adhere as closely as possible to the course sequence given below. Students whose level of language places them into the 300-level of courses may substitute higher level courses for required courses at the 200-level with the permission of the Department of Modern Languages.

Concentrations

Generalist in Spanish
A concentration in Generalist in Spanish requires the completion of 39 credits. One program-related service learning project, practicum, or internship is required and must be approved by the department. This requirement is automatically fulfilled by taking HUFS 485 or by studying abroad for a semester, but may be fulfilled in other ways, upon department approval. Students may substitute alternate upper-level courses with permission of the department.

Core Requirements
Select one of the following tracks:

<table>
<thead>
<tr>
<th>Track</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Heritage learners must take:</strong></td>
<td>6-9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 220</td>
<td>Basic Spanish for Heritage Learners</td>
</tr>
<tr>
<td>HUFS 322</td>
<td>Advanced Spanish for Heritage Learners I</td>
</tr>
<tr>
<td>or HUFS 323</td>
<td>Advanced Spanish for Heritage Learners II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language learners must take:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 210</td>
</tr>
<tr>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>HUFS 230</td>
</tr>
<tr>
<td>Spanish Conversation and Composition</td>
</tr>
<tr>
<td>HUFS 330</td>
</tr>
<tr>
<td>Advanced Spanish Conversation and Composition</td>
</tr>
</tbody>
</table>

All students must take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 290</td>
<td>Introduction to Literature in Spanish</td>
</tr>
<tr>
<td>HUFS 366</td>
<td>Survey of Hispanic Literature</td>
</tr>
<tr>
<td>HUFS 396</td>
<td>Introduction to Hispanic Linguistics</td>
</tr>
<tr>
<td>HUFS 480</td>
<td>Senior Portfolio</td>
</tr>
</tbody>
</table>

Elective Requirements
Select three courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 299</td>
<td>Faith, Life and Culture: Travel Practicum</td>
</tr>
<tr>
<td>HUFS 334</td>
<td>Community Spanish</td>
</tr>
<tr>
<td>HUFS 385</td>
<td>Translation</td>
</tr>
<tr>
<td>HUFS 390</td>
<td>Spanish in the Professions</td>
</tr>
<tr>
<td>HUFS 391</td>
<td>Spanish for Health Care Professions</td>
</tr>
<tr>
<td>HUFS 392</td>
<td>Spanish for Education and Helping Professions</td>
</tr>
<tr>
<td>HUFS 393</td>
<td>Spanish for Pastoral and Nonprofit Professions</td>
</tr>
<tr>
<td>HUFS 394</td>
<td>Spanish for Business Professions</td>
</tr>
<tr>
<td>HUFS 395</td>
<td>Spanish for Communications Professions</td>
</tr>
</tbody>
</table>

Select 11-14 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFS 410</td>
<td>Spanish American Literature</td>
</tr>
<tr>
<td>HUFS 420</td>
<td>Spanish Literature</td>
</tr>
<tr>
<td>HUFS 430</td>
<td>Spanish American Literature Since 1950</td>
</tr>
<tr>
<td>HUFS 433</td>
<td>Seminar in Hispanic Linguistics</td>
</tr>
<tr>
<td>HUFS 460</td>
<td>Studies in Spanish American Culture</td>
</tr>
<tr>
<td>HUFS 471</td>
<td>Teaching Assistant Practicum</td>
</tr>
<tr>
<td>HUFS 475</td>
<td>Directed Research</td>
</tr>
<tr>
<td>HUFS 485</td>
<td>Internship</td>
</tr>
<tr>
<td>HUFS 490</td>
<td>Seminar in Hispanic Studies</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 312</td>
<td>History of Latin America</td>
</tr>
<tr>
<td>HUFS 400</td>
<td>Survey of Hispanic Literature in Translation</td>
</tr>
<tr>
<td>ENGL 481</td>
<td>Studies in World Literature</td>
</tr>
<tr>
<td>INAL 300</td>
<td>Introduction to Language and Linguistics</td>
</tr>
</tbody>
</table>
INCS 332  Peoples of the World

Total Credits 39

1  Heritage learners must take 14 credits, language learners must take 11 credits.
2  Students who prefer not to take a course taught in English may choose all of their electives from Spanish taught courses.

Professional Spanish

Students desiring to obtain high-level Spanish language skills in particular professional domains that will prepare them concretely for workplace bilingualism, and who desire theoretical and vocational training in translation and interpretation, should choose a concentration in Professional Spanish. A concentration in Professional Spanish requires the completion of 39 credits.

Students for whom Professional Spanish is a second major are also encouraged to complete a Directed Research that is interdisciplinary, developing key linguistic knowledge in the student's profession.

Courses may be substituted with the permission of the department.

Core Requirements

Select one of the following tracks:

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

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

All students must take:
- HUFS 385  Translation 3
- HUFS 366  Survey of Hispanic Literature 3
- HUFS 385  Translation 3
- HUFS 392  Spanish for Education and Helping Professions 3
- HUFS 396  Introduction to Hispanic Linguistics 3
- HUFS 433  Seminar in Hispanic Linguistics 3
- HUFS 475  Directed Research 3
- HUFS 480  Senior Portfolio 1
- HUFS 485  Internship 3

Elective Requirements

Select 3 to 9 credits from the following:
- HUFS 390  Spanish in the Professions 3
- HUFS 391  Spanish for Health Care Professions 3
- HUFS 392  Spanish for Education and Helping Professions 3
- HUFS 393  Spanish for Pastoral and Nonprofit Professions 3
- HUFS 394  Spanish for Business Professions 3
- HUFS 395  Spanish for Communications Professions 3

Select 8 to 14 credits from the following:
- HUFS 290  Introduction to Literature in Spanish 8
- HUFS 299  Faith, Life and Culture: Travel Practicum 8
- HUFS 334  Community Spanish 8
- HUFS 366  Survey of Hispanic Literature 8
- HUFS 410  Spanish American Literature 8
- HUFS 420  Spanish Literature 8
- HUFS 430  Spanish American Literature Since 1950 8
- HUFS 460  Studies in Spanish American Culture 8
- HUFS 471  Teaching Assistant Practicum 8
- HUFS 475  Directed Research 8
- HUFS 490  Seminar in Hispanic Studies 8

Total Credits 39

Secondary Instruction

The Secondary Instruction concentration is designed for students whose goal is to teach Spanish at the high school level. A concentration in Secondary Instruction offers Spanish coursework that, in conjunction with a teacher preparation program, leads to a California SB2042 Preliminary Single Subject Teaching Credential in Spanish. The Secondary Instruction concentration consists of 39 credits in Spanish, as well as additional teacher preparation and pedagogy coursework.

Core Requirements

Select one of the following tracks:

Heritage learners must take:
- HUFS 220  Basic Spanish for Heritage Learners 6
- or HUFS 322  Advanced Spanish for Heritage Learners I 6
- or HUFS 323  Advanced Spanish for Heritage Learners II 6

Language learners must take:
- HUFS 210  Intermediate Spanish II 6
- HUFS 230  Spanish Conversation and Composition 6
- HUFS 330  Advanced Spanish Conversation and Composition 6

All students must take:
- HUFS 290  Introduction to Literature in Spanish 3
- HUFS 366  Survey of Hispanic Literature 3
- HUFS 385  Translation 3
- HUFS 392  Spanish for Education and Helping Professions 3
- HUFS 396  Introduction to Hispanic Linguistics 3
- HUFS 410  Spanish American Literature 3
- HUFS 433  Seminar in Hispanic Linguistics 3
- HUFS 445  Teaching Spanish: CSET Preparation 1
- HUFS 480  Senior Portfolio 1

In addition to the Spanish core, students in the Secondary Instruction concentration are required to take several teacher preparation and pedagogy courses. The following courses are to be taken:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 301</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 330</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 341</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 425</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 433</td>
<td>2</td>
</tr>
<tr>
<td>LEDU 436</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 437</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 450</td>
<td>1</td>
</tr>
</tbody>
</table>
LEDU 452 Secondary Student Teaching II

Elective Requirements
Select four or five courses from the following: 7-10
- HUFS 299 Faith, Life and Culture: Travel Practicum
- HUFS 410 Spanish American Literature
- HUFS 420 Spanish Literature
- HUFS 430 Spanish American Literature Since 1950
- HUFS 460 Studies in Spanish American Culture
- HUFS 471 Teaching Assistant Practicum
- HUFS 475 Directed Research
- HUFS 485 Internship
- HUFS 490 Seminar in Hispanic Studies
- HUFS 495 Teaching Practicum
- HUFS 499 Seminar in Hispanic Studies
- HUFS 497 Directed Research

Additionally, students may select up to two elective courses from other disciplines that are primarily taught in English but have program-related content, including: 2
- HIST 312 History of Latin America
- INCS 332 Peoples of the World
- HUFS 400 Survey of Hispanic Literature in Translation
- INAL 300 Introduction to Language and Linguistics

Total Credits 57

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.

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

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. 5) 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.

Placement Exam

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

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

Major Requirements

General Education Requirements

General education requirements for the Bachelor of Fine Arts in Studio Art must conform to the University standards for this degree. B.F.A. majors are exempt from the general education requirements in fine arts and foreign language. The general education requirement is reduced in history (only 3 of 6 credits are required—HIST 108 or HIST 109), and students need to take only 6 credits in mathematics and/or science.

The following general education courses have been designed for all studio art majors and are required for the Bachelor of Fine Arts degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>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 (should be taken as &quot;Contemporary Art and Theology&quot;)</td>
</tr>
</tbody>
</table>

Core Requirements

<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 112</td>
<td>4-D Design</td>
</tr>
<tr>
<td>ARTS 116</td>
<td>History of Western Art I: Prehistoric Through Renaissance</td>
</tr>
<tr>
<td>ARTS 126</td>
<td>History of Western Art II: Baroque through Modernism</td>
</tr>
</tbody>
</table>

Concentrations

Design

Concentration-Specific Requirements

Select two courses from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<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 326</td>
<td>Printmaking</td>
</tr>
<tr>
<td>ARTS 327</td>
<td>Installation and Performance Art I</td>
</tr>
<tr>
<td>ARTS 348</td>
<td>Video Art I</td>
</tr>
</tbody>
</table>

Students must take the following:

Select three upper-division art electives. 9

Total Credits 30

Painting

Concentration-Specific Requirements

Select two courses from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 210</td>
<td>Sculpture I</td>
</tr>
<tr>
<td>ARTS 211</td>
<td>Ceramics I</td>
</tr>
<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 317</td>
<td>Typography I</td>
</tr>
<tr>
<td>ARTS 333</td>
<td>Graphic Design Forms I</td>
</tr>
<tr>
<td>ARTS 337</td>
<td>Typography II</td>
</tr>
<tr>
<td>ARTS 423</td>
<td>Integrated Design II</td>
</tr>
</tbody>
</table>

Select three upper-division art electives. 9

Total Credits 30
Students must take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 213</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 308</td>
<td>Painting II</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must also complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 307</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>or ARTS 319</td>
<td>Figure Studies II</td>
<td></td>
</tr>
<tr>
<td>ARTS 408</td>
<td>Drawing III</td>
<td>3</td>
</tr>
<tr>
<td>or ARTS 413</td>
<td>Painting III</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Requirements**
Select four upper-division ARTS electives.  

**Total Credits**  
30

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**Photography**

**Concentration-Specific Requirements**
Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 210</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 211</td>
<td>Ceramics I</td>
<td></td>
</tr>
<tr>
<td>ARTS 213</td>
<td>Painting I</td>
<td></td>
</tr>
<tr>
<td>ARTS 326</td>
<td>Printmaking</td>
<td></td>
</tr>
<tr>
<td>ARTS 327</td>
<td>Installation and Performance Art I</td>
<td></td>
</tr>
<tr>
<td>ARTS 341</td>
<td>Animation I</td>
<td></td>
</tr>
<tr>
<td>ARTS 348</td>
<td>Video Art I</td>
<td></td>
</tr>
</tbody>
</table>

Students must take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 221</td>
<td>Photography I-Introduction to Darkroom and Digital Processes</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 316</td>
<td>Photography II-Studies in Color</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 334</td>
<td>Photography III-Advanced Black and White Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 344</td>
<td>Contemporary Photographic Practices</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 432</td>
<td>Advanced Integrative Photography</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements**
Select four upper-division ARTS electives.  

**Total Credits**  
30

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**Sculpture**

**Concentration-Specific Requirements**
Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>3</td>
</tr>
<tr>
<td>ARTS 314</td>
<td>Integrated Design I</td>
<td></td>
</tr>
<tr>
<td>ARTS 326</td>
<td>Printmaking</td>
<td></td>
</tr>
<tr>
<td>ARTS 327</td>
<td>Installation and Performance Art I</td>
<td></td>
</tr>
<tr>
<td>ARTS 341</td>
<td>Animation I</td>
<td></td>
</tr>
<tr>
<td>ARTS 348</td>
<td>Video Art I</td>
<td></td>
</tr>
</tbody>
</table>

Students must take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 210</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 211</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 305</td>
<td>Sculpture II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 415</td>
<td>Sculpture III</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 304</td>
<td>Ceramics II</td>
<td>3</td>
</tr>
<tr>
<td>or ARTS 327</td>
<td>Installation and Performance Art I</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Requirements**
Select two upper-division electives from any area  

**Total Credits**  
36

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**Interdisciplinary**

**Concentration-Specific Requirements**
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 concentration areas and two upper-division ARTS electives for a total of 30 credits.

**Design**

ARTS 314 Integrated Design I 3  
ARTS 317 Typography I 3  
ARTS 423 Integrated Design II 3  
ARTS 337 Typography II 3  
or ARTS 429 Integrated Design III  

**Painting**

ARTS 213 Painting I 3  
ARTS 319 Figure Studies II 3  

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 307</td>
<td>Drawing II</td>
<td></td>
</tr>
<tr>
<td>&amp; ARTS 408</td>
<td>and Drawing III</td>
<td></td>
</tr>
<tr>
<td>ARTS 308</td>
<td>Painting II</td>
<td></td>
</tr>
<tr>
<td>&amp; ARTS 413</td>
<td>and Painting III</td>
<td></td>
</tr>
</tbody>
</table>

**Photography**

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  

**Sculpture**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 210</td>
<td>Sculpture I</td>
<td></td>
</tr>
<tr>
<td>&amp; ARTS 305</td>
<td>and Sculpture II</td>
<td></td>
</tr>
<tr>
<td>ARTS 211</td>
<td>Ceramics I</td>
<td></td>
</tr>
<tr>
<td>&amp; ARTS 304</td>
<td>and Ceramics II</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 327</td>
<td>Installation and Performance Art I</td>
<td></td>
</tr>
<tr>
<td>ARTS 348</td>
<td>Video Art I</td>
<td></td>
</tr>
<tr>
<td>ARTS 415</td>
<td>Sculpture III</td>
<td></td>
</tr>
<tr>
<td>ARTS 462</td>
<td>Advanced Studio Practicum</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Requirements**
Select two upper-division electives from any area  

**Total Credits**  
6

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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 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. 5) 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.

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

**Placement Exam**

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

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

**Major Requirements**

**General Education Requirements**

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

| 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 |

**Core Requirements**

Select two courses from the following: 6

| ARTS 210 | Sculpture I |
| ARTS 211 | Ceramics I |
| ARTS 213 | Painting I |
| ARTS 220 | Photography I-Introduction to Darkroom and Digital Processes |

Select one upper-division Art History course from the following: 3

| ARTS 315 | Contemporary Art Trends |
| ARTS 433 | Global Art Paradigms |

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. Identify where theatre arts theory/practice compliments, mirrors, and is informed by biblical values and content (ULO 1).
2. Dramatize in performance and/or directing a transformational commitment to confronting societal perspectives on issues of character, integrity, morality, and hope. (ULO 2)
3. Demonstrate abilities to exhibit excellence in preparation, presentation, and credibility, incorporating these in the specific craft of theatre arts (ULO 3).

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. 5) 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). In each sample, the fourth page must have written commentary that is at or exceeds the center of the fourth page to meet the minimum length standard. Full-time faculty assess the two submissions, give a numerical designation, and the combined total either passes or fails. After a second failure to pass the writing competency requirement, a student must enroll in ENGL 210, consult the Communication Studies Department Chair and pass the course to fulfill the requirement.

Major Requirements

General Education Requirements
It is required that all Theatre major students take the following general education courses: COMM 160 for the fine arts requirement and COMM 100 for the communication requirement. It is recommended that all Theatre students take the following general education course: PHIL 216 (for "Philosophy" requirement)

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 109</td>
<td>Production Practicum 1,2</td>
<td>2</td>
</tr>
<tr>
<td>COMM 241</td>
<td>Introduction to Technical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>COMM 264</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 369</td>
<td>Intermediate Acting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 405</td>
<td>Dramatic Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 409</td>
<td>Production Practicum II 2,3</td>
<td>4</td>
</tr>
<tr>
<td>COMM 419</td>
<td>Dramatic Design and Criticism</td>
<td>3</td>
</tr>
<tr>
<td>COMM 468</td>
<td>Drama for Christian Ministry</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements
Select 18 credits from the following: 18

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 162</td>
<td>Voice and Speech for Theatre</td>
</tr>
<tr>
<td>COMM 215</td>
<td>Theatrical Makeup</td>
</tr>
<tr>
<td>COMM 232</td>
<td>Costume Study and Construction</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Oral Interpretation</td>
</tr>
<tr>
<td>COMM 282</td>
<td>Intercollegiate Forensics</td>
</tr>
<tr>
<td>COMM 345</td>
<td>Lighting and Sound for Theatre</td>
</tr>
<tr>
<td>COMM 382</td>
<td>Intercollegiate Forensics</td>
</tr>
<tr>
<td>COMM 391</td>
<td>Directing Theatre</td>
</tr>
<tr>
<td>COMM 435</td>
<td>Playwriting for Performance</td>
</tr>
<tr>
<td>COMM 440</td>
<td>Communication Internship 2,4</td>
</tr>
<tr>
<td>COMM 450</td>
<td>Communication Practicum 2</td>
</tr>
<tr>
<td>COMM 463</td>
<td>Advanced Acting Workshop</td>
</tr>
<tr>
<td>COMM 469</td>
<td>Rhetoric of Media Studies</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Communication Seminar</td>
</tr>
<tr>
<td>COMM 477</td>
<td>London Theatre Study Tour</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Directed Research 2</td>
</tr>
<tr>
<td>CNMA 104</td>
<td>History of Cinema</td>
</tr>
<tr>
<td>CNMA 450</td>
<td>Cinema and Media Arts Practicum</td>
</tr>
<tr>
<td>CNMA 470</td>
<td>Cinema and Media Arts Seminar</td>
</tr>
</tbody>
</table>

Total Credits 42

1. Should only be taken once for a total of 2 credits.
2. Students may only count a maximum of 9 credits of COMM 109, COMM 409, COMM 440, COMM 450, COMM 480 towards the major.
3. Must be taken twice for a total of 4 credits.
4. Students may not count more than 6 credits of COMM 440 toward the major.

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.

**Minor Requirements**

The Anthropology minor is offered with completion of 18 credits of Anthropology courses including:

**Core Requirements**

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

**Elective Requirements**

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.

**Minor Requirements**

An Applied Linguistics minor requires 18 upper-division credits, including 12 credits of core courses and 6 credits of electives. Course work must be completed with a grade of "C" or higher as prescribed below.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INAL 300/</td>
<td>Introduction to Language and Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>INCS 310/</td>
<td>General Articulatory Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 351</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements**

Select 6 credits from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 181</td>
<td>Introduction to Composition</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 18

**Applied Music Minor**

**Minor Requirements**

For students in a Music major who are interested in a formal, cohesive study in a secondary instrument or voice, the Applied Music minor is available. The Applied Music minor requires 20 credits.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 141</td>
<td>Applied Music</td>
<td>4-8</td>
</tr>
<tr>
<td>MUSC 142</td>
<td>Applied Music</td>
<td>4-8</td>
</tr>
<tr>
<td>MUSC 421</td>
<td>Applied Music</td>
<td>3-6</td>
</tr>
</tbody>
</table>

or MUSC 422 Applied Music 7-14

1. Taken 1-2 credits at a time through proficiency level: 224
2. Taken 1-2 credits at a time through proficiency level: 326

**Architecture Requirements**

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

MUSC 262 Keyboard Sight Reading II 1

Total Credits 4

**Voice**

Select 4 credits of vocal ensembles 4

Total Credits 4

**Archaeology Minor**

**Mission**

The mission of the Archaeology minor is to provide majors and non-majors with an in depth knowledge of the methods and theory of modern archaeology, its history, and development. Students pursuing the minor are equipped with the basic archaeological skills to serve in a variety of settings, conduct research, and work within the field.

**Minor Requirements**

A minor in Archaeology requires the completion of 18 credits of Archaeology courses.

**Prerequisites**

The following are prerequisites for the minor and may be completed for general education requirements:

<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>ANTH 222</td>
<td>Physical Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 223</td>
<td>Physical Anthropology Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 215</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 312</td>
<td>Archaeology Methods and Theories</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 315</td>
<td>Field Methods in Archaeology I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements**

Select 9 credits of upper-division courses from the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 321</td>
<td>Prehistoric Cultures of North America</td>
<td></td>
</tr>
</tbody>
</table>
ANTH 330 California Native Americans
ANTH 335 World Archaeology
ANTH 365 Biblical Archaeology: Ancient Near East
ANTH 366 Biblical Archaeology: Palestine
ANTH 410 Topics in Archaeology
ANTH 430 Field Excursion: Turkey, Greece and Rome
ANTH 432 Field Excursion: Israel
ANTH 450 Internship in Archaeology

Total Credits 18

Art Minor

Minor Requirements

An Art Minor is offered with the completion of 21 credits.

Core Requirements
Students must select at least two of the following lower division courses:

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

Elective Requirements
Select five ARTS courses. At least two courses (6 credits) must be upper-division.

Total Credits 15

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 the relevance of the Bible to their faith (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. 5) section of this catalog.

Minor Requirements

Students who complete the 30-credit General Bible Requirements (listed under Biblical and Theological Studies, B.A.) at Biola University qualify for a minor in Bible. This minor is displayed on the transcript if the student declares the minor on the graduation petition. There is a residency requirement and an upper-division requirement for receipt of the Bible minor. Twelve credits must be upper-division (6 in the core and 6 in electives, as listed below) and at least 15 credits must be completed in residency (including at least 6 of the required 12 upper-division credits listed below). Transfer credit, credit for prior learning, and credit by examination may not be used to fulfill the minimum residency requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 103</td>
<td>Biblical Interpretation and Spiritual Formation</td>
</tr>
<tr>
<td>BBST 105</td>
<td>Foundations of Christian Thought</td>
</tr>
<tr>
<td>BBST 109</td>
<td>Old Testament History and Literature</td>
</tr>
<tr>
<td>BBST 110</td>
<td>New Testament History and Literature</td>
</tr>
<tr>
<td>BBST 251</td>
<td>Theology I</td>
</tr>
<tr>
<td>BBST 254</td>
<td>Theology II</td>
</tr>
<tr>
<td>BBST 306</td>
<td>Early Christian History - Acts</td>
</tr>
<tr>
<td>BBST 300/400 elective</td>
<td></td>
</tr>
<tr>
<td>BBST 300/400 elective</td>
<td></td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar</td>
</tr>
</tbody>
</table>

Total Credits 30

1 May be taken with different content as a BBST elective for a maximum of 6 credits counted toward the minor.

Biological Science Minor

Minor Requirements

A Biological Sciences Minor is offered with the completion of 20 credits, 12 of which must be upper-division.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 111</td>
<td>Fundamentals of Cellular and Molecular Biology</td>
</tr>
<tr>
<td>BIOS 113</td>
<td>Fundamentals of Cellular and Molecular Biology Laboratory</td>
</tr>
<tr>
<td>BIOS 112</td>
<td>Fundamentals of Organismal Biology</td>
</tr>
</tbody>
</table>
BIOS 114  Fundamentals of Organismal Biology Laboratory  1

**Elective Requirements**
Select 12 credits of upper-division courses 1  12

| Total Credits | 20 |

1 These elective credits are to be approved by a department advisor. Please note that many upper-division biology courses require chemistry as a prerequisite. Chemistry courses do not count toward the Biological Sciences Minor.

### Business Administration Minor

#### Minor Requirements
A Minor in Business Administration is offered with the completion of 21 credits.

**General Education Requirement**
- MATH 190  Business Statistics 1

**Core Requirements**
- BUSN 201  Principles of Macroeconomics  3
- BUSN 211  Principles of Accounting I  3
- BUSN 212  Principles of Accounting II  3
- BUSN 220  Management Information Systems  3
- BUSN 230  Introduction to Marketing  3
- BUSN 361  Business Law  3
- BUSN 370  Business Finance  3

| Total Credits | 21 |

1 MATH 190 will count toward the general education requirement for science/math, but these credits cannot be counted toward both general education and a business minor.

### Chemistry Minor

#### Minor Requirements
A Chemistry Minor requires the completion of 21 credits. Six Chemistry minor credits must not count towards any other major or minor.

**Core Requirements**
- CHEM 105  General Chemistry I  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

Select one of the following:
- CHEM 350  Analytical Chemistry  5
- CHEM 411  Biochemistry I  3
- CHEM 413  Laboratory in Biochemistry

| Total Credits | 21 |

### Christian Ministries Minor

#### Mission
The Christian Ministries minor exists to provide essential equipping in ministry fundamentals to students who desire serve the Lord in a volunteer or part-time vocational capacity in the local church, parachurch organizations, or other specialized ministry opportunities. It provides training on learning, leadership, formation, and other specialized areas of Christian Ministry to prepare learners for impact in roles that are not full-time vocational positions or that do not require the full breadth of training provided by the Christian Ministries degree.

#### Minor Requirements
A Christian Ministries minor requires the completion of 18 credits.

**Core Requirements**
- CEED 242  Psychology of Learning and Development  3
- CEED 254  Leadership Development  3

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  1
- BBST 465  Integration Seminar  2

**Elective Requirements**
Select 12 additional upper-division (CEED 300/400 level) credits  12

| 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.

#### Minor Requirements
A minor in Coaching is offered to those with an interest in coaching as a life profession and to those with an interest in coaching as ministry or missions. Twenty credits are required, with 18 credits from the core listed below. Remaining credits must be chosen in consultation with a department advisor.

**Core Requirements**
- PEED 329  Psychology of Coaching Sport and Human Movement  3
- PEED 410  Sports Management  3
- PEED 408  Motor Learning  3
- PEED 434  Leadership in Sport and Human Movement  3
Select two of the following:

- PEED 343 Techniques of Teaching and Coaching Basketball
- PEED 344 Techniques of Teaching and Coaching Soccer
- PEED 345 Techniques of Teaching and Coaching Tennis
- PEED 346 Techniques of Teaching and Coaching Volleyball

**Elective Requirements**

Select one of the following:

- PEED 460 Topics in Kinesiology
- PEED 470 Seminar in Kinesiology
- PEED 480 Directed Study

**Total Credits**

20

1 PEED 485 may be taken after consulting with an advisor and must be taken for a minimum of 2 credits.

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**Communication Studies Minor**

**Minor Requirements**

A Communication Studies Minor is offered with completion of a minimum of 21 credits, 12 of which must be upper-division. Contact the Communication Studies Department regarding specific courses.

**Core Requirements**

- COMM 254 Communication Theories 3
- COMM 473 Communication and Diversity 3

**Elective Requirements**

Select 15 credits of electives in consultation with department. 15

**Total Credits**

21

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**Computer Science Minor**

**Minor Requirements**

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

**Core Requirements**

- CSCI 105 Introduction to Computer Science 3
- CSCI 106 Data Structures 3

**Elective Requirements**

The remaining 15 credits are fulfilled according to interest in consultation with department advisor. At least two courses must be at the 300 or 400 level. 15

**Total Credits**

21

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**Contemporary Worship Music Minor**

**Minor Requirements**

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

**General Education Requirements**

The following course is required for fine arts G.E. credit:

- MUSC 101 Music Appreciation

**Core Requirements**

- MUSC 124 Sound Production I 1
- MUSC 141 Applied Music 1
- MUSC 142 Applied Music 2
- MUSC 153 Sight-Singing and Dictation I 2
- MUSC 154 Music Theory I 2
- MUSC 185 Worship Foundations 2
- MUSC 200 Concert Music 0
- MUSC 383 Congregational Music 3
- MUSC 386 Spiritual Formation and Worship 2
- MUSC 387 Designing and Leading Worship 2
- MUSC 421 Applied Music 1
- MUSC 422 Applied Music 2
- MUSC 452 Worship Music Seminar 1

**Ensemble Requirements**

Select a total of 2 credits of ensemble (MUSC 002) 2

**Total Credits**

22

1 Must be taken for two semesters.

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**Elementary Education Minor**

**Minor Requirements**

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

The Elementary Education minor meets the majority of requirements for the California Preliminary Multiple Subject Teaching Credential. See the Professional Teacher Preparation section of the catalog under the Liberal Studies, Elementary Education, B.A. (p. 94) program.

**Core Requirements**

Candidates must take the following 16 credits:

- LEDU 301 Introduction to Teaching 3
- LEDU 330 Psychological Foundations of Education 3
- LEDU 341 Methods of Teaching Linguistically Diverse Students 3
- LEDU 420 Elementary Reading/Language Arts 3
- LEDU 431 Elementary Curriculum 3
- LEDU 432 Elementary Curriculum Fieldwork 1

**Elective Requirements**

Select 2 credits from the following:

- PEED 201 Elementary Physical Education Methods and Activities
- ARTS 306 Elementary Art Workshop
- MUSC 310 Elementary Music Workshop
- LEDU 309 Elementary Math/Science Methods
- LEDU 336 Elementary Health Curriculum and Methods
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

Total Credits 18

Excluding ENGL 151, ENGL 152, ENGL 161, ENGL 162, ENGL 171.

Gender Studies Minor

Minor Requirements
The completion of the Gender Studies minor requires 18 credits, 6 of which must be unique to the minor.

Bible Requirements
BBST 450 Advanced Study: Systematic Theology

Core Requirements
ANTH 361 Anthropology of Gender
or SOCI 302 Sociology of Gender

Elective Requirements
Select 15 credits from the following:

ANTH 320 Topics in Gender Studies
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
PSYC 345 Psychology of Gender

The following courses may be taken with a gender focused topic:

ENGL 430 Special Studies in Literature
ENGL 454 Studies in Literary Theory
ENGL 460 Studies in Literary Genre
PSYC 470 Current Topics in Psychology

Total Credits 18

1 Concentration details can be found under the History, B.A (p. 82).

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.

Minor Requirements
An Intercultural Studies Minor is offered with the completion of the courses listed below. Students must consult with a department advisor.

Core Requirements
ANTH 200 General Cultural Anthropology

All students completing a minor are required to take the following as a Bible or Intercultural Studies elective:
BBST 458 Theology of Mission
or INCS 450 Theology of Mission

Elective Requirements
Select 15 additional INCS credits

Total Credits 21
International Development Minor

Mission
The International Development minor will provide students with the background, knowledge, and understanding to effectively interact with Christian development practitioners to meet the physical (health, education, housing, etc.) and spiritual needs of individuals. In addition, students will be equipped to work with a diversity of development organizations and other non-governmental and governmental organizations to address contemporary development issues.

Minor Requirements
The minor is offered with the completion of 18 credits of specified Intercultural Studies and Anthropology courses and 3 specified credits in a Bible elective.

Core Requirements
ANTH 200 General Cultural Anthropology 3
ANTH 403 Economic Anthropology 3
INCS 345 Introduction to International Development 3
INCS 433 Community Development Models and Strategies 3
INCS 347 Micro Issues in Relief and Development 1 3
INCS 435 Project Evaluation and Assessment 1 3

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

BBST 465 Integration Seminar (taken as “Justice, Advocacy, and the Kingdom of God”) 3
BBST 458 Theology of Mission
INCS 450 Theology of Mission

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).

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. 5) section of this catalog.

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

Core Requirements
POSC 208 World Politics 3
POSC 308 Foreign Policy and Diplomacy 3

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

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

Students may select one of the following:

POSC 453 The Islamic City
POSC 454 Arab-Israeli Conflict
POSC 455 History of Israel and Zionism
POSC 456 Muslim, Jewish and Christian Relations

Experiential Learning Courses:
Students may only apply 6 credits of the following courses. Credits earned from experiential learning count toward the 12 elective credits needed to complete the minor.

POSC 490 Internship in Political Science
POSC 240 Liberty and the Free Market in England 1

Off-campus study experience (Limit of 3 credits) 1

Total Credits 18

1 Students in the IR minor are strongly encouraged to either study abroad for a semester, or to participate in a faculty-led study tour with the Political Science Department, such as POSC 240.
Islamic Studies Minor

Mission
The Islamic Studies minor exists to equip men and women to make disciples among Muslims and impact the Islamic world for the Lord Jesus Christ.

Minor Requirements
An Islamic Studies Minor is offered with the completion of 18 credits in Intercultural Studies and 3 specified credits in Bible.

Core Requirements
INCS 233 Foundations of Global Studies 3
or INCS 322 Intercultural Adjustment
INCS 324 Introduction to Islam and Islamic Theology 3
INCS 325 Popular Islam 3
INCS 447 Approaches to the Islamic World 3

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

Elective Requirements
Select one of the following: 3
JOUR 111 Introduction to Public Relations
JOUR 220 Introduction to Visual Media
JOUR 236 Introduction to Broadcast Journalism

Total Credits 24

1 JOUR 300, must be taken twice.

Kinesiology, Health and Physical Education Minor

Mission
The mission of the Kinesiology, Health and Physical Education minor is to serve students with academic interests in health promotion, personal training, group exercise instruction, fitness, and wellness.

Minor Requirements
A minor in Kinesiology, Health and Physical Education is offered for those with an interest in personal training, group fitness instruction, coaching, recreational leadership or physical education.

Twenty credits beyond the general education requirement must be completed; at least 12 of these credits must be upper-division. All courses for the minor must be 200-level or higher, with the exception of PEED 180.

Core Requirements
BIOS 254 Human Anatomy 4
PEED 301 Kinesiology 3

Elective Requirements
Select 13 credits in consultation with a department advisor in order to create a focus area 13

Total Credits 20

Mathematics Minor

Minor Requirements
A Mathematics minor is offered with the completion of 23 credits, 6 of which must be upper-division. Students must consult with a department advisor.

Core Requirements
MATH 106 Calculus II 4
MATH 204 Introduction to Abstract Math 3
MATH 205 Calculus III 4
MATH 291 Linear Algebra 3
CSCI 105 Introduction to Computer Science 3

Elective Requirements
Select two courses at the 300 or 400 level 6

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.

Minor Requirements

Students who wish to pursue a minor in Middle Eastern Studies must complete a minimum of 21 credits.

General Education Requirements

Students are recommended to take the following courses as a part of their General Education requirements, total 6 credits:

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

Foreign Language Recommendation: In order to fulfill Biola University's general education requirement, students must obtain a minimum of 12 credits of foreign language. Students are encouraged to pursue study from the following languages: Biblical Hebrew or Arabic (both currently offered at Biola), Modern Hebrew, Persian, or Turkish

Biblical Studies: Among the 30 credits of Bible/theology courses required in Biblical studies, it is recommended that the following courses be included:

- BBST 109 Old Testament History and Literature
- BBST 110 New Testament History and Literature
- BBST 465 Integration Seminar (should be taken as Israeli-Palestinian Conflicts)

Core Requirements

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 200 General Cultural Anthropology
- BBST 365 Biblical Archaeology: Ancient Near East
- BBST 366 Biblical Archaeology: Palestine
- ENGL 481 Studies in World Literature
- HIST 304 Ancient Near East
- HIST 453 The Islamic City
- HIST 454 Arab-Israeli Conflict
- HIST 455 History of Israel and Zionism
- HIST 456 Muslim, Jewish and Christian Relations
- INCS 324 Introduction to Islam and Islamic Theology
- INCS 325 Popular Islam
- INCS 447 Approaches to the Islamic World
- INCS 448 Topics in Islamic Studies

Missions Minor

Mission

Students taking this minor will be equipped to reflect on the historical, theological, cultural, and strategic realities that impact effective cross-cultural witness and service. As agents to effect the completion of the Great Commission these students will be prepared to exegete text (the Word of God), and context (culture), avoiding the mistakes of the past (history) while using the most effective means possible to advance the gospel (strategy).

Minor Requirements

A Missions minor is offered with the completion of 18 credits, 12 of which must be upper-division.

Core Requirements

- ANTH 200 General Cultural Anthropology
- INCS 233 Foundations of Global Studies
- INCS 444 History of the Expansion of Christianity

Select one of the following:

- INCS 333 Principles of Church Multiplication
- INCS 334 Church Planting Models and Strategies
- INCS 335 Urban Church Planting Models: L.A. Excursion
- INCS 410 Frontier Missiology
- INCS 451 Principles of Evangelism and Church Growth

Elective Requirements

Select 6 credits of Intercultural Studies courses from the following:

- INCS 324 Introduction to Islam and Islamic Theology
- INCS 332 Peoples of the World
- INCS 333 Principles of Church Multiplication
- INCS 334 Church Planting Models and Strategies
- INCS 336 Urban Church Planting Models: L.A. Excursion
- INCS 342 World Christianity
- INCS 360 Short-Term Mission Leadership
- INCS 410 Frontier Missiology
- INCS 447 Approaches to the Islamic World
- INCS 448 Topics in Islamic Studies
- INCS 451 Principles of Evangelism and Church Growth
- INCS 456 World Religions
- INCS 457 Urban Research
- INCS 458 Village and Tribal Cultures
- INCS 468 Women in Cross-Cultural Ministry

Total Credits

Students should take either POSC 480 - Studies in Political Science: Islamic Political Philosophy OR Arab-Israeli Conflict.

1 Students should take either POSC 480 - Studies in Political Science: Islamic Political Philosophy OR Arab-Israeli Conflict.
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.

**Minor Requirements**

**Core Requirements**

- **MUSC 153** Sight-Singing and Dictation I \(^1\) 2
- **MUSC 154** Music Theory I \(^1\) 2
- **MUSC 163** Sight-Singing and Dictation II 2
- **MUSC 164** Music Theory II 2
- **MUSC 141** Applied Music \(^2\) 4
- **MUSC 200** Concert Music \(^3\) 0
- **MUSC 323** Basic Conducting 2
- **MUSC 118** Keyboard II \(^4\) 1
  or **MUSC 261** Keyboard Sight Reading I

**Ensemble Requirements**

Select 4 credits of ensemble, as appropriate to applied principal, from the following:

- **MUSC 002** Chamber Music Ensemble
- **MUSC 003** Symphony Orchestra
- **MUSC 005** Chamber Choir
- **MUSC 007** Jazz Ensemble
- **MUSC 008** Symphonic Winds
- **MUSC 009** Handbell Choir
- **MUSC 010** Vocal Jazz Ensemble
- **MUSC 012** Women’s Chorus

**Elective Requirements**

Select two courses, with instructor’s approval, from the following:

- **MUSC 307** Music History and Literature: Medieval Through Early Baroque
- **MUSC 308** Music History and Literature: Mid-Baroque Through Classic
- **MUSC 309** Music History and Literature: Late Romantic Through Early 20th Century
- **MUSC 312** Music Theory/History and Literature of the 20th Century
- **MUSC 410** Music Cultures of the World

Total Credits 23-24

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1. Entry-level standard required.
3. Must take 4 semesters.
4. MUSC 118 is for non-keyboard minors. Prerequisite to MUSC 118 is MUSC 100, or proficiency. MUSC 261 is for keyboard minors.

**Philosophy Minor**

**Mission**

The mission of the Philosophy minor is to foster a community of Christian scholars apprenticed to Jesus in the pursuit of theoretical and practical wisdom.

**Minor Requirements**

A Philosophy Minor is offered with the completion of 22 credits beyond the general education requirement.

**Core Requirements**

- **PHIL 210** Introduction to Logic 3
- **PHIL 220** Introduction to Philosophical Argument and Writing 3
- **PHIL 230** Introduction to Practical Wisdom 3
- **PHIL 231** Practical Wisdom Lab I \(^1\) 1

**Elective Requirements**

Select four from the following:

- **PHIL 301** Greek and Roman Philosophy
- **PHIL 302** Medieval Philosophy
- **PHIL 303** Modern Philosophy
- **PHIL 306** Philosophy of Religion
- **PHIL 307** Metaphysics and Epistemology
- **PHIL 308** Ethics

Total Credits 22

1. Must be taken concurrently with PHIL 230.

**Physical Science Minor**

**Minor Requirements**

A Physical Science Minor is offered with the completion of 22 credits.

**Core Requirements**

- **CHEM 105** General Chemistry I 4
- **CHEM 106** General Chemistry II 4
- **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

**Elective Requirements**
Select 6 credits of upper-division Physical Science or Chemistry electives, these credits may not count towards another major or minor.

**Total Credits** 22

---

**Physics Minor**

**Minor Requirements**

A Physics Minor is offered with the completion of 18 credits.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSC 132</td>
<td>General Physics I: Mechanics and Heat</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 134</td>
<td>General Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 233</td>
<td>General Physics II: Electricity and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 237</td>
<td>General Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 234</td>
<td>General Physics III: Waves, Optics and Modern Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Requirements**

Select 6 upper-division credits in Physics, which may not count towards another major or minor

**Total Credits** 18

---

**Political Science Minor**

**Mission**

The field of politics involves a fascinating and ever-changing environment in which people in political societies work out the question of "how we ought to order our lives together." Taking a minor in Political Science will equip students in foundational concepts and scholarship in the discipline, both in the domestic (U.S.) sense and internationally. While grounding students in a biblical understanding of the purpose of government and law, this minor will help students learn to think critically, analyze arguments, and engage ideas.

**Minor Requirements**

A Political Science minor is offered with the completion of 19 credits beyond the general education requirements (listed under Political Science, B.A. (p. 124)), 12 of which must be upper-division.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 204</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements**

The student is required to take a minimum of 3 credits in each category listed under Political Science, B.A. (American Government, International Politics and Political Theory).

**Total Credits** 19

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**Pre-Law Minor**

**Mission**

The mission of the Pre-Law minor is to provide a liberal arts-based introduction to courses in the law, government, and critical reasoning as a helpful start toward graduate work in the law and related fields.

**Minor Requirements**

A Pre-law minor is offered with the completion of 18 credits of upper-division courses.

**General Education Recommendations**

The Pre-Law student is encouraged to select the courses below in partial fulfillment of the General Education requirement. The Torrey Honors Pre-Law student is also encouraged to take some of these courses, if their schedules permit it, even though their General Education is otherwise fulfilled in the Torrey program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 281</td>
<td>American Literature I</td>
</tr>
<tr>
<td>HIST 108</td>
<td>United States History to 1865</td>
</tr>
<tr>
<td>HIST 109</td>
<td>United States History Since 1865</td>
</tr>
<tr>
<td>PHIL 210</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>PHIL 214</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>POSC 204</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
</tr>
</tbody>
</table>

**Core Requirements**

Select 18 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 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 406</td>
<td>Legislation</td>
</tr>
<tr>
<td>POSC 480</td>
<td>Studies in Political Science</td>
</tr>
<tr>
<td>HIST 360</td>
<td>Economic History of the United States or POSC 360</td>
</tr>
<tr>
<td>HIST 410</td>
<td>American Constitutional Law or POSC 410</td>
</tr>
</tbody>
</table>

**Elective Recommendations**

Additional courses can supplement preparation depending on the student’s individual areas of interest.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 181</td>
<td>Introduction to Argumentation and Debate</td>
</tr>
<tr>
<td>BUSN 361</td>
<td>Business Law</td>
</tr>
<tr>
<td>COMM 254</td>
<td>Communication Theories</td>
</tr>
</tbody>
</table>

**Total Credits** 18

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**Psychology Minor**

**Minor Requirements**

A Psychology Minor is offered with the completion of 18 credits, 12 of which must be upper-division

**General Education Requirements**

The following course is a prerequisite to the minor and may only be counted towards the behavioral science General Education Requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
</tr>
</tbody>
</table>

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 206</td>
<td>Psychology and Christian Thought</td>
</tr>
</tbody>
</table>

**Elective Requirements**
Science and Theology Minor

Mission
The mission of the Science and Theology minor is to provide students with a greater depth in the philosophy and history of science than is available in a standard science curriculum. This affords the student a rich background and context to best integrate science and theology.

Minor Requirements
A Science and Theology minor is available to students who are Chemistry, Physics, Engineering or Biology department majors, who take the following courses:

General Education Requirements
- HIST 208 World Civilizations II
- PHIL 214 Introduction to Philosophy

Bible Requirements
- BBST 465 Integration Seminar (Must be taken as "Christianity and the Natural Sciences")

Select at least one of the following courses, which also counts towards their Bible elective(s):
- BBST 311 Biblical Backgrounds
- or BBST 360 Pentateuch
- BBST 312 Principles of Interpretation
- or BBST 320 Methods of Bible Study

Core Requirements
A Science and Theology minor is available for non-science majors who take the following background science courses, in addition to the above:
- BIOS 111 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
- 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:
- PHSC 111 Physics I and Physics I Laboratory
- PHSC 132 General Physics I: Mechanics and Heat and General Physics I Laboratory
- PHSC 112 Physics II and Physics II Laboratory

Total Credits 18

Secondary Education Minor

Minor Requirements
Students must complete 18 credits to receive a Secondary Education minor.

The Secondary Education minor meets the majority of requirements for the California Preliminary Single Subject Teaching Credential. See the Professional Teacher Preparation section of the catalog under the Liberal Studies, Elementary Education, B.A. (p. 94) program.

Core Requirements
- 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 436 Secondary Curriculum 3
- LEDU 437 Secondary Curriculum Fieldwork 1

Total Credits 18

Social Justice, Human Rights and Conflict Transformation Minor

Mission
The mission of the Social Justice, Human Rights and Conflict Transformation minor at Biola is to equip students with the unique tools for advocacy that they will need to effectively engage in integral mission marked by both the proclamation and demonstration of the Gospel to the "lost," the "least" and the "last." The minor encourages participants to carefully consider how our proclamation has social consequences and our social involvement has evangelistic consequences.

Minor Requirements
A Social Justice, Human Rights and Conflict Transformation minor is offered with the completion of 18 credits of approved courses, 12 of which must be upper-division (excluding BBST 465); with an average grade of "C" or better.

Bible Requirements
- BBST 465 Integration Seminar (Must be taken as "Justice, Advocacy and the Kingdom of God," or see minor advisor for another approved topic.)

Core Requirements
- ANTH 342 Social Justice and Human Rights 3
- ANTH 415 Human Conflict 3

Elective Requirements
Select four courses equaling 12 credits from the following elective list below. A maximum of two courses per discipline.

ANTH 200 General Cultural Anthropology
ANTH 403 Economic Anthropology
ANTH 407 Ethnicity, Identity and Memory
ANTH 408 Language and Power
ENGL 283 Race and Ethnicity in American Literature
INCS 331 Peoples of Ethnic America
INCS 332 Peoples of the World
INCS 345 Introduction to International Development
INCS 420 Intercultural Communication
INCS 456 World Religions
HIST 400 Studies in Developing Nations
HIST 425 War and Civilization
HIST 445 Africa: History, Peoples and Culture
POSC 207 International Relations
SOCI 302 Sociology of Gender
SOCI 342 Ethnic and Minority Groups
SOCI 348 Social Change in the Developing World
SOCI 352 Social Inequality: Race, Class and Gender
ANTH 470 Topics in Social Justice and Human Rights

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.

2 May be substituted for any one of the above electives, or courses in other departments cross-listed with it, or a department approved elective.

Social Work Minor

Mission
The mission of the Social Work minor is to provide a broad preparation for students who desire to enter the helping professions.

Minor Requirements
A Social Work Minor is offered with the completion of 18 credits, of which 15 must be upper-division.

Core Requirements
The following courses are required:

SOCI 300 Social Work 3
SOCI 367 Social Work Internship 3
Select one of the following: 3

SOCI 302 Sociology of Gender
SOCI 320 Marriage and the Family
SOCI 453 Sociology of Sexuality

Elective Requirements
Select 9 credits of upper-division Sociology courses 9

Total Credits 18

Spanish Minor

Minor Requirements
Students must complete 21 credits to earn a minor in Spanish (18 credits if they take the Heritage Speaker course sequence).

Competency Requirement
To enter the minor, students must have received at least a grade of "B-" in the most recent G.E. Spanish course or prove themselves to be at an intermediate level of language proficiency when tested by the department.

Core Requirements
Select one of the following tracks: 6-9

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

Language learners must take:
HUFS 210 Intermediate Spanish II
HUFS 230 Spanish Conversation and Composition
HUFS 330 Advanced Spanish Conversation and Composition
HUFS 290 Introduction to Literature in Spanish
or HUFS 299 Faith, Life and Culture: Travel Practicum
HUFS 366 Survey of Hispanic Literature
or HUFS 396 Introduction to Hispanic Linguistics

Service Learning Project
One program-related service learning project is required for a minor in Spanish. This requirement is automatically satisfied by taking HUFS 385 or by completing a semester-length study abroad program. It may also be fulfilled by other means with approval from the Department of Modern Languages.

Elective Requirements
Select 6 credits from the following: 1

HUFS 334 Community Spanish
HUFS 385 Translation
HUFS 390 Spanish in the Professions

Sociology Minor

Mission
The mission of the Sociology minor seeks to develop Christian scholars who can critically analyze social structures and their effects on human life, and who can apply this knowledge in working toward a world that embodies God's justice and shalom.

Minor Requirements
A Sociology Minor is offered with the completion of 18 credits of sociology, of which 15 must be upper-division courses.

Elective Requirements
Select 18 credits of Sociology, 15 credits must be upper-division courses 18

Total Credits 18

Spanish Minor

Minor Requirements
Students must complete 21 credits to earn a minor in Spanish (18 credits if they take the Heritage Speaker course sequence).

Competency Requirement
To enter the minor, students must have received at least a grade of "B-" in the most recent G.E. Spanish course or prove themselves to be at an intermediate level of language proficiency when tested by the department.

Core Requirements
Select one of the following tracks: 6-9

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

Language learners must take:
HUFS 210 Intermediate Spanish II
HUFS 230 Spanish Conversation and Composition
HUFS 330 Advanced Spanish Conversation and Composition
HUFS 290 Introduction to Literature in Spanish
or HUFS 299 Faith, Life and Culture: Travel Practicum
HUFS 366 Survey of Hispanic Literature
or HUFS 396 Introduction to Hispanic Linguistics

Service Learning Project
One program-related service learning project is required for a minor in Spanish. This requirement is automatically satisfied by taking HUFS 385 or by completing a semester-length study abroad program. It may also be fulfilled by other means with approval from the Department of Modern Languages.

Elective Requirements
Select 6 credits from the following: 1

HUFS 334 Community Spanish
HUFS 385 Translation
HUFS 390 Spanish in the Professions
TESOL Minor

Mission

English has become the most widely used language in the world today and there is great demand for trained professionals to teach with integrity. The mission of the TESOL minor is to prepare students for service in North America with immigrants, refugees, and international students, as well as for mission opportunities around the world through teaching English as a second or foreign language.

Minor Requirements

Students who complete 19 credits of course work with a grade of "C" or higher as prescribed below are eligible for a TESOL concentration within the Intercultural Studies major or a minor in addition to another major. Students will also receive a certificate. Sixteen of these credits must be completed at Biola University.

Students desiring the minor/certificate must complete a departmental application, usually after completing the courses listed below. A TOEFL score of 100 iBT or the equivalent, plus demonstrated oral and written proficiency, is required for non-native speakers of English.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INAL 300/</td>
<td>Introduction to Language and Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>INCS 310/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 351</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTE 309</td>
<td>Grammar for English Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 19

Theatre Minor

Minor Requirements

A minor in Theatre requires a completion of 22 credits.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 109</td>
<td>Production Practicum</td>
<td>2</td>
</tr>
<tr>
<td>COMM 264</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 409</td>
<td>Production Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>COMM 468</td>
<td>Drama for Christian Ministry</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 12

Elective Requirements

Select 12 credits from the following, 8 of which must be upper-division:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 162</td>
<td>Voice and Speech for Theatre</td>
<td></td>
</tr>
<tr>
<td>COMM 164</td>
<td>Introduction to Acting</td>
<td></td>
</tr>
<tr>
<td>COMM 215</td>
<td>Theatrical Makeup</td>
<td></td>
</tr>
<tr>
<td>COMM 216</td>
<td>Topics in Theatre</td>
<td></td>
</tr>
<tr>
<td>COMM 232</td>
<td>Costume Study and Construction</td>
<td></td>
</tr>
<tr>
<td>COMM 241</td>
<td>Introduction to Technical Theatre</td>
<td></td>
</tr>
<tr>
<td>COMM 280</td>
<td>Oral Interpretation</td>
<td></td>
</tr>
<tr>
<td>COMM 345</td>
<td>Lighting and Sound for Theatre</td>
<td></td>
</tr>
<tr>
<td>COMM 369</td>
<td>Intermediate Acting</td>
<td></td>
</tr>
<tr>
<td>COMM 391</td>
<td>Directing Theatre</td>
<td></td>
</tr>
<tr>
<td>COMM 405</td>
<td>Dramatic Theory</td>
<td></td>
</tr>
<tr>
<td>COMM 419</td>
<td>Dramatic Design and Criticism</td>
<td></td>
</tr>
<tr>
<td>COMM 435</td>
<td>Playwriting for Performance</td>
<td></td>
</tr>
<tr>
<td>COMM 440</td>
<td>Communication Internship</td>
<td></td>
</tr>
<tr>
<td>COMM 450</td>
<td>Communication Practicum</td>
<td></td>
</tr>
<tr>
<td>COMM 463</td>
<td>Advanced Acting Workshop</td>
<td></td>
</tr>
<tr>
<td>COMM 470</td>
<td>Communication Seminar</td>
<td></td>
</tr>
<tr>
<td>COMM 477</td>
<td>London Theatre Study Tour</td>
<td></td>
</tr>
<tr>
<td>COMM 480</td>
<td>Directed Research</td>
<td></td>
</tr>
<tr>
<td>MUSC 100</td>
<td>Keyboard I</td>
<td></td>
</tr>
<tr>
<td>MUSC 102</td>
<td>Voice Class</td>
<td></td>
</tr>
<tr>
<td>MUSC 153</td>
<td>Sight-Singing and Dictation</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 22

1. Topics related to Theatre only, for example Stage Management.

Certificates

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).

Certificate Requirements

<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 105</td>
<td>Foundations of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>BBST 109</td>
<td>Old Testament History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>BBST 110</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 254</td>
<td>Theology II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

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.

Certificate Requirements

<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 105</td>
<td>Foundations of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>BBST 109</td>
<td>Old Testament History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>BBST 110</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 254</td>
<td>Theology II</td>
<td>3</td>
</tr>
<tr>
<td>BBST 306</td>
<td>Early Christian History - Acts</td>
<td>3</td>
</tr>
<tr>
<td>BBST 300/400 elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BBST 465</td>
<td>Integration Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>30</td>
</tr>
</tbody>
</table>

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.

Permit Requirements

Prerequisite 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>
<tr>
<td>LEDU 301</td>
<td>Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>LEDU 335</td>
<td>Child Development: Birth through Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Requirements

A paid Taskstream subscription is required.

<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>
<tr>
<td>LEDU 360</td>
<td>Early Childhood Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 24

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
requirements 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. 5) 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>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>LEDU 431 &amp; LEDU 432</td>
<td>Elementary Curriculum and Elementary Curriculum Fieldwork</td>
<td></td>
</tr>
<tr>
<td>LEDU 436 &amp; LEDU 437</td>
<td>Secondary Curriculum and Secondary Curriculum Fieldwork</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 &amp; LEDU 442</td>
<td>Elementary Student Teaching I and Elementary Student Teaching II</td>
<td></td>
</tr>
<tr>
<td>LEDU 450 &amp; LEDU 452</td>
<td>Secondary Student Teaching I and Secondary Student Teaching II</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 16

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) and a TOEFL score of 100 IBT for non-native English speaking candidates.

Taskstream Subscription

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

Pedagogy Courses

In addition to the teacher preparation coursework, subject-specific pedagogy classes are required of each candidate. Pedagogy courses must be passed with a grade of "B-" or higher.

<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>
</tbody>
</table>

Elementary Candidates:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>MUSC 310</td>
<td>Elementary Music Workshop</td>
<td>2</td>
</tr>
<tr>
<td>PEED 201</td>
<td>Elementary Physical Education Methods and Activities</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 students must receive a grade of "B-" or higher in all teacher preparation and pedagogy courses in order to be formally recommended for a Preliminary Teaching Credential.

Basic Skills Requirement

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

RICA Exam

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

Subject Matter Competency Requirement

Multiple subject candidates must pass the California Subject Exam for Teachers (CSET: Multiple Subjects) to prove subject matter competency. Single subject candidates must prove subject matter competency by completing an approved subject matter program or passing equivalent subject matter exams (CSET). These exams must be passed prior to applying for student teaching.

CalTPA and Portfolio Assessments

Candidates must meet or exceed the minimum standards for passing all four state-mandated California Teaching Performance Assessments (CalTPAs), and complete and successfully present their portfolio.

Recommendation

Candidates must be recommended by the faculty of the School of Education as having all requisite professional qualities to be successful as a teacher.

Professional Dispositions and Competencies Evaluations

Candidates must demonstrate high performance in each Professional Dispositions and Competencies Evaluation for teacher preparation and
pedagogy coursework in order to remain in the Teacher Preparation Program. Evidence of unaddressed concerns (scores of 1 or 2), or failing to meet a professional disposition may lead to dismissal.

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

U.S. Constitution Requirement
The California Commission on Teacher Credentialing requires that a teaching credential candidate must have completed a minimum 2-credit course that covers the U.S. Constitution or fulfill this requirement by examination.

Biola University students may complete this requirement by taking either HIST 108 or POSC 225 with a grade of "C" or better. Students receiving AP college credit for either HIST 108 or POSC 225 will also meet this requirement. Transfer coursework must be reviewed by an advisor in the School of Education. If an exam is required, a U.S. Constitution exam and study packet is available in Biola's School of Education. See advisor for details.

CPR
Candidates must show verification of current training in cardiopulmonary resuscitation (CPR)—infant, child and adult—that meets the standards of either the American Heart Association "B" or "C" level course or the American Red Cross CPR course when applying for the Preliminary Teaching Credential.

Advisor Contact
Candidates are required to meet regularly with an advisor in their major to ensure that all requirements are met.

Applying for a Credential
Credential candidates complete their student teaching the second semester of their senior year or the semester after they graduate with their bachelor’s degree. After successfully completing student teaching and the associated requirements, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Preliminary Teaching Credential.

The Professional Teacher Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation/reporting purposes. Please see a credential analyst for current information on completing the requirements for a teaching credential.

English Language Learner Authorization
Candidates who earn an SB2042 Multiple or Single Subject Preliminary Teaching Credential through the California Commission on Teacher Credentialing will be authorized to teach English Language Learners in their content area. This authorization provides teachers with the knowledge, skills and attitudes needed to effectively teach and guide students from culturally, linguistically and socio-economically diverse backgrounds.

Students interested in teaching English Language Learners at the adult level should consult with the Department of Applied Linguistics and TESOL in the Cook School of Intercultural Studies.

Association of Christian Schools International Certificate
The credential program at Biola University meets the requirements for the Association of Christian Schools International (ACSI) Certificate. Requirements are identical to the California Preliminary Credential Program; however, BBST 465: "Christian Philosophy of Education" must also be completed. Torrey students will complete YMDT 490: "Philosophy of Education" in place of BBST 465. Application information may be obtained from the ACSI liaison in the School of Education Office.

Teaching, ACSI Certificate
The credential program at Biola University meets the requirements for the Association of Christian Schools International (ACSI) Certificate. Requirements are identical to the California Preliminary Credential Program; however, BBST 465, YMDT 490, or SEED 501, must also be completed. Application information may be obtained from the ACSI liaison in the School of Education Office.

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.

Certificate Requirements

Prerequisite Courses
LEDU 301 Introduction to Teaching 3

Core Requirements
A paid Taskstream subscription is required.
Select 12 credits from the following: 12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 361</td>
<td>Issues in Special Education</td>
<td></td>
</tr>
<tr>
<td>LEDU 362</td>
<td>Assessment and Evaluation of Exceptional Learners</td>
<td></td>
</tr>
<tr>
<td>LEDU 363</td>
<td>Teaching Students with Mild Disabilities in Inclusive Settings</td>
<td></td>
</tr>
</tbody>
</table>
LEDU 364  Behavior and Classroom Management for Students with Special Needs

LEDU 369  Introduction to Autism Spectrum Disorders

Total Credits  15

**TESOL Certificate - Undergraduate**

To recognize the significance of the training received, a certificate is granted to those who complete 19 credits of prescribed TESOL coursework with a grade of "C" or higher. Sixteen of these credits must be completed at Biola University. While the Biola undergraduate certificate in TESOL does not have the same coverage as the graduate certificate, it should be noted that it requires much more than the typical entry level certificate and, as such, qualifies its holders for work in many institutions in the United States and abroad.

Students interested in TESOL training may note that there is an unregulated market for a wide range of "certificates." While Biola University-issued TESOL certificates are for year-long programs at the undergraduate and graduate levels, the department can also prepare certificates of completion for students who complete one or more courses. These certificates specify number of contact hours and topics covered.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INAL 300/</td>
<td>Introduction to Language and Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>INCS 310/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 351</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTE 309</td>
<td>Grammar for English Teachers</td>
<td>3</td>
</tr>
<tr>
<td>INTE 421/</td>
<td>Introduction to TESOL: Adult</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 353</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTE 427</td>
<td>Materials Evaluation and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>INTE 441</td>
<td>Intercultural Communication for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>INTE 460</td>
<td>Communicating Values Through TESOL</td>
<td>1</td>
</tr>
<tr>
<td>INTE 492</td>
<td>Practicum in TESOL I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits  19

**Courses and Faculty by Discipline**

Unless otherwise indicated below, the undergraduate courses are housed in one of the following three divisions within the School of Arts and Sciences:

**Fine Arts and Communication**

J. Douglas Tarpley, Dean and Jonathan Puls, Associate Dean

- Art (ARTS) (p. 162)
- Cinema and Media Arts (CNMA) (p. 186)
- Communication Studies (COMM) (p. 193)
- Journalism and Integrated Media (JOUR) (p. 223)
- Music (MUSC) (p. 228)

**Humanities and Social Science**

Jamie Campbell, Interim Dean

- American Sign Language (HUFA) (p. 155)
- English (ENGL) (p. 202)
- French (HUFF) (p. 205)
- Geography (HGEO) (p. 207)
- History (HIST) (p. 208)
- Special Language Offerings (HUFR) (p. 220)
- Philosophy (PHIL) (p. 238)
- Political Science (POSC) (p. 244)
- Sociology (SOCI) (p. 249)
- Spanish (HUFS) (p. 252)
- Biological Sciences (BIOS) (p. 170)
- Chemistry (CHEM) (p. 182)
- Communication Sciences and Disorders (CODS) (p. 191)
- Computer Science (CSCI) (p. 196)
- Kinesiology and Physical Education (PEED) (p. 217)
- Mathematics (MATH) (p. 220)
- Nursing (NURS) (p. 236)
- Physical Science (PHSC) (p. 240)

The courses below are housed within the undergraduate division of the following schools:

**Cook School of Intercultural Studies**

- Anthropology (ANTH) (p. 156)
- Applied Linguistics (INAL) (p. 159)
- Intercultural Studies (INCS) (p. 213)
- TESOL (INTE) (p. 256)

**Crowell School of Business**

- Business Administration (BUSN) (p. 176)

**Rosemead School of Psychology**

- Applied Psychology (APSY) (p. 160)
- Psychology (PSYC) (p. 247)

**School of Education**

- Education (LEDU) (p. 197)

**Talbot School of Theology**

- Biblical and Theological Studies (BBST) (p. 166)
- Christian Ministries (CEED) (p. 184)
- Greek (BLGR) (p. 207)
- Hebrew (BLHE) (p. 208)

**American Sign Language Faculty**

Chair: Victor Velazquez, Ph.D.
## Courses

### American Sign Language (HUFA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUFA 101 - Elementary American Sign Language</td>
<td>4</td>
<td>Basic principles and practice in the fundamental skills of signs and fingerspelling from the ASL perspective for communication with the deaf. Note(s): Approved for General Education Foreign Language credit. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HUFA 102 - Elementary American Sign Language</td>
<td>4</td>
<td>Basic principles and practice in the fundamental skills of signs and fingerspelling from the ASL perspective for communication with the deaf. Note(s): Approved for General Education Foreign Language credit. Grade Mode: A. Prerequisites: HUFA 101 or equivalent. Students with high school American Sign Language should consult with the department for placement. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>HUFA 201 - Intermediate American Sign Language</td>
<td>4</td>
<td>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. Note(s): Approved for General Education Foreign Language credit. Grade Mode: A. Prerequisites: HUFA 102. Restrictions: Must be Undergraduate Level.</td>
</tr>
</tbody>
</table>

### Anthropology

A division of Cook School of Intercultural Studies

### Faculty

Dean: Bulus Galadima, Ph.D.
Chair: Paul Langenwalter
Associate Professors: Greene, McMahan, Pittle
Assistant Professors: Langenwalter

### Courses

#### Anthropology (ANTH)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200 - General Cultural Anthropology</td>
<td>3</td>
<td>The nature of people in culture; worldview and perception; culture change; a study of the subsystems of cultures, including social organization, religion, language and related topics. Includes practical applications to global problems such as AIDS, human rights, etc. Note(s): Approved for General Education Behavioral Science credit. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>ANTH 215 - Introduction to Archaeology</td>
<td>3</td>
<td>An examination of the methodology and theories of the archaeological approach to the study of humankind from the earliest times to the present and how to interpret such data in respect to political, economic and social organization as well as analyze cultural adaptation and change. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>ANTH 222 - Physical Anthropology</td>
<td>3</td>
<td>A survey of the physical nature of humans from an anthropological perspective. The course will explore ideas and concepts in scientific method, genetics, human variation, primate behavior, fossil humans and archaeology. Note(s): Approved for General Education Science credit. May be taken with ANTH 223 for a total of 4 credits of laboratory science credit. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>ANTH 223 - Physical Anthropology Laboratory</td>
<td>1</td>
<td>A laboratory consisting of a hands on study of specimens and an examination of the relationship between human biology and the influence of culture. This laboratory accompanies ANTH 222 Physical Anthropology and is divided between observational and experimental approaches to the collection and interpretation of data. Frequent discussion of relevant issues is included. Lecture/Lab Hours: 3 lab hours. Note(s): Approved for General Education Science credit. May be taken concurrently with ANTH 222, or in a subsequent semester. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>ANTH 300 - Magic, Witchcraft and Sorcery</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ANTH 303 - Human Variation</td>
<td>3</td>
<td>The study of the processes and theories for the existence of the present variation between and within human populations, the genetics of human populations and the significance of racial classifications. Grade Mode: A. Prerequisites: ANTH 200, ANTH 222. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>ANTH 304 - Human Osteology</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ANTH 306 - Cognitive Anthropology</td>
<td>3</td>
<td>Survey of the growth and development of anthropological theories and research methods for understanding cultural knowledge. Explores key ideas, concepts and issues relating to cognition, culture and meaning. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>ANTH 310 - Introduction to Linguistic Anthropology: Language, Culture and Society</td>
<td>3</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 Minoan Linear A, Mesopotamian Cuneiform Scripts, Hittite and Ugaritic, Egyptian Hieroglyphs and Meroitic, Rongorongo; Mayan, Zapotec and Epi-Olmec; Indus Valley, the Phaistos Disk, the Voynich Manuscripts, etc.  
Reconstructing Lost Languages: Comparative Linguistics, philology, and linguistic reconstruction. Basic methodologies in historical and comparative linguistics, including types and universals of language change, methods of language reconstruction and causes and explanations of language change.  
Grade Mode: A.  
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 315 - Field Methods in Archaeology I  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 II  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.  
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 Senior Class, or Junior 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. Note(s): 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. Note(s): May be taken for a total of 6 credits with different content. Grade Mode: A.
Prerequisites: ANTH 200.
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.
Grade Mode: A.
Restrictions: May be taken multiple times with different course content.

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 435 - 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. Note(s): 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 Anthropology 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. Note(s): 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 ethnic cleansing, anthropological ethics, representation and subjectivity in human rights and social justice contexts, universalism and relativism, anthropology of post-liberalism and neo-liberalism, cultural legitimacy, narrative approaches to transformational change, etc.
Grade Mode: A.
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. Note(s): May be taken for a total of 6 credits with different content.
Grade Mode: A.
Restrictions: Must be Senior Class, or Junior Class; and 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, Purgason
Associate Professors: Liang
Assistant Professor: Barber, Floyd, 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.
Prerequisites: INAL 300 or INCS 310 or ENGL 351 (concurrent registration permitted).

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.
Fees: $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 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.
Fees: $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 Senior Class, or Junior Class; and Undergraduate Level.

INAL 481 - Topics in Applied Linguistics Credits 1-3
Topics are listed in the class schedule each semester. Course may be taken multiple times for credit with a different topic.
Grade Mode: A.
Prerequisites: INAL 300.
Restrictions: Must be Undergraduate Level.

INAL 482 - Topics in Applied Linguistics Credits 1-3
Topics are listed in the class schedule each semester. Course may be taken multiple times for credit with a different topic.
Grade Mode: A.
Prerequisites: INAL 300.
Restrictions: Must be 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.
Course Overview

A. Grade Mode: A.

B. Restrictions: Must be Undergraduate Level.

C. Grade Mode: A.

D. Restrictions: Must be Undergraduate Level.

E. Grade Mode: A.

F. Restrictions: Must be Undergraduate Level.

G. Grade Mode: A.

H. Restrictions: Must be Undergraduate Level.

I. Grade Mode: A.

J. Restrictions: Must be Undergraduate Level.

K. Grade Mode: A.

L. Restrictions: Must be Undergraduate Level.

M. Grade Mode: A.

N. Restrictions: Must be Undergraduate Level.

O. Grade Mode: A.

P. Restrictions: Must be Undergraduate Level.

Q. Grade Mode: A.

R. Restrictions: Must be Undergraduate Level.

S. Grade Mode: A.

T. Restrictions: Must be Undergraduate Level.

U. Grade Mode: A.

V. Restrictions: Must be Undergraduate Level.

W. Grade Mode: A.

X. Restrictions: Must be Undergraduate Level.

Y. Grade Mode: A.

Z. Restrictions: Must be Undergraduate Level.

AA. Grade Mode: A.

BB. Restrictions: Must be Undergraduate Level.

CC. Grade Mode: A.

DD. Restrictions: Must be Undergraduate Level.

EE. Grade Mode: A.

FF. Restrictions: Must be Undergraduate Level.

GG. Grade Mode: A.

HH. Restrictions: Must be Undergraduate Level.

II. Grade Mode: A.

JJ. Restrictions: Must be Undergraduate Level.

KK. Grade Mode: A.

LL. Restrictions: Must be Undergraduate Level.

MM. Grade Mode: A.

NN. Restrictions: Must be Undergraduate Level.

OO. Grade Mode: A.

PP. Restrictions: Must be Undergraduate Level.

QQ. Grade Mode: A.

RR. Restrictions: Must be Undergraduate Level.

SS. Grade Mode: A.

TT. Restrictions: Must be Undergraduate Level.

UU. Grade Mode: A.

VV. Restrictions: Must be Undergraduate Level.

WW. Grade Mode: A.

XX. Restrictions: Must be Undergraduate Level.

YY. Grade Mode: A.

ZZ. Restrictions: Must be Undergraduate Level.

AB. Grade Mode: A.

CC. Restrictions: Must be Undergraduate Level.

DD. Grade Mode: A.

EE. Restrictions: Must be Undergraduate Level.

FF. Grade Mode: A.

GG. Restrictions: Must be Undergraduate Level.

HH. Grade Mode: A.

II. Restrictions: Must be Undergraduate Level.

JJ. Grade Mode: A.

KK. Restrictions: Must be Undergraduate Level.

LL. Grade Mode: A.

MM. Restrictions: Must be Undergraduate Level.

NN. Grade Mode: A.

OO. Restrictions: Must be Undergraduate Level.

PP. Grade Mode: A.

QQ. Restrictions: Must be Undergraduate Level.

RR. Grade Mode: A.

SS. Restrictions: Must be Undergraduate Level.

TT. Grade Mode: A.

UU. Restrictions: Must be Undergraduate Level.

VV. Grade Mode: A.

WW. Restrictions: Must be Undergraduate Level.

XX. Grade Mode: A.

YY. Restrictions: Must be Undergraduate Level.

ZZ. Grade Mode: A.

AA. 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. Note(s): Capstone course must be taken in the last trimester of regular coursework at Biola University.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

Art
Faculty
Chair: Zehavi Husser, Ph.D.
Professors: Callis, Krammes
Associate Professor: Aleckson, Anderson, Chang, Puls, 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.
Note(s): Approved for General Education Fine Arts credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $10.

ARTS 107 - Drawing I Credits 3
An introduction to drawing, perspective, line, shape, value texture and composition.
Note(s): Approved for General Education Fine Arts credit if taken at Biola University.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $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.
Note(s): Approved for General Education Fine Arts credit if taken at Biola University.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $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.
Fees: $90.

ARTS 110 - 2-D Design Credits 3
A foundational course devoted to examining, exploring, and applying twodimensional design concepts, including color theory and composition.
Note(s): Approved for General Education Fine Arts credit if taken at Biola University.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $60.

ARTS 111 - 3-D Design Credits 3
A foundational course devoted to examining, exploring, and applying three-dimensional design concepts, construction and composition.
Note(s): Approved for General Education Fine Arts credit if taken at Biola University.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $60.

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.
Note(s): Meets GE Fine Arts requirement if taken at Biola University.
Grade Mode: A.
Prerequisites: ARTS 110, ARTS 111.
Restrictions: Must be Undergraduate Level.
Fees: $60.

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.
Prerequisites: ARTS 110, ARTS 111.
Restrictions: Must be Undergraduate Level.
Fees: $30.

ARTS 126 - History of Western Art II: Baroque through Modernism Credits 3
The second of a two-part survey of Western visual art and architecture, this course explores the great contributions to this tradition from the seventeenth century through the mid-twentieth century. Works of art are discussed in terms of style, meaning, and social context.
Grade Mode: A.
Prerequisites: ARTS 116.
Restrictions: Must be Undergraduate Level.
Fees: $30.
ARTS 210 - Sculpture I Credits 3
Introduction to the methods, materials, and tools of sculpture and general concepts of sculptural form.

Note(s): Approved for General Education Fine Arts credit if taken at Biola University.
Grade Mode: A.
Prerequisites: ARTS 111.
Restrictions: Must be Undergraduate Level.
Fees: $90.

ARTS 211 - Ceramics I Credits 3
An introduction to basic hand building and wheel throwing techniques. Formulation of basic glaze applications and ceramics firing processes are emphasized.

Note(s): Approved for General Education Fine Arts credit if taken at Biola University.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $90.

ARTS 213 - Painting I Credits 3
An introduction to basic color theory and oil painting techniques. Emphasis on observational representation including still-life, landscape and figure.

Note(s): Approved for General Education Fine Arts credit if taken at Biola University.
Grade Mode: A.
Prerequisites: ARTS 107.
Restrictions: Must be Undergraduate Level.
Fees: $90.

ARTS 221 - Photography I-Introduction to Darkroom and Digital Processes Credits 3
A survey of contemporary art photography, introducing the practices of darkroom, digital, black and white, and color photography, with an emphasis on technical and conceptual aspects.

Note(s): Highly recommended that students own or have access to both 35mm film and digital SLR cameras. Approved for General Education Fine Arts credit if taken at Biola University.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $90.

ARTS 304 - Ceramics II Credits 3
Continued individual development in all areas of ceramics. Introducing vessel construction from hand-built techniques, low fire glaze applications and an introduction in firing the kilns.

Grade Mode: A.
Prerequisites: ARTS 211.
Restrictions: Must be Undergraduate Level.
Fees: $90.

ARTS 305 - Sculpture II Credits 3
Emphasizes sculptural aesthetics and appropriate technology. Focus on formulating a conceptual and technical basis for work.

Grade Mode: A.
Prerequisites: ARTS 210.
Restrictions: Must be Undergraduate Level.
Fees: $90.

ARTS 306 - Elementary Art Workshop Credits 3
Developing and preparing art assignments suitable for elementary school pupils.

Grade Mode: A.
Prerequisites: LEDU 301.
Restrictions: Must be Senior Class, or Junior Class; and must be Undergraduate Level.
Fees: $90.

ARTS 307 - Drawing II Credits 3
Exploration of the overlapping relationships of traditional and experimental methods of drawing: to include processes, tools, and surfaces. Concentration on issues of formal, narrative, and symbolic development with emphasis placed on finished works of art.

Grade Mode: A.
Prerequisites: ARTS 107, ARTS 108.
Restrictions: Must be Undergraduate Level.
Fees: $60.

ARTS 308 - Painting II Credits 3
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.
Fees: $60.

ARTS 311 - Modernity: Realism to Surrealism Credits 3
The history of painting, sculpture and architecture from 1850 to 1940. Major aesthetic issues that shaped 20th Century art and influenced the early 21st Century will be examined.

Grade Mode: A.
Prerequisites: ARTS 311.
Restrictions: Must be Undergraduate Level.
Fees: $60.

ARTS 314 - Integrated Design I Credits 3
Students develop methods of visual communication that draw on the cumulative experience of 2-D, 3-D, and 4-D coursework. Through the use of digital/analog tools and readings related to the current discourse, students explore the process of design and communication.

Grade Mode: A.
Prerequisites: ARTS 112.
Restrictions: Must be Undergraduate Level.
Fees: $90.

ARTS 315 - Contemporary Art Trends Credits 3
A study of art produced since World War II, focusing on current movements within the international art community.

Grade Mode: A.
Prerequisites: ARTS 311.
Restrictions: Must be Undergraduate Level.
Fees: $60.
ARTS 316 - Photography II-Studies in Color Credits 3
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.

Note(s): Highly recommended that students own or have access to digital SLR camera.
Grade Mode: A.
Prerequisites: ARTS 221.
Restrictions: Must be Undergraduate Level.
Fees: $90.

ARTS 317 - Typography I Credits 3
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.
Fees: $90.

ARTS 319 - Figure Studies II Credits 3
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.
Fees: $60.

ARTS 321 - Historical Development of Design Credits 3
An investigation of issues and ideas in the history of design, focusing on the development of the image from the icon to motion graphics. Individual designers and significant design movements will be covered.

Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $60.

ARTS 326 - Printmaking Credits 3
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.
Fees: $90.

ARTS 327 - Installation and Performance Art I Credits 3
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.
Fees: $90.

ARTS 333 - Graphic Design Forms I Credits 3
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.
Fees: $90.

ARTS 334 - Photography III-Advanced Black and White Photography Credits 3
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.

Note(s): Highly recommended that students own a 35mm SLR camera.
Grade Mode: A.
Prerequisites: ARTS 221.
Restrictions: Must be Undergraduate Level.
Fees: $90.

ARTS 337 - Typography II Credits 3
An application of typographic principles to applied communication design projects. Skills for a building typographic relationships with text, content and image are refined. Students also investigate the application of type in a variety of media and dimension, exploring the possibilities of conceptually-based typographic design.

Grade Mode: A.
Prerequisites: ARTS 317.
Restrictions: Must be Undergraduate Level.
Fees: $90.

ARTS 341 - Animation I Credits 3
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.
Fees: $90.

ARTS 344 - Contemporary Photographic Practices Credits 3
Advanced studio exploration in contemporary photographic trends, including mixed media, installation, collaboration, and various new media.

Note(s): Highly recommended that students own or have access to a digital SLR camera.
Grade Mode: A.
Prerequisites: ARTS 316.
Restrictions: Must be Undergraduate Level.
Fees: $90.

ARTS 348 - Video Art I Credits 3
Exploration of video art including formal, conceptual, and narrative approaches. Emphasis on the use of video as a creative medium for personal expression and on the history of video and film art.

Note(s): Students are recommended to provide their own video cameras.
Grade Mode: A.
Prerequisites: ARTS 112.
Restrictions: Must be Undergraduate Level.
Fees: $90.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Grade Mode</th>
<th>Prerequisites</th>
<th>Restrictions</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 352</td>
<td>Installation and Performance Art II</td>
<td>3</td>
<td>Advanced interdisciplinary studio exploration in installation art and performance art studies. Emphasis is placed on the architecture, choreography and psychology of body and space.</td>
<td>A</td>
<td>ARTS 327.</td>
<td>Must be Undergraduate Level.</td>
<td>$90.</td>
</tr>
<tr>
<td>ARTS 408</td>
<td>Drawing III</td>
<td>3</td>
<td>Extensive exploration in studio problems with emphasis on historical and current issues as they apply to individual direction and expression in drawing.</td>
<td>A</td>
<td>ARTS 307.</td>
<td>Must be Undergraduate Level.</td>
<td>$60.</td>
</tr>
<tr>
<td>ARTS 410</td>
<td>Seminar in Art</td>
<td>1-6</td>
<td>Individual or group study under faculty direction with an emphasis in art history, studio and creative research. Note(s): Seminars May be taken multiple times for credit.</td>
<td>A</td>
<td>ARTS 308.</td>
<td>Must be Undergraduate Level.</td>
<td>$90.</td>
</tr>
<tr>
<td>ARTS 413</td>
<td>Painting III</td>
<td>3</td>
<td>Extensive exploration in studio problems with emphasis on historical and current issues as they apply to individual direction and expression in painting.</td>
<td>A</td>
<td>ARTS 308.</td>
<td>Must be Undergraduate Level.</td>
<td>$60.</td>
</tr>
<tr>
<td>ARTS 415</td>
<td>Sculpture III</td>
<td>3</td>
<td>Advanced sculptural concepts emphasizing individual development of style, aesthetic ideas, and continuation of media exploration.</td>
<td>A</td>
<td>ARTS 305.</td>
<td>Must be Undergraduate Level.</td>
<td>$90.</td>
</tr>
<tr>
<td>ARTS 423</td>
<td>Integrated Design II</td>
<td>3</td>
<td>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.</td>
<td>A</td>
<td>ARTS 314, ARTS 317.</td>
<td>Must be Undergraduate Level.</td>
<td>$90.</td>
</tr>
<tr>
<td>ARTS 426</td>
<td>History and Criticism of Photography</td>
<td>3</td>
<td>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.</td>
<td>A</td>
<td></td>
<td></td>
<td>$60.</td>
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<tr>
<td>ARTS 428</td>
<td>Web Design I</td>
<td>3</td>
<td>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.</td>
<td>A</td>
<td>ARTS 314, ARTS 317.</td>
<td>Must be Undergraduate Level.</td>
<td>$90.</td>
</tr>
<tr>
<td>ARTS 429</td>
<td>Integrated Design III</td>
<td>3</td>
<td>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.</td>
<td>A</td>
<td>ARTS 423.</td>
<td></td>
<td>$90.</td>
</tr>
<tr>
<td>ARTS 432</td>
<td>Advanced Integrative Photography</td>
<td>3</td>
<td>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.</td>
<td>A</td>
<td>ARTS 316, ARTS 334.</td>
<td>Must be Undergraduate Level.</td>
<td>$90.</td>
</tr>
<tr>
<td>ARTS 433</td>
<td>Global Art Paradigms</td>
<td>3</td>
<td>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.</td>
<td>A</td>
<td>ARTS 126.</td>
<td></td>
<td>$60.</td>
</tr>
<tr>
<td>ARTS 434</td>
<td>Interdisciplinary Investigations</td>
<td>3</td>
<td>A cross-discipline studio and theory seminar focusing on individual and collaborative thematic investigations.</td>
<td>A</td>
<td></td>
<td>Must be Senior Class, or Junior Class; and must be Undergraduate Level.</td>
<td>$90.</td>
</tr>
</tbody>
</table>
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.
Fees: $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.
Fees: $90.

ARTS 444 - Critical Thought 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 315.
Restrictions: Must be Undergraduate Level.
Fees: $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.
Fees: $90.

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 Senior Class, or Junior Class; and must be Undergraduate Level.

ARTS 451 - Advanced Studio Practicum Credits 1-3
Independent research in advanced studio practices under the direction of a faculty member.
Note(s): See academic advisor prior to registration. Practicum may be taken multiple times for credit.
Grade Mode: A
Restrictions: Must be Undergraduate Level.
Fees: $60.

ARTS 456 - Advanced Studio Practicum Credits 1-3
Independent research in advanced studio practices under the direction of a faculty member.
Note(s): See academic advisor prior to registration. Practicum may be taken multiple times for credit.
Grade Mode: A
Restrictions: Must be Senior Class, or Junior Class; and must be Undergraduate Level.
Fees: $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 Studio Arts (ARFA); Undergraduate Level.
Fees: $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 Thoennes, Ph.D. - Systematic Theology
Matthew Williams, Ph.D. - New Testament
Professors: Berding, Curtis, Horner, Huffman, Langer, Lunde, Pierce, Talley, Thoennes, M. Williams
Associate Professors: Anizor, Draycott, Jung, Lee-Barnewall, Lister, Lockett, McKinley, McMartin, Stetina
Assistant Professors: Hagen, Harris, Petitfils, Trimm, Volkmer, T. Williams

Biblical Studies Challenge Exams
Challenge exams are designed for those who have a working knowledge of the course content as a result of prior learning (attending a Christian high school, for example), but were not able to transfer that work to Biola. Informal, personal study normally will not prepare one adequately to pass these exams. Exams are available for BBST 109 (3 credits) and BBST 110 (3 credits). These exams may be taken only during the student's first year at Biola. Also, if the student has taken the course (or even a portion of it), the student is not eligible to take the corresponding challenge exam.

Exams are given in two parts, written and oral. Successful performance must be attained on both the written and oral portions in order for the student to receive credit for the challenge exam. Grades are recorded on a credit or no-credit basis only. No re-takes permitted.

Courses

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. Note(s): Must be completed during the first year.
Grade Mode: A
Restrictions: Must be Undergraduate Level.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 105</td>
<td>Foundations of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>BBST 109</td>
<td>Old Testament History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>BBST 110</td>
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<td>3</td>
</tr>
<tr>
<td>BBST 150</td>
<td>Old Testament Survey</td>
<td>4</td>
</tr>
<tr>
<td>BBST 200</td>
<td>Guided Study</td>
<td>1-3</td>
</tr>
<tr>
<td>BBST 251</td>
<td>Theology I</td>
<td>3</td>
</tr>
<tr>
<td>BBST 254</td>
<td>Theology II</td>
<td>3</td>
</tr>
<tr>
<td>BBST 301</td>
<td>Biblical Studies Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BBST 306</td>
<td>Early Christian History - Acts</td>
<td>3</td>
</tr>
<tr>
<td>BBST 310</td>
<td>Principles of Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>BBST 311</td>
<td>Biblical Backgrounds</td>
<td>3</td>
</tr>
<tr>
<td>BBST 312</td>
<td>Methods of Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>BBST 320</td>
<td>Methods of Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>BBST 321</td>
<td>Life and Letters of Paul</td>
<td>3</td>
</tr>
<tr>
<td>BBST 324</td>
<td>Gospel of John</td>
<td>3</td>
</tr>
</tbody>
</table>

**BBST 105 - Foundations of Christian Thought**
Introduction to theology with special emphasis on learning to do theology, understand the doctrine of Scripture, introduce the integration of various fields of knowledge with the Bible, and see the importance and development of a Christian worldview. **Note(s):** Must be completed during the first year.

**Grade Mode:** A.

**Restrictions:** Must be Undergraduate Level.

**BBST 109 - Old Testament History and Literature**
An overview of the Old Testament with emphasis on the purpose of the writers; history and culture; literary genre, structure, and themes; persons and events, and practical application for Christian living.

**Grade Mode:** A, C.

**Restrictions:** Must be Undergraduate Level.

**BBST 110 - New Testament History and Literature**
An overview of the New Testament with emphasis on the purpose of the writers; history and culture; literary genre, structure, and themes; persons and events; and practical application for Christian living.

**Grade Mode:** A, C.

**Restrictions:** Must be Undergraduate Level.

**BBST 150 - Old Testament Survey**
An overview of the Old Testament focusing on book outlines, key themes, persons and events in biblical history, and personal application.

**Grade Mode:** A.

**Restrictions:** Must be Professional Studies (BOLD); and Undergraduate Level.

**BBST 200 - Guided Study**
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**
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 105.

**Restrictions:** Must be Undergraduate Level.

**BBST 254 - Theology II**
The Biblical doctrines of salvation, the Holy Spirit, the church, and last things, with reference to the history and development of Christian theology.

**Grade Mode:** A.

**Prerequisites:** BBST 103, BBST 105.

**Restrictions:** Must be Undergraduate Level.

**BBST 301 - Biblical Studies Research Seminar**
Research skills for use of the internet, library and reference works in biblical studies and theology. Methods of writing with emphasis on critical thinking, persuasion, and evaluation are covered, culminating in a research paper and oral presentation. **Note(s):** Must be taken within the first two years at Biola.

**Grade Mode:** A.

**Restrictions:** Must be Biblical & Theological Studies (BBLE); and Undergraduate Level.

**BBST 306 - Early Christian History - Acts**
Study of the Book of Acts from a missions perspective, dealing with the activity of the early church and its current expression in evangelism and missions.

**Grade Mode:** A.

**Prerequisites:** BBST 103, BBST 105, BBST 110.

**Restrictions:** Must be Undergraduate Level.

**BBST 311 - Biblical Backgrounds**
Contributions of archeology, geography, culture, and history to biblical interpretation. **Note(s):** May include abroad-study in lands of the biblical world.

**Grade Mode:** A.

**Restrictions:** Must be 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 105.

**Restrictions:** Must be Biblical & Theological Studies (BBLE); and 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 Biblical & Theological Studies (BBLE); and 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 110.

**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 Professional Studies (BOLD); and 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 105, BBST 110.

**Restrictions:** Must be Undergraduate Level.

**BBST 342 - Gospel of John**
Authorship, occasion of writing, themes, theological issues, literary structure and content of the Gospel of John.

**Grade Mode:** A.

**Prerequisites:** BBST 103, BBST 105, BBST 110.

**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 105, BBST 110.
Restrictions: Must be Undergraduate Level.

BBST 344 - 1 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 105, BBST 110.
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 105, BBST 109.
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 105, BBST 109.
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 105, BBST 109.
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 105, BBST 109.
Restrictions: Must be Undergraduate Level.

BBST 381 - Selected Psalms
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 103, BBST 109, BBST 251, BBST 254.
Restrictions: Must be Undergraduate Level.

BBST 391 - Major Prophets
Authorship, date of writing, historical and cultural backdrop, themes, theological issues, literary structure and content.
Grade Mode: A.
Prerequisites: BBST 103, BBST 105, BBST 109.
Restrictions: Must be Undergraduate Level.

BBST 392 - Minor Prophets
Authorship, date of writing, historical and cultural backdrop, themes, theological issues, literary structure and content.
Grade Mode: A.
Prerequisites: BBST 103, BBST 105, BBST 109.
Restrictions: Must be Undergraduate Level.

BBST 393 - Isaiah
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 103, BBST 109, BBST 251, BBST 254.
Restrictions: Must be Undergraduate Level.

BBST 394 - Daniel
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 103, BBST 105, BBST 251, BBST 254.
Restrictions: Must be Undergraduate Level.

BBST 413 - Biblical Theology Seminar
Focus on exploring the methodology of biblical theology, both deductively and inductively, with the goal of attaining an awareness of its central issues and a competence in the exegetical-theological skills it requires.
Grade Mode: A.
Prerequisites: BBST 109, BBST 110, BBST 251, BBST 254, BBST 301, BBST 311, BBST 312; and BLGR 102; or BLHE 101 and 102.
Restrictions: Must be Biblical & Theological Studies (BBLE); and Undergraduate Level.

BBST 414 - Systematic Theology Seminar
Focus on engaging a single topic of biblical revelation with attention to the exegetical, philosophical, and practical dimensions in a systematic theology discourse.
Grade Mode: A.
Prerequisites: BBST 109, BBST 110, BBST 251, BBST 254, BBST 301, BBST 311, BBST 312; BLGR 102; or BLHE 101 and BLHE 102.
Restrictions: Must be Biblical & Theological Studies (BBLE); and Undergraduate Level.
BBST 430 - Advanced Study: New Testament  
Independent student research and writing in addition to a seminar style classroom atmosphere for the study of selected texts and/or topics.  
*Note(s):* May be taken multiple times for credit with different content.  
*Grade Mode:* A.  
*Prerequisites:* BBST 103, BBST 105, BBST 110.  
*Restrictions:* Must be Undergraduate Level.

BBST 440 - Advanced Study: Old Testament  
Independent student research and writing in addition to a seminar style classroom atmosphere for the study of selected texts and/or topics.  
*Note(s):* May be taken multiple times for credit with different content.  
*Grade Mode:* A.  
*Prerequisites:* BBST 103, BBST 105, BBST 109.  
*Restrictions:* Must be Undergraduate Level.

BBST 450 - Advanced Study: Systematic Theology  
Independent student research and writing in addition to a seminar style classroom atmosphere for the study of selected texts and/or topics from either or both testaments, thematically arranged to emphasize biblical, historical and/or systematic theology.  
*Note(s):* May be taken multiple times for credit with different content.  
*Grade Mode:* A.  
*Prerequisites:* BBST 251, BBST 254.  
*Restrictions:* Must be Undergraduate Level.

BBST 451 - Character of God  
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 105, BBST 251, BBST 254.  
*Restrictions:* Must be Undergraduate Level.

BBST 452 - Theology of Marriage and Family  
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 105, BBST 251, BBST 254.  
*Restrictions:* Must be Undergraduate Level.

BBST 453 - Theology of Gender  
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 105, BBST 251, BBST 254.  
*Restrictions:* Must be Undergraduate Level.

BBST 455 - Pauline Theology: Romans  
Study of Paul's theology and worldview as contained in the book of Romans, with special attention given to introductory and historical matters.  
*Grade Mode:* A.  
*Prerequisites:* BBST 251, BBST 254.  
*Restrictions:* Must be Biblical & Theological Studies (BBLE); and Undergraduate Level.

BBST 458 - Theology of Mission  
Study of God's redemptive acts in Scripture on behalf of mankind, with application to the mission of the church today.  
*Grade Mode:* A.  
*Prerequisites:* BBST 109, BBST 251, BBST 254, BBST 306.  
*Restrictions:* Must be Undergraduate Level.

BBST 465 - Integration Seminar  
Senior level capstone seminar in which the student will search the Bible and the literature dealing with the topic(s) under discussion in the course leading to the discovery of means whereby the subject area may be "integrated" with Biblical truth. The results of the research will be incorporated in a paper or project which will be critiqued by the seminar members and by the professor.  
*Note(s):* May be taken for a total of 6 credits counted toward graduation with different content.  
*Grade Mode:* A.  
*Prerequisites:* BBST 109, BBST 110, BBST 251, BBST 254.  
*Restrictions:* Must be Senior Class; and Undergraduate Level.

BBST 471 - The Apostolic Fathers  
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 110, BBST 251, BBST 254, BBST 301, BBST 312.  
*Restrictions:* Must be Undergraduate Level.

BBST 475 - Puritan Theology  
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 105, BBST 251, BBST 254.  
*Restrictions:* Must be Undergraduate Level.

BBST 480 - Directed Research  
Guided independent reading, research, problem-solving and preparation of a formal paper or project done in consultation with a selected professor.  
*Note(s):* May be taken for a total of 6 credits. 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.

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 301, BBST 312; BLGR 101 and BLGR 102, or BLHE 101 and BLHE 102.  
*Restrictions:* Must be 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. **Note(s):** 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.

## Biological Sciences

### Faculty

**Chair:** Matt Cruzen, Ph.D.  
**Associate Professors:** Billock, Cruzen, Ebeling, Havoonjian, Tresser, Varamini  
**Assistant Professors:** Ingle, Lee, McReynolds

### English Requirements

Students wishing to enroll in any courses in the Biological Sciences must be eligible to take ENGL 112 or ENGL 113 or must have the permission of the instructor to take the course.

### Courses

#### Biological Sciences (BIOS)

- **BIOS 100 - Biological Principles:** Lecture  
  Credits 3  
  A survey of biological principles including: the cell, zoology, ecology, human anatomy, genetics, and origin of life theories. **Note(s):** No lab is required, but BIOS 110 is the lab course designed to accompany this course. BIOS 100 without the lab (110) will not receive transfer credit at most other universities. Approved for General Education Science credit.  
  **Grade Mode:** A.  
  **Restrictions:** Must not be Biological Science (BIOS), Human Biology (BIHB), Biochemistry (BCHM) or 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. **Note(s):** Approved for General Education 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.  
  **Note(s):** Three hours lab, one hour lecture/discussion designed to be taken with BIOS 100. Not open to BIOS, BIHB, BCHM and BIES majors. Approved for General Education Science Credit.  
  **Grade Mode:** A.  
  **Restrictions:** Must not be Biological Science (BIOS), Human Biology (BIHB), Biochemistry (BCHM) or Environmental Science (BIES); and must be Undergraduate Level.  
  **Fees:** 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.  
  **Prerequisites:** Passing score on Chemistry Placement Exam; or CHEM 104 or CHEM 107 with at least a "B-" or BIOS 112 with at least a "C".  
  **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. **Note(s):** Approved for General Education Science credit.  
  **Grade Mode:** A.  
  **Corequisites:** BIOS 114.  
  **Restrictions:** Must be Undergraduate Level.

- **BIOS 113 - Fundamentals of Cellular and Molecular Biology Laboratory**  
  Credit 1  
  This laboratory accompanies General Biology I and is divided between observational and experimental approaches, with emphasis on the collection and interpretation of quantitative data. Frequent lab discussion of relevant issues and literature will be included.  
  **Grade Mode:** A.  
  **Corequisites:** BIOS 111.  
  **Restrictions:** Must be Undergraduate Level.  
  **Fees:** $95.

- **BIOS 114 - Fundamentals of Organismal Biology Laboratory**  
  Credit 1  
  This laboratory, which accompanies General Biology II, will involve dissection as well as experimentation. A field project involving the La Mirada Creek is included.  
  **Note(s):** Approved for General Education Science credit.  
  **Grade Mode:** A.  
  **Corequisites:** BIOS 112.  
  **Restrictions:** Must be Undergraduate Level.  
  **Fees:** $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).  
  **Note(s):** Approved for General Education Science credit.  
  **Grade Mode:** A.  
  **Restrictions:** Must be Nursing (NURS); and Undergraduate Level.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Fees:</th>
<th>Grade Mode:</th>
<th>Prerequisites:</th>
<th>Restrictions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 121</td>
<td>Nutrition</td>
<td>3</td>
<td>A detailed study of the basic nutritional needs of humans: water, carbohydrates, lipids, proteins, vitamins and minerals. Also included is a coverage of certain nutritional issues such as health foods, megavitamins, obesity and food additives, as well as computer-aided personal diet-analysis assignment. Note(s): Approved for General Education Science credit.</td>
<td>Lab $95.</td>
<td>A, A, N.</td>
<td>CHEM 106 or CHEM 112 or CHEM 120</td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BIOS 130</td>
<td>Seminar in Biological Science</td>
<td>1-2</td>
<td>On-line course in which students discuss current topics in biology through weekly literature searches and interactive on-line postings. Note(s): Approved for General Education Science credit.</td>
<td></td>
<td>A</td>
<td>BIOS 111 or BIOS 112; and ENGL 100 or ENGL 112</td>
<td>Must not be Biological Science (BIOS), Human Biology (BIHB), Biochemistry (BCHM) or Environmental Science (BIES); and must be Undergraduate Level.</td>
</tr>
<tr>
<td>BIOS 200</td>
<td>Sophomore Writing Seminar</td>
<td>1</td>
<td>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. Note(s): This course is required for all biological sciences, human biology and environmental science majors. It is highly recommended that this course be taken during the student's sophomore year, but it may be taken later.</td>
<td></td>
<td>A</td>
<td>BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114</td>
<td>Must not be Biomedicine (BIOM) or Environmental Science (BIES); and must be Undergraduate Level.</td>
</tr>
<tr>
<td>BIOS 222</td>
<td>Botany</td>
<td>4</td>
<td>The study of the organs, tissues, functions and responses to environment of typical flowering plants and the morphology and life history of the major lower plant groups. Some classification of local forms is included, and limited use of the scanning electron microscope is available.</td>
<td>Lecture/Lab Hours: Three hours lecture, four hours laboratory. There will be some Saturday field trips.</td>
<td>A, A, N.</td>
<td>BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114</td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BIOS 236</td>
<td>Principles of Human Anatomy and Physiology</td>
<td>4</td>
<td>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. Note(s): Approved for General Education Science credit.</td>
<td></td>
<td>A, A, N.</td>
<td>BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114</td>
<td>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.</td>
</tr>
<tr>
<td>BIOS 254</td>
<td>Human Anatomy</td>
<td>4</td>
<td>An introduction to the basic structure and function of the human body. Laboratory emphasis varies from section to section to meet the needs of the different majors. Lecture/Lab Hours: Three hours lectures, one hour pre-lab, three hours laboratory. Note(s): Cadavers are used.</td>
<td></td>
<td>A, A, N.</td>
<td>BIOS 111 or BIOS 112; and ENGL 100 or ENGL 112</td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BIOS 281</td>
<td>Physiology</td>
<td>4</td>
<td>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.</td>
<td></td>
<td>A, A, N.</td>
<td>BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114</td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BIOS 282</td>
<td>Microbiology</td>
<td>4</td>
<td>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.</td>
<td></td>
<td>A, A, N.</td>
<td>BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114</td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BIOS 290</td>
<td>Natural History of Marine Mammals</td>
<td>1</td>
<td>Biology and natural history of marine mammals with special emphasis on California species. Note(s): Approved for General Education Science credit.</td>
<td></td>
<td>A</td>
<td>BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114</td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BIOS 302</td>
<td>Vertebrate Biology</td>
<td>4</td>
<td>The biology of vertebrates, stressing structure and function. Laboratory dissection of representative vertebrates emphasizes comparative anatomy.</td>
<td></td>
<td>A, A, N.</td>
<td>BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114</td>
<td>Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BIOS 303</td>
<td>Ecological Agriculture</td>
<td>4</td>
<td>Environmental analysis of natural resources in relation to people and policy. Focus is on ethnobotany, ecological agriculture, and land stewardship. Employs a discussion format both in classroom and field settings. Emphasis on grappling with difficult practical and ethical problems. Note(s): Au Sable offering.</td>
<td></td>
<td>A</td>
<td>BIOS 100 and BIOS 110; or BIOS 112 and BIOS 114</td>
<td>Must be Undergraduate Level.</td>
</tr>
</tbody>
</table>
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. Note(s): 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. Note(s): Au Sable offering.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 307 - Water Resources (Limnology) 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. Note(s): 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.
Note(s): Special Approval Required. May be taken for a total of 2 credits.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: 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 113; CHEM 301; or CHEM 320, or CHEM 321 and CHEM 322.
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 314 - Nutrition and Metabolism Credits 0-4
Study of molecular structure, absorption and cellular use of macro and micronutrients as well as dietary deficiencies and disorders. Studies food production, distribution, preparation and digestion. Human health is emphasized. Laboratory includes food analysis, preparation and field trips.
Lecture/Lab Hours: Three hours lecture, 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.
Fees: $95.

BIOS 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. Note(s): BIOS 318 is an upper-division elective, cross-listed with MATH 318, which is a supporting science. Academic advisement strongly recommended prior to course selection.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

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, chromosome 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.
Fees: 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.
Fees: $95.
BIOS 326 - Sciences CSET Preparation Credits 1
Review of the subject matter in the California Subject Examinations for Teachers (CSET) Science subtest exams. Test-taking strategies. 

Note(s): 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.
Fees: 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.

Note(s): Students taking this course for general education will have different assignments than BIOS and BIES majors. Credits vary based on different lengths of time at the study site.

Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: Varies by location and duration of trip(s).

BIOS 335 - Field 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.
Fees: Lab $95.

BIOS 335 - Field 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 BIOS 110; or BIOS 112 and BIOS 114.
Restrictions: Must be Undergraduate Level.
Fees: Lab $200.

BIOS 335 - Field Biology Credits 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. 

Note(s): Biola or Au Sable offering.

Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 335 - Field Biology 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.

Note(s): Au Sable offering.

Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 335 - Field Biology 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.

Note(s): 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.

Note(s): 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.
Fees: $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.
Fees: 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. Note(s): Biola and Au Sable offering.
Grade Mode: A.
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. Note(s): Au Sable offering.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 380 - Advanced Microbiology Credits 4
Same as BIOS 282 Microbiology, with the additional requirement of microbial isolation and identification of field and clinical samples. An 8–10 page research paper and presentation on one of these isolations is also required.
00 Lecture/Lab Hours: Three hours lecture, four hours laboratory.
Grade Mode: A, N.
Prerequisites: CHEM 105 or CHEM 112 or CHEM 120.
Restrictions: Must be Undergraduate Level.
Fees: $95.

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.
Fees: Lab $95.

BIOS 390 - Au Sable Institute of Environmental Studies Credits 4
Au Sable is a Christian institute focusing on field studies from a stewardship perspective. Biola is a participating member of the institute. Courses are taught at field stations in Michigan, Washington, Florida and India. Coursework taken through the institute can be counted as elective credit in the Biological Sciences, or may be substituted for specific major requirements. Note(s): May be taken for a total of 16 credits with different content.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

BIOS 401 - General Ecology 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 100 and BIOS 110; or BIOS 112 and BIOS 114.
Restrictions: Must be Senior Class, or Junior Class; and Undergraduate Level.
Fees: Lab $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 Senior Class, or Junior Class; and Undergraduate Level.
Fees: Lab $95.

BIOS 410 - Topics in Environmental Science Credits 1-4
Selected topics in environmental science. Note(s): 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 mechanism and regulation of enzymes action in biological systems.
Grade Mode: A.
Prerequisites: BIOS 312; CHEM 302.
Restrictions: Must be Undergraduate Level.

BIOS 412 - Biochemistry II Credits 3
Mathematical treatment of bioenergetics emphasizing major concepts and problem solving; principles of metabolic processes.
Grade Mode: A.
Prerequisites: BIOS 312; CHEM 302.

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.
Grade Mode: A.
Prerequisites: BIOS 411 or CHEM 411.
Restrictions: Must be Undergraduate Level.
Fees: Lab $110.
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.
Fees: $95.

BIOS 430 - Topics in Natural Resource Management  Credits 1-4
Selected topics in natural resource management. Note(s): 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.
Fees: Lab $95.

BIOS 440 - Topics in Advanced Biology  Credits 1-4
Selected topics of current interest and concern are studied. Note(s): Course may be taken multiple times for credit with different content (section title). This course only for BIOS, BIHB, BCHM and BIES majors.
Grade Mode: A.
Restrictions: Must be Biological Science (BIOS), Human Biology (BIHB), Biochemistry (BCHM) or Environmental Science (BIES); and Undergraduate Level.

BIOS 445 - Immunology  Credits 0-4
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.
Fees: 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.
Fees: $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. Note(s): 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 Senior Class, or Junior Class; Human Biology (BIHB), Biological Science (BIOS) or Biochemistry (BCHM); and Undergraduate Level.
Fees: 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. Note(s): 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 tissue 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.
Fees: $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. Note(s): Case study and research paper required. Thirty hours of observation.
Grade Mode: A.
Restrictions: Must be Senior Class, or Junior Class; and Undergraduate Level.
Fees: 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. Note(s): May be taken twice for a maximum of 2 credits.
Grade Mode: A.
Restrictions: Must be Senior Class, or Junior Class; Biological Science (BIOS), Human Biology (BIHB), Biochemistry (BCHM) or 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. Note(s): A minimum of thirty hours of involvement. May be taken multiple times for a maximum of 2 credits.
Grade Mode: A.
Restrictions: Must be Senior Class, or Junior 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: Rundle
Associate Professors: Avila, 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 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.
Fees: $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.
Fees: $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.

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.
Note(s): This course is intended for students that do not have marketing or marketing management as a concentration.
Grade Mode: A.
Prerequisites: BUSN 190 or MATH 190.
Restrictions: Must not be Business/Marketing (BUMK) or Marketing Management (BUMG); and must be Undergraduate Level.

BUSN 231 - Introduction to Marketing: Practical Application 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. It is designed to facilitate primary and secondary research to complete a target market project. Note(s): No substitutions or transfers will be allowed in place of this course. This course is intended for Marketing and Marketing/Management concentration students.
Grade Mode: A.
Prerequisites: BUSN 190 or MATH 190.
Restrictions: Must be Undergraduate Level.
BUSN 240 - Principles of Management Credits 3
Presents a conceptual overview of the principles of management. The functions of planning, organizing, leading and controlling are analyzed. The leader's perspective on creating competitive advantage in a global environment is related to the topics of diversity, ethics and social responsibility, human resources, corporate culture and organizational structure.
Grade Mode: A.
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. Note(s): Passing this course will satisfy the Crowell School of Business Writing Competency Requirement (WCR). A student must receive a grade of "C" or higher to pass this course. This course must be taken the first semester after the student is admitted into the Crowell School of Business. No substitutions or transfers will be allowed in place of this course.
Grade Mode: A.
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 220, 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. Note(s): This course does not meet general education requirements.
Grade Mode: A.
Prerequisites: Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

BUSN 323 - 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 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. Note(s): 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 334 - Promotions Credits 3
Introduction to the role of Promotion and Advertising as currently used for products, services, ideas and events. Understanding of the promotion mix including public relations, publicity, and sales promotion.
Grade Mode: A.
Prerequisites: BUSN 230 or BUSN 231. Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

BUSN 336 - Sales Practicum Credits 3
Analysis of the sales manager as a professional market tactician in a marketing firm. Includes survey of personal selling effort with emphasis on interrelationships between sales activity and related marketing functions. Involves applied approaches and actual real-world experiences in sales.
Grade Mode: A.
Prerequisites: BUSN 230 or BUSN 231. Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

BUSN 344 - Global Marketing Management Credits 3
Focus on the formulation of global marketing management strategies. Presents a conceptual overview of the world market environment, including issues related to culture and diversity. The managers’ perspective is analyzed with regard to market entry methods and the various barriers that could impact international business.
Grade Mode: A.
Prerequisites: BUSN 230 or BUSN 231. Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

BUSN 347 - 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 350 - Money and Banking Credits 3
Nature, functions and flow of money and credit 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 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.
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. Note(s): 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.
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. Note(s): 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.
Fees: $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. Note(s): Business Administration minors should see Crowell School of Business to add the course.
Grade Mode: A.
Prerequisites: BUSN 301. 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.
Fees: $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.

BUSN 412 - 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: BUSN 312. Acceptance into the Crowell School of Business.
Restrictions: Must be Undergraduate Level.

BUSN 416 - Women in Management Credits 3
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.

BUSN 418 - Consumer Behavior Credits 3
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 421</td>
<td>Leadership and Change</td>
<td>3</td>
<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. <strong>Grade Mode:</strong> A. <strong>Prerequisites:</strong> BUSN 240. Acceptance into the Crowell School of Business. <strong>Restrictions:</strong> Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BUSN 423</td>
<td>Advanced Business Analytics</td>
<td>3</td>
<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. <strong>Grade Mode:</strong> A. <strong>Prerequisites:</strong> BUSN 323, BUSN 328, BUSN 357. Acceptance into the Crowell School of Business. <strong>Restrictions:</strong> Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BUSN 432</td>
<td>Marketing Research</td>
<td>3</td>
<td>Understanding the role of marketing research in management decision-making. Project approach to the marketing search process of secondary research, focus groups and survey preparation, collection and analysis. Preparation of written research reports. <strong>Grade Mode:</strong> A. <strong>Prerequisites:</strong> BUSN 220, BUSN 231. Acceptance into the Crowell School of Business. <strong>Restrictions:</strong> Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BUSN 435</td>
<td>Business to Business Marketing</td>
<td>3</td>
<td>A practical approach to understanding and implementing marketing strategies as applied to the business 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. <strong>Grade Mode:</strong> A. <strong>Prerequisites:</strong> BUSN 220, BUSN 231. Acceptance into the Crowell School of Business. <strong>Restrictions:</strong> Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BUSN 437</td>
<td>Real Estate</td>
<td>3</td>
<td>Laws relating to rights and obligations inherent in ownership of real property; how title to real property is transferred; homesteads, trust and deeds, liens; land descriptions; escrow procedures; title insurance, and the real estate broker. <strong>Grade Mode:</strong> A. <strong>Prerequisites:</strong> BUSN 361. Acceptance into the Crowell School of Business. <strong>Restrictions:</strong> Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BUSN 438</td>
<td>Marketing for Non-Profit Organizations</td>
<td>3</td>
<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. <strong>Grade Mode:</strong> A. <strong>Prerequisites:</strong> BUSN 432. Acceptance into the Crowell School of Business. <strong>Restrictions:</strong> Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BUSN 450</td>
<td>Directed Studies</td>
<td>1-4</td>
<td>Extensive exploration of the literature in a selected field of business or economics under faculty guidance. <strong>Note(s):</strong> May be taken multiple times with different content for a maximum of 6 credits. <strong>Grade Mode:</strong> A. <strong>Prerequisites:</strong> May vary by topic. Acceptance into the Crowell School of Business. <strong>Restrictions:</strong> Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BUSN 453</td>
<td>Website Development for Marketing</td>
<td>3</td>
<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. <strong>Note(s):</strong> Individual credits satisfied by five-week modules. <strong>Grade Mode:</strong> A. <strong>Prerequisites:</strong> BUSN 220; BUSN 230 or BUSN 231. Acceptance into the Crowell School of Business. <strong>Restrictions:</strong> Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BUSN 455</td>
<td>Internet Marketing</td>
<td>3</td>
<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. <strong>Grade Mode:</strong> A. <strong>Prerequisites:</strong> BUSN 230 or BUSN 231. Acceptance into the Crowell School of Business. <strong>Restrictions:</strong> Must be Undergraduate Level.</td>
</tr>
<tr>
<td>BUSN 460</td>
<td>Business Internship</td>
<td>3</td>
<td>Business work experience related specifically to field of study. A proposal describing learning objectives, collateral reading and expected benefits must be submitted and accepted by a supervisor and instructor during the semester prior to registration. <strong>Grade Mode:</strong> A. <strong>Prerequisites:</strong> Approved proposal. Acceptance into the Crowell School of Business. <strong>Restrictions:</strong> Must be Undergraduate Level.</td>
</tr>
</tbody>
</table>
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.
Prerequisites: BUSN 370. Acceptance into the Crowell School of Business.
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 471 - Capstone for International Business 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. Note(s): Passing this course with a "C" or better will satisfy the Crowell School of Business E-Portfolio Competency Requirement. No substitutions or transfers will be allowed in place of this course.
Grade Mode: A.
Prerequisites: BUSN 347, BUSN 403 and BUSN 421. Acceptance into the Crowell School of Business.
Restrictions: Must be Business/Management (BUMN).

BUSN 472 - 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. Note(s): Passing this course with a "C" or better will satisfy the Crowell School of Business E-Portfolio Competency Requirement. No substitutions or transfers will be allowed in place of this course.
Grade Mode: A.
Prerequisites: BUSN 432 and BUSN 435. Acceptance into the Crowell School of Business.
Restrictions: Must be Business/Marketing (BUMK).

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, 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. Note(s): Passing this course with a "C" or better will satisfy the Crowell School of Business E-Portfolio Competency Requirement. No substitutions or transfers will be allowed in place of this course.
Grade Mode: A.
Prerequisites: BUSN 318 or BUSN 328; BUSN 334 or BUSN 344; BUSN 403. Acceptance into the Crowell School of Business.
Restrictions: Must be Marketing Management (BUMG).
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. Note(s): Passing this course with a "C" or better will satisfy the Crowell School of Business E-Portfolio Competency Requirement. No substitutions or transfers will be allowed in place of this course.
Grade Mode: A.
Prerequisites: BUSN 403, BUSN 423. Acceptance into the Crowell School of Business.
Restrictions: Must be Business Analytics (BUAN); and 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. Note(s): 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. Note(s): Approved for General Education 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.
Note(s): Approved for General Education Science credit.
Grade Mode: A, N.
Prerequisites: Passing score on Chemistry Placement Exam; or CHEM 092, CHEM 104, or CHEM 107 with at least a "B-".
Restrictions: Must be Undergraduate Level.
Fees: $100.

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.
Note(s): A minimum grade of a "C-" is required to subsequently register in CHEM 301 or 320.
Grade Mode: A, N.
Prerequisites: CHEM 105.
Restrictions: Must be Undergraduate Level.
Fees: $100.

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.
Note(s): Approved for General Education Science credit. This course does not count towards the degree requirements in majors which need additional chemistry courses. Required for students who did not pass the Chemistry Placement Exam, optional for all others. A minimum of a "B-" is required to subsequently register in CHEM 105 or CHEM 120.
Grade Mode: A.
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.
Note(s): Meets the Nursing requirement in Chemistry. This course is also required for some Kinesiology and Physical Education programs. Approved for General Education Science credit.
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.
Fees: $70.

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.
Fees: $130.

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.
Fees: $130.

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.
Note(s): This is a one semester terminal course and thus does not serve as a prerequisite for CHEM 302 or BIOS/CHEM 411. May not fulfill the requirement for medical school or other related health professions. Fulfills the requirement for environmental science and human biology majors.
Grade Mode: A.
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.
Fees: $100.

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.
Fees: $110.

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.
Fees: $110.

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 402 - Physical Chemistry I Credits 3
Molecular energetics: the thermodynamic principles underlying energy changes in chemical systems and governing chemical reactions. Enertetics of solutions, electrochemical cells, phase changes, and chemical equilibria are discussed. Quantum mechanics is introduced, including solutions to the time-independent Schrodinger equaion, 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, and nuclear spectroscopies. Quantum effects are used to explain the origins of bulk material properties, the behavior of ensembles of molecules, diffusion, kinetics, and complex reaction systems.
Lecture/Lab Hours: Three hours lecture, three hours laboratory, weekly.
Grade Mode: A, N.
Prerequisites: CHEM 402.
Restrictions: Must be Undergraduate Level.
Fees: $110.
CHEM 411 - Biochemistry I  
Structures and properties of the biomolecular components of cells and their action in biological systems. Topics include: proteins, carbohydrates, lipids, nucleotides, nucleic acids, vitamins and coenzymes.  
Grade Mode: A.  
Prerequisites: CHEM 302.  
Restrictions: Must be Undergraduate Level.  
CHEM 412 - Biochemistry II  
Mathematical treatment of bioenergetics emphasizing major concepts and problem solving; principles of metabolic processes. Lecture/Lab Hours: Three hours lecture.  
Grade Mode: A.  
Prerequisites: CHEM 411 or BIOS 411.  
Restrictions: Must be Undergraduate Level.  
CHEM 413 - Laboratory in Biochemistry  
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 isolation, enzymology, and immunology. Lecture/Lab Hours: Six hours laboratory weekly.  
Grade Mode: A.  
Prerequisites: BIOS 411 or CHEM 411.  
Restrictions: Must be Undergraduate Level.  
CHEM 420 - Special Topics in Chemistry  
Subjects include such areas as the chemical literature, various instrumental methods, polymers, organometallics and industrial chemistry.  
Grade Mode: A.  
Restrictions: Must be Senior Class, or Junior Class; Environmental Science (BIES), Human Biology (BIHB), Physics (PHYS), Bio Sci:Secondary Instruction (BISI), Chemistry (CHEM), Engineering Physics (PHEP), Physical Science (PHSC), Biochemistry (BCHM) or Biological Science (BIOS); and Undergraduate Level.  
Fees: May involve lab fees of up to $130.  
CHEM 430 - Advanced Organic Chemistry  
A continuation of the year-long course in organic chemistry for those planning careers in chemistry. This course will deal with reaction mechanisms, unique reactivity and an in-depth study of multi-step syntheses from the chemical literature. An oral presentation on a current topic within organic chemistry will be required.  
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  
A continuation of the year-long course in organic chemistry for those planning careers in chemistry. Will incorporate more advanced laboratory techniques in the multi-step preparation of both reagents and compounds. Intermediate characterization as well as higher level use of spectroscopic and chromatographic techniques will be covered. Lecture/Lab Hours: Six hours laboratory weekly.  
Grade Mode: A.  
Prerequisites: CHEM 430 (concurrent registration permitted).  
Restrictions: Must be Undergraduate Level.  
Fees: $130.  
CHEM 432 - Special Project in Chemistry  
Research or industrial internship.  
Note(s): Requires a written report. May be taken multiple times for a total of 6 credits.  
Grade Mode: A.  
Restrictions: Must be Senior Class, or Junior Class; Environmental Science (BIES), Physical Science (PHSC), Biological Science (BIOS), Engineering Physics (PHEP), Biochemistry (BCHM) or Human Biology (BIHB); and Undergraduate Level.  
Fees: May involve lab fees of up to $130.  

**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.  
Program Director: David Keehn, Ph.D.  
Professors: Carr, Eguizabal, Esqueda, Issler, Lawson  
Associate Professors: Cardoza, Keehn, Kim  
Research Professor: Anthony, Wright  

**Courses**  

**Christian Ministries (CEED)**  

**CHED 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.  

**CHED 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.  

**CHED 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.  

**CHED 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.  

**CHED 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 multicultural and multi-ethnic congregations. Includes conflict resolution in ministry.  
Grade Mode: A.  
Restrictions: Must be Undergraduate Level.  

**CHEM 480 - Special Project in Chemistry**  
Credits 1-3  
Research or industrial internship.  
Note(s): Requires a written report. May be taken multiple times for a total of 6 credits.  
Grade Mode: A.  
Restrictions: Must be Senior Class, or Junior Class; Environmental Science (BIES), Physical Science (PHSC), Biological Science (BIOS), Engineering Physics (PHEP), Biochemistry (BCHM) or Human Biology (BIHB); and Undergraduate Level.  
Fees: May involve lab fees of up to $130.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Restrictions</th>
<th>Grade Mode</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>CEED 312</td>
<td>Christian Ministry Skills</td>
<td>3</td>
<td>Includes instruction and skill development in a variety of functions expected of those in full-time Christian ministry, including examples such as: public speaking and giving extemporaneous remarks, public prayer, worship service introductions, worship service coordination, working with church boards and pastoral leadership, conducting meetings, leading church staff, selecting staff, conducting the ordinances of baptism and the Lord’s Supper; and essentials regarding conducting weddings, funerals, hospital visitation, and pre-engagement training as time permits.</td>
<td>CEED 313, CEED 319, CEED 320, CEED 326, CEED 327, CEED 330, CEED 331, CEED 332</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
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</tr>
<tr>
<td>CEED 313</td>
<td>Christian Ministry Discipleship</td>
<td>3</td>
<td>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.</td>
<td>CEED 312, CEED 319, CEED 320, CEED 326, CEED 327, CEED 330, CEED 331, CEED 332</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
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<tr>
<td>CEED 319</td>
<td>Media in Ministry</td>
<td>2</td>
<td>Skill development in the design and use of audio-visual technology for use in ministry to all age levels and in a wide variety of teaching settings.</td>
<td>CEED 312, CEED 320, CEED 326, CEED 327, CEED 330, CEED 331, CEED 332</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
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<tr>
<td>CEED 320</td>
<td>Methods of Bible Study</td>
<td>3</td>
<td>Foundational development of the Inductive Bible study method applied to narrative and epistology literature with additional methods explored including biographical, topical, book, and word study.</td>
<td>CEED 312, CEED 319, CEED 320, CEED 326, CEED 330, CEED 331, CEED 332</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
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<tr>
<td>CEED 326</td>
<td>Counseling Methods</td>
<td>3</td>
<td>Investigation of foundations for pastoral counseling to individuals and families in ministry settings. Study of psychological theories and a vision for church community will be followed by the development of personal counseling skills for listening and compassion.</td>
<td>CEED 312, CEED 319, CEED 320, CEED 326, CEED 330, CEED 331, CEED 332</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
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<tr>
<td>CEED 330</td>
<td>Biblical Interpretation and Teaching</td>
<td>3</td>
<td>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.</td>
<td>CEED 312, CEED 319, CEED 320, CEED 326, CEED 330, CEED 331, CEED 332</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
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<tr>
<td>CEED 406</td>
<td>Parachurch Youth Ministries</td>
<td>2</td>
<td>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.</td>
<td>CEED 312, CEED 313, CEED 319, CEED 320, CEED 326, CEED 327, CEED 330, CEED 332</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
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<tr>
<td>CEED 411</td>
<td>Women’s and Men’s Ministry in Christian Education</td>
<td>2</td>
<td>An examination of the biblical, historical, and contemporary perspectives of women and men in leadership roles within a ministry. Assessment of role expectation, relationships and vocational opportunities.</td>
<td>CEED 412, CEED 415, CEED 416, CEED 419, CEED 420, CEED 422, CEED 423, CEED 424</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
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<tr>
<td>CEED 412</td>
<td>Missions Education in the Church</td>
<td>2</td>
<td>Basic administration of a program within the church’s educational ministry through which missions is taught to all age levels.</td>
<td>CEED 372, CEED 373, CEED 374, CEED 411, CEED 415, CEED 416, CEED 419, CEED 420</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
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<tr>
<td>CEED 415</td>
<td>Organization and Administration of Christian Ministries</td>
<td>3</td>
<td>An introduction to the biblical principles and current practice of management: planning, organizing, staffing, directing, and evaluating with special emphasis upon the application of these functions to church and parachurch administration.</td>
<td>CEED 372, CEED 373, CEED 374, CEED 411, CEED 415, CEED 416, CEED 419, CEED 420</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
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<tr>
<td>CEED 416</td>
<td>Curriculum Development</td>
<td>2</td>
<td>Essential principles in curriculum formulation including evolution of existing curricula and curriculum writing experience.</td>
<td>CEED 372, CEED 373, CEED 374, CEED 411, CEED 415, CEED 416, CEED 419, CEED 420</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
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<tr>
<td>CEED 419</td>
<td>Models of Children’s Ministry</td>
<td>2</td>
<td>An exploration and assessment of various contemporary approaches to Children’s Ministry, from birth to age 12. Includes practice in the development of ministry strategies involving family, community, and church resources.</td>
<td>CEED 372, CEED 373, CEED 374, CEED 411, CEED 415, CEED 416, CEED 419, CEED 420</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
<td></td>
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<tr>
<td>CEED 420</td>
<td>Singles Ministries in the Church</td>
<td>2</td>
<td>Issues and needs of never-married and formerly married persons, including identity crisis, role definition, self-acceptance and the development of intimacy. Resources, programs and skills for ministering to these needs are emphasized.</td>
<td>CEED 372, CEED 373, CEED 374, CEED 411, CEED 415, CEED 416, CEED 419, CEED 420</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
<td></td>
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<tr>
<td>CEED 430</td>
<td>Camp Leadership</td>
<td>2</td>
<td>Study in the philosophy, objectives, leadership, program and administration of the Christian camp. Investigation into the trends of camping, both centralized and decentralized. Techniques in organizing and directing a camp program, including counselor training. Emphasizes utilization of camping to enhance church’s ministry.</td>
<td>CEED 372, CEED 373, CEED 374, CEED 411, CEED 415, CEED 416, CEED 419, CEED 420</td>
<td>Must be Undergraduate Level.</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

Note(s): By arrangement.
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 Senior Class, or Junior 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. Note(s): 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 9
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. Note(s): 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.
Note(s): May be taken two times with different emphasis. By arrangement.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: May be required.

CEED 472 - Special Studies in Children's Ministries Credits 2
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

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: CEEED 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. Note(s): May be taken multiple times for credit. Offered by arrangement.
Grade Mode: A.
Restrictions: Must be Senior Class; and Christian Ministries (CHMN); Undergraduate Level.

CEED 482 - Advanced 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: CEEED 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. Note(s): By Arrangement.
Grade Mode: A.
Prerequisites: CEEED 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: CEEED 465.
Restrictions: Must be Undergraduate Level.

Cinema and Media Arts

Faculty
Program Director: Jack Hafer
Chair: Michael Gonzales, Ph.D.
Professors: Fisher, Gonzales
Associate Professors: Medberry, Schmidt, Swain, Yamada
Assistant Professors: Hafer
Instructors: Tucker
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.
Fees: $40.

CNMA 102 - Visual Aesthetics  
Credits 3
Creating painters via an introduction to the building blocks of visual storytelling: camera and lighting. Students will learn how to light and photograph on set and on location, indoors and outdoors, through the use of various cameras and film stocks. Special emphasis will be given to production design and the use of color/contrast/movement.

Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fees: $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.
Fees: $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.
Fees: $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.
Fees: $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.
Fees: $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.
Fees: $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.
Fees: $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.
Fees: $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 Cinema and Media Arts (CNMA); and Undergraduate Level.
Fees: $100.
CNMA 302 - Production Management  Credits 3
Covers the budgeting and scheduling necessary for film, television, audio and Internet production. Students learn the parameters considered in making decisions to balance the creative goals and logistical demands of production. Matters of insurance; deal negotiation; travel; contracts; union rules (including, but not limited to SAG, DGA, WGA, IATSE, AFTRA); copyright; music license and clearance issues; management of crew; liaison difficulties with studios, clients and outside publics; managing the demands of volatile talent; and other issues will be covered. Evaluation of students’ understanding will be based on a budget and schedule for a feature length film they will be required to complete as well as pertinent tests and quizzes.
Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fees: $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.
Fees: $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.
Fees: $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.
Fees: $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.
Fees: $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.
Note(s): May be taken multiple times for credit.
Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fees: $40.

CNMA 350 - Advanced Studies in Media Production  Credits 1-3
Aspects of theory and practice in media production.
Note(s): 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.
Fees: $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 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.
Fees: $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 socio-economic trends of the times. A variety of sitcoms, dramas and variety shows are viewed and students learn to look at how current programming has developed from formats that were successful in the 1950s through the 1990s.  
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.  
Fees: $100.

CNMA 359 - Motion Picture Production  
Credits 3  
Principal photography will be done for the film project begun in 358. Emphasizes lighting, camera operation, sound recording and directing.  
Grade Mode: A.  
Prerequisites: CNMA 251, CNMA 262, CNMA 303, CNMA 315.  
Corequisites: CNMA 358.  
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.  
Fees: $100.

CNMA 361 - Intermediate Production: Narrative  
Credits 3  
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.  
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.  
Fees: $100.

CNMA 362 - Intermediate Production: Documentary  
Credits 3  
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.  
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.  
Fees: $100.

CNMA 364 - Media Performance  
Credits 3  
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.  
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 365 - Digital Audio Editing and Post Production  
Credits 3  
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.  
Prerequisites: CNMA 251.  
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.  
Fees: $50.

CNMA 375 - Expansive Media  
Credits 3  
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.  
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

CNMA 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 Cinema and Media Arts (CNMA); and Undergraduate Level.  
Fees: $25.

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. 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.  
Fees: $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 Practicum Credits 1-3
Directed practical experience in the various fields of mass communication. Note(s): 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 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. Note(s): 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 365.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fees: $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.
Fees: $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.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.

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
Covers ethical and moral problems related to employment, current issues in the industry, and career planning.
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.
Fees: $100.

CNMA 464 - Advanced Editing for TV and Film
Credits 3
Advanced techniques in the art of editing, with special emphasis upon both seamless and experimental styles and emerging technologies.
Grade Mode: A.
Prerequisites: CNMA 315, CNMA 452.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fees: $50.

CNMA 465 - Advanced Directing for TV and Film
Credits 3
Film and television directors must master multiple disciplines while serving as a key creative decision maker. This comprehensive class deals with the artistic, human, financial, and technical aspects of directing.
Grade Mode: A.
Prerequisites: CNMA 262.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fees: $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.
Note(s): May be taken multiple times.
Grade Mode: A.
Restrictions: Must be Cinema and Media Arts (CNMA); and Undergraduate Level.
Fees: May involve lab fees.

Communication Sciences and Disorders

Faculty
Chair: Matthew Rouse, SLP.D.
Associate Professor: Dantuma, Hernandez, Rouse, Welty
Assistant Professor: Clemons

Courses
Communication Disorders (CODS)

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. Note(s): 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.
Fees: $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 418 - 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 course is intended 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 422 - Neurogenic Communication Disorders Credits 3
Covers theory, psychology, assessment and treatment of cognitive and communication disorders resulting from stroke, traumatic brain injury, and other neurological problems. Diagnoses covered include aphasia, right hemisphere syndrome, head injury, apraxia, dysarthria and dementia.
Grade Mode: A.
Prerequisites: Cods 210, Cods 318, Cods 324.
Restrictions: Must be Undergraduate Level.

Cods 424 - 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.
Fees: $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.
Note(s): May be taken for a total of 6 credits.
Grade Mode: A.
Prerequisites: Cods 331, Cods 332, Cods 439, Cods 441, Cods 442. Students must have completed 25 hours of observation prior to clinic.
Restrictions: Must be Undergraduate Level.
Fees: $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 - Articulation and Phonological Problems 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. Note(s): May be taken for a total of 6 credits.
Grade Mode: A.
Prerequisites: Limited to qualified juniors or seniors.
Restrictions: Must be Senior Class, or Junior 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.
Fees: $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.
Fees: $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.

Cods 450 - Communication Disorders Practicum Credits 1-3
Directed practical experience in the various fields of communication disorders. Note(s): May be taken for a total of 6 credits.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
CODS 460 - SLPA Clinical Internship Credits 1-3
Internship course in which students work under the supervision of a licensed speech-language pathologist in order to gain experience in the field of speech-language pathology and earn hours that can be used to apply for a California Speech-Language Pathologist Assistant License. Note(s): 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 be Undergraduate Level.

CODS 466 - Research in Communication Disorders Credits 3
Survey of research terminology and methods as well as an emphasis on critiquing research. Course includes a student capstone research project. Grade Mode: A.
Restrictions: Must be Senior Class; and Undergraduate Level.

CODS 470 - Communication Disorders Seminar Credits 1-3
Various aspects and problems in communication disorders. Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CODS 480 - Directed Research Credits 1-3
Individual research in areas of communication disorders determined in consultation with the instructor. Note(s): May be taken for a total of 3 credits.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

Communication Studies

Faculty
Chair: Joy Qualls, Ph.D.
Professor: Muehlhoff
Associate Professor: Brandon
Assistant Professors: Bortot, Calley, Molloy
Instructor: Elliott, Moe

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. Note(s): Approved for General Education Communication credit. May count as a lower division COMM major elective only for Torrey Honors program students.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 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. Note(s): Special approval required. May be taken twice for a total of 4 credits.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 160 - Theatre Appreciation Credits 3
Appreciation of drama through an understanding of the components, terms, personnel, history, styles, and techniques of theatre. Note(s): Approved for General Education Fine Arts credit. Attendance at selected plays is required.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: Lab $60.

COMM 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.
Fees: $20.

COMM 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.

COMM 166 - Introduction to Argumentation and Debate 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. Note(s): Approved for General Education Communication credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 170 - Small Group Communication Credits 3
Effective oral communication: invention, analysis, evidence, methods of attack and defense and arrangement of ideas. Note(s): Approved for General Education Communication credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

COMM 213 - 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.
Fees: $40, for makeup kit.

COMM 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.

COMM 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.
Fees: $25, for fabric purchases.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>COMM 241</td>
<td>Introduction to Technical Theatre</td>
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<td>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.</td>
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<td>COMM 254</td>
<td>Communication Theories</td>
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<td>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.</td>
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<tr>
<td>COMM 264</td>
<td>Beginning Acting</td>
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<td>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 Speech/Drama (COSD), Theatre (COTH) or Dramatic Arts (CDA).</td>
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<td>COMM 270</td>
<td>Interpersonal Communication</td>
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<td>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.</td>
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<td>COMM 280</td>
<td>Oral Interpretation</td>
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<td>Learning to read types of literature aloud in a manner that enhances and enriches the audience's understanding and appreciation of that literature. Note(s): Approved for General Education Communication credit. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
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<td>COMM 282</td>
<td>Intercollegiate Forensics</td>
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<td>Practical speech experience in debate and individual speaking events. Note(s): May be taken twice for credit for a total of 4 credits. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>COMM 320</td>
<td>Advanced Public Communication</td>
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<td>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.</td>
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<td>COMM 345</td>
<td>Lighting and Sound for Theatre</td>
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<td>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.</td>
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<td>COMM 368</td>
<td>Methods of Communication Research</td>
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<td>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.</td>
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<td>COMM 369</td>
<td>Intermediate Acting</td>
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<td>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: COMM 264. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>COMM 382</td>
<td>Intercollegiate Forensics</td>
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<td>Practical speech experience in debate and individual speaking events. Note(s): May be taken twice for credit for a total of 4 credits. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
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<td>COMM 385</td>
<td>Persuasive Communication</td>
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<td>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.</td>
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<td>COMM 386</td>
<td>Forms of Public Communication</td>
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<td>Application, practice and analysis of selected communication forms from a rhetorical perspective. Sections offered in political, social issues and nonverbal communication. Note(s): May be taken multiple times with different course content. Grade Mode: A. Restrictions: Must be Undergraduate Level.</td>
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<td>COMM 387</td>
<td>Organizational Communication</td>
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<td>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.</td>
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<td>COMM 391</td>
<td>Directing Theatre</td>
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<td>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. Note(s): Attendance at selected plays is required. Grade Mode: A. Restrictions: Must be Senior Class, or Junior Class; and Undergraduate Level. Fees: $50.</td>
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<td>COMM 405</td>
<td>Dramatic Theory</td>
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<td>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.</td>
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<td>COMM 409</td>
<td>Production Practicum II</td>
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<td>COMM 419</td>
<td>Dramatic Design and Criticism</td>
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<td>COMM 420</td>
<td>Rhetorical Theories</td>
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<td>COMM 435</td>
<td>Playwriting for Performance</td>
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<td>COMM 440</td>
<td>Communication Internship</td>
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<td>Advanced Acting Workshop</td>
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<td>COMM 465</td>
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<td>COMM 468</td>
<td>Drama for Christian Ministry</td>
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<td>COMM 469</td>
<td>Rhetoric of Media Studies</td>
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<td>COMM 470</td>
<td>Communication Seminar</td>
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<td>Intercultural Communication</td>
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<td>COMM 480</td>
<td>Directed Research</td>
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Computer Science

Faculty
Chair: William R. Wade, Ph.D.
Professor: McCarty, Wade
Associate Professor: Lin

Courses

Computer Science (CSCI)

CSCI 103 - Computer Applications
Introduction to computer applications using programs such as Word, Excel, or PowerPoint. Note(s): May be taken multiple times for credit with a different topic. May not be counted toward the major. Does not count toward General Education.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CSCI 104 - The Nature of Computing
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

CSCI 105 - Introduction to Computer Science
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.
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. Note(s): 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 Stranks, Ph.D.
Chair: Lorena Vidaurre, Ph.D.
Professors: Hetzel, Strankske
Associate Professors: Bishop, Block, Curtis, Eastman, Johnson, LaBarbera, Serna, Taylor, Vidaurre
Assistant Professors: Cid, Reid, Stein

Courses
Education (LEDU)

LEDU 301 - Introduction to Teaching
Credits 3
This course examines the structure and function of the school, foundations of education, qualities required for teacher effectiveness, and contemporary issues in education. A 25-hour fieldwork practicum component is required. Successful completion of this course constitutes one of the requirements for admission to the Teacher Preparation Program. CBEST must be taken during this course. Approximately $130 for livescan and application fees will be required.

Note(s): Special approval required. Must submit Certificate of Clearance forms and valid negative TB test results. Credential candidates must pass this course with a grade of "B-" or higher.

Grade Mode: A.
Restrictions: Must not be Undergraduate Level.
Fees: Paid Taskstream subscription 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. Paid Taskstream subscription required for credential candidates. Note(s): Credential candidates must pass this course with a "B-" or higher.

Grade Mode: A.
Prerequisites: LEDU 420.
Corequisites: LEDU 431, LEDU 432.
Restrictions: Must be Undergraduate Level.
Fees: $25.

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.
Paid Taskstream subscription required. Note(s): Special approval required. Restricted to formal application and acceptance to the School of Education. Credential candidates must pass this course with a "B-" or higher. This course is designed to fulfill the University's writing competency requirement for credential students.

Grade Mode: A.
Prerequisites: PSYC 200; LEDU 301 or MUSC 205.
Restrictions: Must be Undergraduate Level.
Fees: $50.

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. Note(s): 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
Credits 1
This course examines the 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. Note(s): This class is designed to fulfill the University's writing competency requirement for non-credential students.

Grade Mode: A.
Prerequisites: LEDU 420.
Corequisites: LEDU 431, LEDU 432.
Restrictions: Must be Undergraduate Level.
Fees: Paid Taskstream subscription required for credential candidates.

LEDU 337 - Elementary History-Social Science Curriculum and Methods
Credits 1
This course examines the 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. Note(s): This class is designed to fulfill the University's writing competency requirement for non-credential students.

Grade Mode: A.
Prerequisites: LEDU 341.
Corequisites: LEDU 420.
Restrictions: Must be Undergraduate Level.
Fees: 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. Paid Taskstream subscription required. Lecture/Lab Hours: A 10-hour fieldwork practicum component is required. Note(s): Credential candidates must pass this course with a "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #1.
Grade Mode: A.
Prerequisites: LEDU 330.
Restrictions: Must be Undergraduate Level.
Fees: $100.

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. Note(s): Restricted to livescan submission. Early Childhood permit candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 301, LEDU 335.
Restrictions: Must be Undergraduate Level.
Fees: 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. Note(s): Restricted to livescan submission. Early Childhood permit candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 301, LEDU 335.
Restrictions: Must be Undergraduate Level.
Fees: 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. Note(s): Early Childhood permit candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
Prerequisites: LEDU 356.
Restrictions: Must be Undergraduate Level.
Fees: 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. Note(s): Early Childhood permit candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A.
Prerequisites: LEDU 356.
Restrictions: Must be Undergraduate Level.
Fees: 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. Note(s): Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for practicum.
Grade Mode: A.
Prerequisites: LEDU 357, LEDU 358, and LEDU 359.
Restrictions: Must be Undergraduate Level.
Fees: 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.

Note(s): 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.
Fees: 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.

Note(s): Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.

Grade Mode: A
Prerequisites: LEDU 301.
Restrictions: Must be Undergraduate Level.
Fees: 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.

Note(s): Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.

Grade Mode: A
Prerequisites: LEDU 301.
Restrictions: Must be Undergraduate Level.
Fees: 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.

Note(s): Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.

Grade Mode: A
Prerequisites: LEDU 301.
Restrictions: Must be Undergraduate Level.
Fees: 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
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.

Note(s): Education Specialist Credential and Certificate candidates must pass with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.

Grade Mode: A
Prerequisites: LEDU 301.
Restrictions: Must be Undergraduate Level.
Fees: Paid Taskstream subscription required.
LEDU 378 - CalTPA Remediation  
Course provides individual or small group assistance in understanding the expectations of the CalTPA tasks. Remediation is only offered to those who need to resubmit a task. Note(s): Course by arrangement. May only be taken twice.

Grade Mode: C.
Restrictions: Must be Undergraduate Level.

LEDU 380 - Children's Literature  
This course is designed to provide an understanding of the historical perspectives on children's literature through picture books and young adult novels reflecting different genres. Literature representative of a variety of cultures and ethnic groups will be analyzed and discussed in order to strengthen cross-cultural understanding. Emphasis will be upon developing responses to literature through art, drama, and writing in order to strengthen children's literacy development in the elementary classroom.

Note(s): 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.
Fees: Paid Taskstream subscription required for credential candidates.

LEDU 420 - Elementary Reading/Language Arts  
Methods and materials for teaching reading to students in elementary schools; attention to a variety of approaches and techniques; consideration of the needs of pupils with varied cultural and language backgrounds.

Paid Taskstream subscription required. Lecture/Lab Hours: A 35-hour fieldwork practicum component is required.

Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #2.

Grade Mode: A.
Prerequisites: LEDU 431.
Corequisites: LEDU 309, LEDU 336, LEDU 432.
Restrictions: Must be Undergraduate Level.
Fees: $100.

LEDU 425 - Secondary Content Area Reading  
Methods and materials for teaching reading through content areas in secondary schools; attention to reading techniques, testing, and individualization.

Paid Taskstream subscription required. Lecture/Lab Hours: A 35-hour fieldwork practicum component is required.

Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #2.

Grade Mode: A.
Prerequisites: LEDU 431.
Restrictions: Must be Undergraduate Level.
Fees: $100.
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.

Note(s): Credential candidates must pass this course with a grade of "B-" or higher.
Grade Mode: A.
Prerequisites: LEDU 425.
Corequisites: LEDU 436, LEDU 437.
Restrictions: Must be Undergraduate Level.
Fees: Paid Taskstream subscription required.

LEDU 436 - Secondary Curriculum Credits 3
Secondary school curriculum, assessment, classroom management and teaching methods as they apply to the content areas in secondary school settings.
Paid Taskstream subscription required. Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #3.
Grade Mode: A.
Prerequisites: LEDU 425.
Corequisites: LEDU 433, LEDU 437.
Restrictions: Must be Undergraduate Level.
Fees: $100.

LEDU 437 - Secondary Curriculum Fieldwork Credit 1
A 60-hour fieldwork requirement to support the practical application of LEDU 436 Secondary Curriculum content. Candidates will design and teach several classroom lessons in local secondary schools.
Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
Prerequisites: LEDU 425.
Corequisites: LEDU 433, LEDU 436.
Restrictions: Must be Undergraduate Level.
Fees: 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.
Paid Taskstream subscription required. Note(s): Special approval required. Restricted to formal application. Must pass course with a grade of "B-" or higher. CalTPA #4. Candidates doing student teaching are limited to a maximum of 15 credits that semester with approval. Must register for LEDU 442 if completing student teaching in one semester. (See also SEED 512/513).
Grade Mode: A.
Prerequisites: LEDU 431 and LEDU 432.
Restrictions: Must be Undergraduate Level.
Fees: $120.

LEDU 442 - Elementary Student Teaching II Credits 6
See LEDU 440.
Note(s): Special approval required. Restricted to formal application.
Grade Mode: A.
Prerequisites: LEDU 440 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.
Fees: 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.
Paid Taskstream subscription required. Note(s): Special approval required. Restricted to formal application. Must pass course with a grade of "B-" or higher. CalTPA #4. Candidates doing student teaching are limited to a maximum of 15 credits that semester. Must register for LEDU 452 if completing student teaching in one semester. (See also SEED 514/515).
Grade Mode: A.
Prerequisites: LEDU 436 and LEDU 437.
Restrictions: Must be Undergraduate Level.
Fees: $120.
LEDU 452 - Secondary Student Teaching II Credits 6
See LEDU 450.
Note(s): Special approval required. Restricted to formal application.
Grade Mode: A.
Prerequisites: LEDU 450 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.
Fees: Paid Taskstream subscription required.

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.
Note(s): Approved for General Education English credit. All students scoring less than 470 on the critical reading section of the SAT (or 19 ACT) exam must enroll in ENGL 100. Undergraduate students finishing ENGL 171 in ELSP must take ENGL 100 within the first term of residence. This course is a prerequisite to ENGL 113.
Grade Mode: A.
Restrictions: Undergraduate Level.

ENGL 112 - Studies in Critical Thinking and Writing I Credits 3
Reading and discussion of ideas and methods in writing, stressing critical thinking, persuasion and evaluation; experience in writing a variety of expository and persuasive essays. Note(s): Approved for General Education English credit. Students scoring 470 or higher on the critical reading section of the SAT (or 19 ACT) exam may enroll in ENGL 112. Prerequisite to ENGL 113.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ENGL 113 - Studies in Critical Thinking and Writing II Credits 3
A continuation of 100 or 112, this course uses literary works as content for reading and discussion of ideas and methods in writing, stressing critical thinking, persuasion and evaluation; experience in writing essays and the research paper. Note(s): Required and approved for General Education English credit.
Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112.
Restrictions: Must be Undergraduate Level.

ENGL 151 - English for the Non-Native Speaker: Foundations of Academic Writing Credits 3
An advanced course in paraphrasing and summarizing English with intensive practice in editing.
Note(s): Special approval required. If this is the first ELSP course required, it must be taken during the first semester of residence.
Grade Mode: A.
Restrictions: Must be Undergraduate Level or Graduate Level.
Fees: Writing Lab $25.

ENGL 152 - English for the Non-Native Speaker: Oral Skills Credits 3
An advanced course in using English for oral communication. Note(s): Special approval required. If this is the first ELSP course required, it must be taken during the first semester of residence.
Grade Mode: A.
Restrictions: Must be Undergraduate Level or Graduate Level.

ENGL 151 - English for the Non-Native Speaker: Essay and Academic Writing Credits 3
An advanced course in understanding spoken and written English and using English for writing.
Note(s): Special approval required. If this is the first ELSP course required, it must be taken during the first semester of residence.
Grade Mode: A.
Prerequisites: ENGL 151 and ENGL 152 or department placement.
Restrictions: Must be Undergraduate Level or Graduate Level.
Fees: Writing Lab $25.

ENGL 161 - English for the Non-Native Speaker: Essay and Academic Writing Credits 3
An advanced course in using English for writing.
Note(s): Special approval required. A passing grade of "B" permits students to enroll in departmental writing courses (i.e., undergraduate ENGL 100 or Talbot TTSS 500) the semester immediately following successful completion of 171. Students who are taking ENGL 171 for the second time or more will be restricted to a maximum of 12 credits for undergraduate students and 9 credits for graduate students.
Grade Mode: A.
Restrictions: Must be Undergraduate Level or Graduate Level.

ENGL 171 - English for the Non-Native Speaker: Writing Workshop Credits 3
An advanced course in using English for writing.
Note(s): Special approval required. A passing grade of "B" permits students to enroll in departmental writing courses (i.e., undergraduate ENGL 100 or Talbot TTSS 500) the semester immediately following successful completion of 171. Students who are taking ENGL 171 for the second time or more will be restricted to a maximum of 12 credits for undergraduate students and 9 credits for graduate students.
Grade Mode: A.
Prerequisites: ENGL 161 or department placement.
Restrictions: Must be Undergraduate Level or Graduate Level.
Fees: Writing Lab $25.

ENGL 210 - Writing for Competency Credits 3
Intensive practice in writing at the college level. Designed for the students who have not satisfactorily fulfilled their department's WCR (Writing Competency Requirement) as described in the General Studies section. A grade of C+ or better will fulfill the competency requirement.
Grade Mode: A.
Prerequisites: English 100 or 112; 113; two unsuccessful attempts to complete GNRC 300. ELSP students must have passed the EDET.
Restrictions: Must be Undergraduate Level.
ENGL 220 - Literature and Film Credits 3
Designed to fulfill the general education literature requirement. Comparison of fictional and dramatic texts with their cinematic adaptations.
Note(s): Approved for General Education Literature credit.
Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113.
Restrictions: Must be Undergraduate Level.
Fees: $25.

ENGL 230 - Literature in Context Credits 3
Designed to fulfill the general education literature requirement. Selected writers representative of international or ethnic literatures. Note(s): Approved for General Education Literature credit.
Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113.
Restrictions: Must be Undergraduate Level.

ENGL 251 - British Literature I Credits 3
A study of selected writers and their works from the early Middle Ages to 1616. Note(s): Approved for General Education Literature credit.
Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113.
Restrictions: Must be Undergraduate Level.

ENGL 252 - British Literature II Credits 3
A study of selected writers and their works from 1616 to 1832. Note(s): Approved for General Education Literature credit.
Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113.
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. Note(s): Approved for General Education Literature credit.
Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113.
Restrictions: Must be Undergraduate Level.

ENGL 281 - American Literature I Credits 3
A study of selected writers from the Colonial period through the Age of Romanticism. Note(s): Approved for General Education Literature credit.
Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113.
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. Note(s): Approved for General Education Literature credit.
Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113.
Restrictions: Must be Undergraduate Level.

ENGL 283 - Race and Ethnicity in American Literature Credits 3
Studies in minority literatures of the United States. Note(s): Approved for General Education Literature credit.
Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113.
Restrictions: Must be Undergraduate Level.

ENGL 290 - World Literature Credits 3
Surveys of global literatures from ancient times to the present. Note(s): Approved for General Education Literature credit.
Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113.
Restrictions: Must be Undergraduate Level.

ENGL 300 - Studies in Grammar and Language Credits 3
Introductions 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.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course.
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; ENGL 113; 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 343 - Creative Writing: Poetry Credits 3
Poetry workshop. Students will read and critique each other’s work, study selected modern and contemporary poems 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 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 345 - Introduction to TESOL: K–12 Credits 3
Examination of rationale, methods and techniques of teaching English (ESL or EFL) to speakers of other languages. Introduces principles of second language learning along with techniques for teaching both separate and integrated skills to adults or postsecondary students. Note(s): See INTE 421.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ENGL 346 - 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. Note(s): See INTE 421.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

ENGL 350 - 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 351 - General English Linguistics Credits 3
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 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. **Note(s):** 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. **Note(s):** Intended for Education majors only.  
**Grade Mode:** A.  
**Prerequisites:** ENGL 100 or ENGL 112; ENGL 113; one 200-level course.  
**Restrictions:** Must be Undergraduate Level.  

ENGL 390 - Introduction to Critical Theory  
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, post-colonial theory and the new historicism.  
**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 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  
Studies in specialized areas or genres of writing. Sections may be offered in areas such as: technical writing, book editing, playwriting, writing for children or advanced studies in poetry or fiction.  
**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  
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 430 - Special Studies in Literature  
Credits 3  
Studies in general areas of literary interest such as film and literature, science fiction and folklore or in such specific literary topics as women's literature or life writings.  
**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  
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 450 - Studies in Comparative Literature  
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.  

ENGL 454 - Studies in Literary Theory  
Credits 3  
Studies in specialized areas or genres of writing. Sections may be offered in areas such as: technical writing, book editing, playwriting, writing for children or advanced studies in poetry or fiction.  
**Grade Mode:** A.  
**Prerequisites:** ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.  
**Restrictions:** Must be Senior Class; and must be Undergraduate Level.  

ENGL 460 - Studies in Literary Genre  
Credits 3  
Studies in a specific literary genre such as, poetry, drama, the novel and film.  
**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 471 - Honors Seminar  
Credits 3  
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.  
**Prerequisites:** ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.  
**Restrictions:** Must be Senior Class; and must be Undergraduate Level.  

ENGL 481 - Studies in World Literature  
Credits 3  
Studies in a specific literary genre such as, poetry, drama, the novel and film.  
**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 482 - Studies in Ethnic Literature  
Credits 3  
Studies in specialized areas or genres of writing. Sections may be offered in areas such as: technical writing, book editing, playwriting, writing for children or advanced studies in poetry or fiction.  
**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 490 - English Practicum  Credits 1-3
Practical experience in English teaching, editing and/or research at the college level.  
Note(s): Limited enrollment. An Add/Drop Slip and Arranged Course Form must be submitted. May be taken multiple times for credit for a total of 3 credits.
Grade Mode: A.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.
Restrictions: Must be Undergraduate Level.

ENGL 491 - Senior Thesis  Credits 3
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.
Prerequisites: ENGL 100 or ENGL 112; ENGL 113; one 200-level course; one 300-level course.
Restrictions: Must be Senior Class; and Honors Graduate School Prep (EHON); Undergraduate Level.

French
Faculty
Chair: Julianne Bryant, Ph.D.
Associate Professor: Bryant
Assistant Professors: Hernandez, Velasquez

Courses
HUFF 101 - Elementary French  Credits 4
Basic principles of pronunciation and grammar, vocabulary drill, graded reading. From the beginning, classroom conversations in French.
Lecture/Lab Hours: Five hours each week.
Note(s): Approved for General Education Foreign Language credit. Students desiring to enroll in French should do so during the freshman and sophomore years. It is impossible to complete general education requirements (B.A. degree) if the student starts in the senior year.
Grade Mode: A.
Prerequisites: Students with high school French should consult with the department for placement.
Restrictions: Must be Undergraduate Level.

HUFF 102 - Elementary French  Credits 4
Basic principles of pronunciation and grammar, vocabulary drill, graded reading. From the beginning, classroom conversations in French.
Lecture/Lab Hours: Five hours each week.
Note(s): Approved for General Education Foreign Language credit. Students desiring to enroll in French should do so during the freshman and sophomore years. It is impossible to complete general education requirements (B.A. degree) if the student starts in the senior year.
Grade Mode: A.
Prerequisites: HUFF 101 or equivalent. Students with high school French should consult with the department for placement.
Restrictions: Must be Undergraduate Level.

HUFF 201 - Intermediate French  Credits 4
Intermediate grammar and conversation, with emphasis on reading for meaning and speed. Class conducted in French. Lecture/Lab Hours: Five hours each week.
Note(s): Approved for General Education Foreign Language credit. Students desiring to enroll in French should do so during the freshman and sophomore years. It is impossible to complete general education requirements (B.A. degree) if the student starts in the senior year.
Grade Mode: A.
Prerequisites: HUFF 102 or equivalent. Students with high school French should consult with the department for placement.
Restrictions: Must be Undergraduate Level.

HUFF 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.
Note(s): Students desiring to enroll in French should do so during the freshman and sophomore years. It is impossible to complete general education requirements (B.A. degree) if the student starts in the senior year.
Grade Mode: A.
Prerequisites: HUFF 201. Students with high school French should consult with the department for placement.
Restrictions: Must be Undergraduate Level.

HUFF 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. Note(s): This course will not be offered on a regular basis.
Grade Mode: A.
Prerequisites: HUFF 202.
Restrictions: Must be Undergraduate Level.

HUFF 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: HUFF 201.
Restrictions: Must be Undergraduate Level.
Fees: Additional fees may vary.
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.
Fees: $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.
Restrictions: Course eligibility via selection.

GNST 003 - Multicultural Mentorship Program Credits 0
This two-semester program, Cultural Encounters, is designed to equip students from diverse backgrounds to better serve the Biola Community and society at large by exposing them to the basic concepts of leadership, diversity and multiculturalism. Note(s): Both semesters required of all SURGE Scholarship recipients.
Grade Mode: C.

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.

GNST 005 - 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.

GNST 101 - 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 education. This discipline-linked course also provides an overview of the student’s chosen major and a generalist offering is available for undeclared students. Required of all first-time students with fewer than 12 transferable credits from a college (excluding AP, IB, dual credit, or CLEP). Note(s): Required for graduation.
Grade Mode: A.

Restrictions: Must be 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. Note(s): May not be used to substitute for a General Education requirement. May not be counted toward any major. May be taken multiple times for credit with different content.
Grade Mode: A.
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. Note(s): May not be used to substitute for a General Education requirement. May not be counted toward any major. May be taken multiple times for credit with different content.
Grade Mode: A.
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. Note(s): One or more sections offered each year in areas such as Latin America, North American, Europe, Africa and Asia. May be taken multiple times with different content.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

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, Rhee
Associate Professors: Geringer, Lockett, Manning

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.

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.
Restrictions: Must be Undergraduate Level.

BLGR 102 - Elementary Greek Grammar II Credits 3
Grade Mode: A.
Prerequisites: BLGR 101 with a grade of "C-" or better or equivalent.
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.
Prerequisites: BLGR 102 with a grade of "C-" or better or equivalent.
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.
Prerequisites: BLGR 201.
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. Note(s): 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. Note(s): 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, patristic and pagan writers of the Hellenistic period, including the Septuagint, with attention to literary analysis and comparison with relevant biblical authors. Opportunity may be given to use the GRAMCORD and ibybus computer projects.
Grade Mode: A.
Prerequisites: BLGR 202 or equivalent.
Restrictions: Must be Undergraduate Level.

BLGR 404 - Advanced New Testament Textual Criticism Credits 3
Grade Mode: A.
Prerequisites: BLGR 202.
Restrictions: Must be Undergraduate Level.

BLGR 405 - Advanced Greek Grammar Credits 3
Advanced grammar and syntax with emphasis upon rapid reading as well as reading and translation of biblical texts.
Grade Mode: A.
Prerequisites: BLHE 202.
Restrictions: Must be Undergraduate Level.

BLGR 406 - 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. Note(s): 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.

Courses

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.
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 102.
Restrictions: Must be Undergraduate Level.

History

Faculty

Chair: Alicia Dewey, Ph.D.
Professor: Rood
Associate Professors: Christensen, Dewey, Lim, Wamagatta

Courses

History (HIST)

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. Note(s): Approved for General Education 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. Note(s): Approved for General Education 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 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. Note(s): Approved for General Education 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.
Note(s): Approved for General Education 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. Note(s): 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. Note(s): 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
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

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. Note(s): 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.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 323 - 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 326 - Ancient 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. Note(s): May be taken multiple times for credit with a different focus.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 327 - History of Modern China Credits 3
The history of China from 1800 to the present.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 328 - Political Philosophy - Ancient Credits 3
A study of selected works of the ancient philosophers 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 329 - 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 330 - 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 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. Note(s): May be taken multiple times for credit with a different focus.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 333 - History of Modern China Credits 3
The history of China from 1800 to the present.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 334 - Political Philosophy - Ancient Credits 3
A study of selected works of the ancient philosophers 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 335 - 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 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. Note(s): 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 391 - Latin America: History, Peoples and Culture Credits 3
Study of ethno-cultural groups — highland Mayas, Afro-Cubans, Japanese, Brazilians, etc. — and social groups such as university students, urban slum dwellers (favelados), etc; economic activities, social practices, religion and arts. Emphasis on both historical factors and contemporary developments.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 392 - Latin American Revolutions Credits 3
Revolutionary movements and regimes in 20th century Latin America: Mexican Revolution of 1910, Castro's Cuba, Sandinismo (Nicaragua), Sendero (Peru), Zapatismo (Mexico). Analysis of international, regional and local factors, as well as of revolutionary culture and search for social justice.
Grade Mode: A.
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.

HIST 405 - Problems in American Diplomacy Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 406 - Themes in Urban History Credits 3
Readings in urban history on various topics, including the European City, the Islamic City, Cities in the Developing World. Specialized research by theme, region, or epoch.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 408 - The Church in the American Experience Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 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.

HIST 412 - The American West Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 415 - Oral History Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 418 - The History of the City Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 420 - History of Russia Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 422 - Renaissance and Reformation Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 423 - Early Modern Europe Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 424 - Twentieth Century Europe Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 425 - War and Civilization Credits 3
Survey of military history emphasizing the development of technology, tactics, war theory, ethical standards and worldview.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 426 - German History and Culture Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 430 - History of the Jewish People Credits 3
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.
Restrictions: Must be Undergraduate Level.
HIST 433 - History of Christianity in Africa  Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 441 - History of the Middle East and Islam I  Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 442 - History of the Middle East and Islam II  Credits 3
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.
Restrictions: Must be Undergraduate Level.

HIST 443 - Special Topics on Middle Eastern History  Credits 3
Topics on Middle Eastern history including individual reading in historical
literature. Note(s): May be taken multiple times for credit with a different
topic.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

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. Note(s): May be
taken multiple times for credit with different content.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 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.

HIST 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.

HIST 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.

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 460 - Seminar in Religious Traditions  Credits 3
Significant religious traditions offered with different focus and content,
such as: Asian Religious Traditions, the Evangelical Tradition. Note(s):
May be taken multiple times with different content.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 462 - History of the Expansion of Christianity  Credits 3
The background, original development and spread of the Christian
religion; emphasis on the modern era, especially contemporary growth
dynamics and church structure in Africa, Asia and Latin America.
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.
Prerequisites: Senior standing.
Restrictions: Must be Undergraduate Level.

HIST 467 - Topics in History  Credits 1-3
Topics in history including individual reading in historical literature.
Note(s): May be taken multiple times with different content.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HIST 470 - Studies in History  Credits 1-3
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. Note(s): Credits to be counted toward elective credit beyond
the 30 credits required for History and Social Science majors. May be
taken for a total of 6 credits.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
HIST 490 - Honors Program
First semester of a year-long independent research project for history majors culminating in an honors thesis. First semester: reading and research under supervision.
Grade Mode: A.
Restrictions: Must be Senior Class, or Junior Class; and Undergraduate Level.

HIST 491 - Honors Program
Second semester of a year-long independent research project for history majors culminating in an honors thesis. Drafting and writing final paper.
Grade Mode: A.
Prerequisites: HIST 490.
Restrictions: Must be Senior Class, or Junior Class; and History (HIST); Undergraduate Level.

HIST 495 - Capstone: History in Christian Faith and Practice
This course asks students to summarize and reflect on the historical content, methodology, and academic skills learned as History majors. It tests the mastery of the learning outcomes of the major. It discusses life skills, career skills, the value of history to a Christian worldview, careers for History majors, and graduate school. Note(s): 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, Purgason, Starcher
Associate Professors: Campbell, Decker, Greene, Liang, McMahan, Pittle, Sappington, Yeh
Assistant Professor: Barber, Floyd, Nehrbass

Courses

Intercultural Studies (INCS)

INCS 233 - Foundations of Global Studies
Exploration of foundational issues related to international and intercultural ministry, including foundational models of global Christian witness, mission formation, contextualization, and an overview of various global realities (poverty; international development; Islam; unreached peoples; urbanization; globalization; and peace, security and conflict) from a Biblical perspective. Career tracks in intercultural and global service are explored.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 313 - Language and Culture Learning
Techniques and activities to help a person be a successful independent learner of a spoken language and of the culture within which it is used. Practical experience in language and culture learning in a foreign-speaking community.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $100.

INCS 322 - Intercultural Adjustment
Exploration of the cross-cultural transition process, focusing on healthy adjustment as a sojourner in a new culture. Attention given to understanding and applying grace to oneself and others, discerning cultural values, conflict styles, social stratification and celebration.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 324 - Introduction to Islam and Islamic Theology
An introductory survey of the Islamic world and its faith, and major themes in Muslim theology and doctrine from the Qur’an to contemporary Muslim thinkers. Topics include faith, practice, the daily life and spiritual world of Muslims; the systematic character of Muslim thought; theological, historical, political, social and cultural barriers and bridges between Muslims and Christians. Critical issues like contextualization, power encounter, church multiplication, the role of women, and contemporary Islamic thought including the emergence of Islamic fundamentalism and militant Islam.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 325 - Popular Islam
Survey of varieties of “folk” beliefs, practices and local expressions of the less orthodox, mystical and more syncretic/animistic components of Islam. This course equips students to understand the religious experience of everyday Islam (representing 80% of Muslims) from a biblical perspective in order to contextually communicate to the felt needs of ordinary Muslims.
Grade Mode: A.
Prerequisites: INCS 324.
Restrictions: Must be Undergraduate Level.

INCS 331 - Peoples of Ethnic America
A study of non-Caucasian ethnic groups in America in light of their historical and socio-cultural background. Practical field experience in an ethnic community.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
INCS 332 - Peoples of the World  
A study of specific cultural areas with an emphasis on customs, social structures, religion, arts, and history. Areas of specialty may include:
- History, People and Cultures of Latin America
- History, People and Cultures of Sub-Saharan Africa
- Peoples and Cultures of China
- Peoples and Cultures of India
- Women in Islamic Cultures
- Peoples of the Islamic World
- Native Peoples of America
- Peoples and Cultures of Southeast Asia
- Peoples of Europe

Note(s): May be taken multiple times for credit with different course content.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 333 - Principles of Church Multiplication  
Exploration of the foundational issues related to global ministry, emphasizing church planting strategies for entering and leaving an area. A holistic approach to ministry designed to empower nationals for ministry and using teamwork with the investigation of spiritual gifts, skills and life experience.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 334 - Church Planting Models and Strategies  
A survey and analysis of the strengths and weaknesses of various church planting strategies. Emphasizing key factors which the church planter can implement in a given cross-cultural context with strategy for turning over the leadership to the local church.
Grade Mode: A.
Prerequisites: INCS 333.
Restrictions: Must be Undergraduate Level.

INCS 338 - Urban Church Planting Models: L.A. Excursion  
This course 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.
Fees: $50.

INCS 342 - World Christianity  
An introduction to the contemporary worldwide Christian movement, focusing on social, cultural and missiological issues; the translatability of the gospel; and non-Western missions and religious movements.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 345 - Introduction to International Development  
Key theories, models and macro concerns in development, and historic overview of the practice of relief and development. Exploration of topics such as poverty, gender, human rights, debt, nationalism and economic development, globalization, and transformational/holistic development. Provides a broad survey of development concepts, trends, and challenges. Note(s): 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  
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  
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. Note(s): Also available for CPLE. This course may not be taken in conjunction with a semester abroad study program.
Grade Mode: A.
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. Note(s): 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 exegesis 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 Credits 3
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 Credits 3
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 Credits 3
Focus on different perceptions, ways of thinking, values, non-verbal expression, language expression and subgroups within a culture as they relate to the media and the message. Note(s): See also COMM 472.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 425 - Spiritual Conflicts in Cross-Cultural Context Credits 3
The study of historical and contemporary worldview beliefs in the existence and activity of spiritual beings or forces. The course establishes for the cross-cultural worker biblical, theoretical, and practical guidelines in dealing with spirit beliefs and conflicts.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 427 - Spiritual Formation in Cross-cultural Context Credits 3
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 Credits 3
Global Health Perspectives: Theories and skills related to health teaching, physical assessment, preparation and utilization of indigenous health care.

Global Health: Preparation for living overseas: healthy lifestyle, prevention of disease, mental and spiritual burnout, initial treatment where there is no doctor.

Global Health Priorities: Preparation for serving organizations involved in planning and implementing health care systems at the district and village level.

Global Health Communication: The anthropological study of problems of illness and health with emphasis on the cultural context of health care programs. Note(s): May be taken multiple times with different content.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 431 - History of the Middle East and Islam I Credits 3
Political, social and cultural history of the Middle East with an emphasis on Islamic civilization to 1453. Special emphasis on relationships of Muslims and non-Muslim peoples under Islamic rule.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 432 - History of the Middle East and Islam II Credits 3
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 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: INCS 345.
Restrictions: Must be Undergraduate Level.

INCS 434 - Islam in America and the West Credits 3
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.
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 Historical 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.
Note(s): 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. Note(s): May be taken multiple times 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. Note(s): See BBST 458.
Grade Mode: A.
Prerequisites: BBST 109, BBST 251, BBST 254, and BBST 306.
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 455 - 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 Undergraduate Level.

INCS 456 - 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 Undergraduate Level.

INCS 457 - 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. Note(s): Course is usually offered in Los Angeles in the Fall semester and frequently in New York City as a Summer Study Tour. See Program Director for details.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 458 - Village and Tribal Cultures 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 459 - 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.

INCS 460 - Urban Practicum Credits 3
A program of cross-cultural internships in the urban metropolitan area of Los Angeles.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INCS 463 - 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 Undergraduate Level.

INCS 465 - Integration Seminar: Gospel and Culture Credits 3
This capstone course equips students to explore diverse issues in the contemporary world, such as social justice and contextual theologies, from a biblical, cultural, and missiological perspective. The presentation of a major paper is used to demonstrate integrative skills.
Grade Mode: A.
Restrictions: Must be Intercultural Studies (INCS), and Undergraduate Level.
Kinesiology, Health and Physical Education

Faculty

Chair: Marc Apkarian, Ph.D.
Professor: Holmquist
Associate Professors: Apkarian, Henry, Larson
Assistant: Altamirano, Gardner

Courses

Kinesiology, Health and Physical Education (PEED)

PEED 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. Note(s): Approved for General Education Physical Education activity credit. Outdoor exercise required, outside of class time.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PEED 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. Note(s): Approved for General Education Physical Education (PE) activity credit. Other activities may be offered upon sufficient demand. Recreation classes offered are backpacking, mountain biking, road cycling and rock climbing. *Only one recreation class may be counted as a PE activity credit. **First Aid/CPR does not count as PE activity credit.
Grade Mode: A, C.
Restrictions: Must be Undergraduate Level.

PEED 118 - Varsity Athletics Credit 1
Reserved for intercollegiate athletic teams. Enrollment during the registration period necessary.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PEED 130 - Intermediate Physical Education Skills and Techniques Credit 1
Intermediate skills, individual and team strategy and rules in selected activity classes.
Note(s): Approved for General Education Physical Education activity credit.
Grade Mode: A.
Prerequisites: PEED 110.
Restrictions: Must be Undergraduate Level.

Fees: $15 (exceptions: archery, $35; bowling, $50, golf, $45; backpacking, and rock climbing, $85; snowboarding/skiing $575).

Notes:
- Note(s): May be taken multiple times with different content. Topic selection and course enrollment by advisor's approval.
- Restrictions: Must be Undergraduate Level.
- Grade Mode: A.
PEED 140 - Physical Education Skills and Techniques: Aquatics  Credit 1
Fundamental and advanced techniques of individual skills. Lifeguard training, water safety instruction (WSI), water polo.

Note(s): Approved for General Education Physical Education (PE) activity credit. Note: First Aid/CPR does not count as PE 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.
Fees: $15.

PEED 150 - Advanced Physical Education Skills and Techniques  Credit 1
Advanced skills, individual and team strategy and rules in selected activity classes.

Note(s): Approved for General Education Physical Education activity credit.
Grade Mode: A.
Prerequisites: PEED 110 or PEED 130.
Restrictions: Must be Undergraduate Level.
Fees: $15 (exceptions: archery, $35; bowling, $50; golf, $45).

PEED 180 - Recreation Leadership and Programming  Credits 2
Basic qualifications of the successful leader of recreational groups; aims of a successful program; techniques of organizing and supervising the program.

Note(s): Recommended for youth club leaders and directors, and playground and camp assistants.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PEED 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.

Note(s): Must be Liberal Studies Elementary Ed (LSEE), Physical Education (PEED) or Liberal Studies (LELS); and Undergraduate Level.
Restrictions: Must be Undergraduate Level.

PEED 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.

Note(s): Must be Undergraduate Level.
Restrictions: Must be Undergraduate Level.

PEED 213 - Fundamental Principles of Physical Fitness  Credits 2
Foundational 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.

Note(s): This course will fulfill part of the General Education PE requirement for Kinesiology majors only.
Grade Mode: A.
Prerequisites: BIOS 254.
Restrictions: Must be Undergraduate Level.
Fees: $30.

PEED 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.

Note(s): BIOS 254.
Grade Mode: A.
Prerequisites: BIOS 254.
Restrictions: Must be Undergraduate Level.

PEED 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: BIOS 254, BIOS 281.
Restrictions: Must be Undergraduate Level.

PEED 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: PEED 302 (Concurrent registration permitted).
Restrictions: Must be Undergraduate Level.
Fees: $35.

PEED 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.
Fees: $25.

PEED 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.

PEED 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.

Note(s): The course is designed for majors in kinesiology and physical education. Not for the general education requirement in the sciences.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PEED 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.

PEED 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.
PEED 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.

PEED 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.

PEED 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: BIOS 254.
Restrictions: Must be Undergraduate Level.
Fees: $50.

PEED 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.

PEED 405 - Adapted Physical Education  Credits 3
Analysis of the principles underlying the teaching of physical education for the handicapped; survey of specific disabilities and the implication of each for physical education.
Grade Mode: A.
Prerequisites: PEED 201.
Restrictions: Must be Undergraduate Level.

PEED 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.

PEED 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.

PEED 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: PEED 201, PEED 205.
Restrictions: Must be Undergraduate Level.

PEED 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.

PEED 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: PEED 301 and PHSC 111.
Restrictions: Must be Undergraduate Level.
Fees: $15.

PEED 434 - 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.

PEED 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 CHEM 112 or equivalent.
Restrictions: Must be Undergraduate Level.

PEED 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: PEED 301, PEED 302, PEED 303.
Restrictions: Must be Undergraduate Level.

PEED 460 - Topics in Kinesiology  Credits 1-3
Study of topics related to kinesiology in areas such as exercise science and allied health care. Note(s): May be taken more than once with a different topic.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PEED 470 - Seminar in Kinesiology  Credits 1-3
Seminar related to specific topics in kinesiology in areas such as exercise science and allied health care. Note(s): May be taken more than once with a different topic.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Language, Foreign

Faculty
Chair: Victor Velazquez, Ph.D.
Associate Professor: Bryant, Hernandez, Obrist, Velazquez
Assistant Professors: Reyes

Courses

Special Offerings (HUFR)

HUFR 101 - Foreign Language Credits 1-4
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 communicative competence at an intermediate low-mid proficiency level. Note(s): Approved for General Education Foreign Language credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HUFR 102 - Foreign Language Credits 1-4
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 communicative competence at an intermediate low-mid proficiency level. Note(s): Approved for General Education Foreign Language credit.
Grade Mode: A.
Prerequisites: HUFR 101 or demonstration of equivalent proficiency.
Restrictions: Must be Undergraduate Level.

HUFR 201 - Foreign Language Credits 1-4
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 communicative competence at an intermediate mid-high proficiency level. Note(s): Approved for General Education Foreign Language credit.
Grade Mode: A.
Prerequisites: HUFR 102 or demonstration of equivalent proficiency.
Restrictions: Must be Undergraduate Level.

HUFR 203 - Foreign Language Credits 3
Intermediate grammar, listening, speaking, writing, reading. Course develops communication in various contexts with increasing proficiency. Learners will acquire greater command over basic and intermediate level structures. They will be equipped to use the linguistic, sociolinguistic and pragmatic competencies in broader domains. At this level, the learner can perform the activities of the language of perception (e.g., can understand the main ideas of complex texts on various topics, including semi-specialized language), of production (e.g., can express oneself clearly and in detail on a wide range of topics), in interaction (e.g., can maintain a conversation and interact with a certain degree of fluency and spontaneity).
Grade Mode: A.
Prerequisites: HUFR 201.
Restrictions: Must be Undergraduate Level.

HUFR 290 - Reading Foreign Language Texts Credits 3
This course will develop reading proficiency at an advanced level. Students will focus on grammatical, lexical, and syntactical structures of the target language in the reading of texts from various genres. Note(s): May be taken for a total of 6 credits.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: Additional fees may vary.

Mathematics

Faculty
Chair: William Wade, Ph.D.
Professor: Wade
Associate Professor: DiMuro, Lin, 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. Note(s): Approved for General Education 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 general education mathematics classes. Arranged in conjunction with the individual needs of the student. Note(s): Approved for General Education Math credit.
Grade Mode: A.
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 mathematics sciences. Note(s): Approved for General Education Math credit. Business Majors must pass online Pre-Business Calculus Course (free/no credit) prior to taking the course.
Grade Mode: A, N.
Restrictions: Must be Undergraduate Level.

MATH 105 - Calculus I Credits 4
Limits, differentiation and integration of rational and trigonometric functions, with applications. Note(s): Approved for General Education Math credit.
Grade Mode: A.
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.
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.
Restrictions: Must be Liberal Stds Multidisciplinary (LSMD), Liberal Studies Elementary Ed (LSEE), Interdisciplinary Education (INED) or Liberal Studies (LELS); and 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. Note(s): Cannot be counted toward the Mathematics major.
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. Note(s): Cannot be counted toward the Mathematics major.
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 general education requirement in mathematics for liberal arts students. Note(s): Approved for General Education Math credit. May not be counted toward the Mathematics major. Credit given for either 120 or 130, not both.
Grade Mode: A.
Restrictions: Must not be Mathematical Science (MASC); and 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. Note(s): Approved for General Education Math credit. May be counted toward the Mathematics minor. Credit given for either 120 or 130, not both.
Grade Mode: A.
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. Note(s): Approved for General Education 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.
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.
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. Note(s): Approved for General Education 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.
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.
Grade Mode: A.
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.
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. Note(s): Approved for General Education 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 non-linear 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. Note(s): 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
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. Note(s): May be taken multiple times for credit.
Grade Mode: A.
Restrictions: Must be Mathematics (MATH) or Mathematical Science (MASC); and 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. Note(s): May be taken multiple times for credit.  
Grade Mode: A.  
Restrictions: Must be Senior Class; and must be Undergraduate Level.  

Media, Journalism and Public Relations  

Faculty  
Chair: Tamara Welter, Ph.D.  
Professors: Longinow  
Associate Professor: Cannon, Oleson, Welter  
Assistant Professor: Kim  
Instructor: Simon  

Courses  

Journalism and Integrated Media (JOUR)  

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.  
Fees: $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.  
Fees: $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 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.  
Fees: $25.  

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.  
Fees: $75.  

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.  
Fees: $75.  

JOUR 230 - Writing for Public Relations  
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.  
Fees: $25.  

JOUR 231 - Public Affairs Reporting  
Credits 3  
A laboratory-oriented course in public affairs reporting that puts emphasis on back-grounding, interviewing, topic news-gathering 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.  
Restrictions: Must be Undergraduate Level.  
Fees: $20.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>JOUR 236</td>
<td>Introduction to Broadcast Journalism</td>
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<td>JOUR 249</td>
<td>Media Design Essentials</td>
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<td>JOUR 267</td>
<td>Media and Public Relations Career Readiness</td>
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<td>JOUR 301</td>
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<td>JOUR 303</td>
<td>Convergent Production</td>
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<td>JOUR 305</td>
<td>Database Journalism</td>
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<td>JOUR 307</td>
<td>Social Media, SEO and Digital Strategy</td>
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**JOUR 235 - Videography**
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.
Fees: $80.

**JOUR 236 - Introduction to Broadcast Journalism**
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.
Restrictions: Must be Undergraduate Level.
Fees: $25.

**JOUR 249 - Media Design Essentials**
A course introducing students to digital approaches to publishing, including basic principles of design and typography, hands-on practice with leading industry software and the ultimate production of publication material. The Adobe suite of products (Adobe Illustrator, Photoshop, InDesign, and Dreamweaver) is used. Provides students with the opportunity to develop the use of electronic procedures to produce and edit publications and Web sites. Students create, format, illustrate and design print material and Web products. The course prepares students to produce such materials as newsletters, flyers, brochures, publication spreads and advertising materials. This is an entry-level course, assuming students have little or no previous experience with the Adobe suite of products.

Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $20.

**JOUR 267 - Media and Public Relations Career Readiness**
Practical study and experience in successful strategies for making the step from academia to journalism and public relations careers. Students interact with working professionals through guest lectures, media tours and mock job interviews, examining the maturity of their gifts and skills and whether they have the readiness needed for effective participation in journalism, public relations, or other media environments — whether as an intern or a new employee. The course also helps students examine steps needed to prepare for graduate school, law school, and church or missions-related ministry as options naturally following their journalism preparation.

Grade Mode: A.
Restrictions: Must be Undergraduate Level.

**JOUR 300 - Practicum**
Portfolio course in which students produce professional-level work in one of the following campus media: newspaper, magazine, public relations, television, radio or Web/convergent media. Work in the practicum is designed as a springboard to competitive application for internships and career-entry in media and media-related ministry. Students are not allowed to take Practicum credits simultaneously (in one semester).

Note(s): 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.
Fees: $30.

**JOUR 301 - Sports Journalism**
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.

Note(s): JOUR 220 and JOUR 235 are recommended.
Grade Mode: A.
Prerequisites: JOUR 107, JOUR 231.
Restrictions: Must be Undergraduate Level.
Fees: $10.

**JOUR 303 - Convergent Production**
Deadline production for the Web using news, features and sports reporting approaches. Students learn techniques for effectively combining writing, still photos, video clips, audio files, and interactive media elements to produce contextual coverage of breaking events and trends affecting the Biola campus and/or the surrounding region. Students rotate responsibilities for various pieces of the convergent product.

Grade Mode: A.
Prerequisites: JOUR 105, JOUR 107; JOUR 230 or JOUR 231.
Restrictions: Must be Undergraduate Level.
Fees: $20.

**JOUR 305 - Database Journalism**
Laboratory, lecture and discussion course in advanced principles of identifying news, its sources and the connection of issues with trends. Course emphasizes in-depth (documentary-style) interviewing, variable deadline writing, introductory use of and analysis of online and retrievable databases, and other online resources for journalism and public relations.

Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $20.

**JOUR 307 - Social Media, SEO and Digital Strategy**
An introductory course providing students with the media tools and grasp of marketing-related media theory needed for effective digital communications in businesses and organizations. Course content will cover the basic social media platforms and their uses from an organizational standpoint; Search Engine Optimization (SEO) tools and methods; and digital strategy for online advertising, analytics and website user trending. Upon completion, students will be equipped to create digital communication strategies, understanding the platforms and tools available along with methods to measure effectiveness for a variety of audiences.

Grade Mode: A.
Restrictions: Must be Undergraduate Level.
JOUR 315 - Religion, Culture and Media  
An overview of the interplay of faith and journalism within urban and rural cultures in the United States. Students examine the ways media -- Christian and secular -- have told, and currently tell, the stories of people of faith and faith communities. The course emphasizes cross-cultural, racially diverse encounters for students, interaction of their Christian worldview with those of differing beliefs, and examination of journalistic approaches that are appropriate to truth-telling about the work of God in the world. Students' work in the course involves field observation in Southern California and emphasizes research, discussion, basic interviewing, writing and storytelling through Web media.
Grade Mode: A.
Prerequisites: JOUR 105, JOUR 107.
Restrictions: Must be Undergraduate Level.
Fees: $10.

JOUR 332 - Publication Editing and Management  
Exploration of aesthetics and design with emphasis on copy editing and marking skills necessary for quality presentation of material in newspapers, magazines, newsletters and other journalistic venues. Extensive practice of copy editing with attention to style, grammar, punctuation, writing headlines, cutlines, selection of type, use of color and art.
Grade Mode: A.
Prerequisites: JOUR 105.
Restrictions: Must be Undergraduate Level.
Fees: $50.

JOUR 333 - Travel Video Practicum  
Students learn storytelling based on insight into a unique location using interviewing and video editing techniques to make that location, its people and culture understandable and approachable to audiences. An understanding of on-camera interviewing, script writing, videography and video editing are necessary to begin this course, though those areas will be refined in this practical, field-work driven course.
Grade Mode: A.
Prerequisites: JOUR 236.
Restrictions: Must be Undergraduate Level.

JOUR 334 - Producing and Writing for Broadcast News  
Students learn the nuts and bolts for writing and producing a television newscast. The course observes life behind-the-scenes in a television newsroom. Students study the format for writing for television news, as well as how to stack a show, assign packages and stories, and how to produce in breaking news situations. Students also study the writing format for television news, as well as how to properly write a television news package.
Grade Mode: A.
Prerequisites: JOUR 236.
Restrictions: Must be Undergraduate Level.
Fees: $30.

JOUR 335 - Magazine and Free-Lance Writing  
Principles of writing for targeted audiences that win readers and editors at niche and mainstream magazines. Students move articles from inception to querying through the revision processes of medium and long-form features and in-depth article writing. Course includes elements of business self-management, budgeting and copyright guidelines.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

JOUR 337 - Intermediate Broadcast Production  
Students learn principles and practical application of television directing and the aspects of production that determine aesthetic quality. Techniques and concepts of video field reporting, production and video editing are introduced. Lecture, discussion, and projects give particular emphasis to developing critical and analytic abilities, and realizing practical applications of media ethics and aesthetics.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $80.

JOUR 342 - Visual Meaning  
A research and discussion course exploring theories of visual knowledge, the making of meaning through visual languages, and the ways journalists and/or public relations professionals negotiate visual symbols and paradigms within disparate communities. The course analyzes digital SLR imaging, video imaging, and the uses of complementary elements alongside visuals including, but not limited to, text, audio and graphics. Cross-cultural elements of visual meaning can be included depending on the semester.
Grade Mode: A.
Prerequisites: JOUR 105, JOUR 107.
Restrictions: Must be Undergraduate Level.

JOUR 344 - Media and Public Relations Internship  
A portfolio-driven, introductory 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, 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. Note(s): 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 111 or JOUR 120 or JOUR 220 or JOUR 236.
Restrictions: Must be Undergraduate Level.

JOUR 347 - Photojournalism I  
Explores reporting and documentation through the visual medium of still images. Students photograph assignments under working press conditions and advance their skills using the SLR camera.
Grade Mode: A.
Prerequisites: JOUR 220.
Restrictions: Must be Undergraduate Level.
Fees: $80.

JOUR 348 - Publication, Web and Media Design  
Examines the trends in design as they impact newspapers, magazines, broadcast and promotional material in applicable print, online and mobile form. It is expected that students have a basic ability with the Adobe Suite of products. Emphasis is on the design of cohesive multi-page (print or digital) publications, sites and/or apps. Examines editorial operations, production procedures, and the role of the art/design director. In the class' workshop setting, students are familiarized not only with theoretical ideas but also with practical considerations of design.
Grade Mode: A.
Prerequisites: JOUR 249.
Restrictions: Must be Undergraduate Level.
Fees: $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, JOUR 220.
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.

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.
Fees: $10.

JOUR 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: JOUR 230.
Restrictions: Must be Undergraduate Level.
Fees: $25.

JOUR 356 - 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, JOUR 220.
Restrictions: Must be Undergraduate Level.

JOUR 357 - 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 358 - 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: JOUR 230.
Restrictions: Must be Undergraduate Level.

JOUR 359 - 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.
Fees: $25.

JOUR 360 - 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.
Fees: $20.

JOUR 361 - Media Law 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 journalists.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
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 a finished portfolio of work suitable for entry to a media career or media-related ministry. Includes on-campus sessions designed to strengthen and expand professional skills. Note(s): Sixty hours of internship are required for each academic credit. A total of 3 credits of internship are required for the major. It is strongly recommended that students take this course 1 credit at a time.
Grade Mode: A.
Restrictions: Must be Senior Class, or Junior Class; and must be Undergraduate Level.

JOUR 444 - Advanced Internship and Career Preparation 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, public relations or media-related ministry by engaging in an internship that requires more than an entry level position. This course is aimed at providing students with an advanced portfolio of work suitable for applying to entry level positions in a media career, public relations career or media-related ministry organization. In addition, students will refine their resumes and other components to prepare them for a career after Biola. Note(s): One hundred and twenty hours of internship are required for this course.
Grade Mode: A.
Prerequisites: JOUR 332, JOUR 388.
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 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.

JOUR 460 - Public Relations Leadership and Advanced Campaign Analysis Credits 3
This capstone course in the public relations curriculum develops critical thinking skills in selecting, creating and applying tools, techniques and principles of public relations to a variety of managerial cases, campaigns and problem situations. Actual case studies (both historical and current) are reviewed and analyzed. Students will also work on developing robust case study presentations on specific organizations and campaigns, illustrating competencies in PR leadership principles such as ethical problem-solving, diversity, conflict management, and organizational structures. Note(s): This course is for students close to graduation who have completed necessary courses to prepare them for research, strategic solution-building, and follow-up analysis of current public relations situations.
Grade Mode: A.

JOUR 464 - Philosophy and Ethics of Media Credits 3
A "capstone" class for journalism majors organized in a seminar style in which students review the philosophies of formative thinkers behind American journalism (print, broadcast and Internet), and examine the philosophy of a journalist whom they'll shadow. The course culminates in each student's examination of his or her own philosophy of journalism and sense of calling as a believer practicing journalism or public relations or as an influence in the marketplace of public opinion.
Grade Mode: A.
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 220, JOUR 347.
Restrictions: Must be Undergraduate Level.
Fees: $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. Note(s): May be taken multiple times for a maximum of 6 credits.
Grade Mode: A.
Prerequisites: JOUR 105, JOUR 107, JOUR 220; JOUR 111 or JOUR 231 or JOUR 235 or JOUR 236 as pertinent to the seminar topic.
Restrictions: Must be Undergraduate Level.
Fees: 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. Note(s): Special approval required. May be taken for a total of 6 credits.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Courses

Music (MUSC)

MUSC 001 - Biola Chorale Credits 0-1
Performance of standard choral literature representing a variety of styles and periods.
Note(s): Membership by audition. Approved for General Education Fine Arts credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $50.

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. Note(s): Open to vocal, keyboard and other instrumental students by audition. Piano accompanying is graded on a credit/no-credit basis. Approved for General Education Fine Arts credit.
Grade Mode: A, 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. Note(s): Membership by audition. Approved for General Education Fine Arts credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 004 - 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. Note(s): Membership by audition. Approved for General Education 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. Note(s): Membership by audition.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 006 - 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. Note(s): 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. Note(s): Membership by audition. Approved for General Education Fine Arts credit.
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.
Note(s): Membership by audition.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $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. Note(s): Membership by audition.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

Music

Faculty

Director: George Boespflug, Ph.D.
Professors: Boespflug, Feller, Hulling, Hung, Liesch, Robison
Associate Professors: Denham, Larson, Owen, Park, Stewart, Zeller
Instructors: Askew
Art in Residence: Pianist: Menahem Pressler
MUSC 010 - Vocal Jazz Ensemble
Performance of standard vocal jazz music representing the broad range of jazz styles which have developed over the past century in this country.
Note(s): Membership by audition. Approved for General Education Fine Arts credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 012 - Women's Chorus
Performance of a variety of literature and styles from Renaissance through the 20th Century.
Note(s): Membership open to all women students by audition. Approved for General Education Fine Arts credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 014 - Men's Chorus
Performance of a variety of literature and styles from Renaissance through the 20th Century.
Note(s): Membership open to all male students by audition. Approved for General Education Fine Arts credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 098 - Remedial Music Theory
An introductory course to acquaint incoming music students who possess little or no background in music theory with the fundamentals of that subject. These same fundamentals will be covered again in the first semester of Theory (MUSC 154), though at a much greater rate of speed. Topics for study include pitch names, clefs, scales, key signatures, intervals, and chords. Note(s): Available only online.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $40.

MUSC 010 - Keyboard I
Designed to develop general keyboard facility. For the music major, as preparation for entrance to MUSC 118.
Note(s): Credits earned by the music major may not apply toward music degree requirements.
Grade Mode: A.
Restrictions: Must be Music (MUWM), Music Performance (MUPR), Music (MUSC), Music Composition (MUCO) or Music Education (MUED); and Undergraduate Level.
Fees: $135.

MUSC 101 - Music Appreciation
Elements of music and media of performance in historical perspective. Provides basic background in music literature. Note(s): For the non-music major. Approved for General Education Fine Arts credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 104 - Guitar Class
For the student with no previous training in guitar. Survey of different styles of playing, together with music theory as related to the instrument. First position chords, bar chords, right and left hand technique.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $97.

MUSC 105 - History of Rock: A Social and Musical Revolution
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.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $135.

MUSC 118 - Keyboard II
Keyboard technique and literature for the non-keyboard major.
Grade Mode: A.
Prerequisites: MUSC 100 or test score.
Restrictions: Must be Undergraduate Level.
Fees: $135.

MUSC 119 - Keyboard III
Keyboard technique and literature for the non-keyboard major.
Grade Mode: A.
Prerequisites: MUSC 118 or test score.
Restrictions: Must be Undergraduate Level.
Fees: $135.

MUSC 120 - Keyboard IV
Advanced functional keyboard skills for the composition major. Included will be such skills as the playing of four-voice progressions incorporating secondary dominants, Neapolitan sixth chords, raised supertonic, raised submediant seventh chords, etc., as well as at-sight simple figured-bass realization and sightreading from an open score.
Note(s): Required for B.M. Composition students.
Grade Mode: A.
Prerequisites: MUSC 119 or test score.
Restrictions: Must be Music Composition (MUCO); and Undergraduate Level.
Fees: $135.

MUSC 124 - Sound Production I
Training in the use of speakers, microphones, mixers, amps, computers, EQ's, preamps, and personal recording in worship settings.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 125 - Sound Production II
Exposure to live and studio sound technology; room acoustics, amplification, calibration, aspects of digital mixing. Coverage of a wide variety of recording equipment, techniques. Networking included.
Grade Mode: A.
Prerequisites: MUSC 124.
Restrictions: Must be Undergraduate Level.

MUSC 130 - Advanced Guitar Class I
Studies in various scales, major and minor triad/sevenths; reading of standard notation in open through 5th position.
Grade Mode: A.
Restrictions: Must be Music (MUWM); and Undergraduate Level.
Fees: $43.
MUSC 134 - Advanced Guitar Class II Credits 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.
Fees: $43.

MUSC 141 - Applied Music Credits 2
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, percussion instruments, conducting, and improvisation.
Note(s): Non-music majors are welcome to take applied lessons, see Conservatory for approval.
Grade Mode: A.
Restrictions: Must be Music Department; and Undergraduate Level.
Fees: 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.
Note(s): Non-music majors are welcome to take applied lessons, see Conservatory for approval.
Grade Mode: A.
Restrictions: Must be Music Department; and Undergraduate Level.
Fees: Hour lesson $712.

MUSC 151 - Lyric Diction I Credits 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. Note(s): Courses must be taken in sequence, with MUSC 151 being taught first.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 152 - Lyric Diction II Credits 1
German diction and grammar will be covered in the second semester.
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 solfège. Transcribing basic diatonic melodies, cadences and progressions. Reading, performing and transcribing rhythmic patterns in simple, compound and irregular meters. Note(s): 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 155 - Music Theory 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. Note(s): Students may test into an accelerated section of this course.
Grade Mode: A.
Prerequisites: MUSC 153.
Restrictions: Must be Undergraduate Level.

MUSC 156 - Music Theory III Credits 2
A study of common-practice diatonic harmony with emphasis on voice leading and harmonic progression. Includes part writing, non-harmonic tones, cadences, figured bass and Roman analysis.
Grade Mode: A.
Prerequisites: MUSC 154.
Restrictions: Must be Undergraduate Level.

MUSC 157 - Music Theory IV Credits 2
Advanced study of common-practice diatonic harmony includes the study of contrapuntal techniques. Includes harmonic analysis of the works of the major composers of the common-practice period. Note(s): Students may test into an accelerated section of this course.
Grade Mode: A.
Prerequisites: MUSC 156.
Restrictions: Must be Undergraduate Level.

MUSC 158 - Music Theory V Credits 2
Advanced study of common-practice diatonic harmony includes the study of contrapuntal techniques. Includes harmonic analysis of the works of the major composers of the common-practice period. Note(s): Students may test into an accelerated section of this course.
Grade Mode: A.
Prerequisites: MUSC 156.
Restrictions: Must be Undergraduate Level.

MUSC 159 - Music Theory VI Credits 2
Advanced study of common-practice diatonic harmony includes the study of contrapuntal techniques. Includes harmonic analysis of the works of the major composers of the common-practice period. Note(s): Students may test into an accelerated section of this course.
Grade Mode: A.
Prerequisites: MUSC 156.
Restrictions: Must be Undergraduate Level.

MUSC 160 - Music Theory VII Credits 2
Advanced study of common-practice diatonic harmony includes the study of contrapuntal techniques. Includes harmonic analysis of the works of the major composers of the common-practice period. Note(s): Students may test into an accelerated section of this course.
Grade Mode: A.
Prerequisites: MUSC 156.
Restrictions: Must be Undergraduate Level.

MUSC 161 - Conducting Credits 2
Conducting fundamentals and conducting practice with selected masterworks.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

MUSC 162 - Conducting II Credits 2
Conducting fundamentals and conducting practice with selected masterworks.
Grade Mode: A.
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. Note(s): 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, cadences, figured bass and Roman analysis.
Grade Mode: A.
Prerequisites: MUSC 154.
Restrictions: Must be Undergraduate Level.

MUSC 180 - Performance Seminar Credits 1
Group performance, discussion of performance practice and performance evaluation. Possible sections of voice, piano, organ and various wind and orchestral instruments. Note(s): May be taken for up to 3 credits in the same area of performance.
Grade Mode: A.
Restrictions: Must be 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 182 - Worship Foundations Credits 2
Survey of worship in the Bible from Genesis to Revelation. Key worship passages; biblical models of worship (tabernacle, temple, synagogue, Pauline worship, worship in Revelation) and their contemporary applications. Emphasis on the theology of worship.
Grade Mode: A.
Restrictions: Must be Music (MUWM), Music in Worship (MUWO) or Contemporary Worship Music (MUCW); and Undergraduate Level.

MUSC 200 - Concert Music Credits 0
Attendance at specified number and types of concerts each semester.
Note(s): Four semesters required for graduation.
Grade Mode: C.
Restrictions: Must be Undergraduate Level.

MUSC 205 - Introduction to Music Education 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. 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.
Fees: $140.
MUSC 211 - Improvisation for Non Keyboardists: Concepts/Practices  
Cr<ref>edits 2</ref>  
A skill improvement course focusing on rhythmic freedom and melodic embellishment. Hymns and worship choruses used as templates.  
Grade Mode: A.  
Prerequisites: MUSC 163, MUSC 164.  
Restrictions: Must be Undergraduate Level.

MUSC 217 - Improvisation for Keyboardists: Concepts/Practices  
Cr<ref>eds 2</ref>  
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 Schonberg. Emphasis will be placed on how solo song influences or is influenced by major style trends of the various periods.  
Grade Mode: A.  
Prerequisites: MUSC 251.  
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  
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. In the third semester (MUSC 253) French diction and grammar will be covered.  
Grade Mode: A.  
Prerequisites: MUSC 152.  
Restrictions: Must be Undergraduate Level.

MUSC 254 - Lyric Diction IV  
Credit 1  
This semester will be a review of the pronunciation and grammar of all languages covered in the first three semesters, and will cover the pronunciation of Latin and Spanish, as well as the proper pronunciation and articulation of the English language.  
Grade Mode: A.  
Prerequisites: MUSC 253.  
Restrictions: Must be Undergraduate Level.

MUSC 261 - Keyboard Sight Reading I  
Credit 1  
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  
Credit 1  
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  
Credit 2  
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  
Credit 2  
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 278 - Movement and Dance for Musical Theatre  
Credit 1  
The study of specific styles of movement used in musical theatre performance. Included will be tap, jazz and a combination of other basic dance styles common to musical theatre performance. This activity class requires a fee and does not meet the general education requirement in Physical Education.  
Grade Mode: A.  
Prerequisites: MUSC 261.  
Restrictions: Must be Undergraduate Level.

MUSC 280 - 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. Note(s): May be taken for up to 3 credits in the same area of performance.  
Grade Mode: A.  
Prerequisites: Must be Music Performance (MUPR); and Undergraduate Level.

MUSC 281 - Movement and Dance for Musical Theatre  
Credit 1  
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.  
Prerequisites: MUSC 154.  
Restrictions: Must be Undergraduate Level.

MUSC 300 - Concert Music  
Credits 0  
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 Credits 2
A historical and critical study of the period including important contributions in musical literature, theory and performance practice. Special attention will be given to the analysis of selected vocal and instrumental works.
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.
Fees: $43.

MUSC 308 - Music History and Literature: Mid-Baroque Through Classic Credits 2
A historical and critical survey of the period including important contributions in music literature, theory and performance practice. Special attention will be given to the analysis of selected vocal and instrumental works.
Grade Mode: A.
Prerequisites: MUSC 307.
Restrictions: Must be Undergraduate Level.
Fees: $43.

MUSC 309 - Music History and Literature: Late Romantic Through Early 20th Century Credits 2
A historical and critical survey of the period including important contributions in music literature, theory and performance practice. Special attention will be given to the analysis of selected vocal and instrumental works.
Grade Mode: A.
Prerequisites: MUSC 308.
Restrictions: Must be Undergraduate Level.
Fees: $43.

MUSC 310 - Elementary Music Workshop Credits 2
Instruction in materials for teaching music in the elementary school.
Note(s): 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 Credits 3
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.
Fees: $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 - Survey of Western Music I focusing on the late twentieth 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.
Prerequisite(s): 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 (MUWM), Music Performance (MUPR), Music (MUSC), Music Composition (MUCO) or Music Education (MUED); and Undergraduate Level.

MUSC 324 - 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 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 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. Note(s): 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.

Prerequisites: MUSC 205.

Restrictions: Must be Music Education (MUED); and Undergraduate Level.

MUSC 338 - Secondary Music Methods  Credits 2  Methods and materials for teaching secondary music in grades 6–12.

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.

Prerequisites: MUSC 363, MUSC 364.

Restrictions: Must be Undergraduate Level.

MUSC 341 - Counterpoint  Credits 2  Emphasis on 16th and 18th century two- and three-voice techniques. Analysis of representative literature and writing of short style pieces.

Prerequisites: MUSC 363, MUSC 364.

Restrictions: Must be Undergraduate Level.

MUSC 342 - 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.

Prerequisites: MUSC 363, MUSC 364.

Restrictions: Must be Undergraduate Level.

MUSC 343 - 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.

Prerequisites: MUSC 363, MUSC 364.

Restrictions: Must be Undergraduate Level.

MUSC 344 - 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.

Prerequisites: MUSC 343.

Restrictions: Must be Undergraduate Level.

MUSC 346 - Pop Theory for Contemporary Worship I  Credits 2  Knowledge and use of standard and emerging pop symbols. The creation of worship charts, lead sheets, chord substitutions, simplified hymn harmonizations, modulations, segues, intros, outros, turnarounds.

Prerequisites: MUSC 364.

Restrictions: Must be Music in Worship (MUWO) or Music (MUWM); and 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  Credits 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.

Prerequisites: MUSC 205, MUSC 364.

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 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 352 - 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.

Prerequisites: MUSC 163.

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. Note(s): 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.

Prerequisites: Must be Music Department; and 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 357</td>
<td>Music Education: Percussion</td>
<td>1</td>
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<tr>
<td></td>
<td>Preparation for teaching percussion instrumental music in elementary and secondary schools.</td>
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<td>Grade Mode:</td>
<td>A.</td>
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<td>Restrictions:</td>
<td>Must be Undergraduate Level.</td>
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<tr>
<td>MUSC 358</td>
<td>Music Education: Strings</td>
<td>1</td>
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<td></td>
<td>Preparation for teaching string instrumental music in elementary and secondary schools.</td>
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<td>Grade Mode:</td>
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<td>Restrictions:</td>
<td>Must be Undergraduate Level.</td>
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<tr>
<td>MUSC 359</td>
<td>Music Education: Woodwinds</td>
<td>1</td>
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<tr>
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<td>Preparation for teaching woodwind instrumental music in elementary and secondary schools.</td>
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<td>Grade Mode:</td>
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<td>Restrictions:</td>
<td>Must be Undergraduate Level.</td>
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<tr>
<td>MUSC 360</td>
<td>Collaborative Piano</td>
<td>2</td>
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<td></td>
<td>Study and performance of piano accompaniment for vocal and instrumental literature; discussion of styles and performance practices; experience in public performance. Note(s): May be taken for a total of 4 credits.</td>
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<tr>
<td>Grade Mode:</td>
<td>A.</td>
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<tr>
<td>Prerequisites:</td>
<td>MUSC 261, MUSC 262.</td>
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<td>Restrictions:</td>
<td>Must be Undergraduate Level.</td>
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<tr>
<td>MUSC 362</td>
<td>Advanced Music Technology and Film Scoring</td>
<td>1</td>
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<td>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. Note(s): Must be taken for up to 2 credits.</td>
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<tr>
<td>Grade Mode:</td>
<td>A.</td>
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<tr>
<td>Prerequisites:</td>
<td>MUSC 347.</td>
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<td>Restrictions:</td>
<td>Must be Undergraduate Level.</td>
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<tr>
<td>MUSC 363</td>
<td>Sight-Singing and Dictation IV</td>
<td>1</td>
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<td></td>
<td>This course centers on the application of sight-singing and dictation skills to complex diatonic and chromatic and modulating melodies, dominant and non-dominant seventh chords, altered non-harmonic tones, secondary dominants, the Neapolitan Sixth chord, and augmented sixth chords. Note(s): Students may test into an accelerated section of this course.</td>
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<tr>
<td>Grade Mode:</td>
<td>A.</td>
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<tr>
<td>Prerequisites:</td>
<td>MUSC 353.</td>
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<td>Restrictions:</td>
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<tr>
<td>MUSC 364</td>
<td>Music Theory IV</td>
<td>2</td>
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<td>This course is centered on the study of chromatic harmony of the 19th century; Impressionism, and other early 20th century practices; contemporary popular harmonic practice and its symbols.</td>
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<td>Grade Mode:</td>
<td>A.</td>
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<tr>
<td>Prerequisites:</td>
<td>MUSC 354.</td>
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<td>Restrictions:</td>
<td>Must be Undergraduate Level.</td>
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<tr>
<td>MUSC 370</td>
<td>Junior Recital</td>
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<td>Preparation for applied major recital. (Length 30–45 minutes).</td>
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<tr>
<td>Grade Mode:</td>
<td>C.</td>
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<tr>
<td>Prerequisites:</td>
<td>MUSC 118.</td>
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<td>Restrictions:</td>
<td>Must be Undergraduate Level.</td>
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<tr>
<td>Fees:</td>
<td>$43.</td>
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<tr>
<td>MUSC 380</td>
<td>Performance Seminar</td>
<td>1</td>
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<td>Group performance, discussion of performance practice and performance evaluation. Possible sections of voice, piano, organ and various wind and orchestral instruments. Note(s): May be taken for up to 3 credits in the same area of performance.</td>
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<td>Grade Mode:</td>
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<td>Restrictions:</td>
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<tr>
<td>MUSC 381</td>
<td>Church Music Principles: Philosophy and Practice</td>
<td>3</td>
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<td></td>
<td>Music of the Bible. Music in ethnic and multicultural churches.</td>
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<td>Grade Mode:</td>
<td>A.</td>
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<td>Restrictions:</td>
<td>Must be Undergraduate Level.</td>
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<tr>
<td>MUSC 382</td>
<td>Church Music Leadership: Administration</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<td>Grade Mode:</td>
<td>A.</td>
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<td>Restrictions:</td>
<td>Must be Undergraduate Level.</td>
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<tr>
<td>MUSC 383</td>
<td>Congregational Music</td>
<td>3</td>
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<tr>
<td></td>
<td>Hymns, songs, praise and worship music, ethnic music, accompaniments.</td>
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<tr>
<td>Grade Mode:</td>
<td>A.</td>
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<td>Restrictions:</td>
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<tr>
<td>MUSC 384</td>
<td>Church Music Literature</td>
<td>2</td>
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<td></td>
<td>Choir, keyboard instruments, drama resources, art, symbolism, banners, audio-visual techniques. Emphasis will be placed on ethnic and multicultural contexts.</td>
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<td>Grade Mode:</td>
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<td>Restrictions:</td>
<td>Must be Undergraduate Level.</td>
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<tr>
<td>MUSC 385</td>
<td>Spiritual Formation and Worship</td>
<td>2</td>
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<td>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.</td>
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<td>Grade Mode:</td>
<td>A.</td>
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<tr>
<td>Restrictions:</td>
<td>Must be Music (MUWM), Music in Worship (MUWO) or Contemporary Worship Music (MUCW); and Undergraduate Level.</td>
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<tr>
<td>MUSC 386</td>
<td>Designing and Leading Worship</td>
<td>2</td>
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<td>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.</td>
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<tr>
<td>Grade Mode:</td>
<td>A.</td>
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<tr>
<td>Restrictions:</td>
<td>Must be Music (MUWM), Music in Worship (MUWO) or Contemporary Worship Music (MUCW); and Undergraduate Level.</td>
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<tr>
<td>MUSC 387</td>
<td>Opera Workshop</td>
<td>1-3</td>
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<tr>
<td></td>
<td>The study and performance of chamber operas, one-act operas, scenes from major operas and selected Broadway musicals. Note(s): Open to all students by audition.</td>
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<td>Grade Mode:</td>
<td>A.</td>
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<tr>
<td>Restrictions:</td>
<td>Must be Undergraduate Level.</td>
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</tbody>
</table>
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.
Prerequisites: MUSC 395.
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.
Restrictions: Must be Senior Class, or Junior Class; Music Education (MUED), Music (MUWM), Music (MUSC), Church Music (MUSM), Music Composition (MUCO) or Music Performance (MUPR); and Undergraduate Level.
Fees: $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 Credit 1
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, and percussion instruments.
Note(s): Non-music majors are welcome to take applied lessons, see Conservatory for approval.
Grade Mode: A.
Restrictions: Must be Music Department; and Undergraduate Level.
Fees: 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.
Note(s): Non-music majors are welcome to take applied lessons, see Conservatory for approval.
Grade Mode: A.
Restrictions: Must be Music Department; and Undergraduate Level.
Fees: 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.
Note(s): Non-music majors are welcome to take applied lessons, see Conservatory for approval.
Grade Mode: A.
Restrictions: Must be Music (MUWM), Music Education (MUED) or Music Performance (MUPR); and Undergraduate Level.
Fees: Hour lesson $712.

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 Senior Class, or Junior Class; Music Education (MUED), Music (MUWM), Music (MUSC), Church Music (MUSM), Music Composition (MUCO) or Music Performance (MUPR); and Undergraduate Level.

MUSC 452 - Worship Music Seminar Credits 0
Professional music ministers, musicians, theologians and pastors will share views on worship with opportunity to dialogue with guest speakers.
Grade Mode: C.
Restrictions: Must be Music (MUWM); and Undergraduate Level.

MUSC 453 - Worship Internship Credits 1-6
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. Note(s): Best taken concurrently with other courses and spread out over 1–3 semesters. May be taken in blocks of 1–6 credits.
Grade Mode: A.
Prerequisites: MUSC 185, MUSC 287.
Restrictions: Must be Senor Class; and Music (MUWM); Undergraduate Level.

MUSC 470 - Senior Recital/Final Project Credits 0
Preparation for senior-level music education recital (Length: 30 minutes).
Grade Mode: C.
Prerequisites: MUSC 119.
Restrictions: Must be Senior Class; and Music Education (MUED); Undergraduate Level.
Fees: $65.

MUSC 480 - Directed Research Credits 1-3
Independent study in areas such as history, literature, pedagogy, church music. Each student assigned to a faculty member for guidance and evaluation.
Grade Mode: A.
Restrictions: Must be Senior Class, or Junior Class; and must be Undergraduate Level.
MUSC 482 - Music Research Methods  
Credits 2
This course is designed to develop the student's music research skills and to provide opportunity for individual research projects in preparation for the intellectual demands of graduate-level studies.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
MUSC 490 - Senior Recital  
Credits 2
Preparation for senior-level performance recital (Length: 60 minutes).
Grade Mode: C.
Prerequisites: MUSC 119.
Restrictions: Must be Senior Class; and must be Undergraduate Level.
Fees: $65.

Nursing

Faculty
Interim Director: Anne L. Gewe, M.S.N., Ph.D.
Professor: Gewe
Associate Professors: Bacon, Campbell, Dixon, Kobayashi, Styffe, Van Niekerk
Assistant Professors: Allen, Fallon
Instructor: Gramatky

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. Note(s): 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. Note(s): Course may be challenged for the credits listed.
Grade Mode: A.
Corequisites: NURS 217, NURS 218, NURS 219.
Restrictions: Must be Undergraduate Level.
NURS 211 - Nursing of the Patient/Family I - Theory  
Credits 3
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.
Note(s): Acceptance into the clinical nursing program required. Course may be challenged for the credits listed.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $90.

NURS 212 - Nursing of the Patient/Family I - Clinical  
Credits 3
Clinical application of NURS 211 content.
Note(s): Must earn at least a "C" (2.) for credit. Course may be challenged for the credits listed.
Grade Mode: C.
Restrictions: Must be Undergraduate Level.
Fees: $40.

NURS 213 - Nursing of the Patient/Family I - Nursing Application Lab  
Credit 1
Simulation and skills laboratory practice required for NURS 212 clinical application. Note(s): 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.
Fees: $40.

NURS 217 - Nursing of the Patient/Family II - Theory  
Credits 4
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.
Note(s): Course may be challenged for the credits listed.
Grade Mode: A, N.
Prerequisites: NURS 211, NURS 213, NURS 306, NURS 307.
Corequisites: NURS 204, NURS 218, NURS 219.
Restrictions: Must be Undergraduate Level.
Fees: $90.

NURS 218 - Nursing of the Patient/Family II - Clinical  
Credits 3
Clinical application of NURS 217 theory, reasoning and skill.
Note(s): Must earn at least a "C" (2.) for credit. Course may be challenged for the credits listed.
Grade Mode: C, N.
Corequisites: NURS 204, NURS 217, NURS 219.
Restrictions: Must be Undergraduate Level.
Fees: $40.

NURS 219 - Nursing of the Patient/Family II - Nursing Application Lab  
Credit 1
Simulation and skills laboratory practice necessary for NURS 218 clinical application. Note(s): Must earn at least 80% on lab exams to receive credit. Course may be challenged for the credits listed.
Grade Mode: C.
Corequisites: NURS 204, NURS 217, NURS 218.
Restrictions: Must be Undergraduate Level.
Fees: $90.

NURS 230 - Clinical Topics in Nursing  
Credits 1-3
Allows students to explore issues related to nursing prior to attaining upper-division status.
Note(s): May be taken for a total of 9 credits with different content.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $40.

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.
Note(s): May be taken for a total of 12 credits with different content. Must earn at least a "C" (2.) for credit. Course may be challenged for the credits listed.
Grade Mode: C.
Restrictions: Must be Undergraduate Level.
Fees: $40.
NURS 300 - Professional Nursing Seminar  
Credits 1-3  
A transition seminar designed to facilitate socialization into baccalaureate professional nursing. Note(s): Designed for transfer-challenge students. May be taken multiple times for credit.  
Grade Mode: A.  
Restrictions: Must be Undergraduate Level.  
Fees: $40.

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. Note(s): Course may be challenged for the credits listed.  
Grade Mode: A.  
Corequisites: NURS 211, NURS 212, NURS 213, NURS 307.  
Restrictions: Must be Undergraduate Level.  
Fees: $40.

NURS 307 - Nursing Assessment of the Patient - Clinical  
Credit 1  
Clinical practice of nursing assessment and reporting. Note(s): Must earn at least a "C" (2.) for credit. Course may be challenged for the credits listed.  
Grade Mode: C.  
Corequisites: NURS 211, NURS 212, NURS 213, NURS 306.  
Restrictions: Must be Undergraduate Level.  
Fees: $40.

NURS 320 - Directed Individual Studies  
Credits 1-3  
Permits students to pursue special interests related to the profession of nursing. Note(s): May be taken for a total of 6 credits with different content.  
Grade Mode: A.  
Restrictions: Must be Nursing (NURS); and Undergraduate Level.  
Fees: $40.

NURS 321 - Clinical Enrichment  
Credits 1-4  
Opportunity for additional application of the nursing process in selected health care settings. Note(s): May be taken multiple times with different content. Must earn at least a "C" (2.) for credit.  
Grade Mode: C.  
Prerequisites: NURS 211.  
Restrictions: Must be Nursing (NURS); and Undergraduate Level.  
Fees: $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. Note(s): Course may be challenged for the credits listed.  
Grade Mode: A.  
Prerequisites: NURS 204, NURS 217.  
Corequisites: NURS 343.  
Restrictions: Must be Undergraduate Level.  
Fees: $40.

NURS 343 - Nursing of the Mental Health Patient/Family - Clinical  
Credits 2  
Clinical application of NURS 341 knowledge and skill. Note(s): Must earn at least a "C" (2.) for credit. Course may be challenged for the credits listed.  
Grade Mode: C.  
Corequisites: NURS 341.  
Restrictions: Must be Undergraduate Level.  
Fees: $40.

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 childbirth years. Note(s): Course may be challenged for the credits listed.  
Grade Mode: A.  
Prerequisites: NURS 204, NURS 217.  
Corequisites: NURS 348.  
Restrictions: Must be Undergraduate Level.  
Fees: $40.

NURS 348 - Introduction to Women's Health - Clinical  
Credits 2  
Clinical application of NURS 347 theory, reasoning and skill. Note(s): Must earn at least a "C" (2.) for credit. Course may be challenged for the credits listed.  
Grade Mode: C, N.  
Corequisites: NURS 347.  
Restrictions: Must be Undergraduate Level.  
Fees: $40.

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. Note(s): Course may be challenged for the credits listed.  
Grade Mode: A.  
Prerequisites: NURS 204, NURS 217.  
Corequisites: NURS 353.  
Restrictions: Must be Undergraduate Level.  
Fees: $40.

NURS 353 - Nursing of the Older Adult Patient/Family - Clinical  
Credit 1  
Clinical application of NURS 351 theory, reasoning and skill in the quality nursing care of older adults and their families. Note(s): Course may be challenged for the credits listed.  
Grade Mode: C.  
Corequisites: NURS 351.  
Restrictions: Must be Undergraduate Level.  
Fees: $40.

NURS 355 - Pediatric Nursing - Theory  
Credits 2  
Introduction to quality nursing care of children, adolescents and the family. Note(s): Course may be challenged for credits listed.  
Grade Mode: A, N.  
Prerequisites: NURS 358.  
Corequisites: NURS 356.  
Restrictions: Must be Undergraduate Level.  
Fees: $40.

NURS 356 - Pediatric Nursing - Clinical  
Credits 2  
Clinical application of NURS 355 theory, reasoning and skill. Note(s): Must earn at least a "C" (2.) for credit. Course may be challenged for credits listed.  
Grade Mode: C.  
Corequisites: NURS 355.  
Restrictions: Must be Undergraduate Level.  
Fees: $40.

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. Note(s): Course may be challenged for credits listed.  
Grade Mode: A.  
Prerequisites: NURS 204, NURS 217.  
Corequisites: NURS 365.  
Restrictions: Must be Undergraduate Level.  
Fees: $90.
NURS 365 - Nursing of the Patient/Family III - Clinical Credits 2.5
Clinical application of complex medical-surgical nursing knowledge, reasoning and skill in providing complex patient care.
Note(s): 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.
Fees: $40.

NURS 366 - Critical Care Nursing - Theory Credits 2
Complex medical-surgical nursing care of patients in critical care environments.
Note(s): Course may be challenged for the credits listed.
Grade Mode: A.
Prerequisites: NURS 358.
Corequisites: NURS 368.
Restrictions: Must be Undergraduate Level.
Fees: $90.

NURS 367 - 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.
Note(s): 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.
Fees: $40.

NURS 368 - Critical Care Nursing - Clinical Credits 2
Clinical application of the nursing process in providing complex medical-surgical nursing knowledge, reasoning and skill in providing complex patient care.
Note(s): 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.
Fees: $40.

NURS 441 - Introduction to Nursing Research Credits 2
Introduction to professional nursing's utilization of the research process.
Grade Mode: A.
Prerequisites: NURS 341, NURS 347, NURS 351, NURS 355, NURS 367; 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.
Note(s): 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.
Fees: $90.

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.
Note(s): Must earn at least a "C" (2.00) for credit. Course may be challenged for the credits listed.
Grade Mode: C.
Corequisites: NURS 450, NURS 452.
Restrictions: Must be Undergraduate Level.
Fees: $40.

NURS 452 - Leadership/Management in Nursing: Elective Setting - Clinical Credits 2
Clinical application of NURS 450 theory, clinical site/preceptor availability.
Note(s): Must earn at least a "C" (2.00) for credit. Course may be challenged for the credits listed.
Grade Mode: C.
Corequisites: NURS 450, NURS 451.
Restrictions: Must be Undergraduate Level.
Fees: $40.

NURS 461 - Nursing in the Community - 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 367.
Corequisites: NURS 462.
Restrictions: Must be Undergraduate Level.
Fees: $90.

NURS 462 - Nursing in the Community - Clinical Credits 4
Clinical application of NURS 461 theory, reasoning and skill in various community settings.
Note(s): Must earn at least a "C" (2.) for credit.
Grade Mode: C, N.
Corequisites: NURS 461.
Restrictions: Must be Undergraduate Level.
Fees: $40.

Philosophy

Faculty
Chair: Thomas M. Crisp, Ph.D.
Professor: Crisp, Ten Elshof
Associate Professors: Ciocchi, Dunnington

Courses

Philosophy (PHIL)

PHIL 210 - Introduction to Logic Credits 3
A general introduction to logic covering both deductive and inductive inference, and the analysis of arguments in ordinary language. Note(s): Approved for General Education Philosophy credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 211 - Introduction to Ancient Philosophy Credits 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. Note(s): Approved for General Education Philosophy credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 212 - Introduction to Medieval Philosophy Credits 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. Note(s): Approved for General Education Philosophy credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
PHIL 213 - Introduction to Modern Philosophy  Credit 3
An introduction to philosophy through a study of the history of philosophy from the Renaissance through the 18th century. Note(s): Approved for General Education Philosophy credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 214 - Introduction to Philosophy  Credit 3
A general introduction to the nature, problems, methods, concepts, and divisions of philosophy. Note(s): Approved for General Education Philosophy credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 215 - Introduction to Ethics  Credit 3
An introduction to philosophy through a study of the principal ethical theories and thinkers; basic ethical problems and related biblical teaching. Note(s): Approved for General Education Philosophy credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 216 - Introduction to Philosophy and Aesthetics  Credit 3
An introduction to the problems, methods and concepts of philosophy with an emphasis on the issues and theories of aesthetics. Note(s): Approved for General Education Philosophy credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHIL 220 - Introduction to Philosophical Argument and Writing  Credit 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 Wisdom  Credit 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 I  Credit 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 Philosophy  Credit 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 Philosophy  Credit 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 Philosophy  Credit 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 Religion  Credit 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 214 or PHIL 215 or PHIL 216 or PHIL 220.
Restrictions: Must be Undergraduate Level.

PHIL 307 - Metaphysics and Epistemology  Credit 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 - Ethics  Credit 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 Traditions  Credit 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  Credit 1
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 Credits 3
Reading, study, and application of the insights of one or more texts from a wisdom tradition.
Grade Mode: A.
Prerequisites: PHIL 210, PHIL 220, PHIL 230, PHIL 231; PHIL 301 or PHIL 302 or PHIL 303.
Restrictions: Must be Undergraduate Level.

PHIL 410 - Practical Wisdom: Thinkers Credits 3
Reading, study, and application of insights of a thinker from one of the wisdom traditions.
Grade Mode: A.
Prerequisites: PHIL 210, PHIL 220, PHIL 230, PHIL 231; PHIL 301 or PHIL 302 or PHIL 303.
Restrictions: Must be Undergraduate Level.

PHIL 420 - Theoretical Wisdom: History of Philosophy Credits 3
Reading and study in selected topics, thinkers, or periods in the history of philosophy.
Grade Mode: A.
Prerequisites: PHIL 210, PHIL 220, PHIL 230, PHIL 231; PHIL 301 or PHIL 302 or PHIL 303.
Restrictions: Must be Undergraduate Level.

PHIL 430 - Theoretical Wisdom: Divisions of Philosophy Credits 3
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 220, PHIL 230, PHIL 231; PHIL 301 or PHIL 302 or PHIL 303.
Restrictions: Must be Undergraduate Level.

PHIL 440 - Theoretical Wisdom: Philosophical Topics Credits 3
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 220, PHIL 230, PHIL 231; PHIL 301 or PHIL 302 or PHIL 303.
Restrictions: Must be Undergraduate Level.

PHIL 445 - Philosophical Argument and Writing Credits 1-3
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 220, PHIL 230, PHIL 231; PHIL 301 or PHIL 302 or PHIL 303.
Restrictions: Must be Undergraduate Level.

PHIL 450 - Senior Thesis Credits 3
Directed research in topics chosen in consultation with the philosophy faculty. The student will write a substantial paper in philosophy, with some application to the Christian faith.
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 Philosophy (PHIL); Undergraduate Level.

PHIL 461 - Symbolic Logic Credits 3
An introduction to the basic elements of modern symbolic logic, including propositional and predicate logic.
Grade Mode: A.
Prerequisites: PHIL 210, PHIL 220, PHIL 230, PHIL 231; PHIL 301 or PHIL 302 or PHIL 303.
Restrictions: Must be Undergraduate Level.

PHIL 482 - Readings in Philosophy Credits 1-3
Directed reading in selected topics and problems in philosophy.
Grade Mode: A.
Prerequisites: PHIL 210, PHIL 220, PHIL 230, PHIL 231; PHIL 301 or PHIL 302 or PHIL 303.
Restrictions: Must be Undergraduate Level.

PHIL 490 - Directed Research Credits 1-3
Directed research in some philosophical topic or problem.
Grade Mode: A.
Prerequisites: PHIL 210, PHIL 220, PHIL 230, PHIL 231; PHIL 301 or PHIL 302 or PHIL 303.
Restrictions: Must be Undergraduate Level.

Physical Science

Faculty
Chair: John Bloom, Ph.D.
Professors: Bloom, Chen, Silzel
Associate Professors: Yee
Assistant Professors: Chang, Johnson, Lu, Pichaj
Instructor: Baggett

Courses

Physical Science (PHSC)

PHSC 092 - Introduction to Physics Credits 2
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. Note(s): Credits do not count towards graduation requirements. A grade of "C" or better is required to register in PHSC 111; a grade of "B" or better is required to register in PHSC 132.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHSC 101 - Physical Science Survey: Lecture Credits 4
A survey of the basic principles of physics, chemistry, geology, meteorology and astronomy. Designed for the non-science major. Approved for General Education Science credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHSC 102 - Physical Science Survey Laboratory Credit 1
A laboratory experience to accompany the lecture course.
Lecture/Lab Hours: Three hour laboratory weekly.
Note(s): Approved for General Education Science credit. Required for Liberal Studies majors, and optional for others.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHSC 103 - Geology Credits 3
An introduction to earth science including: processes that shape the earth's surface, oceans and atmosphere; plate tectonics, earth history and the fossil record, natural resources and environmental concerns.
Note(s): Approved for General Education Science credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $70.

PHSC 210 - Introduction to Meteorology Credits 3
A laboratory experience to accompany the lecture course.
Lecture/Lab Hours: Three hour laboratory weekly.
Note(s): Approved for General Education Science credit. Required for Liberal Studies majors, and optional for others.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
Fees: $70.
PHSC 101 - 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.
Note(s): Approved for General Education science credit.
Grade Mode: A.
Prerequisites: PHSC 103 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.
Fees: $80.

PHSC 110 - Physics of Sound
The basic concepts of sound wave mechanics, the mechanisms of sound and voice, hearing, speech perception, and an overview of the technology used in electronic recording. Lab activities include the use of frequency spectrum analyzers. Assumes no science background but will use high school algebra.
Note(s): Approved for General Education Science credit. Counts toward the General Education Science requirement for all majors except Communication Disorders.
Grade Mode: A, N.
Restrictions: Must be Undergraduate Level.
Fees: $40.

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.
Note(s): Approved for General Education 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 Engineering Physics (PHEP), Physical Science (PHSC) or Chemistry (CHEM); 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 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. Note(s): Approved for General Education 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.
Note(s): Approved for General Education Science credit.
Grade Mode: A.
Corequisites: PHSC 111.
Restrictions: Must be Undergraduate Level.
Fees: $85.

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.
Fees: $85.

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.
Note(s): Approved for General Education Science credit.
Grade Mode: A.
Prerequisites: PHSC 115 (concurrent registration permitted).
Restrictions: Must be Undergraduate Level.
Fees: $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.
Fees: $70.

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.
Fees: $70.
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. Note(s): Primarily for Physical Science and Engineering Physics majors. Approved for General Education 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.
Note(s): Approved for General Education Science credit.
Grade Mode: A.
Corequisites: PHSC 132.
Restrictions: Must be Undergraduate Level.
Fees: $85.

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.
Note(s): 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.
Note(s): 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.
Fees: $110.

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.
Fees: $85.

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. Note(s): Approved for General Education Science credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PHSC 231 - 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.
Fees: $130.

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.
Fees: $100.

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.
Note(s): 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. Note(s): Primarily for Engineering Physics majors.
Grade Mode: A.

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. Note(s): Primarily for Engineering Physics majors.
Grade Mode: A.

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.
Note(s): 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.
Fees: $130.
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.
Fees: $120.

PHSC 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. Note(s): 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 Credits 3
Introduction to energy, heat, work, entropy, temperature and states of matter. The first, second and third laws of thermodynamics with an emphasis on applications.
Grade Mode: A.
Prerequisites: PHSC 132, PHSC 134.
Restrictions: Must be Undergraduate Level.

PHSC 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.

PHSC 340 - Electrodynamics Credits 3
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 352 - Fundamentals of Materials 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 PHSC 233; CHEM 105 and MATH 105.
Restrictions: Must be Undergraduate Level.

PHSC 401 - History of Science Credits 3
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. Note(s): 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 402 - Philosophy of Science Credits 3
A survey and analysis of the philosophical methods that the sciences use as a way of knowing the world. Note(s): 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 412 - Introduction to Quantum Mechanics Credits 3
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; MATH 335.
Restrictions: Must be Undergraduate Level.

PHSC 420 - Special Projects Credits 1-3
Research or industrial internship to provide practical experience in a field of the student's interest. Designed primarily for students working off campus in a situation where special projects are possible. Note(s): May be taken for a total of 6 credits.
Grade Mode: A.
Restrictions: Must be Senior Class, or Junior Class; Environmental Science (BIES), Human Biology (BIHB), Physics (PHYS), Bio Sci:Secondary Instruction (BISI), Chemistry (CHEM), Engineering Physics (PHEP), Physical Science (PHSC), Biochemistry (BCHM) or Biological Science (BIOS); and Undergraduate Level.
Fees: May involve lab fees of up to $130.

PHSC 450 - Special Topics in Physical Science Credits 1-3
Varying course content. Topics such as optics, special relativity, nuclear and biophysics will be offered.
Grade Mode: A.
Restrictions: Must be Senior Class, or Junior Class; Environmental Science (BIES), Human Biology (BIHB), Physics (PHYS), Bio Sci:Secondary Instruction (BISI), Chemistry (CHEM), Engineering Physics (PHEP), Physical Science (PHSC), Biochemistry (BCHM) or Biological Science (BIOS); and Undergraduate Level.
Fees: May involve lab fees of up to $130.

PHSC 460 - Capstone Seminar Credit 1
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 Senior Class, or Junior Class; Environmental Science (BIES), Human Biology (BIHB), Physics (PHYS), Bio Sci:Secondary Instruction (BISI), Chemistry (CHEM), Engineering Physics (PHEP), Physical Science (PHSC), Biochemistry (BCHM) or Biological Science (BIOS); and Undergraduate Level.

PHSC 480 - Advanced Physics Laboratory Credits 3
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.
Restrictions: Must be Senior Class, or Junior Class; Environmental Science (BIES), Human Biology (BIHB), Physics (PHYS), Bio Sci:Secondary Instruction (BISI), Chemistry (CHEM), Physical Science (PHSC), Biochemistry (BCHM) or Biological Science (BIOS); and Undergraduate Level.
Fees: $130.
### Political Science

#### Faculty

Chair: Scott Waller, Ph.D.  
Associate Professor: Copeland, Guerra, Waller

#### Courses

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**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**  
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**  
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**  
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 225 - Survey of American Government**  
The history, organization and function of the legislative, judicial and executive branches of the American government. Includes one hour per week involving students in a local government civic service or life experience activity. Satisfies the state requirement in institutions in American history.  
*Note(s): Approved for General Education US History credit. Meets the requirement for United States Constitution for California teacher certification.*  
*Grade Mode: A. Restrictions: Must be Undergraduate Level.*

**POSC 230 - Perspectives on American Government**  
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**  
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**  
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.  
*Note(s): This course is the required introductory course to American politics for all Political Science majors.*  
*Grade Mode: A. Restrictions: Must be Undergraduate Level.*

**POSC 255 - Virtue, Citizenship, and Politics**  
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**  
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.  
*Note(s): Required course for all Political Science majors.*  
*Grade Mode: A. Prerequisites: POSC 225. Restrictions: Must be Undergraduate Level.*

**POSC 301 - Fundamentals of Public Administration**  
Fundamentals of public administration; overview of the concepts, nature and scope of the field. Role of government in modern society and the nature of public business.  
*Grade Mode: A. Restrictions: Must be Undergraduate Level.*

**POSC 304 - Organizational Theory and Behavior**  
Key concepts central to organizing and changing public agencies to meet public social needs. Review of theories, managerial approaches and methodologies in public administrators.  
*Grade Mode: A. Restrictions: Must be Undergraduate Level.*
POSC 306 - Public Policy Credits 3
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. Note(s): May be taken for a total of 4 credits. (Limited to Biola Associated Students Council and Senate members. Students working for A.S. for an hourly wage may not enroll).
Grade Mode: A.
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.
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
Grade Mode: A.
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 450 - 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 Senior Class, or Junior 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. Note(s): 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 Senior Class, or Junior 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
Provides an opportunity to complete an internship and a research project in a public agency. Project consists of identification and analysis, with guidance, of a chosen area in public organization. 
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

POSC 490 - Internship in Political Science Credits 1-9
In-service training and internship experience in various government and non-government agencies and organizations. Note(s): May be taken for a total of 9 credits with different content. 
Grade Mode: A.
Restrictions: Must be Undergraduate Level.
PSYC 200 - Introduction to Psychology Credits 3
A survey of psychology as an empirical/behavioral science with a consideration of underlying philosophical bases in light of a Christian worldview. Topics to be surveyed include development, cognition, learning, motivation, physiology, socialization, personality and psychopathology. Note(s): Approved for General Education Behavioral Science credit.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

PSYC 206 - 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.
Grade Mode: A.
Prerequisites: PSYC 200, BBST 105.
Restrictions: Must be Undergraduate Level.

PSYC 209 - Statistics with Computer Applications Credits 3
Basic statistics for psychological research. Descriptive statistics, correlation/regression and inferential statistics including hypothesis testing, type I and II errors, t-tests, analysis of variance, and several non-parametric tests including chi-square. Not for general education math/science requirement. Note(s): Concurrent with PSYC 211.
Grade Mode: A.
Corequisites: PSYC 211.
Restrictions: Must be Undergraduate Level.

PSYC 211 - Statistics with Computer Applications Lab Credit 1
Use of Excel and the Statistical Package for the Social Sciences (SPSS) to obtain descriptive and inferential statistics covered in 211. Experience in developing surveys, analyzing survey data and writing research reports.
Restrictions: Concurrent with PSYC 209 unless PSYC 209 has been met with transfer credits or AP credit.

PSYC 206 - 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.
Grade Mode: A.
Prerequisites: PSYC 200. Acceptance into the Psychology Major.
Restrictions: Must be Undergraduate Level.

PSYC 305 - Experimental Psychology Credits 4
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.
Restrictions: Must be Undergraduate Level.

PSYC 306 - Psychological Testing and Assessment Credits 3
Theory and principles of psychological assessment and testing including the construction, reliability, validity and application of assessment methods and devices in various professional settings.
Grade Mode: A.
Prerequisites: PSYC 209, PSYC 211. Acceptance into the Psychology Major.
Restrictions: Must be Undergraduate Level.

PSYC 309 - Abnormal Psychology Credits 3
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.
Restrictions: Must be Undergraduate Level.

PSYC 313 - Psychology of Religious Experience Credits 3
An examination of the nature and scope of religious experience including such issues as the development of religious concepts and values, conversion, the experience of prayer and spiritual maturity. Attention is also given to issues in the integration of psychology and theology.
Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major.
Restrictions: Must be Undergraduate Level.

PSYC 315 - Industrial/Organizational Psychology Credits 3
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.
Restrictions: Must be Undergraduate Level.
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<th>Course Code</th>
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<tr>
<td>PSYC 311</td>
<td>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. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 312</td>
<td>Psychology of Gender</td>
<td>3</td>
<td>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. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 316</td>
<td>Psychology of Family</td>
<td>3</td>
<td>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. Restrictions: Must be Senior Class, or Junior Class; and Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 317</td>
<td>Psychology of Marriage</td>
<td>3</td>
<td>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. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 319</td>
<td>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 the psychological dynamics involved in the formation and reduction of prejudices, discrimination, and stereotypes. Grade Mode: A. Prerequisites: PSYC 200. Acceptance into the Psychology Major. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 320</td>
<td>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. Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>PSYC 325</td>
<td>Developmental Psychology: Childhood and Adolescence</td>
<td>3</td>
<td>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. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 335</td>
<td>Social Psychology</td>
<td>3</td>
<td>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. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 342</td>
<td>Physiological Psychology</td>
<td>3</td>
<td>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. Note(s): 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. Restrictions: Must be Undergraduate Level.</td>
</tr>
<tr>
<td>PSYC 345</td>
<td>Seminar in Therapeutic Techniques</td>
<td>1-3</td>
<td>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. Restrictions: Must be Senior Class, or Junior Class; and Undergraduate Level.</td>
</tr>
</tbody>
</table>
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. Note(s): This course may be taken by senior psychology majors at the graduate level, course RSPY 530. Contact the department for details.
Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major.
Restrictions: Must be 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. Note(s): This course may be taken by senior psychology majors at the graduate level, course RSPY 530. Contact the department for details.
Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major.
Restrictions: Must be Undergraduate Level.

PSYC 450 - Directed Field Work in Psychology Credits 1-6
Supervised experience in mental health, educational, correctional or related facility. Note(s): May be taken for a total of 6 credits. May receive no more than a total of 6 credits for 414, 450 and 480 combined. Three credits of PSYC 450 may be used toward the major.
Grade Mode: A.
Prerequisites: Acceptance into the Psychology Major.
Restrictions: Must be Senior Class, or Junior Class; and 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. Note(s): 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 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 Psychology (PSYC), and 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.
Restrictions: Must be 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. Note(s): May be taken for a total of 6 credits. May receive no more than a total of 6 credits for 414, 450 and 480 combined. Three credits of PSYC 480 may be used toward the major.
Grade Mode: A.
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 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. Note(s): 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 Undergraduate Level.

Sociology

Faculty
Chair: LaDawn Johnson, M.S.W.
Professor: Christerson
Associate Professor: Johnson, Yuen
Assistant Professors: Chan

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. Note(s): Approved for General Education 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 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 333.
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 334.
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.
Fees: $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.
Note(s): Field-based course.
Grade Mode: A.
Prerequisites: SOCI 220.
Restrictions: Must be Undergraduate Level.
Fees: $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.
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<tr>
<td>SOCI 352</td>
<td>Social Inequality: Race, Class and Gender</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SOCI 353</td>
<td>Religion in Public Life</td>
<td>3</td>
<td>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.</td>
<td>SOCI 220.</td>
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<td>Prerequisites: SOCI 220.</td>
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<tr>
<td>SOCI 354</td>
<td>Religion in the City</td>
<td>3</td>
<td>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.</td>
<td>SOCI 220.</td>
<td>A</td>
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<td>Note(s): Field-based course.</td>
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<tr>
<td>SOCI 352</td>
<td>Social Problems</td>
<td>3</td>
<td>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. Note(s): Approved for General Education Behavioral Science credit.</td>
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<td>Grade Mode: A.</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>SOCI 362</td>
<td>Social Work Internship</td>
<td>3</td>
<td>In this course, students will work at a 10-hour per week, 15 week internship with a criminal justice related organization. At the end, a paper relating their experiences to theories in the discipline of sociology and criminology will be required.</td>
<td>SOCI 220, SOCI 336.</td>
<td>A</td>
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<tr>
<td>SOCI 365</td>
<td>Criminal Justice Internship</td>
<td>3</td>
<td>Opportunity to integrate classroom learning with actual on-the-job training in a social work agency. Variety of available agency settings with placement based upon interest and academic background.</td>
<td>SOCI 300.</td>
<td>A</td>
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<td>Grade Mode: A.</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>SOCI 367</td>
<td>Social Work Internship</td>
<td>3</td>
<td>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.</td>
<td>SOCI 220.</td>
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<td>Grade Mode: A.</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>SOCI 370</td>
<td>American Culture and Values</td>
<td>3</td>
<td>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.</td>
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<td>A</td>
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<td>Restrictions: Must be Undergraduate Level.</td>
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<tr>
<td>SOCI 372</td>
<td>Art, Architecture, and Public Space</td>
<td>3</td>
<td>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 &quot;information society.&quot; 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.</td>
<td>SOCI 220.</td>
<td>A</td>
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<td>Grade Mode: A.</td>
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</table>
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 Senior Class, or Junior 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.
HUFS 201 - Intermediate Spanish 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 communicative competence at an intermediate mid-high proficiency level. **Lecture/Lab Hours:** Five hours each week. **Note(s):** Approved for General Education Foreign Language credit. Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. **Grade Mode:** A. **Prerequisites:** HUFS 102 or equivalent or a satisfactory score on a placement exam given by the department. Placement in Spanish classes will be based on a mandatory department assessment. Students entering the program with less than two years of high school Spanish or one semester of college Spanish will automatically be placed in the first course (HUFS 101). Students who do not maintain continuous enrollment in the program must be retested and placed accordingly. Advancement from one course in the lower-division sequence to the next will require demonstration of proficiency. **Restrictions:** Must be Undergraduate Level.

HUFS 210 - Intermediate Spanish II Credits 3
Intermediate grammar, listening, speaking, writing, reading. Course develops communication in various contexts with increasing proficiency. Learners will acquire greater command over basic and intermediate level structures. They will be equipped to use the linguistics sociolinguistic and pragmatic competencies in broader domains. At this level, the learner can perform the activities of the language perception (e.g., can understand the main ideas of complex texts on various topics, including semi-specialized language), of production (e.g., can express oneself clearly and in detail on a wide range of topics), in interaction (e.g., can maintain a conversation and interact with a certain degree of fluency and spontaneity). **Lecture/Lab Hours:** Three hours each week. **Note(s):** Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. **Grade Mode:** A. **Prerequisites:** HUFS 201. Placement in Spanish classes will be based on a mandatory department assessment. Students entering the program with less than two years of high school Spanish or one semester of college Spanish will automatically be placed in the first course (HUFS 101). Students who do not maintain continuous enrollment in the program must be retested and placed accordingly. Advancement from one course in the lower-division sequence to the next will require demonstration of proficiency. **Restrictions:** Must be Undergraduate Level.

HUFS 220 - Basic Spanish for Heritage Learners Credits 3
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. **Note(s):** Students are not expected to have any formal training in written Spanish prior to enrolling in this course. Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years. **Grade Mode:** A. **Prerequisites:** Assessment and/or recommendation from a Spanish professor within the department. **Restrictions:** Must be Undergraduate Level.

HUFS 230 - Spanish Conversation and Composition Credits 3
The learner will acquire a more solid command of linguistic, sociolinguistic and pragmatic competencies; she/he will develop a stronger command of grammar structures, broader lexical repertoire, good command of idiomatic expressions and colloquialisms. The learner will be trained to activate the strategies she/he needs in order to understand a wide range of complex and longer texts, express him/herself with fluency and spontaneity that makes conversation possible with a native speaker. Produces well structured text, makes good use of connectors and cohesive words. **Grade Mode:** A. **Prerequisites:** HUFS 210. **Restrictions:** Must be Undergraduate Level.

HUFS 290 - Introduction to Literature in Spanish Credits 3
Course covers a variety of authors and topics in literature in Spanish, including a variety of Hispanic texts from Spain and Latin America. Literary genres will include narratives, poetry and drama. This course is taught in Spanish. **Grade Mode:** A. **Restrictions:** Must be Undergraduate Level.

HUFS 299 - Faith, Life and Culture: Travel Practicum Credits 3
Provides a historical and sociological examination of the role or religion, in particular Christianity in its various forms, in the culture, history, and faith of people speaking the target language. Attention will be given to expressions of faith, religious practices, and the role of faith in the life of people and society. This course will be taught as a travel practicum. There is a substantial service learning component. **Grade Mode:** A. **Prerequisites:** HUFS 201. **Restrictions:** Must be Undergraduate Level. **Fees:** Additional fees may vary.

HUFS 322 - Advanced Spanish for Heritage Learners I Credits 3
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 genders. **Note(s):** Students can take one or both courses in the series based upon the recommendation of their instructor or program advisor. **Grade Mode:** A. **Prerequisites:** HUFS 220. **Restrictions:** Must be Undergraduate Level.

HUFS 323 - Advanced Spanish for Heritage Learners II Credits 3
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. **Note(s):** Students can take one or both courses in the series based upon the recommendation of their instructor or program advisor. **Grade Mode:** A. **Prerequisites:** HUFS 220. **Restrictions:** Must be Undergraduate Level.
HUFS 330 - Advanced Spanish Conversation and Composition Credits 3
Learners will develop a much stronger command of the linguistic, sociolinguistic and pragmatic competencies of the language. At this level, learners will be able to understand without difficulty almost everything heard or read. Learners can express themselves in a fluent, precise and spontaneous way, and differentiate various connotations and levels of meaning in complex texts. Learners will produce well structured written texts on a wide variety of topics. Lecture/Lab Hours: Three hours each week.
Grade Mode: A.
Prerequisites: HUFS 230.
Restrictions: Must be Undergraduate Level.

HUFS 334 - Community Spanish Credits 3
This Spanish language immersion course is a community-based, experiential learning opportunity in Spanish which will consist of Spanish in a classroom setting focusing on the exploration of local varieties of Spanish and Latino culture. Students are required to live in a Christian host family and participate in mandatory excursions and service learning in the target language during afternoon, evening, and weekend hours. The course will normally be offered during interterm and summer sessions.
Grade Mode: A.
Prerequisites: HUFS 201 or higher.
Restrictions: Must be Undergraduate Level. Fees: $500.

HUFS 366 - Survey of Hispanic Literature Credits 3
The emphasis of this course is to examine and analyze specific authors and topics in Hispanic literature. The course will cover a variety of texts from Spain and Latin America composed of sections that correspond to the four main literary genres: fiction, poetry, drama and essay. The majority of each class session will be dedicated to readings, textual analysis, and writing on a broad selection of texts from different genres and periods. Note(s): This course will serve as a prerequisite to all 400-level literature courses.
Grade Mode: A.
Prerequisites: HUFS 290.
Restrictions: Must be Undergraduate Level.

HUFS 380 - Directed Research Credits 1-3
Hispanic language or literature determined in consultation with the instructor. May be taken multiple times for credit for a maximum of three credits. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years.
Grade Mode: A.
Prerequisites: HUFS 210. Placement in Spanish classes will be based on a mandatory department assessment.
Restrictions: Must be Undergraduate Level.

HUFS 385 - Translation Credits 3
Consecutive translation for prose documents in various fields of specialization, and subtitling. This course will provide an opening into the field of translation and will introduce students to translation theory and some specialized texts. Lecture/Lab Hours: Three hours each.
Grade Mode: A.
Prerequisites: HUFS 322 or HUFS 330.
Restrictions: Must be Undergraduate Level.

HUFS 390 - Spanish in the Professions Credits 3
Develops oral and written skills within the context of a professional discourse. Students will examine language contexts related to the chosen area and work to develop profession-specific language proficiency. Note(s): Will be offered with various professions, including communications, medical/scientific, business, and religious professions. Field work will be required (service learning course).
Grade Mode: A.
Prerequisites: HUFS 220 or HUFS 230.
Restrictions: Must be Undergraduate Level.

HUFS 391 - Spanish for Health Care Professions Credits 3
This course will focus on the aspects of the Spanish language that are specific to the health care professions, as well as the social and cultural issues that one might encounter when working within the Hispanic community. Through experiential learning, readings, discussions and fieldwork, students will develop socio-cultural understanding and communicative competence in the target language.
Grade Mode: A.
Prerequisites: HUFS 230 or HUFS 290.
Restrictions: Must be Undergraduate Level.

HUFS 392 - Spanish for Education and Helping Professions Credits 3
This course will focus on the aspects of the Spanish language that are specific to the helping professions, such as psychology/counseling, sociology/social work, and education, as well as the social and cultural issues that one might encounter when working within the Hispanic community. Through experiential learning, readings, discussions and fieldwork, students will develop socio-cultural understanding and communicative competence in the target language.
Grade Mode: A.
Prerequisites: HUFS 230 or HUFS 290.
Restrictions: Must be Undergraduate Level.

HUFS 393 - Spanish for Pastoral and Nonprofit Professions 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, local and global. Through experiential learning, readings, discussions and fieldwork, students will develop socio-cultural understanding and communicative competence in the target language.
Grade Mode: A.
Prerequisites: HUFS 230 or HUFS 290.
Restrictions: Must be Undergraduate Level.

HUFS 394 - Spanish for Business Professions Credits 3
This course will focus on the aspects of the Spanish language that are specific to business professions, as well as the social and cultural issues that one might encounter when working within Hispanic communities, local and global. Through experiential learning, readings, discussions and fieldwork, students will develop socio-cultural understanding and communicative competence in the target language.
Grade Mode: A.
Prerequisites: HUFS 230 or HUFS 290.
Restrictions: Must be Undergraduate Level.
HUFS 395 - Spanish for Communications Professions Credits 3
This course will focus on the aspects of the Spanish language that are specific to the communications professions, as well as the social and cultural issues that one might encounter when working within Hispanic communities, local and global. Through experiential learning, readings, discussions and fieldwork, students will develop socio-cultural understanding and communicative competence in the target language.
Grade Mode: A.
Prerequisites: HUFS 230 or HUFS 290.
Restrictions: Must be Undergraduate Level.

HUFS 396 - Introduction to Hispanic Linguistics Credits 3
This is an introductory course to the field of Hispanic linguistics which explores basic terminologies, methods and theories associated with the field. The course will establish a foundation for future field work and introduce students to the practical application of linguistic knowledge. This course will be a prerequisite to advanced linguistics courses within the department.
Grade Mode: A.
Prerequisites: HUFS 220 or HUFS 230 or HUFS 290.
Restrictions: Must be Undergraduate Level.

HUFS 400 - Survey of Hispanic Literature in Translation Credits 3
Specialized studies of global literatures focusing on authors, regions, periods, and/or movements from literary traditions of the Spanish-speaking world.
Grade Mode: A.
Prerequisites: HUFS 366.
Restrictions: Must be Undergraduate Level.

HUFS 410 - Spanish American Literature Credits 3
Selected readings from recognized Latin American writers. Emphasis on developing a high level of reading and speaking proficiency covering all genres. Culture, history and social structures will become central issues for discussion as students learn to understand another culture through its literature. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years.
Grade Mode: A.
Prerequisites: HUFS 366.
Restrictions: Must be Undergraduate Level.

HUFS 420 - Spanish Literature Credits 3
Representative readings from recognized Peninsular writers, with emphasis on developing a high level of proficiency in reading, writing and speaking. Culture, history and social structures will become central issues for discussion as students learn another culture through its literature. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years.
Grade Mode: A.
Prerequisites: HUFS 366.
Restrictions: Must be Undergraduate Level.

HUFS 430 - Spanish American Literature Since 1950 Credits 3
Readings of selected literature of 1950 to the present, with a focus on literary development and on understanding the issues and evolving thinking of Latin Americans as they are reflected in the selections. Development of a Christian response. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years.
Grade Mode: A.
Prerequisites: HUFS 366.
Restrictions: Must be Undergraduate Level.

HUFS 433 - Seminar in Hispanic Linguistics Credits 3
This is an upper-level course in the field of Hispanic linguistics which will build on the foundations of linguistic knowledge students gained in the introductory course. Students will explore more deeply topics in the broader field of Hispanic linguistics. This course may include topics such as sociolinguistics, applied linguistics, and contrastive analysis, the interface of culture and language, and dialectology, and other important areas in Hispanic linguistics. This course will require field work or other practical application. Note(s): May be taken twice for credit with varying topics.
Grade Mode: A.
Prerequisites: HUFS 396.
Restrictions: Must be Undergraduate Level.

HUFS 445 - Teaching Spanish: CSET Preparation Credit 1
This course will focus on a review of the content learned within the program in the areas of linguistic theory and application, culture and literature, and language and communication as a means of adequately preparing for the CSET Exam (CA Subject Examination for Teachers).
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HUFS 450 - Faith, Life and Culture in Latin America Credits 3
Historical examination of the Latin American Catholic church and its particular expressions of faith, practice, and role in the life of the people and society. Study of the impact of Protestantism over the past century. Some attention to non-Christian groups and practices. Field work required. Note(s): Service Learning Course. Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years.
Grade Mode: A.
Prerequisites: HUFS 410, HUFS 420, or HUFS 430. Placement in Spanish classes will be based on a mandatory department assessment.
Restrictions: Must be Undergraduate Level.

HUFS 460 - Studies in Spanish American Culture Credits 3
This course seeks to help the student synthesize an understanding of the cultures of Latin America. Both unconscious and conscious levels of culture will be examined, as well as the impact of social class on culture. Attention also will be given to the fine arts as expressions of culture. Note(s): Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years.
Grade Mode: A.
Prerequisites: HUFS 290; HUFS 322 or HUFS 330.
Restrictions: Must be Undergraduate Level.

HUFS 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. Note(s): Special approval required. May be taken in conjunction with the HUFS 480 and either HUFS 475 or HUFS 490 as 3 credits towards the 400-level elective requirement.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

HUFS 475 - Directed Research Credits 1-3
Hispanic language or literature determined in consultation with the instructor. May be taken multiple times for credit for a maximum of three credits.
Grade Mode: A.
Prerequisites: HUFS 322 or HUFS 330.
Restrictions: Must be Undergraduate Level.
HUFS 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. Note(s): 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.

HUFS 485 - Internship Credits 3
Internship in an approved Spanish-speaking institution or setting related to the intended service area of the student. Note(s): May be taken twice in different settings. Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years.
Grade Mode: A.
Prerequisites: Placement in Spanish classes will be based on a mandatory department assessment.
Restrictions: Must be Undergraduate Level.

HUFS 490 - Seminar in Hispanic Studies Credits 1-3
In-depth study of selected issues, themes or literary genres. Topics will vary. Note(s): May be taken with different content. Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years.
Grade Mode: A.
Prerequisites: HUFS 290; HUFS 322 or HUFS 330.
Restrictions: Must be Undergraduate Level.

TESOL
A division of Cook School of Intercultural Studies

Faculty
Dean: Bulus Galadima, Ph.D.
Chair: Kitty Purgason, Ph.D.
Professor: Lessard-Clouston, Purgason
Associate Professors: Liang
Assistant Professor: Barber, Floyd

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 Senior Class, or Junior 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. Note(s): 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: INAL 300 and INTE 421, or the equivalent.
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. Note(s): Elective only.
Grade Mode: A.

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 441 - Intercultural Communication for Teachers Credits 3
Study of cultural contexts of English as an international language, culture in the language class and intercultural communication with the goal of increasing intercultural understanding and teaching effectiveness.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

INTE 450 - Communicating Values Through TESOL Credit 1
Exploration of ways in which TESOL may be used to promote cross-cultural understanding through the communication of different worldviews and values. Includes ethical considerations.
Grade Mode: A.
Prerequisites: INTE 421 or ENGL 353.
Restrictions: Must be Undergraduate Level.

INTE 460 - 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. Note(s): 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. Note(s): 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.
Fees: $100.

Torrey Honors Institute

Faculty
Director: Paul Spears, Ph.D.
Professor: Sanders
Associate Professors: Henderson, Jenson, Johnson, Peters, Schubert, Thompson, Vincent
Assistant Professors: Aijian, Cure, Kim, Makin, Smith, Stasson, Wright

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.
Fees: $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.
Fees: $200.

YMDT 122 - Church Fathers and Life of Christ Credits 8
When Offered: Spring, freshman year.
Grade Mode: A.
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
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
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 226 - Wisdom Literature
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
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 310 - Revivalism and Romanticism
Includes works such as I and II Samuel, Kings, and Chronicles, selections from William Blake, Samuel Coleridge, John Wesley, Jonathan Edwards and Kant's Groundwork for the Metaphysics of Morals.
When Offered: Fall, junior year.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

YMDT 325 - Nineteenth Century Thought
Includes works such as Isaiah and Jeremiah, Austen's Pride and Prejudice, Bronte'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
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
Examines works on eschatology and judgment such as Daniel, Revelation, Boethius' Consolation of Philosophy, and selections from Flannery O'Connor, T.S. Eliot and G.K. Chesterton. Mandatory if student's major does not have integration requirement.
When Offered: Spring, senior year.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

YMDT 410 - America
Includes readings such as the Non-Pauline epistles, selections from Emerson, Melville, James, O'Connor, Douglass and Lincoln.
When Offered: Fall, senior year.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

YMDT 415 - Twentieth Century Thought
Examines works such as Daniel, Revelation, C. S. Lewis' The Abolition of Man, Newman's The Idea of a University, Nietzsche's On the Genealogy of Morals, Freud's Civilization and Its Discontents, and selections from T.S. Eliot and G.K. Chesterton. Mandatory if the student's major does not have an Integration requirement.
When Offered: Spring, senior year.
Grade Mode: A.
Restrictions: Must be Undergraduate Level.

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

YMDT 490 - Selected Readings and Topics
Designed primarily for upper-division students in Torrey who want to study specialized topics not covered in catalog course offerings. May be taken up to three times with different readings.
Grade Mode: A.
Restrictions: Must be Senior Class, or Junior Class; and Undergraduate Level.

YMDT 491 - Independent Study
Independent readings on a topic chosen by the student. 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.
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.Miss. and Ph.D. students must meet the following requirements:

1. Applicants must possess a baccalaureate degree from an accredited college or university with a 3.0 (on a 4.0 scale) grade-point average. Graduates from approved, unaccredited colleges, if accepted, will be granted provisional acceptance, if GPA is 3.4 or higher. Graduates from approved, unaccredited colleges may be required to take additional liberal arts course work (not applicable toward the graduate degree), if their undergraduate program did not include these courses.
2. Those without intercultural/missions, Bible/theology, or anthropology may have additional coursework added to their program.
3. Applicants must submit a written statement outlining their vocational objectives and how the degree will relate to those objectives. Applicants should attach a one-page, typewritten letter to the application.
4. Three letters of references on forms supplied by the school are required.
5. Official transcripts for all previous schools attended are required.
6. Application deadlines. M.A. and D.Miss programs: Fall is August 1, Spring is January 1; Ph.D.: Fall is January 31, Spring is September 15. Applications may be submitted after deadlines (late fees apply) but will only be considered if space and time allow. Late applications may be postponed to later terms.

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

Doctor of Missiology
Completion of at least three years of continuous ministry experience in a cross-cultural, multi-cultural or cross-sub-cultural setting.

An appropriate accredited master's degree of which at least 9 credits will be in biblical and theological studies. A 3.0 GPA in their previous graduate studies is required for admission.

Doctor of Philosophy
An accredited master's degree or its equivalent appropriate to the Ph.D. is required for admission. Students must have a GPA of 3.30 in their previous graduate studies. Three years of cross-cultural experience plus proficiency in a second language is preferred for students pursuing the PhD in Intercultural Studies. Three years of teaching experience in a cross-cultural or multicultural setting or its equivalent is expected of students pursuing the Ph.D. in Intercultural Education.

Admission of International Students
Admittance to the Ph.D. programs requires the following scores on the TOEFL: 100 iBT/600 PBT/250 CBT. The admissions committee may require an oral interview. CSICS reserves the right to waive a retake of the TOEFL test for Ph.D. international student applicants who enter CSICS with Talbot School of Theology degrees who have met Talbot's requirements for International students and CSICS. Requests to waive this requirement must be made to the CSICS doctoral committee.

Summer Institute of Linguistics
In cooperation with the Summer Institute of Linguistics, Biola offers a number of linguistics courses which can provide an emphasis for students planning for mission work in language analysis/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 modular courses. Interested students should contact the Admissions Office of Biola University.

Numbering of CSICS Courses
In CSICS, courses numbered in the 500-600 level are normally considered to be master's level courses. Courses numbered in the 700 level can be taken by both MA level and doctoral level students. Courses numbered in the 800 level are normally considered to be doctoral level courses only. Master's students wishing to take 800 level classes must receive permission from the instructor. Doctoral level students wishing to
Anthropology, M.A.

Programs

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- Applied Linguistics, M.A. (p. 261)
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Courses

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Anthropology, M.A.

Mission

The mission of the Master of Arts in Anthropology is to provide students with a holistic understanding of the diversity of human behavior across time, geography and culture from a distinctly Christian perspective and to equip them to actively bridge cultural differences so that they can effectively share the good news of the Gospel and holistically address human problems such as injustice and the effects of globalization on populations around the world.

Program Description

The Master of Arts in Anthropology degree is designed for students who desire advanced training in the study of people in culture preparatory to careers in the teaching of anthropology, serving as anthropological consultants to crosscultural agencies, or research into and the application of anthropological methods of inquiry to contemporary issues associated with globalization, development, public health or other social conditions. The Master of Arts in Anthropology is designed as a generalized degree that requires students to be familiar with all five fields of anthropological inquiry: cultural anthropology, linguistic anthropology, physical anthropology, archaeology, 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. 5) section of this catalog.

The Master of Arts in Anthropology is a 42-credit program. Curriculum includes 15 credits of core courses, 18 credits of electives, and 9 credits of Bible and theology courses. Students entering the program are expected to have a strong background in anthropological studies including introductory courses in each of the five fields of study. Students wishing to enter the program without these prerequisites will be required to take them as graduate students during the first year of study, thereby adding up to 15 credits of study to the program. Qualified applicants with a B.A. in anthropology consisting of 40 or more credits in anthropology may have their coursework reduced to a minimum of 32 credits.

Graduation Requirements

1. Satisfactory completion of all coursework.
2. At least 24 credits must be taken at this institution.
3. Maintain a 3.0 grade point average on a 4.0 scale.
5. Meet with department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Core Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</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></td>
</tr>
<tr>
<td>ISAN 603</td>
<td>Master’s Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following Seminar courses:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ISAL 668</td>
<td>Seminar in Applied Linguistics</td>
<td></td>
</tr>
<tr>
<td>ISAN 691</td>
<td>Seminar in Advanced Archaeology</td>
<td></td>
</tr>
<tr>
<td>ISAN 693</td>
<td>Seminar in Advanced Physical Anthropology</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select 18 credits from any of the five sub-fields of anthropology

Bible/Theology

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAN 546</td>
<td>Justice, Advocacy and the Kingdom of God</td>
</tr>
<tr>
<td>ISAN 557</td>
<td>Acts in Cross-cultural Perspective</td>
</tr>
<tr>
<td>ISAN 701</td>
<td>Topics in Biblical Theology from an Anthropological Perspective</td>
</tr>
<tr>
<td>ISAN 712</td>
<td>Cultural Context of 1st Century Palestine</td>
</tr>
<tr>
<td>ISCL 755</td>
<td>Biblical Morality and Cultural Relativity</td>
</tr>
<tr>
<td>TTNT 703</td>
<td>The Cultural Setting of the Gospels</td>
</tr>
<tr>
<td>TTNT 704</td>
<td>The Cultural Setting of Acts</td>
</tr>
<tr>
<td>TTNT 707</td>
<td>The Cultural Setting of Second Corinthians</td>
</tr>
<tr>
<td>TTNT 812</td>
<td>The World of the New Testament</td>
</tr>
<tr>
<td>TTNT 814</td>
<td>Seminar on the Cultural Setting of the New Testament</td>
</tr>
<tr>
<td>TTNT 715</td>
<td>Studies in the History and Culture of Israel</td>
</tr>
<tr>
<td>TTNT 718</td>
<td>Archaeology of Palestine</td>
</tr>
</tbody>
</table>

Total Credits 42

Applied Linguistics, M.A.

Program Description

The Master of Arts in Applied Linguistics provides a broad multidisciplinary foundation to deal with literacy, lexicography, language surveys and planning, orthography, bilingual and multilingual education, language acquisition, translation, and other language-related issues. It combines academic rigor and practical skills for students seeking appropriate solutions to real-world problems. Students may either pursue a generalist track or may choose to specialize in translation, literacy, language survey, Scripture in Use, or TESOL.

Those who want to specialize in Bible translation also have the option of the Master of Arts in Linguistics and Biblical Languages. This degree combines the resources of Talbot School of Theology, where students take classes in Greek or Hebrew and biblical exegesis, and the Department of Applied Linguistics and TESOL where they take classes in linguistics and translation. The application of linguistic principles to the study of the biblical languages facilitates a deeper understanding of these languages. The study of Greek or Hebrew and linguistics develops skills in exegesis and translation for virtually any language situation.

SIL at Biola

Each of these Applied Linguistics programs benefits from SIL-at-Biola, a collaboration between the Summer Institute of Linguistics and Biola. Experienced instructors who have served with Wycliffe Bible Translators cooperate in teaching a range of courses here. These courses are equivalent to those offered at other SIL schools and are recognized as valid for membership in Wycliffe and other similar organizations. Depending on the expected field of service and specialty, some students,
however, may need to take additional courses at Biola or other SIL summer programs to meet all their SIL training requirements.

**Objectives**

Although language teaching is a prominent area within the field of applied linguistics, there are many other areas of importance that address language-related human problems both in the United States and abroad. Among these are bilingual and multilingual education, language planning, lexicography, literacy, second language acquisition, translation, and the development or modification of writing systems.

The M.A. in Applied Linguistics goes beyond the certificate courses by providing Christian professionals with advanced training in various areas of language analysis and by developing a multidisciplinary approach within which to seek appropriate solutions to real-world problems. Students may pursue either a generalist track or a specialized one by concentrating their electives in language surveys, linguistics, literacy, TESOL or translation. Students satisfactorily completing the TESOL concentration will receive the graduate Certificate in TESOL.

**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. 5) section of this catalog.

**Requirements**

**Admission Requirements**

Applicants must possess a baccalaureate degree from an accredited college or university with a 3.0 (on a 4.0 scale) grade point average. Applicants must submit a written statement outlining their vocational objectives and how the degree will relate to those objectives; a one-page typed letter should be appended to the application. Three letters of reference on forms supplied by Biola are required, as are official transcripts of previous schools attended. Applicants who are non-native English speakers must demonstrate both spoken and written proficiency in English through an oral interview with an admissions counselor or faculty member and through submission of an internationally recognized standardized test of English (taken within the last two years). A TOEFL score of 600 PBT/250 CBT/100 iBT is normally required. The essay score should be at least 5.5. Alternatively, an IELTS score of 7.0 (no less than 6.0 in any element) is required. 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 concentration may need a third year to complete the program depending on their background and the advanced elective courses offered during the three-year course cycle.

**Graduation Requirements**

Students must successfully complete all required coursework with a minimum grade point average of 3.0 to qualify for graduation. No ALT course with a grade less than a "B" (3.0) will be counted for the Master of Arts.

The program is usually completed within two years by full-time students. Part-time students may have up to seven years for the M.A. degrees.

All students must meet with their department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

**Curriculum**

**Foundational Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 520</td>
<td>Introduction to Language and Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 521</td>
<td>General Articulatory Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 523</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
<tr>
<td>or ISAL 525</td>
<td>Introduction to Syntax</td>
<td></td>
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**Program Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Bible/Theology</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ISAL 520</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>or ISAL 525</td>
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</table>
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. Articulate relevant educational theories and identify key educationists’ current and seminal works relevant to intercultural education, including pertinent Christian scholarship (ULO 1).
2. Demonstrate a mastery of important constructs in intercultural education and related disciplines associated with their research area (ULO 1).
3. Discuss and analyze the integration of one’s faith commitments, theological understandings, and pertinent educational convictions (ULO 1 and 2).
4. Evaluate the research of other students and scholars in the field of intercultural education (ULO 1).
5. Synthesize theoretical understandings in intercultural education and apply them to a new educational context (ULO 1).
6. Generate new understandings and explanations (e.g., theoretical constructs) and apply them to the improvement of educational outcomes (ULO 1).
7. Employ cross-cultural communication skills through presentations to achieve culturally appropriate learning outcomes in diverse contexts (ULO 3).
8. Engage in and publish independent educational research (ULO 3).
9. Exemplify in scholarly writing “servant scholarship” (i.e., rigorous scholarship accompanied by Christ-like humility) (ULO 2).

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. 5) 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 Foundational 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.Miss. degree, and up to 6 credits of reduction for students with a Th.M. degree. Requests for course reductions from other students with extensive coursework in Bible and theology will be considered on a case by case basis and will not normally exceed 6 credits of course reductions. At the recommendation of the Ph.D. academic advisor and with the approval of the doctoral studies committee, students with a previous doctoral degree may be granted course reductions of up to 24 credits but must complete at least 36 additional credits at Biola University, of which 24 credits must be new coursework and up to 12 credits may be devoted to dissertation research and writing. A faculty advisor will guide students in planning a program of study that serves their vocational aspirations. The degree offers a concentration in either intercultural or multicultural education. Students are expected to choose the concentration most appropriate to their research interest.

**Time Limit for Degree Completion**

All course and academic requirements for the Ph.D. degree should be completed within seven years, beginning on the date of the student’s first registration. Petitions for extension beyond seven years will be considered on a case-by-case basis for students. At times students may need to interrupt their programs for a semester or more for a variety of personal or work-related reasons. This may be done with the consent of their respective Ph.D. Program Director. Students must be continuously enrolled unless on an official Leave of Absence. Students who fail to register in any given semester without a Leave of Absence will be dropped from their respective doctoral program. Also, students on Leave of Absence beyond two consecutive semesters must reapply to their respective doctoral program.

**Withdrawal and Re-Admission Procedures**

A student who must drop out of school must go through the formal withdrawal process. To return to active status the student should contact the program director and file a readmission form with the Office of Admissions.

**Leave of Absence**

Inactive students are those who have requested and been granted Leave of Absence from the program. A Leave of Absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program.

A Leave of Absence must be renewed by petition each semester and may not exceed two consecutive semesters. A Leave of Absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. Each leave of absence must receive the approval of the student’s program advisor and the Dean of the school. Students on leave are required to register for ISCL 893 Leave of Absence each term.

A Leave of Absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program. Inactive students are those who have requested and been granted Leave of Absence from the program. A Leave of Absence must be renewed by petition each semester and may not exceed two consecutive semesters. A Leave of Absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. Each Leave of Absence must receive the approval of the Program Advisor and the Dean of CSICS. Students on leave are required to register for ISCL 893 Leave of Absence each term.

**Portfolios**

CSICS has chosen to utilize a Portfolio Assessment System for its Ph.D. programs. This system is designed as a means to help monitor student progress toward one’s development as a scholar. A variety of course materials will be collected periodically throughout the duration of the doctoral program. For further information, please consult the current Doctoral Programs Handbook.

**Qualifying Examinations**

Doctoral students are required to demonstrate a comprehensive knowledge of their field of study by examination. The content of the written qualifying exam includes material from the core areas of the curriculum and the student’s particular specialization. These exams are normally taken at the conclusion of all the coursework.

**Admission to Candidacy**

Official Ph.D. candidacy indicates that students have completed all of the preliminary requirements and are now qualified to undertake original research contributing to scholarship in their respective fields through their doctoral dissertations.

To achieve candidacy, students must successfully complete the following:

1. Required coursework and the Graduation Procedures Check (or grad check);
2. Portfolio, approved by the doctoral committee;
3. Qualifying examinations; and

It is the responsibility of students to contact their advisors in order to ensure all candidacy requirements have been met. Upon completion of the requirements, students will be notified of their acceptance to candidacy. Candidates will select a chairperson from the graduate faculty to guide their dissertation research. Upon achieving candidacy, students may implement their proposed research plans under the supervision of the approved doctoral chairperson.

Students enrolled in ISCL 890 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 Admissions, Registration & Graduation Requirements section).

**Residency Requirement**

CSICS Ph.D. students taking coursework at Biola’s CSICS extension centers must take at least 50% (24 credits) of the coursework at Biola’s main campus.

**Program Specific Objectives**

The Doctor of Philosophy degree in Intercultural Education equips Christians for professional careers in the field of formal, non-formal, and informal arenas of education. Our chief goal in the program is to produce graduates who can think Christianly about their field, and engage in research and writing, which helps contribute to new understandings of crosscultural issues in education. The skills gained in pursuit of the degree involve teaching, academic mentoring, research, and writing. The Ph.D. in Intercultural Education allows the student to pursue knowledge and understanding of the cultural components of the educational process in diverse contexts.

**Ph.D. in Intercultural Education**

**Prerequisites:** M.A. degree with a strong education background. Minimum of 3 years of cross-cultural or multicultural educational experience.

**Requirements:** The program consists of a total of 60 credits, of which 12 may be devoted to dissertation research, including ISCL 872 and ISCL 891.

**Foundational Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</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>
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Select two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<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>
<tr>
<td>ISCL 703</td>
<td>Curriculum Design for Intercultural Contexts</td>
<td></td>
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</table>

**Educational Core Courses**

<table>
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<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ISCL 816</td>
<td>Education Theory</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 823</td>
<td>Crosscultural 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</td>
<td>3</td>
</tr>
<tr>
<td>or ISCL 885</td>
<td>Multicultural Education</td>
<td></td>
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</table>

**Specialization Courses**

A total of 9 credits must be taken in:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</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>
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**Research Courses**

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

**Dissertation Writing**

<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 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, M.A.**

**Program Description**

The M.A. in Intercultural Studies is designed to equip students both for careers in crosscultural or multicultural environments and for ministries associated with spreading the gospel of Jesus Christ in cultures other than one’s own. At the end of the program, graduates should be able to do the following:

1. Demonstrate their capacity to live and work in environments or cultures different than their own;
2. Articulate a crosscultural or international perspective with respect to their professional training (e.g., in teaching, medicine, business, or development);
3. Produce written studies and reports manifesting their familiarity with the analytical and research tools available (particularly in the social sciences) and demonstrate their abilities to assess and adapt their objectives and activities to the cultural realities of their working environments;
4. Communicate a clear understanding of the dynamic nature of the gospel, the spiritual and cultural traits of a growing church, the deeply intertwined relationship between the gospel and culture in which God’s self-revelation was given in culture, how it is now communicated across cultures, and how it is being faithfully lived out in appropriate contextualized acts of allegiance to the God of creation; and
5. Manifest godliness of character, personal standards of integrity and morality, concern for human rights and justice, and a passion for the reconciliation of humanity with their Creator.

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. 5) section of this catalog.

Requirements
Program Requirements
The M.A. in Intercultural Studies is a 39-credit program. For the qualified applicant with extensive undergraduate work in intercultural studies/missions, it may be reduced to a minimum of 30 credits.

Graduation Requirements
1. Complete the required courses listed below.
2. Successfully pass a comprehensive examination over coursework.
3. Maintain a 3.0 grade point average on a 4.0 scale.
4. Meet with department advisor and a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in the Administration, Enrollment and Graduation Requirements section of the Catalog).

Core Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ISCL 742</td>
<td>History of the World Christian Movement</td>
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<tr>
<td>ISCL 750</td>
<td>Issues in Contextualization/Crosscultural</td>
<td>3</td>
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<td></td>
<td>Theology</td>
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<tr>
<td>or ISCL 751</td>
<td>Theology of Mission</td>
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<td>ISAN 761</td>
<td>Culture and Transformation</td>
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<td>or ISCL 711</td>
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<tr>
<td>ISCL 520</td>
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<td>3</td>
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<tr>
<td>or ISCL 709</td>
<td>Intercultural Communication</td>
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</table>

Select one of the following: 3

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. Articulate relevant anthropological, historical, and theological understandings and identify relevant scholars’ current and seminal works relevant to intercultural studies (ULO 1).
2. Demonstrate a mastery of important theoretical constructs in intercultural studies associated with their research area (ULO 1).
3. Discuss and analyze the integration of one’s faith commitments, theological understandings within the discipline of intercultural studies (ULO 1 and 2).
4. Evaluate the research of other students and scholars in the field of intercultural studies (ULO 1).
5. Synthesize theoretical understandings in intercultural studies and apply them to a new cross-cultural and/or multicultural context (ULO 1).

6. Generate new understandings and explanations (e.g., theoretical constructs) and apply them to the improvement of vocational involvement in cross-cultural and/or multicultural contexts (ULO 1).

7. Employ cross-cultural communication skills through presentations to facilitate learning in diverse contexts (ULO 3).

8. Engage in and publish independent research in intercultural studies (ULO 3).

9. Exemplify in scholarly writing “servant scholarship” (i.e., rigorous scholarship accompanied by Christ-like humility) (ULO 2).

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. 5) 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 Foundational 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.Miss. degree, and up to 6 credits of reduction for students with a Th.M. degree. Requests for course reductions from other students with extensive coursework in Bible and theology will be considered on a case by case basis and will not normally exceed 6 credits of course reductions. At the recommendation of the Ph.D. academic advisor and with the approval of the doctoral studies committee, students with a previous doctoral degree may be granted course reductions of up to 24 credits but must complete at least 36 additional credits at Biola University, of which 24 credits must be new coursework and up to 12 credits may be devoted to dissertation research and writing. A faculty advisor will guide students in planning a program of study that serves their vocational aspirations. The degree offers a concentration in either intercultural or multicultural education. Students are expected to choose the concentration most appropriate to their research interest.

Time Limit for Degree Completion

All course and academic requirements for the Ph.D. degree should be completed within seven years, beginning on the date of the student’s first registration. Petitions for extension beyond seven years will be considered on a case-by-case basis for students. At times students may need to interrupt their programs for a semester or more for a variety of personal or work-related reasons. This may be done with the consent of their respective Ph.D. Program Director. Students must be continuously enrolled unless on an official Leave of Absence. Students who fail to register in any given semester without a Leave of Absence will be dropped from their respective doctoral program. Also, students on Leave of Absence beyond two consecutive semesters must reapply to their respective doctoral program.

Withdrawal and Re-Admission Procedures

A student who must drop out of school must go through the formal withdrawal process. To return to active status the student should contact the program director and file a readmission form with the Office of Admissions.

Leave of Absence

Inactive students are those who have requested and been granted Leave of Absence from the program. A Leave of Absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program.

A Leave of Absence must be renewed by petition each semester and may not exceed two consecutive semesters. A Leave of Absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. Each leave of absence must receive the approval of the student’s program advisor and the Dean of the school. Students on leave are required to register for ISCL 893 Leave of Absence each term.

A Leave of Absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program. Inactive students are those who have requested and been granted Leave of Absence from the program. A Leave of Absence must be renewed by petition each semester and may not exceed two consecutive semesters. A Leave of Absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. Each Leave of Absence must receive the approval of the Program Advisor and the Dean of CSICS. Students on leave are required to register for ISCL 893 Leave of Absence each term.

Portfolios

CSICS has chosen to utilize a Portfolio Assessment System for its Ph.D. programs. This system is designed as a means to help monitor student progress toward one’s development as a scholar. A variety of course materials will be collected periodically throughout the duration of the doctoral program. For further information, please consult the current Doctoral Programs Handbook.

Qualifying Examinations

Doctoral students are required to demonstrate a comprehensive knowledge of their field of study by examination. The content of the written qualifying exam includes material from the core areas of the
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. 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 Admissions, Registration & Graduation Requirements section).

Residency Requirement

CSICS Ph.D. students taking coursework at Biola’s CSICS extension centers must take at least 50% (usually 24 credits) of the coursework at Biola’s main campus.

Program Specific Objectives

The Ph.D. in Intercultural Studies allows the student to engage in the study of issues and processes associated with cultural change, culture contact and transformation. This track equips graduates to critically analyze the practice and theory of intercultural and crosscultural programs and processes that have contributed to contemporary globalization trends.

Ph.D. in Intercultural Studies

Prerequisites: M.A. degree with a strong emphasis in intercultural studies, the social sciences or a related field. Minimum of 3 years of cross-cultural experience.

Requirements: The program consists of a total of 60 credits, of which up to 11 may be devoted to dissertation research, including ISCL 872 and ISCL 891.

Translated Table:

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>ISAN 761</th>
<th>Culture and Transformation</th>
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<tr>
<td></td>
<td>ISCL 700</td>
<td>Orientation to Graduate Intercultural Studies</td>
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<td>ISCL 709</td>
<td>Intercultural Communication</td>
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<tr>
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<td>ISCL 742</td>
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<td></td>
<td>ISCL 765</td>
<td>Cross-Cultural Leadership</td>
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<tr>
<td></td>
<td>ISCL 703</td>
<td>Curriculum Design for Intercultural Contexts</td>
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<th>Intercultural Research Core Courses</th>
<th>ISAN 751</th>
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<td>ISCL 801</td>
<td>Method and Theory in Cross-Cultural Studies</td>
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<td></td>
<td>ISCL 852</td>
<td>Contemporary Issues in Cognitive Anthropology and Worldview Studies</td>
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<tr>
<td></td>
<td>ISCL 853</td>
<td>Theoretical Issues in Cross-Cultural Engagement</td>
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| Specialization Courses | ISCL 803 | Qualitative Research | 3 |
|                       | ISCL 873 | Tutorial | 3 |

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<th>Research Courses</th>
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<td></td>
<td>ISCL 879</td>
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<tr>
<th>Bible/Theology Courses</th>
<th>ISCL 803</th>
<th>Qualitative Research</th>
<th>3</th>
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</thead>
</table>
Students may select Bible/Theology courses from a wide range of courses taught by the faculty at Talbot School of Theology or from among the theological integration courses offered by qualified faculty within the Cook School of Intercultural Studies. Students with no formal biblical/theological training prior to entering the program must have the selection approved by the program director.

**Dissertation Writing**
- ISCL 872 Foundations of Doctoral Research 3
- ISCL 890 Ph.D. Dissertation Field Research 5
- ISCL 891 Ph.D. Dissertation Proposal 3

**Total Credits** 60

### Linguistics Certificate

#### Foundational Credits
- Bible/Theology 1 3
- ISAL 520 Introduction to Language and Linguistics 3

**Program Credits**
The Linguistics Certificate requires 18 credits, presuming foundational courses have been fulfilled.

- Select 6 credits of ISAL electives 6
- ISAL 521 General Articulatory Phonetics 3
- ISAL 523 Introduction to Phonology 3
- ISAL 525 Introduction to Syntax 3
- ISAL 652 Field Methods in Second Language and Culture Learning 3
- or ISAL 654 Field Methods in Linguistics 3

**Total Credits** 24

1 May be taken concurrently with program courses.

### 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 as valid for membership in Wycliffe and other similar organizations. Depending on the expected field of service and specialty, some students, however, may need to take additional courses at Biola or other SIL summer programs to meet all their SIL training requirements.

### Objectives
The purpose of the M.A. in Linguistics and Biblical Languages (MA LBL) is to provide advanced training in biblical languages and exegetical knowledge to Christians desiring to meet the needs of agencies involved in Bible translation, such as SIL International. While the M.A. in Applied Linguistics provides broad perspectives on issues such as translation, literacy, orthography, and language planning, the M.A. in Linguistics and Biblical Languages has a more specific focus on linguistics, exegesis and biblical languages. Students who complete the M.A. in Linguistics and Biblical Languages program will be able to accurately analyze either Hebrew or Greek, understand the relevant historical and cultural background, exegesis 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. 5) section of this catalog.

### Requirements

#### Admission Requirements
Applicants must possess a baccalaureate degree from an accredited college or university with a 3.0 (on a 4.0 scale) grade point average. Applicants must submit a written statement outlining their vocational objectives and how the degree will relate to those objectives; a one-page typed letter should be appended to the application. Three letters of reference on forms supplied by Biola are required, as are official transcripts of previous schools attended. Applicants who are non-native English speakers must demonstrate both spoken and written proficiency in English through an oral interview with an admissions counselor or faculty member and through submission of an internationally recognized standardized test of English (taken within the last two years). A TOEFL score of 100 iBT is normally required. The essay score should be at least 5.5. Alternatively, an IELTS score of 7.0 (no less than 6.0 in any element) is required.
Foundational Requirements

Students are required to have 15 foundational credits as noted below. Students entering the program without the stated foundational credits may take them concurrently with regular program courses, normally completing them by the end of the first year.

Because teachers and applied linguists are expected to have a high degree of competence in written English, all new graduate students, both native and non-native English speakers, are required to take the department’s Writing Proficiency Exam. If the results indicate that the student needs additional work in grammar and composition to perform at the level expected for these fields, he or she will be directed to take a writing course in the English Language Studies Program or do independent supplementary work on writing.

Program Requirements

The Master of Arts in Linguistics and Biblical Languages requires 15 credits of foundational courses (Old Testament survey, New Testament survey, hermeneutics, introduction to linguistics, and phonetics) and 41 additional credits for the Hebrew concentration or 40 additional credits for the Greek concentration. The culmination of the Master of Arts in Linguistics and Biblical Languages consist of a comprehensive exam or, with permission of the department, a thesis.

The Master of Arts program requirements may be reduced for students with appropriate background course work, but the minimum number of graduate credits required is at least 32, 24 of which must be taken through Biola University.

Graduation Requirements

Students must successfully complete all required coursework with a minimum grade point average of 3.0 to qualify for graduation. No ALT course with a grade less than a "B" (3.0) will be counted for the Certificate or M.A.

The M.A. degree in Linguistics and Biblical Languages is usually completed within two years by full-time students; but may require an additional semester or two for students without the foundational credits. Part-time students may have up to seven years for the M.A. degree.

All students must meet with their department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Curriculum

Foundational Credits


table

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<tr>
<th>Course</th>
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<tr>
<td>ISAL 520</td>
<td>Introduction to Language and Linguistics</td>
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<td>ISAL 521</td>
<td>General Articulatory Phonetics</td>
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Program Credits

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<td>ISAL 525</td>
<td>Introduction to Syntax</td>
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<td>ISAL 529</td>
<td>Introduction to Semantics and Pragmatics</td>
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<td>Introduction to Bible Translation</td>
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<td>ISAL 648</td>
<td>Discourse and Text Analysis</td>
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Concentrations

Hebrew Concentration

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<tr>
<td>TTOT 604</td>
<td>Elements of Hebrew II</td>
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<td>Exegesis in Genesis and Selected Passages</td>
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<tr>
<td>TTOT 745</td>
<td>World of the Old Testament</td>
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Total Credits 17

Greek Concentration

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<td>TTNT 502</td>
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<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
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<td>TTNT 701</td>
<td>The World of the New Testament</td>
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<tr>
<td>TTNT 603</td>
<td>Elements of Hebrew I</td>
<td>3</td>
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</table>

Total Credits 16

Missiology, D.Miss.

Objectives

The Doctor of Missiology is a practitioner's degree designed to enhance people, partnerships and publications that advance the missions enterprise in scholarship, spirituality, service, and sacrifice through the critical strategizing of three cross-disciplines: church history, theology, and the social sciences. The program's goal is to promote the development of teachers, missions administrators and consultants, Bible translators, church multipliers, curriculum developers, community developers, member care professionals, and business persons who will be able to conduct cross-cultural ministries with greater conviction, clarity, competence, and compassion, without compromising the sacred Scriptures.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Doctor of Missiology, students will be able to:

1. Articulate relevant theories and identify key theorists in current and seminal works of missiology (ULO 1).
2. Demonstrate a mastery of important theoretical constructs in missiology with application to student’s ministry context (ULO 1).
3. Discuss and analyze the integration of one's faith commitments, theological understandings, and pertinent theoretical constructs (ULO 1 and 2).

4. Evaluate the research of other students and scholars in the field of missiology (ULO 1).

5. Synthesize theoretical understandings and apply them to a ministry context (ULO 1).

6. Construct new applied understandings and analyze how they can improve ministry outcomes (ULO 1).

7. Employ cross-cultural communication skills through presentations to facilitate learning in diverse contexts (ULO 3).

8. Exemplify in scholarly writing "servant scholarship" (i.e., rigorous scholarship accompanied by Christ-like humility) (ULO 2).

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. 5) section of this catalog.

Learning Outcomes
The Learning Outcomes for the D.Miss. program include the following:

1. Cognitive: Students will identify appropriate research methods.

2. Affective: Students will apply new insights to present ministry contexts.

3. Behavioral: Students will evaluate the transformational changes of their ministries. They will demonstrate their ability to integrate mission history, theology, the social sciences, and mission strategy.

Requirements
Program Requirements
The D.Miss. program requires 40 credits past the master's degree of which 4 credits normally are devoted to the capstone project, including ISCL 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.Miss. degree must be completed within 7 years, beginning on the date of the student's first registration. Petitions for extension beyond 7 years will be considered on a case-by-case basis for students who may need extensive time on the field.

Withdrawal and Re-Admission Procedures
A student who must drop out of school or is planning to return to field service must go through the formal withdrawal process. To return to active status the student should contact the program director and file a re-admission form with the admissions office.

Leave of Absence
Inactive students are those who have requested and been granted Leave of Absence from the program. A Leave of Absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program.

A Leave of Absence must be renewed by petition each semester and may not exceed two consecutive semesters. A Leave of Absence longer than two semesters will require withdrawal from the program and a petition for re-admission if the student later wishes to regain active status. Each leave of absence must receive the approval of the student’s program advisor and the Dean of the school. Students on leave are required to register for ISCL 893 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.Miss. program normally includes 36 hours of coursework followed by four credit hours of research, of which two are Capstone Project Proposal and two are the Capstone Project. Students who have completed 40 credit hours or more of coursework before reaching the Capstone Project phase of their program must still write a research proposal and complete a Capstone Project. Both ISCL 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 section).

**Core Requirements**

**Foundational Missiology and Intercultural Studies**
- ISCL 700 Orientation to Graduate Intercultural Studies 1
- Select two of the following: 6
  - ISAN 761 Culture and Transformation
  - ISCL 709 Intercultural Communication
  - ISCL 742 History of the World Christian Movement
  - ISCL 765 Cross-Cultural Leadership

**Biblical/Theological Studies**
- Select two of the following: 6
  - ISCL 722 Spiritual Conflicts in Crosscultural Context
  - ISCL 724 Issues in Spiritual Warfare
  - ISCL 744 Narrative in Scripture and Teaching
  - ISCL 751 Theology of Mission
  - ISCL 752 Acts: Biblical and Missiological
  - Bible/Theology elective

**Missiological Specialization**
- Select six of the following (without duplicating above): 18
  - ISAN 721 Anthropological Theory in Practice
  - ISAN 731 Culture, Cognition and World View
  - ISCL 703 Curriculum Design for Intercultural Contexts
  - ISCL 727 Principles of Church Multiplication
  - ISCL 732 Church Planting Models and Strategies
  - ISCL 735 Principles of Church Growth
  - ISCL 742 History of the World Christian Movement
  - ISCL 744 Narrative in Scripture and Teaching
  - ISCL 750 Issues in Contextualization/Crosscultural Theology
  - ISCL 765 Cross-Cultural Leadership
  - ISCL 801 Method and Theory in Cross-Cultural Studies

**Research or Elective**

**Research**
- ISCL 872 Foundations of Doctoral Research 3
- ISCL 883 Action-Reflection Research Design 2
- or ISCL 879 Research Design

**Capstone**
- ISCL 880 D.Miss. Dissertation/Capstone Project 2
- ISCL 881 D.Miss. Dissertation/Capstone Project Proposal 2

**Total Credits** 40

**Missions, M.A.**

**Program Description**
The Master of Arts in Missions is designed for individuals who have been in Christian missions ministry for at least three years and have not had the opportunity to earn an accredited baccalaureate degree, but who now wish advanced training related to their ministries. The program provides graduate level training in three areas: Core Curriculum of Missiology and Intercultural Studies; Bible/Theology; and Electives. Students admitted without the B.A. or its equivalent must have at least 3 years of Bible School training, or 2 years of college equivalency courses. This degree is not a stepping-stone to a Ph.D. program and in most cases it is a terminal degree. However, exceptional students may petition for probationary entrance into the Doctor of Missiology program. Please see the admission requirements for the Doctor of Missiology program.

**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 Admission, Enrollment and Graduation Requirements section).

Curriculum
The Master of Arts in Missions curriculum requires a total of 58 credits.

Core Curriculum
- ISAN 507 Cultural Anthropology 3
- ISCL 520 Interpersonal and Intercultural Adjustment 3
- ISCL 555 Introduction to World Missions 3
- ISCL 709 Intercultural Communication 3
- ISCL 727 Principles of Church Multiplication 3
- ISCL 750 Issues in Contextualization/Crosscultural Theology 3

Bible and Theology
Talbot Bible/Theology courses 1 12
- ISCL 744 Issues in Spiritual Warfare 3
- ISCL 751 Theology of Mission 3
- ISCL 752 Acts: Biblical and Missiological 3

Electives 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. 19

Total Credits 58

1 Courses to be selected with the Program Director’s concurrence.

Orality Certificate
The Certificate in Orality requires 24 credits of coursework.

Courses (24 Credits)
- ISAN 513 Comparative Folklore and Mythology 3
- ISAN 531 Sign, Symbol and Structure 3
- ISCL 744 Narrative in Scripture and Teaching 3

TESOL Certificate – Graduate

Foundational Credits 1
- Bible/Theology 3
- ISAL 520 Introduction to Language and Linguistics 3
- ISTE 541 Intercultural Communication for Teachers 3

Program Credits (16 Credits)
- ISTE 509 Structure of English 3
- ISTE 525 Introduction to TESOL—Adult 3
- ISTE 527 Materials Evaluation and Preparation 3
- ISTE 560 Communicating Values Through TESOL 3
- ISTE 614 Second Language Acquisition 3
- ISTE 692 Practicum in TESOL II 3

Total Credits 25

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 separate courses, from introductory to advanced.

The M.A. in TESOL encompasses the goal of the certificate program plus the additional goal of broader academic training. Teachers are equipped for work in and beyond the classroom in administration, training, course design, etc.
The focus of the TESOL programs is post-secondary and adult education. Those interested in K-12 ESL in U.S. schools should consult with the School of Education.

The M.A. in TESOL is offered both on-campus and online.

### 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 (p. 5) section of this catalog.

### Requirements

#### Admission Requirements

Applicants must possess a baccalaureate degree from an accredited college or university with a 3.0 (on a 4.0 scale) grade point average. Applicants must submit a written statement outlining their vocational objectives and how the degree will relate to those objectives; a one-page typed letter should be appended to the application. Three letters of reference on forms supplied by Biola are required, as are official transcripts of previous schools attended. Applicants who are non-native English speakers must demonstrate both spoken and written proficiency in English through an oral interview with an admissions counselor or faculty member and through submission of an internationally recognized standardized test of English (taken within the last two years). A TOEFL score of 100 iBT is normally required. The essay score should be at least 5.5. Alternatively, an IELTS score of 7.0 (no less than 6.0 in any element) is required. Applicants to the online MA must either have teaching experience, have completed ISTE 501, or have faculty approval.

#### Foundational Requirements

Students are required to have 9 foundational credits as noted below. Students entering the program without the stated foundational credits may take them concurrently with regular program courses, normally completing them by the end of the first year.

Because teachers and applied linguists are expected to have a high degree of competence in written English, all new graduate students, both native and non-native English speakers, are required to take the department’s Writing Proficiency Exam. If the results indicate that the student needs additional work in grammar and composition to perform at the level expected for these fields, he or she will be directed to take a writing course in the English Language Studies Program or do independent supplementary work on writing.

#### Program Requirements

The TESOL graduate programs require 9 credits of foundational work in language, culture, and Bible. Beyond the foundational credits, the Graduate Certificate in TESOL requires 16 credits of prescribed course work, and the Master of Arts in TESOL requires 32 credits. A portfolio is required as a culmination for the Master of Arts in TESOL.

The Master of Arts program requirements may be reduced for students with appropriate background course work, but the minimum number of graduate credits required is at least 32, 24 of which must be taken through Biola University.

#### Graduation Requirements

Students must successfully complete all required coursework with a minimum grade point average of 3.0 to qualify for graduation. No ALT course with a grade less than a "B" (3.0) will be counted for the Master of Arts.

The program is usually completed within two years by full-time students. Part-time students may have up to seven years for the M.A. degrees.

All students must meet with their department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

### Degree Requirements

#### Foundational Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ISTE 501</td>
<td>Bible/theology</td>
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<tr>
<td>ISAL 520</td>
<td>Introduction to Language and Linguistics</td>
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<tr>
<td>ISTE 541</td>
<td>Intercultural Communication for Teachers</td>
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#### Program Credits

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</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>
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<td>ISTE 560</td>
<td>Communicating Values Through TESOL</td>
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<td>ISTE 614</td>
<td>Second Language Acquisition</td>
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<td>ISTE 621</td>
<td>Classroom Research in TESOL</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 632</td>
<td>Language Testing and Assessment</td>
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</tr>
<tr>
<td>ISTE 692</td>
<td>Practicum in TESOL II</td>
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<td>ISTE 693</td>
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<tr>
<td>Bible or World Perspective Elective</td>
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</tbody>
</table>

**Total Credits**: 41

### Cook Courses by Discipline
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 folk 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, arts and history. Note(s): 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 583 - Internship in Archaeology Credits 1-3
Provides an opportunity for students to gain practical experience in archaeological fieldwork, including site surveys, excavation, and laboratory analysis.
Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 581, ISAN 582.

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 archaeology 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 linguistic anthropology.
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.
Note(s): 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; glossoalalia; mystical traditions and a number of other "extraordinary" experiences, as well as develop a thoroughly Christian, cross-culturally valid approach to various ethnosophies 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 Graduate Level or Doctoral 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): May be taken multiple times for credit with different content.
Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAN 693 - Seminar in Advanced Physical Anthropology  Credits 1-3
In-depth study of an issue or topic in physical anthropology. Note(s): 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 topic within Biblical theology from an anthropological perspective. Note(s): 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.

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 Credits 3
Introduction to theoretical and practical issues in applied linguistics, focusing on several important areas; e.g., bilingual education, lexicography, literacy, orthography design, social dialects and education and translation.
Grade Mode: A.
Prerequisites: ISAL 520 ( concurrent registration permitted).
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 520 - Introduction to Language and Linguistics Credits 3
Introduction to basic concepts in the scientific study of language, major areas of linguistic analysis, and several subareas of the field, including language in society. Material from English and a variety of other languages is used to provide a broad perspective. Note(s): Prerequisite for graduate courses in Applied Linguistics for program majors. May be taken concurrently with other ISAL courses.
Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 521 - 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: ISAL 520 ( concurrent registration permitted).
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 522 - 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: ISAL 520 ( concurrent registration permitted).
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 523 - 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: ISAL 520 or ISAL 521.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 525 - Introduction to Syntax Credits 3
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 529 - Introduction to Semantics and Pragmatics Credits 3
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 535 - Introduction to Bible Translation Credits 3
An introduction to the principles and problems of cross-language and crosscultural communication with special emphasis on translating the Bible into indigenous languages.
Grade Mode: A.
Prerequisites: ISAL 520, and ISAL 523 or ISAL 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISAL 537 - 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.
Note(s): 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 562 - 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. Note(s): 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.
Fees: $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.
Fees: $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. Note(s): 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. Note(s): 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 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 684</td>
<td>Topics in Linguistics</td>
<td>1-3</td>
<td>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.</td>
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<td><strong>Grade Mode:</strong> A.</td>
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<td><strong>Prerequisites:</strong> ISAL 520.</td>
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<td><strong>Restrictions:</strong> Must be Graduate Level or Doctoral Level.</td>
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<tr>
<td>ISAL 685</td>
<td>Topics in Applied Linguistics</td>
<td>1-3</td>
<td>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.</td>
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<td><strong>Grade Mode:</strong> A.</td>
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<td><strong>Prerequisites:</strong> ISAL 520.</td>
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<td><strong>Restrictions:</strong> Must be Graduate Level or Doctoral Level.</td>
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<tr>
<td>ISAL 690</td>
<td>Independent Study</td>
<td>1-3</td>
<td>Guidance in the development of a thesis or research paper. Students produce a preliminary thesis statement, proposal, outline, and working bibliography.</td>
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<td><strong>Grade Mode:</strong> A.</td>
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<td><strong>Prerequisites:</strong> ISAL 520.</td>
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<td><strong>Restrictions:</strong> Must be Graduate Level or Doctoral Level.</td>
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<tr>
<td>ISAL 695</td>
<td>Research Seminar</td>
<td>1</td>
<td>Guidance in the development of a thesis or research paper. Students produce a preliminary thesis statement, proposal, outline, and working bibliography.</td>
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<td><strong>Grade Mode:</strong> A.</td>
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<td><strong>Prerequisites:</strong> ISAL 520.</td>
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<td><strong>Restrictions:</strong> Must be Graduate Level or Doctoral Level.</td>
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<tr>
<td>ISAL 696</td>
<td>Research Paper</td>
<td>1</td>
<td>A paper based on classroom research, literature review, or the design of a syllabus or appropriate teaching materials.</td>
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<td><strong>Grade Mode:</strong> A.</td>
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<td><strong>Prerequisites:</strong> ISAL 695.</td>
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<td><strong>Restrictions:</strong> Must be Graduate Level or Doctoral Level.</td>
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<tr>
<td>ISAL 697</td>
<td>Comprehensive Examination</td>
<td>0</td>
<td>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.</td>
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<td><strong>Grade Mode:</strong> C.</td>
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<td><strong>Prerequisites:</strong> ISAL 520.</td>
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<td><strong>Restrictions:</strong> Must be Linguistics/Biblical Language (ISLB) or Applied Linguistics (ISAL); and Cook Sch Interculatual Studies; Graduate Level or Doctoral Level.</td>
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<tr>
<td>ISAL 699</td>
<td>M.A. Thesis</td>
<td>3</td>
<td>Research for and writing of an M.A. thesis. Students permitted to write a thesis will not be required to take a comprehensive examination.</td>
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<td><strong>Grade Mode:</strong> C.</td>
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<td><strong>Prerequisites:</strong> ISAL 695, and consent of M.A. committee.</td>
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<td><strong>Restrictions:</strong> Must be Applied Linguistics (ISAL); and Cook Sch Interculatual Studies; Graduate Level or Doctoral Level.</td>
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<tr>
<td>ISAL 722</td>
<td>Phonological Theory</td>
<td>3</td>
<td>Special problems in phonological analysis from various languages. Includes abstract phonology.</td>
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<td><strong>Grade Mode:</strong> A.</td>
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<td><strong>Prerequisites:</strong> ISAL 523.</td>
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<td><strong>Restrictions:</strong> Must be Graduate Level or Doctoral Level.</td>
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<tr>
<td>ISAL 724</td>
<td>Syntactic Theory</td>
<td>3</td>
<td>Study of several current models of syntax with application to the analysis and description of various languages.</td>
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<td><strong>Grade Mode:</strong> A.</td>
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<td><strong>Prerequisites:</strong> ISAL 525.</td>
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<td><strong>Restrictions:</strong> Must be Graduate Level or Doctoral Level.</td>
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<tr>
<td>ISAL 726</td>
<td>Approaches to Translation</td>
<td>3</td>
<td>Study of the theory and practice of translation, including secular and sacred texts, prose and poetry.</td>
</tr>
</tbody>
</table>
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 Applied Linguistics (ISAL); and Cook Sch Intercultural Studies; Graduate Level or Doctoral Level.

Fees: $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. 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 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: ISAL 520.

Restrictions: Must be Doctoral Level.

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 crosscultural clinical health care experience. Prerequisites: ISCL 520, RN licensure.

Note(s): May be taken multiple times with different content.

Grade Mode: A.

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. Note(s): Required of M.Div. students.

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 568 - Theology of the City Credits 3
Examines contemporary concerns of inhabitants in the city for justice, leadership styles. The different roles and character formation of the leader are presented. Special focus is given to the theory and methods and cultural ways that have yielded profoundly different societies in the third 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 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
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 581 - Urbanization in Developing Countries 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
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 606 - Community Development Models and Strategies Credits 3
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.
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.
Restrictions: Must be Graduate Level or Doctoral Level.
ISCL 612 - Frontier Missiology  
An analysis of the “frontier missions” movement, its historical background, and associated theology, anthropology, and missiology, with special attention to leading proponents, critical concepts, and strategic implications; contextual church planting and insider movements; and the dynamics of missiological breakthrough among “unreached peoples” in Muslim, Hindu, Buddhist, and tribal contexts. **Note(s):** This course may function as an elective for the Islamic specialization.  
Grade Mode: A.  
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 650 - Topics in Islamic Studies  
Topics include: Sufism; Islamic Theology; The Qur’an and Muslim Tradition; Islam in North America; Muslim-Christian Relations; Islam in the 21st Century; Religion and State in the Modern Middle East; The Anthropology of Islam; Women in Islam. **Note(s):** 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  
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  
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  
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  
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  
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  
Topics may include: Food and Culture; Ethnicity and Identity; Folklore and Folklife; The Study of American Folklore; and specialized studies of particular regions, religious traditions, theoretical perspectives, or emerging trends. **Note(s):** May be 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  
Topics may include the church and community development, AIDS, disaster relief, or other relevant topics. **Note(s):** 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  
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  
May be done in Church Planting Urban Studies, Women's Ministries or other approved church/mission programs. **Note(s):** Designed for M.A. students.  
Grade Mode: A.  
Restrictions: Must be Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.

ISCL 691 - Tutorial  
May be taken multiple times for credit with different topics such as intercultural studies, Bible translation, missiology, crosscultural theology, crosscultural education and crosscultural health care. **Note(s):** Designed for M.A. students.  
Grade Mode: A.  
Restrictions: Must be Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.

ISCL 694 - Seminars  
May be taken multiple times for credit with different topics including church planting, evangelism, anthropology, intercultural communication, linguistics, crosscultural education, sociolinguistics, crosscultural theology, theology of mission, history of missions, mission strategy, bible translation. **Note(s):** Designed for M.A. students.  
Grade Mode: A.  
Restrictions: Must be Intercultural Studies (ISMI); and Cook Sch Intercultural Studies; Graduate Level or Doctoral Level.

ISCL 695 - Master of Arts Comprehensive Examination  
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  
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. Note(s): May be taken multiple times with different content.
Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 722 - Spiritual Conflicts in Crosscultural Context Credits 3
Reviews the historical and contemporary worldview beliefs in the existence and activity of spiritual beings or forces often encountered by the cross-cultural worker. A theology of spirits is developed to help establish theoretical and practical guidelines for appropriate understanding of and response to spiritual beliefs and potential conflicts encountered in various cross-cultural setting.
Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 724 - 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.
Note(s): 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 sociocultural/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, laypeople, 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.

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, design a seminar on story telling, and develop a series of culturally relevant lessons using narrative medium in areas such as business, community development, evangelism, leadership and followership development, ESL, drama, counseling, church planting.
Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISCL 747 - Christianity and Culture Credits 3
An 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/Crosscultural Theology Credits 3
The application of crosscultural communication principles to the study of theology, critique and evaluation of such theologies and the design and implementation of culture specific theologies for various cultures.
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 crosscultural 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 crosscultural internships in the urban metropolitan area of L.A. Note(s): 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. Note(s): 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Restrictions</th>
<th>Grade Mode</th>
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<th>Restrictions</th>
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</thead>
<tbody>
<tr>
<td>ISCL 775</td>
<td>Topics in Context and Crosscultural Theology</td>
<td>1-3</td>
<td>May be taken multiple times for credit with different focus. Topics include regional developments in crosscultural theologizing (such as Asian, African and Latin American theologies), the history and development of contextualization, and alternative approaches to doing theology such as narrative theology, case study approaches to theology, etc.</td>
<td>In-depth investigation of a topic under the guidance of the faculty, using standard research procedures. Topic selection and course enrollment by advisor's approval.</td>
<td>A</td>
<td>Must be Graduate Level or Doctoral Level.</td>
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<tr>
<td>ISCL 780</td>
<td>Topics in Biblical Theology from a Missiological Perspective</td>
<td>1-3</td>
<td>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.</td>
<td>In-depth investigation of a topic under the guidance of the faculty, using standard research procedures. Topic selection and course enrollment by advisor's approval.</td>
<td>A</td>
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<tr>
<td>ISCL 783</td>
<td>Traditional Oral Narrative: Analysis and Interpretation</td>
<td>3</td>
<td>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.</td>
<td>In-depth investigation of a topic under the guidance of the faculty, using standard research procedures. Topic selection and course enrollment by advisor's approval.</td>
<td>A</td>
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<tr>
<td>ISCL 786</td>
<td>Signs, Symbols and Semiotics</td>
<td>3</td>
<td>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.</td>
<td>In-depth investigation of a topic under the guidance of the faculty, using standard research procedures. Topic selection and course enrollment by advisor's approval.</td>
<td>A</td>
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<tr>
<td>ISCL 791</td>
<td>Field Internship</td>
<td>1-2</td>
<td>Integration of all the disciplines of ministry and seminary education. It provides supervised experience in various phases of Christian ministry. One hundred hours of field experience each semester are evaluated in classroom interaction.</td>
<td>In-depth investigation of a topic under the guidance of the faculty, using standard research procedures. Topic selection and course enrollment by advisor's approval.</td>
<td>A</td>
<td>Must be Graduate Level or Doctoral Level.</td>
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<tr>
<td>ISCL 792</td>
<td>Field Internship</td>
<td>1-2</td>
<td>Integration of all the disciplines of ministry and seminary education. It provides supervised experience in various phases of Christian ministry. One hundred hours of field experience each semester are evaluated in classroom interaction.</td>
<td>In-depth investigation of a topic under the guidance of the faculty, using standard research procedures. Topic selection and course enrollment by advisor's approval.</td>
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<tr>
<td>ISCL 793</td>
<td>Independent Study</td>
<td>1-4</td>
<td>In-depth investigation of a topic under the guidance of the faculty, using standard research procedures. Topic selection and course enrollment by advisor's approval.</td>
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<td>ISCL 794</td>
<td>Independent Study</td>
<td>1-4</td>
<td>In-depth investigation of a topic under the guidance of the faculty, using standard research procedures. Topic selection and course enrollment by advisor's approval.</td>
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<tr>
<td>ISCL 801</td>
<td>Method and Theory in Cross-Cultural Studies</td>
<td>3</td>
<td>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.</td>
<td>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.</td>
<td>A</td>
<td>Must be Doctoral Level.</td>
<td>A</td>
<td>Must be Doctoral Level.</td>
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<tr>
<td>ISCL 803</td>
<td>Qualitative Research</td>
<td>3</td>
<td>An introduction to qualitative inquiry with emphasis on data collection, analysis and validation methods for educational and missiological research.</td>
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<td>A</td>
<td>Must be Doctoral Level.</td>
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<td>Must be Doctoral Level.</td>
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<tr>
<td>ISCL 810</td>
<td>Developing a Literature Review</td>
<td>3</td>
<td>This doctoral-level course focuses on how to organize and write the literature review section of a doctoral dissertation.</td>
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<td>A</td>
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<tr>
<td>ISCL 815</td>
<td>Educational Philosophies of Global Religious Traditions</td>
<td>3</td>
<td>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.</td>
<td>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.</td>
<td>A</td>
<td>Must be Doctoral Level.</td>
<td>A</td>
<td>Must be Doctoral Level.</td>
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<tr>
<td>ISCL 816</td>
<td>Education Theory</td>
<td>3</td>
<td>A variety of constructs that have in the past or are currently supportive of educational practice are explored with special attention given to their potential for application in crosscultural context.</td>
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<td>A</td>
<td>Must be Doctoral Level.</td>
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<td>Must be Doctoral Level.</td>
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<tr>
<td>ISCL 821</td>
<td>Education in Social Context</td>
<td>3</td>
<td>The examination of education in its social environment that explores how political, social, economic, and policy issues affect educational theory and practice and how education, in turn, contributes to the broader society.</td>
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<td>Must be Doctoral Level.</td>
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<td>Must be Doctoral Level.</td>
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<tr>
<td>ISCL 823</td>
<td>Crosscultural Teaching and Learning Strategies</td>
<td>3</td>
<td>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.</td>
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<td>A</td>
<td>Must be Doctoral Level.</td>
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<td>Must be Doctoral Level.</td>
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<tr>
<td>ISCL 825</td>
<td>Comparative Human Development</td>
<td>3</td>
<td>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.</td>
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<td>A</td>
<td>Must be Doctoral Level.</td>
<td>A</td>
<td>Must be Doctoral Level.</td>
</tr>
</tbody>
</table>
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. Note(s): 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. Note(s): 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 Doctor of Missiology (ITHD), Doctor of Missiology (IGRD), Doctor of Missiology (IMDM), Intercultural Studies (IDIS) or Intercultural Education (IDPE); and Cook Sch Intercultural Studies; Doctoral Level.
Fees: $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.
Fees: $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, crosscultural theology, crosscultural education, and crosscultural health care. Note(s): Designed for doctoral students only.
Grade Mode: A.
Restrictions: Must be Doctor of Missiology (ITHD), Doctor of Missiology (IGRD), Doctor of Missiology (IMDM), Intercultural Studies (IDIS) or 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, crosscultural education, crosscultural theology, theology of mission, history of missions, mission strategy, Bible translation. Note(s): Designed for doctoral students only.
Grade Mode: A.
Restrictions: Must be Doctor of Missiology (ITHD), Doctor of Missiology (IGRD), Doctor of Missiology (IMDM), Intercultural Studies (IDIS) or 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 Doctor of Missiology (ITHD), Doctor of Missiology (IGRD), Doctor of Missiology (IMDM), Intercultural Studies (IDIS) or Intercultural Education (IDPE); and Cook Sch Intercultural Studies; Doctoral Level.

ISCL 880 - D.Miss. 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. Note(s): The student will be considered full-time for a maximum of four semesters.
Grade Mode: D.
Restrictions: Must be Doctor of Missiology (IMDM), Doctor of Missiology (ITHD) or Doctor of Missiology (IGRD); and Cook Sch Intercultural Studies; Doctoral Level.

ISCL 881 - D.Miss. 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 PHRRPC permission, successfully defending the proposal to the committee, and making all pre-field research arrangements. Once all these steps are completed, the student is cleared to begin actual field research. Note(s): The student will be considered full-time for a maximum of one semester.
Grade Mode: A.
Restrictions: Must be Doctor of Missiology (IMDM), Doctor of Missiology (ITHD) or 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 Intercultural Education (IDPE) or 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.
Grade Mode: A.
Restrictions: Must be Intercultural Education (IDPE) or 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.
Fees: $15.

ISCL 895 - D.Miss. 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. Note(s): 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 considerable detail with attention to the supporting literature on each topic. Note(s): 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.
Note(s): Required for the first semester of the Th.M. missions program. A second semester (ISCL 898) may be taken to continue research in the area of interest.
Grade Mode: A.
Restrictions: Must be Doctoral Level.
Fees: $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.

Special Studies

ISSS 500 - Academic Writing  Credits 1-2
Practical instruction in grammar and composition skills needed to meet the demands of academic writing at the graduate and professional level. Experience in writing papers in relevant academic fields. Required for native English speaking students assigned by the ALT departmental Writing Proficiency Exam. Note(s): Must be taken within the first 9 credits of graduate study. Special Studies courses may not be used to meet program graduation requirements.
Grade Mode: C.
Restrictions: Must be Graduate Level or Doctoral Level.

ISSS 501 - Advanced Writing for Internationals  Credits 1-3
Grammar, sentence structure, and paragraph development for academic writing. Critical thinking and composition, including extracting information from sources, synthesis, and proper format for written papers. Experience in writing papers in relevant academic fields. Required for non-native English speakers assigned by the ALT departmental Writing Proficiency Exam or students who have completed the Biola ESL sequence or its equivalent. Note(s): Must be taken within the first 9 credits of graduate study. Special Studies courses may not be used to meet program graduation requirements.
Grade Mode: C.
Restrictions: Must be Graduate Level or Doctoral Level.

TESOL

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. Note(s): 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.
Note(s): May also be completed as a Field Studies course.
Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.
Fees: 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.
Fees: 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. Note(s): 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. Note(s): 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.
Restrictions: Must be Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.

ISTE 528 - Introduction to TESOL — Challenge Credits 3
Students who have taken a course similar to ISTE 525 may petition the faculty to earn credit by means of a challenge exam.
Note(s): May be taken concurrently with other TESOL courses.
Grade Mode: C.
Restrictions: Must be Graduate Level or Doctoral Level.
Fees: Exam $100.

ISTE 541 - Intercultural Communication for Teachers Credits 3
Study of cultural contexts of English as an international language, culture in the language class and intercultural communication with the goal of increasing intercultural understanding and teaching effectiveness.
Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 560 - Communicating Values Through TESOL Credit 1
Exploration of ways in which TESOL may be used to promote crosscultural understanding through the communication of different worldviews and values. Includes ethical considerations.
Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 580 - English: Past, Present and Future Credits 2-3
Historical and social survey of the development of the English language from a small tribal language to the widespread international language it is today. Possible future trends are also discussed.
Grade Mode: A.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 581 - Topics in TESOL Credits 1-3
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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 582 - Topics in TESOL Credits 1-3
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.
Restrictions: Must be Cook Sch Intercultural Studies; and Graduate Level or Doctoral Level.

ISTE 614 - 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.
Restrictions: Must be ISTE 525.

ISTE 621 - Classroom Research in TESOL 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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 627 - 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.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 632 - 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.
Restrictions: Must be Graduate Level or Doctoral Level.
ISTE 635 - Technology for Language Learning and Teaching  
Credits 2-3
Exploration through reading, discussion, and hands-on experience of how technology can be creatively exploited as a teaching, learning and assessment tool to support language learning.

Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 642 - 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 644 - Discourse and Language Teaching  
Credits 3
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.

ISTE 646 - 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 664 - English for Specific Purposes  
Credits 3
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.

ISTE 665 - Course Design in TESOL  
Credits 2-3
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 690 - Independent Study  
Credits 1-3
Individual work, directed reading, or special problems in TESOL. Such work must be done with the approval and supervision of a faculty professor of record.

Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level or Doctoral Level.

ISTE 691 - Field Practicum in TESOL  
Credits 2-3
Intensive ESL/EFL classroom teaching in a field setting, typically as part of a supervised team working with a voluntary agency. Note(s): Elective.

Grade Mode: A.
Prerequisites: ISTE 525.
Restrictions: Must be Graduate Level.

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.

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 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.

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 699 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 - Advanced Methods and Techniques in TESOL  
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 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.

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 765 - 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.
Fees: $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: Rundle
Associate Professors: Avila, Bourgeois, Burnett, Harman, McHugh, Mgrdichian, Mobley, Sherwin, Wilson, Woodward
Assistant Professors: Enete

Programs
Degrees Offered
- Business Administration, MBA (p. 293)
- Professional Accountancy, MPAcc (p. 295)

Courses
Course Descriptions
- Business Administration (MBAD) (p. 296)
- Professional Accountancy (MPAC) (p. 299)

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. In addition, many courses will include a successful business person in the area of study who will serve as an additional resource faculty.

5. Students will have the opportunity to develop meaningful personal relationships with Ph.D. faculty, additional resource faculty, mentors, and peers which, in turn will lead to a wide range of personal growth outcomes, including:
   a. Foundational knowledge of current business contexts and issues.
   b. The ability to integrate Christian thought within the context of the management and innovation process.
   c. Possession of Christian attitudes conducive to the development of professional excellence and witness to the business community.
   d. Commitment to lifelong learning and professional growth.

6. A non-traditional course schedule of evening and some weekend courses provides flexibility for busy students.

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

1. Articulate one’s faith by (ULO 2 and 3):
   a. integrating knowledge from their courses into their daily work and personal lives.
   b. recognizing their vocation as God’s calling and demonstrate this knowledge as a basis for making ethical and knowledgeable decisions in the marketplace.

2. Demonstrate knowledge and understanding of advanced business theories and practices by (ULO 1):
   a. effectively communicating through a variety of techniques including writing, oral, and electronic communication technologies.
   b. effectively organizing, working in, and leading teams.

3. Employ and foster the entrepreneurial spirit within the workplace culture by (ULO 1):
   a. utilizing advanced and comprehensive graduate business curriculum to employ innovation, change, and creativity in the workplace.
   b. developing and implementing advanced business strategies and work plans.

4. Discuss how character and integrity are integral to being a change agent in the workplace through the application of Biblical principles (ULO 2 and 3).

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. 5) 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 12 credits).
2. A common core of graduate courses (28 credits).
3. A concentration of required theology courses (3 credits).
4. An integrative business ethics course (3 credits).
5. Participation in the MBA Mentor Program.

A minimum of 34 credits of graduate coursework is required for the Master of Business Administration degree. A student must maintain a minimum 3.0 cumulative GPA, and no single grade lower than a "C" to graduate and progress to any courses with a prerequisite. Students without a business undergraduate degree will require additional leveling credits (maximum of 12 credits). A student taking all 12 credits of leveling would have a total of 46 credits in their program.

A minimum of 28 graduate credits must be completed in the Master of Business Administration program at Biola University.

All students must take the ETS Major Field Test for MBA by their last semester.

Students must meet with their department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

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 two 16-week semesters (Fall and Spring) and an optional condensed format summer term. Each semester is divided into two 8-week terms (for example, Fall A and Fall B). Students typically take one or two courses at a time in each 8-week section. If enrolled part-time, students primarily attend one night per week with some additional Friday nights and Saturdays. If enrolled full-time, students may attend two nights per week with some additional Friday nights and Saturdays.

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 semester, which is an excellent option for professionals who wish to further their career, but want to continue working while earning their MBA. The full-time load is optimal for students who have recently completed their undergraduate degree. Candidates must:

1. Be a follower of the Lord Jesus Christ.
2. Hold a baccalaureate degree (Business Administration or other field) from a regionally accredited institution
3. Have three years of professional experience and be fully employed when admitted to the program. If applicant is a recent graduate and this requirement is not met, then applicant is strongly encouraged to participate in a part-time internship internship or job that he or she has personally arranged, in order to gain valuable real-world experience while earning the MBA degree.
4. Submit GMAT (Graduate Management Admissions Test) scores. Executives with significant work experience may seek a waiver on the GMAT requirement.

Admission is competitive and based upon a committee review of each applicant's undergraduate grade point average, GMAT score, and personal/professional background. The Crowell School of Business utilizes a formula for an index score: GMAT + [200 x undergraduate GPA] = index. Applicant's index score must be 1,000 or greater in order to be eligible for admission.

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

Admission of Non-Native English-Speaking Students
It is essential that non-native English speaking students be able to understand directions and lectures in English and be able to express their thoughts clearly in spoken and written English. Preference in admission will be given to those with an overall score of at least 100 IBT/600 PBT/250 CBT on the TOEFL (Test of English as a Foreign Language) exam as administered by the Educational Testing Service. The admissions committee will also require an oral interview and may require a writing sample.

The Crowell School of Business reserves the right to waive a retake of the TOEFL test for MBA non-native English speaking applicants who already have a Biola Business degree. Waivers of this requirement will be evaluated in the applicant's interview with the Dean.

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

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

Students admitted to the United States on an F-1 student visa are required by law to be registered as full-time students (a minimum of 9 credits per semester). Additionally, 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**

Thirty-four credits of graduate courses are required for all MBA degrees in the Crowell School of Business, which include 3 graduate credits of theology and 3 graduate credits of business ethics.

**Leveling Courses**

The 12 credits of leveling courses may be required for students without an undergraduate degree in business.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MBAD 502</td>
<td>Digital Tools for Business</td>
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<tr>
<td>MBAD 505</td>
<td>Statistical Research Skills for Business</td>
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<td>MBAD 506</td>
<td>Marketing from the Management Perspective</td>
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<td>MBAD 507</td>
<td>Economic Fundamentals</td>
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<tr>
<td>MBAD 508</td>
<td>Business Law</td>
</tr>
<tr>
<td>MBAD 516</td>
<td>Accounting and Finance for Decision Makers</td>
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**Core Requirements**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MBAD 601</td>
<td>Intensive: Group Dynamics</td>
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<tr>
<td>MBAD 604</td>
<td>Organizational Financial Policy</td>
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<tr>
<td>MBAD 605</td>
<td>Advanced Financial Management and Control</td>
</tr>
<tr>
<td>MBAD 608</td>
<td>Marketing Strategy</td>
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<tr>
<td>MBAD 610</td>
<td>Business Intelligence and Data Analysis</td>
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<td>MBAD 611</td>
<td>Management Theory and Practice</td>
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<td>MBAD 613</td>
<td>Biblical Management and Ethics</td>
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<td>MBAD 620</td>
<td>Business as Mission</td>
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<td>MBAD 625</td>
<td>Leadership, Change, and Innovation</td>
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<tr>
<td>MBAD 633</td>
<td>Entrepreneurship</td>
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<tr>
<td>MBAD 675</td>
<td>Strategic Management</td>
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<tr>
<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
</tr>
</tbody>
</table>

**Total Credits**  34

**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. 5) 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. Hold a baccalaureate degree (Business Administration or other field) or equivalent from a regionally accredited institution.

A completed application includes: a submitted application form, a personal statement, application fee (non-refundable), official transcripts from all undergraduate schools attended, a statement (no more than 2 pages) addressing your qualifications for acceptance to the MPAcc program (leadership potential, creative abilities, motivational aptitude) and your career goals, include a description of how participation in the MPAcc program will contribute to your growth and development toward those goals (this is included in the online application but must be submitted separately if you are completing the PDF application), GMAT Score (CSB graduates may apply for a waiver), and three references (pastor or church leader, academic, and employer or character). Admission is competitive and based upon a committee review of each applicant’s undergraduate grade point average, GMAT score, completed application, and an interview with the Crowell School of Business representative. Official documents presented for admission or evaluation become part of the student's academic file and normally cannot be returned or copied for distribution.

**Admission of Non-Native English-Speaking Students**

It is essential that non-native English speaking students be able to understand directions and lectures in English and be able to express their thoughts clearly in spoken and written English. Preference in admission will be given to those with an overall score of at least 100 IBT/600 PBT/250 CBT on the TOEFL (Test of English as a Foreign Language) exam as administered by the Educational Testing Service. The admissions committee will also require an oral interview and may require a writing sample.

The Crowell School of Business reserves the right to waive a retake of the TOEFL test for MPAcc non-native English speaking applicants who already have a Biola Accounting degree. Waivers of this requirement will be evaluated in the applicant’s interview with the Dean.

TOEFL contact and registration information is as follows:

Test of English as a Foreign Language
Box 6151
Princeton, New Jersey, USA 08541

(Phone: (609) 771-7100, Fax: (610) 290-8972, Website: ets.org/toefl (http://www.ets.org/toefl)).
Since this test is administered only at certain times, the candidate for admission should inquire about testing dates well in advance of the date of anticipated school term in the U.S.

Students admitted to the United States on an F-1 student visa are required by law to be registered as full-time students (a minimum of 9 credits per semester). Students on an F-1 visa must hold their baccalaureate degree in Business Administration, or related field, since the full-time option is only available to students not requiring leveling courses.

Additionally, no off-campus employment is permitted for students on an F-1 visa without written permission of the United States Immigration authorities. However, students on an F-1 visa may work off-campus in an unpaid internship in order to fulfill the internship requirement of the program.

Transfer Credit

Students transferring from a regionally accredited graduate program may transfer a maximum of 6 credits. The courses transferred must be equivalent, have direct applicability to the student's program, and be approved by the Dean. Only courses with a grade of "B" (3.0) or higher will be considered for transfer toward the 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 business 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.

Students without an undergraduate degree in accounting or equivalent will require additional accounting leveling credits. Students must receive a "B" (3.0) or above in the accounting leveling course prior to taking its related core course. Students without a business undergraduate degree will require additional business leveling.

Students must meet with their advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate (See Graduate Graduation Check description in Admissions, Registration & Graduation Requirements section).

Degree Program

Thirty-three credits of graduate courses are required for all MPAcc degrees in the Crowell School of Business, which include 3 graduate credits of theology and 3 graduate credits of integration of theology with business ethics.

Accounting Leveling Courses

Business Administration

MBAD 502 - Digital Tools for Business Credit 1

Students will learn how to use leading business technology tools to analyze and resolve business problems in a laboratory setting. Students will learn how to utilize information systems to provide solutions that will be useful for managerial decision-making.

Grade Mode: A.

Restrictions: Must be Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.
MBAD 505 - Statistical Research Skills for Business Credit 1
Students will examine methods for solving organizational problems using numerical data. Consideration is taken for the proper use of statistical research methods, with an understanding that people can be greatly affected by decisions made on the basis of such quantitative analysis. 
Grade Mode: A.
Restrictions: Must be Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

MBAD 506 - Marketing from the Management Perspective Credits 3
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 Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

MBAD 507 - Economic Fundamentals Credits 2
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 Credits 2
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 Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

MBAD 516 - Accounting and Finance for Decision Makers Credits 3
The objective of this course is to provide students with an opportunity to understand the complex accounting and financial data they will receive as operating managers. In particular, students will learn how to use the data as an effective management tool for coordinating managerial and organizational activities. Financial accounting, managerial accounting, and financial management are covered with consideration of international, economic, and legal issues. Students also consider the nature of numerical analysis as a description of reality, giving rise to ethical and other Biblical issues of interpretation.
Grade Mode: A.
Restrictions: Must be Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

MBAD 550 - Business Internship Credits 1-3
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. Note(s): 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 Credit 1
This intensive course consists of a weekend session that is used to initiate the program. Students will learn the importance of highly productive teams in the modern innovative organization, and will experience how to build a productive team. This will be done through simulations, role-playing and brief case studies. The learning that takes place here will be used and amplified in the students’ future coursework. 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. The capstone of the weekend will be a worship and praise service.
Grade Mode: A.
Restrictions: Must be MA of Professional Accountancy (MPAC) or Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.
Fees: $100.

MBAD 604 - Organizational Financial Policy Credits 3
This course emphasizes the analysis of current and future practices and issues in the area of organizational finance through case studies and seminar presentations. Topics include short-term financing including venture funding, management of short-term assets and liabilities, capital structure, capital budgeting, the cost of capital, investment decisions, mergers and acquisitions, and international finance. Students will also learn to consider the effect of financial policy, on various stakeholders of the organization from a Biblical perspective.
Grade Mode: A.
Prerequisites: MBAD 516 required unless waived through undergraduate coursework.
Restrictions: Must be MA of Professional Accountancy (MPAC) or Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

MBAD 605 - Advanced Financial Management and Control Credits 3
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 MA of Professional Accountancy (MPAC) or Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.
MBAD 608 - Marketing Strategy Credits 3
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 MA of Professional Accountancy (MPAC) or Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

MBAD 610 - Business Intelligence and Data Analysis Credits 3
Students will understand the role that digital technologies and statistical analysis play in the competitive advantage of a business. Includes discussion of the role of information systems in the overall strategy of a company. Students will work with the latest technologies and methods used for corporate decision-making in a laboratory environment and then apply the results to real-world situations.
Grade Mode: A.
Prerequisites: MBAD 502 and 505 required unless waived through undergraduate coursework.
Restrictions: Must be MA of Professional Accountancy (MPAC) or Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

MBAD 611 - Management Theory and Practice Credits 3
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 MA of Professional Accountancy (MPAC) or Master of Business Admin (MBAD); and Graduate Level.

MBAD 613 - Biblical Management and Ethics Credits 3
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 MA of Professional Accountancy (MPAC) or Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

MBAD 620 - Business as Mission Credits 3
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 MA of Professional Accountancy (MPAC) or Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

MBAD 625 - Leadership, Change, and Innovation 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 MA of Professional Accountancy (MPAC) or Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

MBAD 633 - Entrepreneurship 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 Crowell School of Business will provide expert resources to critique and assist in the conception of a plan. The goal is to prepare students for starting and running successful or emerging enterprises.
Grade Mode: A.
Restrictions: MBAD 600, MBAD 604, MBAD 608.
Restrictions: Must be MA of Professional Accountancy (MPAC) or Master of Business Admin (MBAD); and Crowell School of Business; 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. Note(s): May be taken twice with a different topic.
Grade Mode: A.
Restrictions: Must be Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

MBAD 650 - Directed Study Credits 1-3
In-depth investigation of a topic under the guidance of the faculty.
Grade Mode: A.
Restrictions: Must be Crowell School of Business; and Graduate Level or Doctoral Level.
MBAD 675 - Strategic Management 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 technology and innovation. 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 a conceptual framework for assessing the innovative and entrepreneurial capabilities of a business organization and develop insight into the skills necessary to be effective as a general manager through a business simulation project. Students will also explore the Biblical implications of strategic management.

Grade Mode: A.
Prerequisites: MBAD 600, MBAD 601, MBAD 604, MBAD 605, MBAD 608, MBAD 609, MBAD 610, MBAD 620, MBAD 625; MBAD 633 (or MBAD 630 and MBAD 635).
Restrictions: Must be MA of Professional Accountancy (MPAC) or Master of Business Admin (MBAD); and Crowell School of Business; Graduate Level or Doctoral Level.

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  
Grade Mode: A.  
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 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 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 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. Note(s): 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.
The Institute for Spiritual Formation (ISF) is an interdisciplinary endeavor emerging from Talbot School of Theology and Rosemead School of Psychology to service various training and mentoring needs in spiritual formation at Biola University and the community beyond through student/faculty training and spiritual direction, the development of academic programs and the development of lay-church training. Its central aim is to integrate an in-depth integrative theology of spiritual formation with an understanding of the human and divine processes and dynamics involved in spiritual growth, soul care and mentoring in the church. Its ministries focus on ways to deepen believers’ knowledge and openness to God and His work as well as an understanding of one’s self and others in order to grow toward conformity of character and inner life in the image of Christ. Thus, ISF attempts to train a generation of servants who are equipped both to understand and participate in the process of spiritual growth from a theological, integrative and experiential perspective, within the context of a developing mentoring community, with the end that students are better equipped to help others in the church in this process. To accomplish these goals, ISF draws upon the expertise of an integrative faculty from Talbot (where ISF is administratively housed), Rosemead School of Psychology and eventually a host of creation disciplines, schools and departments in the University in creating a variety of related ministries:

**Academic Programs**

The Institute for Spiritual Formation is fundamentally committed to developing academic programs in spiritual formation and soul care-mentoring across the University in conjunction with Talbot School of Theology.

1. Offering the M.Div. Spiritual Formation concentration, Master of Arts in Spiritual Formation & Soul Care, M.A. Spiritual Formation concentration, and Certificate in Spiritual Formation at Talbot School of Theology (see the Talbot section of the catalog). These are one, two and three-year training programs in spiritual formation and spiritual direction.
2. Teaming together with Talbot’s Intentional Character Development Program.
3. Developing the Spiritual Formation and Soul Care M.A. concentration for graduate Rosemead School of Psychology students to complete in conjunction with Talbot School of Theology.
4. Developing a Doctor of Ministry Spiritual Formation component in order to provide personal, professional, and academic growth for pastoral and ministry leaders.
5. Eventually partnering with other creation disciplines at CSICS, Arts and Sciences, School of Education, Business etc. for the sake of further academic programs and courses.

**Center for Spiritual Renewal**

The Center for Spiritual Renewal is the arm of the ISF designed to serve the training and mentoring needs of faculty, ISF graduate students, the Biola student population and the community at large. The Center is the very heart of its graduate training programs, offering the following ministries:

**Ministering to and Training Graduate Students**

- As a center for training, mentoring, developing community and research for ISF graduate students.
- As a center for training M.Div. and M.A. students in Spiritual Formation and Soul Care in supervised pre-practicum and practicum experiences in spiritually mentoring students.
- As a center for spiritually mentoring graduate students by ISF graduates, faculty and other outside trained spiritual directors.
- As a center for teaming with Talbot’s Intentional Character Development program.

**Ministering to and Training Undergraduate Students**

- As a center for spiritual direction and mentoring of undergraduates by ISF students, faculty and other outside trained spiritual directors.
- As a center for providing opportunities for freshmen in the undergraduate “Spiritual Formation and the Bible” course to receive an introduction to spiritual mentoring at a more personal level with ISF M.A. Pre-practicum students.

**Faculty and Campus Resource and Community Development**

- As a center for faculty community and development in spiritual formation and direction at the personal, curricular, academic and training levels.
- As a center and resource for Biola’s dorm resident directors and resident assistants regarding training and referrals in spiritual formation and soul care.

**Research Development in Spiritual Formation and Soul Care**

- As a center for spiritual formation and soul care research including the creation of The Evangelical Journal of Spirituality and Soul Care.

**Church and Beyond: Biola Resource and Community Development**

- As a center for resource development to the church and community outside Biola including lay training in spiritual formation and direction-mentoring.
Mission
The Rosemead School of Psychology of Biola University, in addition to its undergraduate program, offers graduate work leading toward the Doctor of Psychology (Psy.D.), and the Doctor of Philosophy (Ph.D.) degrees in clinical psychology. Rosemead’s doctoral programs are accredited by the Commission on Accreditation of the American Psychological Association 750 First Street NE Washington DC 20002-4242 (202) 336-5979.

Consistent with the mission of Biola University, both Ph.D. and Psy.D. programs seek to fulfill the following mission:

The mission of Rosemead School of Psychology is to produce graduates who can integrate the science and practice of psychology with Christian theology, and who are prepared to meet the psychological needs of the world in general and the Christian community specifically through professional service and scholarship.

Training Models in Clinical Psychology
In the past 40 years there has been discussion and debate by psychologists over appropriate training models and degrees in clinical psychology. During the 1950s and 1960s, most doctoral training in psychology followed the scientist-practitioner model and culminated in the awarding of the Ph.D. These programs were designed to train scientifically oriented researchers and professionals.

During the 1960s and 1970s the need for training programs with stronger professional orientations became apparent. Institutions like the University of Illinois, the California School of Professional Psychology, the University of Denver, Baylor University, Rutgers University and the Rosemead Graduate School of Psychology were among the first to offer programs designed explicitly to provide doctoral training following either a practitioner-scholar or scholar-practitioner model of training.

Without rejecting the need for training in the basic science areas of psychology, these programs began placing proportionately greater emphasis on the professional aspects of training. After four decades of discussion, debate and innovation, graduate training programs in clinical psychology now cover a broad range of emphases from highly professional to highly scientific.

While both programs are designed to produce well-trained and competent practitioners, there is a different emphasis placed on research vs. practice in the two programs.

Ph.D. Training Model: Scholar-Practitioner

Research Emphasis. The Ph.D. program requires a masters level thesis, additional courses in research, and a dissertation (including a proposal, data colloquium, and oral defense). This enhances the research preparation of Ph.D. students.

Psy.D. Training Model: Practitioner-Scholar

Practitioner Emphasis. The Psy.D. program requires additional psychotherapy lab courses, an additional assessment course, and additional semester hours of practicum. This enhances the clinical preparation of Psy.D. students.

Bold denotes different training emphases between the two doctoral programs.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Ph.D. Program</th>
<th>Psy.D. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1</td>
<td>The goal of the Ph.D. program is to produce clinical psychologists who possess the requisite clinical skills (including knowledge and professional attitudes) to meet the psychological needs of society.</td>
<td>The goal of the Psy. D. program is to produce clinical psychologists who possess enhanced clinical skills (including knowledge and professional attitudes) to implement a broad spectrum of psychological interventions to meet the needs of society.</td>
</tr>
<tr>
<td>OBJECTIVE 1.A</td>
<td>Develop requisite knowledge, skills, and attitudes in forming and maintaining professional relationships.</td>
<td>Develop requisite knowledge, skills, and attitudes in forming and maintaining professional relationships.</td>
</tr>
<tr>
<td>OBJECTIVE 1.B</td>
<td>Develop requisite knowledge, skills, and attitudes in psychological assessment.</td>
<td>Develop enhanced knowledge, skills, and attitudes in psychological assessment.</td>
</tr>
<tr>
<td>OBJECTIVE 1.C</td>
<td>Develop requisite knowledge, skills, and attitudes in psychological interventions.</td>
<td>Develop enhanced knowledge, skills, and attitudes in psychological interventions.</td>
</tr>
<tr>
<td>OBJECTIVE 1.D</td>
<td>Develop requisite knowledge, skills, and attitudes in human diversity.</td>
<td>Develop requisite knowledge, skills, and attitudes in human diversity.</td>
</tr>
<tr>
<td>OBJECTIVE 1.E</td>
<td>Develop requisite knowledge, skills, and attitudes in psychological consultation and supervision.</td>
<td>Develop requisite knowledge, skills, and attitudes in psychological consultation and supervision.</td>
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<tr>
<td>GOAL 2</td>
<td>The goal of the Ph.D. program is to produce clinical psychologists who can generate applied research that serves psychological practitioners and society at large.</td>
<td>The goal of the Psy.D. program is to produce clinical psychologists who can understand, critique, and apply research in clinical settings.</td>
</tr>
<tr>
<td>OBJECTIVE 2.A</td>
<td>Develop requisite knowledge, skills, and attitudes in conducting and producing applied research.</td>
<td>Develop requisite knowledge, skills, and attitudes for understanding, critiquing, and applying research.</td>
</tr>
</tbody>
</table>
Develop enhanced knowledge, skills, and attitudes in relating biblical and theological concepts to theory, research, and practice.

OBJECTIVE 3.A

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.

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.

Specific competencies flow from the program goals and objectives, and these are available for review and are provided to students in the Rosemead Student Handbooks.

**Degrees Offered**

**Master of Arts**

A master's degree is awarded as a student progresses in the doctoral program. Special application for a terminal master's degree must be approved on an individual basis.

**Doctor of Psychology and Doctor of Philosophy**

Rosemead's doctoral programs in clinical psychology are designed primarily to train practitioners in professional psychology. They are designed for students interested in pursuing careers in applied areas of clinical psychology. While all students receive training in the basic areas of scientific psychology relevant to the practice of psychology, the focus of Rosemead's doctoral training is on the development of professional skills and the utilization of theory and research in professional practice. Within this focus students are admitted to either the Psy.D. or the Ph.D. program. Approximately 67% of Rosemead's students are enrolled in the Psy.D. and 33% in the Ph.D. Except in unusual circumstances, students do not change programs after admission.

While both the Psy.D. and Ph.D. have a common core of basic science and clinical courses, students selecting Rosemead's Psy.D. are generally preparing for full-time positions as psychological practitioners. Those choosing Rosemead's Ph.D. are interested in combining clinical work with other psychological competencies, such as teaching and research. Research training in Rosemead's Ph.D. program is strong in selected areas of ongoing faculty research. Thus the Ph.D. is particularly appropriate for students who desire both to develop quality clinical skills and to develop research skills related to clinical practice.

**Program Characteristics**

The two full-time programs (Psy.D. and Ph.D.) are very similar with regard to cost, time to completion, attrition, and internship placement. Specific information regarding tuition and fees may be obtained in the Financial Information section of this catalog or on the Rosemead website (rosemead.edu). Scholarships, grants, loans, and teaching assistantships are available to Rosemead graduate students. Some of these are need-based (e.g., grants); some of them are competence-based (e.g., teaching assistantships). If you would like to apply for financial support, visit http://offices.biola.edu/finaid/grad/.

Most students complete their program in five (37%) or six (30%) years (Mean = 5.9, Mdn = 5.7). About 35% of the doctoral students in each program elect to spread coursework across five years rather than completing it in four. A few students (about 15%) finish in less than five years; a few (10%) finish in seven years; and a very few (7%) take longer than seven years to complete all degree requirements. Across the past seven years, the attrition from each program (i.e., students leaving the program before graduation for any reason: changed field of study, personal events) has been 12%. About 5% of students leave their program due to poor performance.

Rosemead students compete very well in the national system of internships in clinical psychology. The internship is a year of full-time training in a professional psychology role that comes after all coursework is complete. All of our students who complete the eligibility requirements obtain an internship. In the past seven years we have placed 107 Psy.D. students and 56 Ph.D. students in internships. Of these, 97% were placed in an internship of their choice in the first year they applied, the other 3% chose to wait another year for the internship they wanted. The Ph.D. interns obtained APA-accredited internship at a slightly higher rate (88%) than did the Psy.D. interns (77%) because of the differences in their career goals and aspirations. In most of the internships (93%), the students received funding from the internship agency. A very few students (1%) obtained internships arranged on a two-year, half-time schedule. Some of the internship agencies are in the Southern California area, but many of them are in other reputable institutions across the country (see Practicum and Internship Agencies listing). The internship experience greatly enriches the professional development of the Rosemead students and prepares them for the next step in their careers.

**Additional Educational Opportunities**

**Training and Research Facilities**

Rosemead maintains an outpatient psychological service and training center on the Biola campus. The clinic offers a wide range of psychological services to adults and children. It also provides on-campus training opportunities for students. The clinic is equipped with video-taping facilities for case observation.

Students also receive supervised clinical experiences in a variety of practicum placements in the Greater Los Angeles Area. These agencies present students with opportunities to work with clinical professionals in a variety of therapeutic orientations serving a broad range of diverse populations. The agencies that regularly train Rosemead students—surrounding school districts; community mental health centers; child, adolescent and adult treatment centers; outpatient clinics; and private and public psychiatric hospitals—ensure that Rosemead students will gain a breadth of clinical experience in professional settings working with diverse populations. Students receive both supervision at their training sites and additional clinical consultation on campus with Rosemead faculty. The on-campus supervision ensures an integration of classroom training and field experience. Recent and current practicum agencies are listed later in this catalog.

Biola has a commitment to academic computing which provides substantial computing resources for Rosemead students and faculty. The School of Business and Library's Instructional Labs often serve as an open lab for Library research, email, and word processing. There are also a number of smaller departmental labs on campus dedicated to students of their respective majors. Further, Biola believes the wireless network should extend connectivity to those areas where a wired network port is not available. Biola has multiple wireless access points installed around Rosemead's community.
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:

- **Kenneth Cole**, Ph.D.
  University of Southern California: VA Long Beach Healthcare Systems
- **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 empathic and effective interaction in a wide range of settings. In order to meet this need, Rosemead has developed a sequence of experiences designed to promote personal growth and competence in interpersonal relationships as well as specific clinical skills.

Beginning in their first year of study, students participate in a variety of activities designed to promote professional awareness and personal growth. The first year activities include active training in empathy skills and on-campus pre-practicum experience. The pre-practicum course consists of exercises to assess and facilitate interpersonal skills, and the initial opportunity for the student to work with a volunteer college client in a helping role.

During the second year, students usually participate in interpersonal training therapy. As participants, students personally experience some of the growth-producing aspects of interpersonal relationships. In addition, students begin their formal practicum and psychotherapy lab courses in the second year. Students are placed in such professional facilities as outpatient clinics, hospitals, college counseling centers, public schools and community health organizations on the basis of their individual readiness, needs and interests. These practicum experiences are supervised both by Rosemead’s faculty and qualified professionals working in the practicum agencies. In the psychotherapy lab courses, students receive both instruction and supervised experience, offering clinical services from the theoretical orientation of the course. Students elect lab courses from offerings such as Emotion Focused Therapy, Psychotherapy with Children and Adolescents, Marriage and Family Therapy, Group Therapy, Cognitive/Behavior Therapy, Gestalt Therapy, Attachment Theory and Neurofeedback.

During the third year most doctoral students take two or three psychotherapy lab courses, work in an adult outpatient practicum setting, and begin individual training therapy. This therapy is designed to give the student first-hand experience in the role of a client and is considered an opportunity for both personal growth and for learning therapeutic principles and techniques. A minimum of 50 hours of individual training therapy are required. Such issues as timing, choice of therapist and
specific goals are determined by students in conjunction with their advisors and the Clinical Training Committee.

When doctoral students reach their fourth year, most of their time is spent in electives from the therapy, integration and general psychology courses; advanced practicum assignments; and independent study or research. This step-by-step progression in professional training experiences gives the student personal experience with a wide range of personalities in a variety of settings and provides the necessary preparation for a full-time internship during the fifth year of study.

The internship is planned as an intensive clinical experience to help students integrate the varied elements of their preparation in psychology into a congruent professional role. All internships must be faculty approved in order to ensure a high level of professional experience for the student.

Placement in practicum agencies is made by the Director of Clinical Training and internships are obtained by the student consonant with the internship guidelines of the school. The faculty is active in helping select and obtain such placements.

**Christian Activities**

As members of a Christian university community, Rosemead's faculty believe the relating of one's faith to an academic discipline goes beyond the theoretical and academic. Opportunities for fellowship, dialogue and worship are seen as vital parts of the total educational process. Consequently, all students are expected to participate in Rosemead’s weekly chapel. Various opportunities are provided during the academic year for students and their spouses to gather in faculty homes for fellowship and integration of first-year students into the Rosemead community. Students are also encouraged to become involved in one of the many local churches in the Southern California area.

**Practicum and Internship Agencies**

Rosemead students have recently received or are currently receiving supervised clinical experience in the following agencies:

* Albany Psychological Internship Consortium, Albany, NY
* Alhambra's Psychological Clinic, Alhambra, CA
* Allendale Association, Lake Villa, IL
+ Alpha Center, Placentia, CA
+ Asian-Pacific Counseling and Treatment Centers, Los Angeles, CA
* Association for the Help of Retarded Children, New York, NY
*+ Augustus F. Hawkins Community Mental Health Center, Los Angeles, CA
* Behavioral Health Center, Charlotte, NC
* Bellefaiire Jewish Children's Bureau, OH
*+ Biola Counseling Center, La Mirada, CA
* California Polytechnic State University, San Luis Obispo, CA
* California State University, Long Beach, CA
+ California Youth Authority, East Los Angeles, CA
+ California Youth Authority, Norwalk, CA
+ Center for Aging Resources, Pasadena, CA
+ Center for Brain Aging and Research, Irvine, CA
+ Center for Individual and Family Therapy, Orange, CA
* Central Texas Veterans Health Care System, Temple, TX
+ Centraillia School District, Buena Park, CA
* Chicago Area Christian Training Consortium, Chicago, IL
* Child and Family Guidance Center, Northridge, CA
* Child Guidance, IA
* Children's Hospital of Los Angeles, Los Angeles, CA
* Children's Hospital of Orange County, Orange, CA
* Children's Hospital, Denver, CO
* Colorado State University, Boulder, CO
* Connecticut Valley Hospital, CT
* Convalescent Hospital for Children, NY
* Crestwood Children's Center, Rochester, NY
* Dallas Child Guidance, Dallas, TX
* Danielsen Institute, Boston University, Boston, MA
* Didi Hirsch Community Mental Health Center, Culver City, CA
* Duchess County Department of Mental Health, NY
+ East Whittier High School, Whittier, CA
+ East Whittier School District, Whittier, CA
* Elmcrest Psychiatric Institute, CT
* Ethan Allen School, Wales, WI
* Federal Correctional Institution, NC
* Federal Medical Center, Rochester, MN
* Federal Medical Center, Fort Worth, TX
+ For the Child, Long Beach, CA
+ Fountain Valley School District, Fountain Valley, CA
+ Garden Grove Unified School District, Garden Grove, CA
* George Washington University, Washington, DC
* Grand Valley State University Career Planning and Counseling Center, Allendale, MI
* Greater Long Beach Child Guidance Center, Long Beach, CA
* HELP Group, Sherman Oaks, CA
* Hacienda-La Puente Unified School District, La Puente, CA
* Harbor-UCLA Medical Center, Torrance, CA
* Harvard Medical School, Boston, MA
* Hudson River Region, NY
* Huron Valley Center, Ypsilanti, MI
* Illinois Masonic Medical Center, Chicago, IL
* Ingham Counseling Center, MI
* Institute of Living, CT
+ Irvine School District, Irvine, CA
* Jefferson County Internship Consortium, Louisville, KY
* Jerry L. Pettis Memorial V.A. Medical Center, Loma Linda, CA
* John Umstead Hospital, Butner, NC
* Judge Baker Guidance Center, MA
* Kaiser Permanente, Los Angeles, CA
* Kaiser Permanente San Diego, Vista, CA
* Kent State University, OH
+ Little Lake City School District, Norwalk, CA
+ Loma Linda University Medical Center, Loma Linda, CA
* Los Angeles County Dept of Mental Health, Crisis Evaluation Unit
+ Los Angeles County-USC Medical Center, Los Angeles, CA
+ Los Nietos School District, Whittier, CA
* Manhattan Psychiatric Center, New York City, NY
* Massachusetts Mental Health Center, Boston, MA
* Memphis Clinical Psychology Consortium, TN
* Metropolitan Detention Center, Los Angeles, CA
*+ Metropolitan State Hospital, Norwalk, CA
* Mountain View School District, Ontario, CA
* Neurological Institute/N. Broward Medical Center, Pompano Beach, FL
* Newton Memorial Hospital, NJ
* Norfolk Regional Center, NE
* Northeast Ohio University, College of Medicine, Akron, OH
* Northern Arizona University, Flagstaff, AZ
* Northwestern University Medical School, IL
+ Norwalk/La Mirada Unified School District, Norwalk, CA
* Norwich University, Northfield, VT
* New York Harbor Health Care System, Brooklyn, NY
* O'Grady Residency in Pediatric Psychology, OH
+ Orange County Mental Health Children and Youth Center, Placentia, CA
Admission Requirements

Rosemead seeks to admit applicants whose backgrounds clearly demonstrate scholarly aptitude, a commitment to the historic Christian faith, personal character and integrity, and a positive service-oriented motivation toward the field of clinical psychology. As an evangelical Christian institution, Biola University requires that an applicant has been a Christian for at least one year prior to admission. Biola does not discriminate on the basis of the applicant's race, color, sex, disability, national or ethnic origin.

Persons interested in attending Rosemead should request application forms from the Director of Admissions of Biola University or may access the application online at rosemead.edu (http://www.rosemead.edu).

As in most graduate programs in psychology, competition is keen and enrollment is limited. In order to be admitted to full graduate standing the applicant must comply with the following:
1. Possess a baccalaureate degree from an accredited college or university with an average grade of at least "B" for the junior and senior years, i.e., 3.0 on a 4.0 scale.

2. Present an undergraduate program 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; theories of personality; and cognition and learning. If possible, undergraduate courses in Old and New Testament survey and hermeneutics will strengthen the student's preparation for Rosemead.

3. Submit scores on the Graduate Record Examination Aptitude Test and Writing Test. Information regarding testing dates and location may be obtained by writing to the:
   Educational Testing Service
   Box 6000
   Princeton, New Jersey 08541-6000
   or go to the ETS website (http://catalog.biola.edu/rosemead-psychology-graduate/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.

Admission of International Students
See University Admission and Registration sections of the Biola University catalog.

General Academic Information
Classification of Students
Graduate psychology students meeting all entrance requirements will be classified as regular graduate students. Students who do not fulfill all entrance requirements may be admitted on a provisional status until they correct the deficiency. Any such deficiencies must be removed within one calendar year of a student's admission as a provisional student. It is only in rare instances that a student will be accepted on provisional status.

Students will be classified in the program as follows:

| First year | 30 graduate credits or less completed |
| Second year | 31-65 graduate credits completed |
| Third year | 66-99 graduate credits completed |
| Fourth year | 100-133 graduate credits completed |
| Fifth year | Class work complete and internship in progress |
| Dissertation (ABD) | All requirements met except for dissertation |

Grading System
Students wishing to obtain a graduate degree must maintain a consistently high academic performance throughout their program. An overall "B" average, i.e., 3.0 on a 4.0 scale, is required for all degrees. Only grades of "A," "B," and "C" earn graduate credit.

Grades of all students are recorded in the registrar's office. Grading is on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Achievement</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Strong Achievement</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average Achievement</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Average Achievement</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Low Average Achievement</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Minimum Passing Performance</td>
<td>2.33</td>
</tr>
<tr>
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<td>Minimum Passing Performance</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Minimum Passing Performance</td>
<td>1.67</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.00</td>
</tr>
</tbody>
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</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.00</td>
</tr>
</tbody>
</table>
The following grades are also used in Rosemead records with special significance for the professional aspects of the programs:

<table>
<thead>
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<th>Points</th>
</tr>
</thead>
<tbody>
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<tr>
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</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
<td>0.00</td>
</tr>
<tr>
<td>R</td>
<td>Dissertation Research in Progress</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Independent Study/Arranged Course

Independent Studies are an integral part of the Biola University experience. An Independent Study is a course that is initiated by the student, who then works independently toward the goals and objectives outlined by the professor on the Arranged Course form. Students who are in good standing and not on probation are eligible to enroll in an Independent Study. Required courses may not be taken by independent study.

Permission of the Associate Dean is required for students to take more than 6 credits of independent study and/or arranged coursework during their program.

### Professional Standards and Student Conduct

The academic program at Rosemead is designed to prepare graduates for licensure (on the doctoral level) by the professional licensing boards of the various states. Because of the professional nature of Rosemead’s program, students are required to maintain the standards of the psychological profession as defined by the American Psychological Association, the State of California and the professional psychologists who comprise Rosemead’s faculty. As a part of Biola University, which serves a broad spectrum of evangelical churches, Rosemead also has both a doctrinal statement and a statement of conduct (see general information section of catalog). Prospective applicants should be in agreement with the standards. Students who do not abide by these standards or other institutional policies and procedures may be subject to probation or dismissal from the program.

### Academic Probation

A student failing to maintain the minimum grade point average of 3.0 will be placed on academic probation. The following semester, should the student not meet the minimum cumulative grade point average (3.0), he or she will automatically be dismissed. A student cannot graduate while on probation.

### Academic Dismissal

A student is only allowed a combination of two "U"s, "F"s and/or "C"s (understood to include both C+ or C-); a third "C", "U" and/or "F" brings automatic dismissal from the program.

### Credit by Examination and Course Validation

No graduate credit in psychology will be given by examination or validation. Students who possess an excellent but non-transcripted background in an area of study may, with the permission of the advisor and chair of the Committee on Academic Qualifications, validate by examination to receive a waiver for a required course. No credit is given for such validation. Successful validation allows the student to take additional equivalent elective hours in the program.

### Time Limit for Degrees

All course and academic requirements must be completed within eight years for the Psy.D. and Ph.D. degrees, beginning on the date of the student’s first registration for graduate study at Rosemead.

If the program is not completed within the eight-year limit, the student must register again as a full-time (9–16 credits) student. Requirements in Student Handbook.

### Student Academic Load

The normal full-time load for a Rosemead student in psychology is 15 to 16 hours per semester, but not less than 9 hours. Without the Associate Dean’s approval, a student may not carry over 16 credits in any semester. Doctoral students are considered full time for a maximum of two years in the dissertation phase of their program. Part-time registration of less than 9 credits is permitted only with permission of the Dean or Associate Dean. Rosemead does not admit part-time students to its degree programs.

For full statement on satisfactory academic progress see Academic Standards section of catalog.

### Pre-Internship and Dissertation Students

Pre-internship, internship and dissertation (ABD) status students must continue to register online and pay the required fees each semester appropriate to their status. Students who have completed course requirements but have not completed degree requirements must register for either internship or a minimum of 3 additional credits per semester until all degree requirements are met.

### Transfer Credit

Doctoral students may transfer up to 30 semester hours of applicable graduate-level courses in psychology (9 of these may be applied to master’s-level courses). Graduate courses with grades of "B" or above at accredited institutions are considered as acceptable on a transfer basis; a grade of "B" is not transferable. Practicum credit in the amount equal to one Rosemead practicum of three credits may be transferred by Psy.D.
students after completion of Rosemead's practicum prerequisites. These hours will be counted toward the 30 hour transfer maximum. Practicum transfer credit may be granted only when it is shown as practicum on an official graduate transcript. Ph.D. students are required to take all 12 practicum hours while in residency. Rosemead will not evaluate non-traditional learning or non-transcripted work experience for academic or practicum credit.

When students wish to use transfer credit for a required course in the Rosemead curriculum, it is their responsibility to provide documentation assuring the equivalency of course content. Competency examinations may be given to verify equivalence to Rosemead required courses. Documentation may include catalog descriptions, syllabi and other supporting materials from the professor of record or department, as deemed necessary.

**Theology Reduction, Transfer, or Waiver**

Students entering Rosemead with a minimum of 30 undergraduate credits of Bible and/or Theology from accredited Christian colleges or universities may be eligible for a reduction of required Theology courses. To qualify for this reduction students must have earned no lower than a "B-" grade in the undergraduate coursework.

Students may transfer up to 6 credits of graduate theology and Bible applicable to Rosemead's program from an accredited graduate school or theological seminary. Students with qualifying courses may also waive an additional theology course and substitute credits with an Integration course. Content of all courses evaluated for reduction, transfer or waiver/substitution must be compatible with the Rosemead Theology course(s) being waived. Reduction credits will be determined by the Registrar’s Office in consultation with Rosemead’s Associate Dean

**Unofficial Withdrawal**

A student who fails to register in any given semester without arranging for a leave of absence or formal withdrawal is eliminated from the program by default.

**Leave of Absence**

Inactive students are those who have requested and been granted a leave of absence from their program. A leave of absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program. Change of status forms are available from the Rosemead Office.

A leave of absence must be renewed by petition each semester and may not exceed two consecutive semesters. A leave of absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. The committee responsible for processing readmission requests is the Admissions and Academic Qualifications Committee. Each leave of absence must receive the approval of the student’s advisor and the final approval of the Dean. Students on leave are required to register for RSPY 790 for each term.

**Terminated Students**

A person whose program has been terminated may make reapplication to the program a minimum of two years after termination.

The reapplication should be in the form of a letter and include a new application form, at least two current references and any desired supporting materials. The letter should be addressed to the Rosemead Admissions Committee stating the reasons for requesting readmittance as well as any other issues deemed relevant by the applicant. The letter should directly address the causes for program termination. The application will be considered with the regular admissions pool.

The admissions committee will review the request and may take one of two actions:

1. Deny the request; or
2. Approve the request and refer to faculty for final approval or disapproval. The results of the faculty decision will be communicated to the applicant by the Dean.

**Readmission Procedures**

A student who has attended Biola University and has dropped out for one semester or longer will be required to file an application for readmission and pay a fee of $15.

Readmission requires the submission of a formal petition for readmission, action by the Admissions and Academic Qualifications Committee, and final approval of the Dean. This policy is in effect for students in any status, including internship and dissertation.

**Graduation Requirements**

The major M.A., Psy.D. and Ph.D. degree requirements are summarized under each program. Since all students take a set of basic courses in scientific psychology as well as in clinical psychology and theology, the first two years of the Psy.D. and Ph.D. programs are very similar.

**Faculty**

**Dean:** Clark D. Campbell, Ph.D.

**Professors:** Anderson, Bland, Cimbora, Coe, Edwards, E. Hall, T. Hall, Hill, Pike, Porter

**Associate Professors:** Canada, Crawford, Eltiti, McMartin, Steinmeier, Van Lant, Williams

**Assistant Professors:** Abouezzeddine, Brunt, Dryjanska, Lee-Kim, Poston, Wang

**Special Appointment Faculty:** Grace, Lewis, Taylor, Willingham, Woody

**Programs**

**Degrees Offered**

- Clinical Psychology, Ph.D. (p. 310)
- Clinical Psychology, Psy.D. (p. 311)

**Courses**

**Course Descriptions**

- Psychology (RSPY) (p. 313)
- Psychology: Integration of Psychology and Theology (RSTP) (p. 319)
- Psychology: Internship (RSTN) (p. 321)
- Psychology: Psychotherapy Laboratory (RSLB) (p. 321)
- Psychology: Research and Dissertation (RSDS) (p. 323)
- Psychology: Theology/Biblical Studies (RSTH) (p. 323)
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. A goal 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. A goal of the PhD program is to produce clinical psychologists who can generate applied research that serves psychological practitioners and society at large (ULO 2).
3. A goal 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. 5) 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 granted. While the doctoral 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 (p. 5).

Psychology: Ph.D. students must complete a minimum of 79 semester credits of psychology in addition to a doctoral dissertation. These 79 credits include 50 credits in required courses, 12 credits of practicum that must be taken in residence, 4 credits of Master's-level research apprenticeship, and 13 credits of psychology electives. Students may apply up to 6 credits of graduate coursework from the Cook School of Intercultural Studies toward the total psychology elective credit requirement.

Psychotherapy Laboratory: Students in the Ph.D. program must complete at least 12 credits selected from psychotherapy lab courses. These are taken during the second, third and fourth years.

Theology: All students must complete a minor in theology which includes a minimum of 18 semester credits.

Integration Seminars: All students participate in a series of seminars (12 credits) devoted to the integration of a variety of theological and psychological concepts in research, theory and practice.

Dissertation Research: 12 credits of dissertation research are required prior to granting the Ph.D.

2. Progress Evaluations
Each year students are evaluated on their general progress toward completion of degree requirements. These evaluations include review of each student's academic skills, clinical skills, and personal/interpersonal/spiritual growth as required by the program. Because all of these areas are integral to the practice of clinical psychology and the distinctive of Rosemead's program, deficiencies in any of them may result in program termination. However, the general objective of such evaluation is to provide feedback conducive to continued growth and development toward successful completion of the degree, high quality of service to clients, and high level of professional competence. Procedures and processes for the evaluations are specified in the Rosemead Student Handbook.

3. Comprehensive Examinations
All students must pass a set of doctoral-level comprehensive examinations covering the following areas: (1) psychological assessment and intervention, (2) integration of psychology and theology, and (3) ethics.

These examinations are given two times annually and serve as the major means of evaluating a student's suitability to continue studies toward the doctorate. The examinations may be taken after completion of 75% (100 credits) of the course work and must be taken prior to the Professional Qualifying Exam. Only one retake of the examination is allowed. The dates of the Comprehensive Examinations are specified in the Academic Calendar.

4. Admission to Candidacy
Official candidacy for the doctorate signifies an advanced stage in the student's progress. In order to be admitted to candidacy the student must have:

- Successfully completed the Second Year Evaluation
- Passed the Comprehensive Research Examination
- Passed the Comprehensive Examinations
- Received approval of dissertation proposal by the Doctoral Committee
- Completed training therapy experience

5. Professional Qualifying Exam
All doctoral students must successfully complete an examination that evaluates the student’s readiness for a full-time internship. It may be taken any time after the comprehensive examinations have been passed and must be completed prior to acceptance of an internship. Only one retake of the exam is allowed. The examining committee may require the student to complete additional coursework, practicum, or other professional growth experiences prior to beginning the internship. See the Professional Qualifying Exam Guidelines in the student handbook for further details.

6. Internship
All students are required to successfully complete a one year, full-time clinical internship prior to graduation. All internships are to be approved in advance by the Clinical Training Committee. For further details, refer to the Internship Guidelines in student handbook. Also, all students need to meet with a Graduate Graduation Counselor in the Office of the Registrar to have their internship eligibility confirmed one year prior to their internship. Internship Fees are listed in the Psychology course section (RSTN 731). There is some provision for students to complete this requirement in two years at half-time.

7. Completion of Training Therapy Experience

All students must receive certification of completion of training therapy from the Director of Clinical Training. A minimum of 36 hours of interpersonal therapy plus 50 hours of individual therapy is required. See Training Therapy Guidelines in the student handbook for further details.

8. Completion of Comprehensive Research Examination

All Ph.D. students must pass a Comprehensive Research Exam given at the completion of their Advanced Research Design course.

9. Dissertation

A dissertation evidencing high attainment in original scholarship must be submitted by all Ph.D. candidates. All dissertation credits must be accrued prior to internship. Three weeks prior to expected graduation the candidate must submit to the Rosemead Dean the original and four copies of the dissertation approved by the dissertation committee and Biola librarian. Detailed information is found in the Student Dissertation Guidelines.

10. Final Oral Examination

The final examination is an oral defense of the dissertation before the doctoral committee and other invited professionals.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>RSPY 501</td>
<td>Introduction to Psychotherapy</td>
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<tr>
<td>RSPY 502</td>
<td>Advanced Statistics</td>
<td>3</td>
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<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>
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<td>RSPY 561</td>
<td>History of Psychoanalytic Thought</td>
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</tr>
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<td>RSPY 601</td>
<td>Research Design</td>
<td>3</td>
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<td>RSPY 603</td>
<td>Cognitive-Affective Aspects of Behavior</td>
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<td>RSPY 607</td>
<td>Biological Aspects of Behavior</td>
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<td>RSPY 608</td>
<td>Social Psychology</td>
<td>3</td>
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<tr>
<td>RSPY 611</td>
<td>Research Apprenticeship I</td>
<td>2</td>
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<tr>
<td>RSPY 612</td>
<td>Research Apprenticeship II</td>
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<td>RSPY 613</td>
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<td>RSPY 615</td>
<td>Advanced Developmental Psychology</td>
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<td>RSPY 620</td>
<td>Seminar in Multicultural Issues</td>
<td>2</td>
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<td>RSPY 625</td>
<td>Multicultural Issues in Clinical Psychology</td>
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<td>RSPY 641</td>
<td>Measurement and Assessment I: Cognitive Assessment</td>
<td>3</td>
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<td>RSPY 642</td>
<td>Measurement and Assessment II: Personality</td>
<td>3</td>
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<tr>
<td>RSPY 681</td>
<td>Pre-practicum I</td>
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<tr>
<td>RSPY 682</td>
<td>Pre-practicum II</td>
<td>2</td>
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<td>RSPY 688</td>
<td>Practicum Consultation</td>
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<td>RSPY 691</td>
<td>Practicum I</td>
<td>3</td>
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<td>RSPY 692</td>
<td>Practicum II</td>
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<tr>
<td>RSPY 693</td>
<td>Practicum III</td>
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</table>

Elective Requirements

Students must take the following for elective credit:

- Practicum Electives (RSPY 697, RSPY 698, RSPY 699) 3
- Psychology Electives (RSPY only) 10
- Integration Electives (RSTP) 11
- Psychotherapy Lab Electives (RSLB) 12

Total Credits 133

1. Must be taken multiple times for a total of 12 credits.
2. Must be taken twice within the first year.
3. RSPY 688 must be taken four times alongside RSPY 691, RSPY 692, RSPY 693, RSPY 694. In addition, it must be taken with any Practicum Electives (RSPY 697, RSPY 698, RSPY 699).
4. Must be taken at least two times.
5. Will be taken twice.

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.
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.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Doctor of Psychology in Clinical Psychology:

1. A goal 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. A goal of the PsyD program is to produce clinical psychologists who can understand, critique, and apply research in clinical settings (ULO 2).
3. A goal 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. 5) section of this catalog.

Requirements

Psy.D. in Clinical Psychology

1. Residence and Course Work

   Normally, four years of residency are required unless transfer of credit is brought in and advanced standing granted. While the doctorate is not awarded simply for completion of stated course work, there are basic credit requirements for the degree (133 semester credits). Each student is assigned a faculty advisor who assists in the planning of each semester’s schedule of courses and supervises the student’s progress in the program. For transfer credit, see General Academic Information.

   Psychology: Psy.D. students must complete a minimum of 77 semester credits of psychology. These 77 credits must include 47 required psychology credits, 18 credits of practicum and 12 credits of elective psychology courses. Students may apply up to 6 credits of graduate coursework from the Cook School of Intercultural Studies toward the total psychology elective hours requirement.

   Psychotherapy Laboratory: Students in the Psy.D. program must complete 21 credits selected from psychotherapy lab courses. These are taken in the second, third and fourth years.

   Theology: All students must complete a minor in theology which includes a minimum of 18 semester credits.

   Integration Seminars: All students participate in a series of seminars (12 credits) devoted to the integration of a variety of theological and psychological concepts in research, theory and practice.

2. 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.

3. Internship

   All students are required to successfully complete a one year, full-time clinical internship prior to graduation. All internships are to be approved in advance by the Clinical Training Committee. For further details, refer to the Internship Guidelines in the student handbook. Also, all students need to meet with a Graduate Graduation Counselor...
in the Office of the Registrar to have their internship eligibility confirmed one year prior to their internship. Internship fees are listed in the psychology course section (RSTN 731 Internship). There is some provision for students to complete this requirement in two years at half-time.

7. Completion of Training Therapy
All students must receive certification of completion of training therapy from the Director of Clinical Training. A minimum of 36 hours of interpersonal therapy plus 50 hours of individual therapy is required. See Training Therapy Guidelines in the student handbook for further details.

8. Dissertation or Research Consumership Sequence
All Psy.D. students must demonstrate doctoral-level mastery of a research area in clinical psychology. This may be done either by a dissertation or by a research consumership sequence. The research consumership sequence is composed of:
   a. A three-semester, 5-credit doctoral research seminar focusing on the critical evaluation and utilization of clinical research;
   b. A doctoral paper involving a critical review of research on a selected, clinically relevant topic; and
   c. A clinical comprehensive proficiency examination evaluating the student's ability to critically evaluate current clinical research. This comprehensive proficiency exam is taken in conjunction with the first semester of the doctoral research seminar. Psy.D. students must either register for 5 credits for dissertation or for the doctoral research seminar.

9. Final Examination
The final examination for Psy.D. students who write a dissertation is an oral defense of the dissertation before the doctoral committee and other invited professionals. Students completing the doctoral research sequence must pass the research consumership exam given during the Doctoral Research Seminars.

Core Requirements
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>RSDS 711</td>
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<td>RSDS 712</td>
<td>Doctoral Research Seminar II</td>
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<td>RSDS 713</td>
<td>Doctoral Research Seminar III</td>
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<tr>
<td>RSPY 501</td>
<td>Introduction to Psychotherapy</td>
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<td>RSPY 502</td>
<td>Advanced Statistics</td>
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<td>RSPY 515</td>
<td>Introduction to Psychopathology</td>
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<td>RSPY 530</td>
<td>History and Systems of Psychology</td>
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<td>RSPY 561</td>
<td>History of Psychoanalytic Thought</td>
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<td>RSPY 601</td>
<td>Research Design</td>
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<td>RSPY 603</td>
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<td>RSPY 607</td>
<td>Biological Aspects of Behavior</td>
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<td>RSPY 608</td>
<td>Social Psychology</td>
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<td>Advanced Developmental Psychology</td>
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<td>RSPY 620</td>
<td>Seminar in Multicultural Issues</td>
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<td>RSPY 625</td>
<td>Multicultural Issues in Clinical Psychology</td>
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<td>Measurement and Assessment I: Cognitive Assessment</td>
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<td>RSPY 643</td>
<td>Measurement and Assessment III: Performance-Based Measure (Rorschach)</td>
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<td>RSPY 682</td>
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Elective Requirements

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<td>RSPY 688</td>
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<td>RSPY 692</td>
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<td>RSPY 694</td>
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<td>RSPY 695</td>
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<td>RSPY 696</td>
<td>Practicum VI</td>
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<td>RSPY 711</td>
<td>Seminar in Ethical and Professional Issues</td>
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<td>RSPY 713</td>
<td>Principles and Practices in Clinical Supervision</td>
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<td>RSPY 715</td>
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<td>RSPY 716</td>
<td>Training Therapy (Individual)</td>
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<td>RSTH 540</td>
<td>Theology I: Theoretical Foundations of Integration</td>
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<td>RSTH 550</td>
<td>Theology II: Spiritual Theology and the Dynamics of Change</td>
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<td>RSTH 613</td>
<td>Theology III: Spiritual Theology and the Dynamics of Change II</td>
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<td>RSTH 614</td>
<td>Theology IV: Biblical Interpretation and New Testament Psychology</td>
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<td>RSTH 615</td>
<td>Theology V: The Kingdom of God and Human Flourishing</td>
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<tr>
<td>RSTH 616</td>
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<td>RSTN 731</td>
<td>Full-Time Internship in Clinical Psychology</td>
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<td>RSTN 733</td>
<td>Internship in Clinical Psychology-Continuation</td>
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<tr>
<td>RSTP 500</td>
<td>Psychotherapy and Religion</td>
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</table>

Total Credits: 133

1. Must be taken twice within 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.

Rosemead Courses by Discipline 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 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. Note(s): 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. Note(s): Required of Psy.D., Ph.D. This graduate level course may be taken by senior psychology majors with consent of the departmental chair obtained through a permission request form from the Psychology Department (see PSYC 420).
Grade Mode: A.
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. Note(s): 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. Note(s): Required of Psy.D., Ph.D. This graduate level course may be taken by senior psychology majors with consent of the departmental chair obtained through a permission request form from the Psychology Department (see PSYC 440).
Grade Mode: A.
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 psychoanalytic therapy. Clinical applications of the various theories will be discussed throughout the course. Note(s): Required of Ph.D., Psy.D.
Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 501 - 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. Note(s): Required for Psy.D., Ph.D.
Grade Mode: A.
Restrictions: Must be Clinical Psychology (RSDR) or Clinical Psychology (RSDP); and Rosemead Sch of Psychology; Graduate Level or Doctoral Level.

RSPY 603 - Cognitive-Affective Aspects of Behavior  Credits 3
Presents an overview of cognition and emotion in relation to human functioning. All topics will be covered from the perspective of recent advances in cognitive neuroscience. Topics include, but are not limited to perception, attention, memory, and vision as well as complex cognitive skills such as language, reasoning, and problem solving. Application to clinical practice is discussed when appropriate. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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  
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  
Supervised experience in planning, conducting and reporting psychological research. The specific nature of the research project will be determined by the student with his or her advisor. Students will be required to submit a written review of literature and research proposal, conduct data gathering activities, analyze the data and submit a final report of the project in APA format. The required total of 4 credits must be completed by the beginning of the first semester of the third year in the program. Note(s): Required of Ph.D.  
Grade Mode: A.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.  

RSPY 613 - Research Design Lab  
This lab is a complement to RSPY 601 for Ph.D. students. It focuses on the development of a specific research project in conjunction with the study of Research Design. Note(s): Required for Ph.D. students only. Co-registration 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  
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. Note(s): 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  
This course provides an introduction into cultural factors that influence clinical work. Emphasis is placed on helping students gain awareness of their personal biases while developing sensitivity to differences between and within various culture groups. Note(s): Required of Psy.D., Ph.D. Must be taken twice.  
Grade Mode: C.  
Restrictions: Must be Graduate Level or Doctoral Level.  

RSPY 625 - Multicultural Issues in Clinical Psychology  
A consideration of the impact of social and cultural factors upon the utilization and dynamics of mental health services. Focuses on developing the student's sensitivity to the cultural dynamics involved in the therapeutic process. Note(s): Required of Psy.D., Ph.D.  
Grade Mode: A.  
Prerequisites: RSPY 620.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.  

RSPY 631 - Principles of Health Psychology  
This course provides an overview of theory, research and roles of psychologists in the dissemination of psychological knowledge into the health care system. Areas of focus include concerns of the family physician for which referral might be made, adjustment to physical disabilities, coping with chronic illness, stages of adjustment by individuals and their families to death and dying, preventive-educative and motivational issues in medical treatment. Note(s): 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  
A survey of the development, dynamics and classification of the psychological disorders from a psychoanalytic point of view. Special attention is given to the neuroses and the operations of ego defense mechanisms. Note(s): Elective.  
Grade Mode: A.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.  

RSPY 641 - Measurement and Assessment I: Cognitive Assessment  
This course is the first in a sequence of courses that are dedicated to promoting psychological-assessment competency. This first course is designed to introduce students to the primary tools included in cognitive assessment batteries that are administered across the human lifespan (e.g., school-based interventions under IDEA 2004, eligibility for test accommodations, and dementia assessment). This course is also designed to help students continue developing foundational competencies in the following key areas: describing examinee mental status and behaviors, conducting clinical interviews, understanding basic psychometric theory, selecting appropriate assessment methods, integrating assessment data, articulating case conceptualizations, developing data-driven recommendations, and writing psychological reports. Furthermore, it is designed to help students develop multicultural competencies in the area of psychological assessment, emphasizing the diversity domains of age and generational influences, gender, ethnic and racial identity, religion and spiritual orientation, sexual orientation, and developmental disabilities and disabilities acquired later in life. Note(s): Required of Psy.D., Ph.D.  
Grade Mode: A.  
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.  
Fees: 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 developmental disabilities and disabilities acquired later in life. Note(s): 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.
Fees: 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. Note(s): 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. Note(s): 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 systemic 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. Note(s): 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. Note(s): 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. Note(s): 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. Fees: $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. Fees: $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. Note(s): This course or RSPY 680 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. Note(s): 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 Interterm 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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
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. Note(s): 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
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. Note(s): 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
For students desiring supervised clinical experiences beyond the practicum requirements for their degree. These are used as elective practica. Note(s): Elective.
Grade Mode: C.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 698 - Practicum Elective
For students desiring supervised clinical experiences beyond the practicum requirements for their degree. These are used as elective practica. Note(s): Elective.
Grade Mode: C.
Corequisites: RSPY 688.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 699 - Practicum Elective
For students desiring supervised clinical experiences beyond the practicum requirements for their degree. These are used as elective practica. Note(s): 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
Small group supervision of ongoing psychological cases. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 701 - College Teaching of Psychology
A seminar on teaching methods including the development of course objectives, outlines, lectures and evaluations. Major emphasis is placed on the examination of the various teaching methods available to the teacher of psychology. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 704 - Advanced Research Design
A continuation of RSPY 601 for Ph.D. students. In this course major emphasis will be given to multiple regression analysis, including validity of assumptions, diagnostics, outliers, transformation of variables. We will also cover the multivariate techniques of canonical correlation, multivariate frequency analysis, multivariate analysis of variance and covariance, discriminant analysis, logistic regression, principal components analysis, exploratory and confirmatory factor analyses. Introduction will be given to structural equation models. Computer implementation and applications will be emphasized. Note(s): Required for Ph.D. only.
Grade Mode: A.
Restrictions: Must be Clinical Psychology (RSDR); and Rosemead Sch of Psychology; Graduate Level or Doctoral Level.

RSPY 708 - Structural Equation Modeling
Introduction to models and methods for analysis of data hypothesized to be generated by unmeasured latent variables including latent variable analogues of traditional methods in multivariate analysis. Emphasis is given to measurement models such as confirmatory and higher-order factor analytic models and structural equation models, including path and simultaneous equation models. Parameter estimation, hypothesis testing, and other statistical issues are covered. Computer implementation and applications. Note(s): Required for Ph.D.
Grade Mode: A.
Prerequisites: RSPY 704.
Restrictions: Must be Clinical Psychology (RSDR); and Rosemead Sch of Psychology; Graduate Level or Doctoral Level.

RSPY 709 - Current Issues in Psychology
Intensive focus is given to a selected topic of contemporary interest. Note(s): May be retaken for credit. Elective.
Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 710 - Special Techniques in Clinical Practice
Intensive consideration of a specific technique utilized in modern clinical practice and requiring specialized training. A single major technique will be the focus each time this course is offered. Note(s): May be retaken for credit. Elective.
Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSPY 711 - Seminar in Ethical and Professional Issues
A study and discussion of the ethics of professional psychology with an emphasis on the American Psychological Association's Code of Ethics, guidelines, and laws that govern the profession. Preparation for the Rosemead Comprehensive Exams, the Professional Qualifying Exam and the written portions of the licensing exam in the state of California is also given emphasis. The challenge to integrate a professional, Christian, and personal ethical code is discussed. Note(s): Required of Psy.D., Ph.D.
Grade Mode: A.
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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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 Crosscultural Perspectives Credits 3
This course looks at philosophical, theological, psychological, and crosscultural views of the nature of the self. The course explores some of the biblical and philosophical terminology. It also explores the historical emphasis on the self, with a focus on its current emphasis in psychoanalytic psychology, and its developmental aspect, and a psychological view of the true and false self. The western culture perspective on the self is compared with other cultures. Finally, a religious perspective on the true and false self is presented. Note(s): 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.

Psychology: 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 Credit 1
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. Note(s): 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 Credits 2
A survey of the psychology of religion research emphasizing both content and methodological issues. Topics covered include religiosity and mental health, measures of religiosity, religious development, correlates of religiosity and psychological aspects of conversion and other religious aspects. Note(s): 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 Credits 3
The history of the concept of transference is traced, particularly as pertains to controversies in contemporary psychoanalysis over historical truth vs. narrative truth, and reality vs. illusion, with special attention to the formation and use of God as a foreground or background object in light of modern infant observational research. Note(s): 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 Credits 2-3
This course includes a discussion of the models, levels and areas in which integration of the theological and psychological can occur, as well as a framework for conceptualizing the scope of integration.
Grade Mode: A.
Prerequisites: RSTH 540.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSTP 725 - Psychotherapy and Spirituality Credits 2-3
This course is designed to increase students’ awareness of the integral process of growth in psychotherapy and spirituality. Course material focuses on an understanding of the nature of psychological and spiritual growth, and an experimental awareness of that growth process. Note(s): 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 Credits 2
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. Note(s): Elective.
Grade Mode: A.
Prerequisites: RSTH 540 or RSTP 721.
Restrictions: Must be Graduate Level or Doctoral Level.

RSTP 735 - Perspectives on the Self Credits 3
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. Note(s): 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 Credits 2
The focus of this seminar is on "explicit integration" in psychotherapy. The distinctives of the Christian therapist and therapeutic conceptualizations and intervention are examined. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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.
Psychology: 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.
Note(s): 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.
Fees: Internship fee: $1,200 per semester.

RSTN 732 - Half-Time Internship Credits 0
Professional experience of a two-year internship in a facility approved by the Professional Training Committee.
Note(s): 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.
Fees: Internship fee: $600 per semester.

RSTN 733 - Internship in Clinical Psychology-Continuation Credits 0
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 Credits 0
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. Note(s): By permission only.
Grade Mode: C.
Prerequisites: RSTN 731.
Restrictions: Must be Graduate Level or Doctoral Level.

Psychology: 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. Note(s): 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.

RSLB 632 - Psychodynamic Therapy II Credit 1
Continuation of RSLB 631. Note(s): Elective.
Grade Mode: A.
Restrictions: 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. Note(s): Elective.
Grade Mode: A.
Restrictions: RSLB 631.
Corequisites: RSLB 633.
Restrictions: Must be Graduate Level or Doctoral Level.

RSLB 634 - Psychodynamic Therapy Lab II Credits 2
A lab group is included for both RSLB 631 and 632. Note(s): Elective.
Grade Mode: A.
Restrictions: RSLB 631 and RSLB 633.
Corequisites: RSLB 632.
Restrictions: Must be 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. Note(s): 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. Note(s): Elective.
Grade Mode: A.
Restrictions: 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. Note(s): 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. Note(s): 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. Note(s): 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, simulation, and at least one marital or family case using a team model of intervention supervised in the school clinic. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): May be retaken for credit. Elective.
Grade Mode: A.
Restrictions: Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Restrictions</th>
<th>Grade Mode</th>
<th>Note(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSLB 717</td>
<td>Gestalt Psychotherapy</td>
<td>3</td>
<td>The focus of this course will present the theory and application of Gestalt therapy for use with individuals and groups. This therapy, created by Perls and developed by Zinker and Polster, focuses on personal growth and self-actualization. Note(s): Elective.</td>
<td></td>
<td></td>
<td>A.</td>
<td>Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>RSLB 718</td>
<td>Advanced Gestalt</td>
<td>3</td>
<td>This course is open to students who have completed RSLB 717 and focuses on the application of Gestalt therapy and techniques to group psychotherapy. Enrollment is limited. Note(s): Elective.</td>
<td></td>
<td></td>
<td>A.</td>
<td>Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>RSDS 711</td>
<td>Doctoral Research Seminar I</td>
<td>1</td>
<td>This is the first of a three course sequence which Psy.D. students take as a partial fulfillment of their doctoral research competency. This course includes a review of research methods in clinical psychology and experience in critically reviewing current clinical research. Students begin to develop a plan for writing an in-depth critical review of the research literature on a selected topic in clinical psychology. Note(s): Required for Psy.D.</td>
<td></td>
<td></td>
<td>A.</td>
<td>Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>RSDS 712</td>
<td>Doctoral Research Seminar II</td>
<td>3</td>
<td>This is the second of a three course sequence which Psy.D. students take as a partial fulfillment of their doctoral research competency. Building on RSDS 711, this course includes a continued review of research methods in clinical psychology. This course will also include a segment on program evaluation. Students write the bulk of an in-depth critical review of the research literature on a selected topic in clinical psychology. Note(s): Required for Psy.D.</td>
<td></td>
<td></td>
<td>A.</td>
<td>Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>RSDS 713</td>
<td>Doctoral Research Seminar III</td>
<td>1</td>
<td>This is the third of a three course sequence which Psy.D. students take as a partial fulfillment of their doctoral research competency. Building on RSDS 712 this course includes the completion of an in-depth critical review of the research literature on a selected topic in clinical psychology. Note(s): Required for Psy.D.</td>
<td></td>
<td></td>
<td>A.</td>
<td>Must be Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>RSDS 719</td>
<td>Doctoral Research Seminar II</td>
<td>2</td>
<td>Building on RSPY 718, this course involves writing an in-depth critical review of the research literature on a selected topic in clinical psychology. Note(s): Required for Psy.D.</td>
<td></td>
<td></td>
<td>A.</td>
<td>Must be Clinical Psychology (RSDP); and Rosemead Sch of Psychology; Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>RSDS 721</td>
<td>Dissertation Research</td>
<td>1-10</td>
<td>Planning and implementation of a research project including literature review, problem definition, hypothesis formation, design, and implementation of field research, data analysis, and report writing. The student’s dissertation research is supervised by a faculty chair and committee. The final stage requires the student to successfully sustain an Oral Defense of the dissertation. Note(s): Required of Ph.D.</td>
<td></td>
<td></td>
<td>D.</td>
<td>Must be Clinical Psychology (RSDR); and Rosemead Sch of Psychology; Graduate Level or Doctoral Level.</td>
</tr>
<tr>
<td>RSDS 721 - ABD Dissertation Completion</td>
<td>1-3</td>
<td>Continued registration to complete dissertation or doctoral project. Less than half-time status. Note(s): Required for doctoral students who have not completed this requirement while registered for RSDS 721.</td>
<td></td>
<td></td>
<td>D.</td>
<td>Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.</td>
<td></td>
</tr>
<tr>
<td>RSDS 723</td>
<td>ABD Dissertation Completion</td>
<td>1-3</td>
<td>Completion of a research project including literature review, problem definition, hypothesis formation, design, and implementation of field research, data analysis, and report writing. Doctoral students are required to take this after completion of internship and required dissertation hours if dissertation or doctoral project is not complete. Note(s): The student will be considered full-time for a maximum of four semesters.</td>
<td></td>
<td></td>
<td>D.</td>
<td>Must be Rosemead Sch of Psychology; and Graduate Level or Doctoral Level.</td>
</tr>
</tbody>
</table>

**Psychology: Research and Dissertation**

**RSDS 719 - Doctoral Research Seminar II**

This is the first of a two course sequence which Psy.D. students take as a partial fulfillment of their doctoral research competency. This course includes a review of research methods in clinical psychology and experience in critically reviewing current clinical research. Note(s): Required for Psy.D.

**RSDS 719 - Doctoral Research Seminar II**

This is the third of a two course sequence which Psy.D. students take as a partial fulfillment of their doctoral research competency. This course will present the theory and application of Gestalt therapy for use with individuals and groups. This therapy, created by Perls and developed by Zinker and Polster, focuses on personal growth and self-actualization. Note(s): Elective.

**RSDS 712 - Doctoral Research Seminar II**

This course includes a review of research methods in clinical psychology and experience in critically reviewing current clinical research. Students write the bulk of an in-depth critical review of the research literature on a selected topic in clinical psychology. Note(s): Elective.

**RSDS 713 - Doctoral Research Seminar III**

This course focuses on the application of Gestalt therapy and techniques to group psychotherapy. Enrollment is limited. Note(s): Elective.

**Psychology: 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).

- **RSDS 721 - Dissertation Research**
- **RSDS 722 - Dissertation Continuation**
- **RSDS 723 - ABD Dissertation Completion**

**Psychology: 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. Note(s): Required for Psy.D.

**RSDS 712 - Doctoral Research Seminar II**

This course involves writing an in-depth critical review of the research literature on a selected topic in clinical psychology. Note(s): Required for Psy.D.

**RSDS 713 - Doctoral Research Seminar III**

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. Note(s): 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. Note(s): Required of Ph.D., Psy.D.
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. Note(s): 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. Note(s): 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. Note(s): 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 prefect shalom of God's fully realized kingdom, this course also addresses the issues in eschatology, including a theology of death, the intermediate state, heaven and hell. Note(s): Required of Psy.D., Ph.D.
Grade Mode: A.
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. **Note(s):** 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.
Christian Apologetics

Mission
The Master of Arts degree in Christian Apologetics is designed for individuals who desire academic and practical preparation for proclaiming and defending the historic doctrines of the Christian faith. Students are prepared to articulate a Christian worldview reverently, with intelligence, confidence and compassion. The program fosters personal spiritual growth and maturity through guided study of the Scriptures and theology, mutual encouragement in the Christian life and intellectual rigor.

Program Description
The program incorporates knowledge and perspective from many academic disciplines and provides stimulating graduate education for those who wish to engage unbelievers effectively in the world of ideas. The curriculum is accessible to students who may have little or no formal academic training in biblical studies, theology or philosophy.

Many of the courses in this program are available in a distance learning format that combines short-term campus visits with distance learning. The distance learning program is designed to make the M.A. in Christian Apologetics available to students who cannot relocate to southern California for the regular residential program. This program may not qualify for financial aid or deferring of educational loan payments. Restrictions related to the distance learning format may apply to the Post 9/11 GI Bill. Please contact the VA Benefits coordinator. Applicants who might be interested in the distance learning format should contact the Apologetics Program Office for more information at (562) 906-4570.

Admission Requirements
- A bachelor's degree from an accredited college or university with a grade point average (GPA) equivalent to a "B" or higher in all undergraduate study.
- One pastoral and at least one character reference.
- Official transcripts from all colleges and universities attended.
  Transcripts must be official, that is, mailed directly from your previous colleges and/or universities in a sealed envelope to the Biola Office of Graduate Admissions.

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

Delivery Formats
This program offers distance-learning courses. Courses, seminars, conferences and related learning experiences are generally scheduled in the evening and on the weekends for the convenience of working adults. Courses are usually four to eight weeks in length with classes meeting once per week in the evening. Alternative scheduling is often employed for enhanced instructional effectiveness.

Faculty
Director: Craig J. Hazen, Ph.D.
Professors: J. Bloom, C. Hazen, S. Smith
Associate Professors: C. Jones, K. Lewis
Assistant Professors: S. McDowell

Programs
Programs Offered
- Christian Apologetics, M.A. (p. 326)

Courses
Course Descriptions
- Christian Apologetics (CSAP) (p. 327)

Christian Apologetics, M.A.
The Master of Arts in Christian Apologetics program provides Christians with the academic and personal preparation needed to effectively and intelligently proclaim and defend the essential doctrines of the Christian faith and the Christian worldview.

Delivery Formats
This program offers distance-learning courses. Courses, seminars, conferences and related learning experiences generally are scheduled in the evening and on the weekends for the convenience of working adults.

Courses are usually four to eight weeks in length with classes meeting once per week in the evening. Alternative scheduling often is employed for enhanced instructional effectiveness.

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

1. Build an intellectual framework to demonstrate students’ understanding of the faith and formulate responses to future challenges (ULO 1).
2. Demonstrate Christ-like character, so as to offer an effective defense of the gospel (ULO 2).
3. Argue effectively to correct misconceptions about historic Christianity; answer the perennial problems that are offered to discredit Christianity intellectually; and make the case proactively that it is reasonable to put one’s faith in Christ (ULO 3).

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. 5) section of this catalog.

Requirements
Graduation Requirements
1. Satisfactorily complete 36 semester credits as outlined in the curriculum below.
2. Maintain a 2.5 average with no grade below a "C" in all courses to be credited toward graduation. Students cannot graduate while on probation.
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 12 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. 22) section).

Distance Learning Course Fees
Some courses taken via distance learning have special materials fees. CSAP 521 MD, CSAP 522 MD, and CSAP 550 MD have materials fees of $130. CSAP 601 MD, CSAP 602 MD and CSAP 603 MD have material fees 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 Master of Arts in Christian Apologetics students are limited to 6 independent study credits in their degree program while distance-learning students are limited to 12 credits.

Degree Requirements
The M.A. in Christian Apologetics includes the following core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
</tr>
<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>
</tr>
<tr>
<td>CSAP 550</td>
<td>Research and Writing</td>
<td>1</td>
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Elective Requirements
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apologetics Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

Apologetics or University Electives 3

Total Credits 36

1 Distance learning M.A. students must substitute an elective course for CSAP 527.

Christian Apologetics Courses

CSAP 510 - 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. Note(s): Required of M.A.C.A. students. Must be taken within student’s first academic year.
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or 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. Note(s): Required of M.A.C.A. students.
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
Fees: CSAP 521 MD (distance learning) has a materials fee of $130.

CSAP 522 - Survey of Matthew–Revelation
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.
Note(s): Required of M.A.C.A. students.
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
Fees: CSAP 522 MD (distance learning) has a materials fee of $130.

CSAP 527 - Hermeneutics and Bible Study Methods
Credits 3
A study of sound interpretation and application of the Bible, including analysis of presuppositions, general rules and specialized principles for various biblical genre and phenomena. A presentation of various approaches to studying the Bible. Note(s): Required of M.A.C.A. students.
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 529 - Scripture: Authority, Canon and Criticism
Credits 1-2
A course addressing the essential issues in defending the Scriptures against perennial attacks. Topics include historical reliability, inerrancy, canonization and divine inspiration of Scripture including an examination and critique of modern biblical criticism. Note(s): 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
CSAP 541 - Essential Christian Doctrine I Credits 1-2
A presentation and biblical defense of the essential Christian doctrines with special reference to contemporary criticism of the value and truth of doctrinal assertions. Note(s): 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 542 - Essential Christian Doctrine II Credits 1-2
A presentation and biblical defense of the essential Christian doctrines with special reference to contemporary criticism of the value and truth of doctrinal assertions. Note(s): 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 550 - Historical Theology 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.
Note(s): Required of M.A.C.A. students. 
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
Fees: CSAP 550 MD (distance learning) has a materials fee of $130.

CSAP 551 - 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.
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 601 - Defending the Faith I 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. Note(s): CSAP 601, CSAP 602 and CSAP 603 do not need to be taken in sequence. 
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
Fees: CSAP 601 MD (distance learning) has a materials fee of $125.

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. Note(s): CSAP 601, CSAP 602 and CSAP 603 do not need to be taken in sequence. 
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
Fees: CSAP 602 MD (distance learning) has a materials fee of $125.

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. Note(s): CSAP 601, CSAP 602 and CSAP 603 do not need to be taken in sequence. 
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
Fees: CSAP 603 MD (distance learning) has a materials fee of $125.

CSAP 604 - Defending the Faith: Continuing Study Credits 1-6
A special course designed for students with apologetics background through credit and/or noncredit courses in the basic content of 601, 602, 603 or approved courses, who need to make up credits upon being admitted to the degree program. 
Grade Mode: A.
Restrictions: Must be Organizational Leadership (CSOL), Science and Religion (CSSR) or 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 611 - Beginning Greek I Credits 2
An introductory study of the basic elements of New Testament Greek. Note(s): Designed for students who have not completed a full sequence of beginning Greek courses. 
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 612 - Beginning Greek II Credits 2
An introductory study of the basic elements of New Testament Greek. Translation of portions of the New Testament. Note(s): Designed for students who have not completed a full sequence of beginning Greek courses. 
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 623 - Worldview Analysis Credits 1-2
A survey that includes a philosophical and theological analysis of the major types of non-Christian worldviews such as pantheism, atheism, polytheism, finite godism and deism.
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

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.
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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

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.
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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

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.
Restrictions: Must be Science and Religion (CSSR) or 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. Note(s): 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSAP 633 - 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 combinationalism) and religious epistemology, with constant reference to the theological underpinnings and the nature and value of Christian apologetics inside and outside the church.
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or 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 combinationalism) and religious epistemology, with constant reference to the theological underpinnings and the nature and value of Christian apologetics inside and outside the church.
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 644 - 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 645 - 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 646 - 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 647 - 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 648 - 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 649 - Apologetics Internship**
Credits 1-4
An approved internship with an apologetics organization or an apologetics-related ministry.

*Grade Mode:* A.

*Restrictions:* Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 650 - 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. Note(s):
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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 651 - 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.

*Note(s): 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 652 - 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 653 - 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. Note(s):
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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 654 - 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.

*Grade Mode:* A.

*Prerequisites:* Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s).

*Restrictions:* Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 655 - Apologetics Project**
Credits 1-4
Supervised research and/or reading in selected areas of Christian apologetics.

*Grade Mode:* A.

*Restrictions:* Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 656 - A Reading and Discussion Course**
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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 657 - Directed Study**
Credits 1-4
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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 658 - 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.

*Note(s): 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 659 - 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.

*Note(s): 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 660 - 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.

*Note(s): 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 661 - 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.

*Note(s): 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 662 - 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.

*Note(s): 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

**CSAP 663 - 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.

*Note(s): 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
Science and Religion

The Master of Arts degree in Science and Religion is designed to provide individuals with the essential background in theology, history and philosophy necessary to integrate evangelical Christianity with modern science.

The curriculum is designed for students who already have some background in the sciences; consequently the course work emphasizes the critical tools from other disciplines that are necessary for providing the proper context and foundation for understanding and working comfortably with issues that relate to both Christianity and the sciences. Special seminars focus on current theological issues within specific scientific disciplines so that students will understand the contemporary dynamic and learn to integrate their thinking in a mentored setting. The program fosters in students a mature and informed Christian worldview from which to serve the Lord and to relate to secular colleagues in the sciences.

This program is available in a format that combines distance learning and on-campus learning in an academically robust manner. This is a proven method of education that is designed to make the M.A. in Science and Religion available to students who cannot relocate to Southern California for the course work. Some short-term campus visits are required during the summer, offering the opportunity to interact with faculty, fellow students and preeminent guest scholars and lecturers.

Admission Requirements

Applicants must possess a Bachelor’s degree, normally in a natural science (physics, chemistry, biology or related field), engineering, mathematics, computer science, or in anthropology, psychology or related fields. Students with a baccalaureate in any field will be considered if their career or ministry path involves a strong scientific interest (e.g., science journalism, campus ministry). The baccalaureate degree must be from an accredited college or university with a minimum grade point average of 3.0 on a 4.0 scale.

Applicants must submit a brief written statement outlining their vocational objectives and how the degree might relate to those objectives.

Delivery Formats

This program offers distance-learning courses. Courses, seminars, conferences and related learning experiences are generally scheduled in the evening and on weekends for the convenience of working adults.

Courses are usually four to eight weeks in length with classes meeting once per week in the evening. Alternative scheduling is often employed for enhanced instructional effectiveness.

Faculty

Director: Craig J. Hazen, Ph.D.

Programs

Programs Offered

- Science and Religion, M.A. (p. 331)

Science and Religion, M.A.

Learning Outcomes

Program Learning Outcomes

Upon completion of the Master of Arts in Science and Religion, students will be able to:

1. Demonstrate an intellectual foundation in the historical, philosophical and theological issues that are relevant to the natural sciences, particularly where these disciplines interface with religious topics (ULO 1).
2. Demonstrate communication skills for presenting arguments in a winsome and gracious manner (ULO 2).
3. Identify a discipline-specific topic from the natural sciences and articulate how it interfaces with religion (ULO 3).

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. 5) section of this catalog.

Requirements

Graduation Requirements

1. Satisfactorily complete 36 semester credits as outlined in the curriculum below.
2. Maintain a 2.5 average with no grade below a "C" in all courses to be credited toward graduation.

Students 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 12 units 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 Admission, Enrollment and Graduation Requirements section).

### Distance Learning Course Fees

Some courses taken via distance learning have special materials fees. CSSR 514 MD, CSSR 519 MD and CSSR 520 MD have materials fees of $130.

### 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. Master of Arts in Science and Religion students are limited to 12 independent study credits in their degree program.

### Degree Requirements

The M.A. in Science and Religion program includes the following core courses:

<table>
<thead>
<tr>
<th>Religious Studies</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSSR 510 Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>CSSR 514 History of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>CSSR 516 Authority of Scriptural Traditions</td>
<td>2</td>
</tr>
<tr>
<td>CSSR 519 Old Testament/Hebrew Literature</td>
<td>3</td>
</tr>
<tr>
<td>CSSR 520 New Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>CSSR 541 Christian Thought I</td>
<td>2</td>
</tr>
<tr>
<td>CSSR 542 Christian Thought II</td>
<td>2</td>
</tr>
</tbody>
</table>

Students who already have a strong background in Bible may, with advisor approval, take additional approved electives in place of the required credits.

<table>
<thead>
<tr>
<th>Science and Religion</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSSR 529 Historical Perspectives in Science and Religion</td>
<td>2</td>
</tr>
<tr>
<td>CSSR 530 Darwin, Evolution, and Design</td>
<td>2</td>
</tr>
<tr>
<td>CSSR 631 Modern Physics, Cosmology, and Design</td>
<td>2</td>
</tr>
<tr>
<td>CSSR 651 Intelligent Design Seminar</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Philosophy Overview</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>CSSR 540 Metaphysics and Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>CSSR 547 Philosophy and Theology of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Students who already have a strong background in philosophy may, with advisor approval, take additional approved electives in place of the required credits.

<table>
<thead>
<tr>
<th>Elective Requirements</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Religion, Philosophy or Religious Studies</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits:** 36

### Science and Religion Courses

<table>
<thead>
<tr>
<th>CSSR 510 - Research Methodologies</th>
<th>Credit 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>Note(s):</strong> Required of M.A.S.R. students.</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Mode:</strong> A.</td>
<td></td>
</tr>
<tr>
<td><strong>Restrictions:</strong> Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.</td>
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<thead>
<tr>
<th>CSSR 514 - History of Christian Thought</th>
<th>Credits 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>Note(s):</strong> Required of M.A.S.R. students.</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Mode:</strong> A.</td>
<td></td>
</tr>
<tr>
<td><strong>Restrictions:</strong> Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.</td>
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</tr>
<tr>
<td><strong>Fees:</strong> CSSR 514M (distance learning) has a materials fee of $130.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSSR 516 - Authority of Scriptural Traditions</th>
<th>Credits 1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A course addressing the historicity, canonization and authority of the Scriptural traditions in light of modern biblical criticism. <strong>Note(s):</strong> Two credits of either 516 or 517 are required of M.A.S.R. students and only one course may count toward graduation requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Mode:</strong> A.</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Modular Spring (MS) credit must be taken before Modular Fall (MF) credit(s). Special approval required for Modular Fall credit(s).</td>
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</tr>
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<td><strong>Restrictions:</strong> Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.</td>
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<tr>
<td><strong>Fees:</strong> CSSR 516M (distance learning) has a materials fee of $130.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSSR 517 - Interpretive Issues and Methods</th>
<th>Credits 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>Note(s):</strong> Either 516 or 517 is required of M.A.S.R. students and only one course may count toward graduation requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Mode:</strong> A.</td>
<td></td>
</tr>
<tr>
<td><strong>Restrictions:</strong> Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.</td>
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<tr>
<td><strong>Fees:</strong> CSSR 517M (distance learning) has a materials fee of $130.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CSSR 519 - Old Testament/Hebrew Literature</th>
<th>Credits 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A broad survey of the Old Testament books, including selected introductory and critical issues, relevant background, major themes and divisions and crucial problems. <strong>Note(s):</strong> Required of M.A.S.R. students.</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Mode:</strong> A.</td>
<td></td>
</tr>
<tr>
<td><strong>Restrictions:</strong> Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.</td>
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</tr>
<tr>
<td><strong>Fees:</strong> CSSR 519M (distance learning) has a materials fee of $130.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSSR 520 - New Testament Literature</th>
<th>Credits 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A general overview of the New Testament books, including selected introductory and critical issues, relevant background, major themes and divisions and crucial problems. <strong>Note(s):</strong> Required of M.A.S.R. students.</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Mode:</strong> A.</td>
<td></td>
</tr>
<tr>
<td><strong>Restrictions:</strong> Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.</td>
<td></td>
</tr>
<tr>
<td><strong>Fees:</strong> CSSR 520M (distance learning) has a materials fee of $130.</td>
<td></td>
</tr>
</tbody>
</table>
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 Science and Religion (CSSR) or 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.  **Note(s):** 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 Science and Religion (CSSR) or 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.  **Note(s):** 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 Science and Religion (CSSR) or 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.  **Note(s):** Three 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 Science and Religion (CSSR) or 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).  **Note(s):** 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 Science and Religion (CSSR) or 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.  **Note(s):** Designed for students who need to make up credits upon being admitted to the degree program.  
**Grade Mode:** C.  
**Restrictions:** Must be Science and Religion (CSSR) or 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.  

CSSR 611 - Beginning Greek I  
Credits 2  
An introductory study of the basic elements of New Testament Greek.  **Note(s):** Designed for students who have not completed a full sequence of beginning Greek courses.  
**Grade Mode:** A.  
**Restrictions:** Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.  

CSSR 612 - Beginning Greek II  
Credits 2  
An introductory study of the basic elements of New Testament Greek. Translations of portions of the New Testament.  **Note(s):** Designed for students who have not completed a full sequence of beginning Greek courses.  
**Grade Mode:** A.  
**Restrictions:** Must be Science and Religion (CSSR) or 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 621 - Logical and Critical Thinking Credits 1-2
A survey 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or 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. Note(s): 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 645 - 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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or 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. Note(s): 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

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 Science and Religion (CSSR) or 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 Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.

CSSR 660 - Special Projects/Topics in Science and Religion Credits 1-4
Directed research or project related to Science and Religion issues.
Grade Mode: A.
Restrictions: Must be Science and Religion (CSSR) or Christian Apologetics (CSCP); and Graduate Level or Doctoral Level.
CSSR 699 - 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.

Note(s): May be taken multiple times for credit.

Grade Mode: C.

Restrictions: Must be Science and Religion (CSSR); and Graduate Level or Doctoral Level.

Fees: $200.
SCHOOL OF EDUCATION - GRADUATE

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, Johnson, LaBarbera, Serna, Taylor, Vidaurre
Assistant Professors: Cid, Reid, Stein,
Special Faculty at Large: Thomas

Programs

Degrees Offered

- Child Development Permits - Graduate (p. 336)
- Clear Credential (p. 337)
- Curriculum and Instruction Certificate (p. 338)
- Education Specialist Instruction Credential (Mild/Moderate) (p. 338)
- Education, M.A.Ed. (p. 340)
- Preliminary Credentials (p. 342)
- Special Education Certificate - Graduate (p. 345)
- Teaching ACSI Certificate (p. 345)
- Teaching M.A.T. (p. 345)

Courses
Course Descriptions

- Education (SEED) (p. 348)

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).

Requirements

Admission Requirements

- Must be a California Resident in order to fulfill fieldwork requirements for permits.
- Hold a baccalaureate degree from an accredited institution.
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
- Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing.
- Documentation of tuberculosis (TB) test clearance administered within 3 months prior to start of program.
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University's Graduate Education Application.
- Interview with a member of the School of Education.

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

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

SEED 535 Child Development: Birth through Adolescence
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>
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<tr>
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<th>Course Title</th>
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</tr>
</thead>
<tbody>
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<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 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 ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

¹ SEED 579 waived if 175 days of teaching experience is met.

**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>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 558</td>
<td>Classroom Management in Early Childhood Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

SEED 559    | Observation and Assessment of Young Children             | 3     |
SEED 579    | Early Childhood Practicum ¹                              | 3     |

¹ SEED 579 may be met by SEED 512 and SEED 513: Elementary Student Teaching (K through grade 3 classroom).

5. Site Supervisor Permit Coursework

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>SEED 535</td>
<td>Child Development: Birth through Adolescence</td>
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</tr>
<tr>
<td>SEED 579</td>
<td>Early Childhood Practicum ¹</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).

**Clear Credential**

In order to earn an SB 2042 Clear Credential, the candidate must first hold an SB 2042 Preliminary Multiple or Single Subject Credential. To clear the preliminary credential, California requires completion of a CTC-approved induction program at the candidate’s employing district. Many surrounding school districts offer CTC-approved induction programs. Candidates who take an induction program through their employing school district to clear their credential are invited to apply to Biola University Master’s programs. As students take CTC-approved induction programs, they may earn credit in the M.A. in Education or M.A. in Teaching (up to a total of 12 induction credits) for a reduced rate of one-third the normal tuition for those 12 credits. Candidates completing a state-approved induction program may apply up to 12 credits of Biola student teaching graduate credit to their M.A. in Education or M.A. in Teaching in lieu of induction credit.

However, if the candidate presents verification (CL-855 form) from the employing agency (public school or WASC-accredited private school) indicating that an induction program is not available, he or she may apply for the CTC-approved online Clear Credential Program at Biola University which includes the courses listed under the Clear Credential Course Requirements. The Clear Credential courses can be taken as a stand-alone program or can be embedded as part of a 15-credit concentration in Biola’s M.A.T. Personalized or M.A.Ed. Personalized Programs.

**Admission Requirements**

- Hold a California SB 2042 Preliminary Multiple or Single Subject Credential.
- Hold a baccalaureate degree from an accredited institution.
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
• Verify that a commission-approved induction program is not available through your employer (public school or WASC-accredited private school) by submitting the CL-855 CTC form.
• Submit the Coach and Placement Information form.
• Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
• Complete Biola University’s Graduate Education Application.
• Interview with a member of the School of Education.

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

Program Requirements
Course must be passed with a grade of "B-" or higher.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 574</td>
<td>Current Issues in Education and Education Policy</td>
<td></td>
</tr>
<tr>
<td>SEED 576</td>
<td>Preparing Textbooks for Publication</td>
<td></td>
</tr>
<tr>
<td>SEED 577</td>
<td>School Leadership and Professional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Communities</td>
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<tr>
<td>Total Credits</td>
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</tbody>
</table>

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). After four semesters, the course may still be taken but without credit. In some cases, candidates may be able to complete the Clear Credential requirements in less than four semesters.

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
• Hold a baccalaureate degree from an accredited institution.
• 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>
<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></td>
</tr>
<tr>
<td>SEED 572</td>
<td>Learning, Motivation, and Student Engagement</td>
<td></td>
</tr>
<tr>
<td>SEED 573</td>
<td>Curriculum Practicum</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

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 mental retardation, other health impairment, serious emotional disturbance, and authorizes service in grades K–12 and in classes organized primarily for adults through age 22. 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. 5) 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.
• Hold a baccalaureate degree from an accredited institution.
• Verify subject matter competency. Candidates seeking to teach at the elementary level must pass one subtest of the CSET: Multiple Subjects exam. Candidates seeking to teach at the secondary level must present a letter verifying completion of a state-approved subject matter waiver program or evidence of passing one subtest of the CSET in their subject area.
• Present evidence of passing the CBEST or equivalent.
• Have a minimum 2.75 cumulative GPA on a 4.0 scale.
• Verify possession of Certificate of Clearance from the California Commission on Teacher Credentialing.
• Documentation of tuberculosis (TB) test clearance administered within 3 months prior to start of program.
• Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
• Complete Biola University's Graduate Education Application.
• Interview with a member of the School of Education.

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

Program Requirements
After successfully completing the requirements below, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Preliminary Education Specialist Instruction Credential from the State of California’s Commission on Teacher Credentialing.

Basic Skills Requirement
All candidates must pass the California Basic Educational Skills Test (CBEST) or equivalent.

Education Specialist Courses
All candidates for the Preliminary Educational Specialist Instruction Credential (Mild/Moderate) must complete the following courses and required fieldwork:

Prerequisites
Prerequisite Option #1: Taken in sequence On-Campus

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 519</td>
<td>Foundations of Education</td>
<td>3</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>3</td>
</tr>
</tbody>
</table>

Prerequisite Option #2: Accelerated Graduate Prerequisite/Concurrent Coursework On-line

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 518</td>
<td>Designing Successful Classrooms: Starting Right</td>
<td>6</td>
</tr>
<tr>
<td>SEED 530</td>
<td>Reading Process and Approaches</td>
<td>3</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 pre-requisite coursework waived. Additionally, candidates who have taken undergraduate or graduate equivalents of the pre-requisite coursework will have their transcripts evaluated for equivalency. The Prerequisite Option will be determined by the Program Director during the interview process to the program.

Core Coursework (15 Credits Online)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 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>
<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 is recommended to be taken the semester immediately prior to SEED 584/SEED 585.

Student Teaching in Special Education (12 Credits)

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

Total Credits 12

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.

**Subject Matter Competency Requirement**
Candidates seeking to teach at the elementary level must pass the California Subject Exam for Teachers (CSET) to prove subject matter competency. Candidates seeking to teach at the secondary level must prove subject matter competency by completing an approved subject matter program or passing equivalent subject matter exams (CSET). These exams must be passed prior to applying for student teaching.

**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.

- **HIST 108** United States History to 1865 3
- **POSC 225** Survey of American Government 3

**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**
After successfully completing student teaching and the associated requirements, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Education Specialist Instruction (M/M) Credential from the State of California’s Commission on Teacher Credentialing.

The Education Specialist Instruction (M/M) Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation/reporting purposes. Please see a credential analyst for current information on completing the requirements for a teaching credential.

**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 through preparing a philosophy of education, analyzing case studies, and developing an educational portfolio (ULO 1).

2. Link theory with practice, effectively differentiating the curriculum for diverse learners (e.g., ability, culture, language, SES, gender) and communities, validating each child as a unique bearer of the image of God through case studies, policy papers, and analysis of teaching methodology (ULO 1).

3. Demonstrate Christian attitudes and actions conducive to the development of professional excellence and witness to the community through writing a personal educational philosophy statement, completing spiritual formation assignments, and conducting ethical research (ULO 1 and 2).

4. Exhibit initial commitment to lifelong learning, professional growth, and a lifestyle of service to others as an act of worship through
completing spiritual formation assignments, conducting research, and participating in an educational conference or professional educational organization (ULO 3).

5. Demonstrate a collaborative work ethic with students, parents, and peers, leveraging strengths of individuals to benefit the community through collegial research, writing, and presentations (ULO 2 and 3).

6. Conduct quality research, learning from natural revelation, and effectively communicating findings to the educational community through successful research, writing and presentation (ULO 1 and 3).

7. Exercise discernment, individually and in team settings, creatively solving problems as contextual needs emerge within the educational community through successful collaboration with peers in think tanks, writing, research and oral presentations (ULO 2 and 3).

8. Embrace God’s calling to maximize one’s leadership skills, demonstrating the qualities of a constructive change agent in the educational community to advance the Kingdom of God by envisioning and constructing a plan to implement educational improvements (ULO 3).

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. 5) section of this catalog.

Requirements
Admission Requirements

- Hold a baccalaureate degree from an accredited institution.
- Hold a preliminary credential or provide verification of the equivalent professional experience.
- Submit GRE General test scores (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.
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education application.
- Interview with a member of the School of Education.

Those applying to the M.A.Ed. with Clear Credential or Induction concentrations will need all of the above listed admissions requirements as well as the following:

- Hold a California SB2042 Multiple or Single Subject Preliminary Credential.
- Clear Credential candidates must verify that a commission-approved induction program is not available through their employer (public school or WASC-accredited private school) by submitting the CL-855 CTC form. Induction candidates must provide verification of enrollment in a state-approved induction program.
- Clear Credential candidates must submit the Coach and Placement Information form.

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. A minimum of 38 credits is required for the Master of Arts in Education.
5. Candidates must meet with a department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Transfer of Credits

Students transferring from an accredited graduate program may transfer a maximum of 6 approved credits for their M.A. in Education. Courses transferred must be equivalent to Biola University's and have direct applicability to the student's program design. Only courses with a grade of "B" (3.0) on a 4.0 grade scale or higher will be considered for transfer towards the M.A. in Education degree; a grade of "B-" is not transferable. Credits considered for transfer must have been taken within five years prior to the date of admission.

Degree Requirements

Core Requirements

Courses must be completed 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 501</td>
<td>Philosophy and Values in Schools and Society</td>
<td>3</td>
</tr>
<tr>
<td>SEED 502</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SEED 503</td>
<td>Educational Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SEED 504</td>
<td>Advanced Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SEED 524</td>
<td>Research in Culture and Intercultural Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SEED 554</td>
<td>Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>SEED 596</td>
<td>Professional Development Module</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

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

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 598</td>
<td>Curriculum Research Project</td>
<td>1</td>
</tr>
<tr>
<td>SEED 599</td>
<td>Thesis</td>
<td>23</td>
</tr>
</tbody>
</table>

Total Credits 23
One of the following courses must be completed in the final semester and may be taken concurrently with other coursework. Course must be completed with a grade of "B" or higher. Register for one credit per semester. May take up to three semesters to complete. See an advisor for planning guidance.

Concentrations (15 Credits)

Clear Credential
Offered online.

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 593</td>
<td>Clear Credential Candidate Professional Development</td>
<td>3-12</td>
</tr>
</tbody>
</table>

Elective Requirements

Select 3-12 credits of approved electives, depending on how many semester of SEED 593 are necessary. May apply up to 12 credits from Student Teaching if completed at Biola University.

Total Credits 15

SEED 593 must be passed with a grade of "B-" or higher. Students admitted to the Multiple or Single Subject Clear Credential program at Biola University will enroll in SEED 593 for each of four semesters (a maximum of 12 credits may be applied toward M.A.). After four semesters, the course can be taken additionally without credit given towards the M.A.Ed. requirements. In some cases, candidates may be able to complete the Clear Credential requirements in less than four semesters.

May apply up to 12 credits from Student Teaching if completed at Biola University.

Curriculum and Instruction
Offered online.

See School of Education advisor for a list of required and elective courses in this concentration.

Early Childhood
Offered on campus and online.

See School of Education advisor for a list of required and elective courses in this concentration.

Induction
Offered online.

Students completing a state-approved induction program may apply up to 12 credits of Biola student teaching graduate credit to their M.A. in Education in lieu of induction credits. However, students in this program must complete the state-approved induction program and earn a Clear Credential prior to receiving the M.A.Ed. degree.

Concentration-Specific Requirements

<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>

Elective Requirements

Select 3 credits of approved electives 3

Total Credits 15

Personalized
Courses for this concentration must be approved by the Graduate Chair.

Special Education
Offered online.

See School of Education advisor for a list of required and elective courses in this concentration.

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. 5) 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:

- Hold a baccalaureate degree from an accredited institution.
- Verify subject matter competency. Multiple Subject candidates must pass one subtest of the CSET: Multiple Subjects exam. Single Subject candidates must present a letter verifying completion of a state-approved subject matter waiver program or evidence of passing one subtest of the CSET in their subject area.
- Present evidence of passing the CBEST or equivalent.
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
- Verify possession of Certificate of Clearance from the California Commission on Teacher Credentialing and submit valid TB tests results.
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

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

Preliminary Credential Teacher Preparation Requirements
After successfully completing the requirements below, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Preliminary Credential from the State of California’s Commission on Teacher Credentialing.

1. Teacher Preparation Courses
All candidates for the Preliminary Multiple Subject (MS) or Single Subject (SS) Teaching Credential must complete the following graduate teacher preparation courses in sequence:

<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>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>SEED 543 &amp; SEED 544</td>
<td>Elementary Curriculum and Elementary Curriculum Fieldwork</td>
<td></td>
</tr>
<tr>
<td>SEED 545 &amp; SEED 546</td>
<td>Secondary Curriculum and Secondary Curriculum Fieldwork</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>SEED 512 &amp; SEED 513</td>
<td>Elementary Student Teaching I and Elementary Student Teaching II</td>
<td></td>
</tr>
<tr>
<td>SEED 514 &amp; SEED 515</td>
<td>Secondary Student Teaching I 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.

7. RICA Exam
Multiple Subject candidates must pass the Reading Instruction Competence Assessment (RICA) exam.

8. Subject Matter Competency Requirement
Multiple Subject candidates must pass the California Subject Exam for Teachers (CSET: Multiple Subjects) to prove subject matter competency. Single Subject candidates must prove subject matter competency by completing an approved subject matter program or passing equivalent subject matter exams (CSET). These exams must be passed prior to applying for student teaching.

9. CalTPA and Portfolio Assessments
Candidates must meet or exceed the minimum standards for passing all four state-mandated California Teaching Performance Assessments (CalTPAs), and complete and successfully present their Education Portfolio.

10. Recommendation
Candidates must be recommended by the faculty of the School of Education as having all requisite professional qualities to be successful as a teacher.

11. Professional Dispositions and Competencies Evaluations
Candidates must demonstrate high performance in each Professional Dispositions and Competencies Evaluation for teacher preparation coursework in order to remain in the Teacher Preparation Program. Evidence of unaddressed concerns (scores of 1 or 2), or failing to meet a professional disposition may lead to dismissal.

12. Fieldwork Evaluation
Candidates must obtain good to excellent scores in each fieldwork evaluation for teacher preparation coursework.

13. U.S. Constitution Requirement
The California Commission on Teacher Credentialing requires that a teaching credential candidate must have completed a minimum 2-credit course that covers the U.S. Constitution or fulfill this requirement by examination.

Transfer coursework must be reviewed by a credential analyst in the School of Education. If an exam is required, a U.S. Constitution exam and study packet is available in Biola's School of Education. Candidates who have taken one of the courses listed below, with a grade of "C" or better at Biola University, have met this requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 108</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>

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 having student teaching waived. Candidates employed six or more years may qualify for teaching methodology coursework to be waived. See a credential analyst for details.

Student Teaching Under Contract
Candidates who are already full-time teachers in public schools or WASC–accredited private schools may interview to student teach under contract. If approved, public school candidates remain in their full-time teaching position while fulfilling all requirements for student teaching. Private school candidates will fulfill half of the student teaching requirements at the private school; the other half of student teaching will most often be fulfilled during the summer in a public school setting. See the Student Teaching Field Placement Coordinator for details. Candidates with less than two years of teaching experience may be required to complete one of the following courses prior to student teaching under contract.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</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
The credential program at Biola University meets the requirements for the Association of Christian Schools International (ACSI) Certificate. Requirements are identical to the California Preliminary Credential Program; however, BBST 465, YMDT 490, or SEED 501, must also be
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

- Hold a baccalaureate degree from an accredited institution.
- 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.
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

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

Program Requirements

Special Education Courses

<table>
<thead>
<tr>
<th>Code</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>Select 9 credits of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEED 562</td>
<td>Assessment and Evaluation of Exceptional Learners</td>
<td></td>
</tr>
<tr>
<td>SEED 563</td>
<td>Teaching Students with Mild Disabilities in Inclusive Settings</td>
<td></td>
</tr>
<tr>
<td>SEED 564</td>
<td>Behavior and Classroom Management for Students with Special Needs</td>
<td></td>
</tr>
<tr>
<td>SEED 580</td>
<td>Introduction to Autism Spectrum Disorders</td>
<td></td>
</tr>
</tbody>
</table>

Taskstream Subscription

Candidates must have a paid subscription to Taskstream while taking Special Education courses.

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

Total Credits 12

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 through preparing a philosophy of education, analyzing case studies, and developing an educational portfolio (ULO 1).
2. Identify personal assumptions and generalizations related to diversity (e.g., gender, ethnicity, socioeconomic status, sexual orientation, academic abilities) in a paper, analyzing personal biases, and describing how they will create a safe environment within K–12 classrooms where all students are valued as image bearers of God (ULO 1).
3. Demonstrate Christian attitudes and actions conducive to the development of professional excellence and witness to the community through writing a personal educational philosophy statement, completing spiritual formation assignments, and conducting ethical research (ULO 1 and 2).
4. Exhibit initial commitment to lifelong learning, professional growth, and a lifestyle of service to others as an act of worship through completing spiritual formation assignments, conducting research, and participating in an educational conference or professional educational organization (ULO 3).

5. Conduct quality research, communicate findings, and evidence initial pursuit of lifelong learning by successfully completing action research (ULO 1 and 3).

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. 5) section of this catalog.

Requirements

Admission Requirements

The following are required for admission into the general Master of Arts in Teaching program:

- Hold a baccalaureate degree from an accredited institution.
- Have a minimum 3.0 cumulative GPA on a 4.0 scale.
- Submit GRE General test scores (waived if cumulative GPA is 3.5 or above or if CBEST and all CSET subtests are passed).
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education Application.
- Interview with a member of the School of Education.

Those applying to the M.A.T. with the Preliminary Teaching Credential coursework will need the following additional admissions requirements:

- Present evidence of passing the CBEST or equivalent.
- Verify subject matter competency. Multiple Subject candidates must pass one subtest of the CSET: Multiple Subjects exam. Single Subject candidates must present a letter verifying completion of a state-approved subject matter program or evidence of passing one subtest of the CSET in their subject area.
- Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing 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 verify that a commission-approved induction program is not available through their employer (public school or WASC-accredited private school) by submitting the CL-855 CTC form. Induction candidates must provide verification of enrollment in a state-approved induction program.
- Clear Credential candidates must submit the Coach and Placement Information form.

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. A minimum of 30 credits is required for the Master of Arts in Teaching.
5. Candidates must meet with a department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Transfer of Credits

Students transferring from an accredited graduate program may transfer a maximum of 6 approved credits for their M.A. in Teaching. Courses transferred must be equivalent to Biola University’s and have direct applicability to the student’s program design. Only courses with a grade of “B” (3.0) on a 4.0 grade scale or higher will be considered for transfer towards the M.A. in Teaching degree; a grade of “B-” is not transferable. Credits considered for transfer must have been taken within five years prior to the date of admission.

Degree Requirements

Core Requirements

Courses must be passed with a grade of “B” or higher. ¹

<table>
<thead>
<tr>
<th>Course</th>
<th>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</td>
<td>2</td>
</tr>
<tr>
<td>SEED 570</td>
<td>Introduction to Spiritual Formation for the Educator</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 732</td>
<td>Exposition of New Testament Segments or Themes (taken as “Life of Christ”)</td>
<td>3</td>
</tr>
<tr>
<td>Other approved TTBE 3 credit course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Capstone Requirement

Course must be passed with a grade of “B” or higher. ²

<table>
<thead>
<tr>
<th>Course</th>
<th>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.
Register for one credit per term. May take up to three terms to complete.

Concentrations

Clear Credential (15 Credits)
Offered online.

Concentration-Specific Requirements
SEED 593 Clear Credential Candidate Professional Development 3-12
Elective Requirements
Select 3-12 credits of approved electives, depending on how many semesters of SEED 593 are necessary. May apply up to 12 credits from Student Teaching if completed at Biola University.
Total Credits 15

Curriculum and Instruction (15 Credits)
Offered online.

See School of Education advisor for a list of required and elective courses in this concentration.

Early Childhood (15 Credits)
Offered on campus and online.

See School of Education advisor for a list of required and elective courses in this concentration.

Induction (15 Credits)
Offered online.

Students completing a state-approved induction program may apply up to 12 credits of Biola student teaching graduate credit to their M.A. in Teaching in lieu of induction credits. However, students in this program must complete the state-approved induction program and earn a Clear Credential prior to receiving the M.A.T. degree.

Concentration-Specific Requirements
SEED 604 Induction I 3
SEED 605 Induction II 3
SEED 606 Induction III 3
SEED 607 Induction IV 3
Elective Requirements
Select 3 credits of approved electives
Total Credits 15

Multiple Subject (35 Credits)
Students must complete Multiple Subject teacher preparation and pedagogy coursework and M.A.T. core courses as detailed below. All teacher preparation and pedagogy courses must be completed with a grade of "B-" or higher. Overall, a 3.0 GPA must be maintained in the teacher preparation course sequence in order to student teach and to be recommended for a Preliminary Multiple Subject Teaching Credential.

Concentration-Specific Requirements
Preparation Coursework
SEED 512 Elementary Student Teaching I 6
SEED 513 Elementary Student Teaching II 6
SEED 519 Foundations of Education 2
SEED 520 Elementary Reading/Language Arts 3
SEED 526 Psychological Foundations of Education 3
SEED 541 Methods of Teaching Linguistically Diverse Students 3
SEED 543 Elementary Curriculum 3
SEED 544 Elementary Curriculum Fieldwork 1
Pedagogy Coursework
SEED 507 Art Workshop for Elementary School Teaching 1
SEED 508 Music Workshop for Elementary School Teaching 1
SEED 509 Elementary Mathematics/Science Workshop 2
SEED 516 Elementary Physical Education Workshop 1
SEED 536 Elementary Health Curriculum and Methods 1
SEED 537 Elementary History - Social Science Curriculum and Methods 1
SEED 549 Studies in Children’s Literature 1
Total Credits 35

Personalized (15 Credits)
Courses for this concentration must be approved by the Graduate Chair.

Single Subject (29 Credits)
Students must complete Single Subject teacher preparation and pedagogy coursework and M.A.T. core courses as detailed below. All teacher preparation and pedagogy courses must be completed with a grade of "B-" or higher. Overall, a 3.0 GPA must be maintained in the teacher preparation course sequence in order to student teach and to be recommended for a Preliminary Single Subject Teaching Credential.

Concentration-Specific Requirements
Preparation Coursework
SEED 514 Secondary Student Teaching I 6
SEED 515 Secondary Student Teaching II 6
SEED 519 Foundations of Education 2
SEED 525 Secondary Content Area Reading 3
SEED 526 Psychological Foundations of Education 3
SEED 541 Methods of Teaching Linguistically Diverse Students 3
SEED 545 Secondary Curriculum 3
SEED 546 Secondary Curriculum Fieldwork 1
Pedagogy Coursework
SEED 533 Single Subject Pedagogy 2
Total Credits 29
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 methodological methods that harmonize with educational aims. Note(s): A minimum grade of "B" required for Master's degree (a grade of "B-" is not sufficient).
Grade Mode: A.
Prerequisites: SEED 553 or SEED 554 (concurrent registration permitted).
Restrictions: Must be School of Education; and Post Baccalaureate Level or 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. Note(s): 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. Note(s): 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. Note(s): 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.
Paid Taskstream subscription required. Note(s): This course is waived if ARTS 306 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B-" or higher.
Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: $20.

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.
Note(s): This course is waived if MUSC 310 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B-" or higher.
Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: 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. Paid Taskstream subscription required. Note(s): This course is waived if LEDU 309 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B-" or higher.
Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: $25.

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. Paid Taskstream subscription required. Note(s): 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 431 or SEED 543; LEDU 432 or SEED 544.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: $120.

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. Note(s): 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: SEED 512 (concurrent registration permitted).
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: 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. Paid Taskstream subscription required. Note(s): 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 436 or SEED 545; LEDU 437 or SEED 546.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: $120.
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.

Note(s): 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 (concurrent registration permitted).
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: 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.

Note(s): This course is waived if PEED 201 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B-" or higher.
Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: 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.

Note(s): 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.
Fees: 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.

Note(s): 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, R.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: 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. Paid Taskstream subscription required. Lecture/Lab Hours: A 35-hour field practicum component is required, 10 hours for teachers under contract.

Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #2.
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.
Fees: $100.

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.

Note(s): 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 (concurrent 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.

Paid Taskstream subscription required. Lecture/Lab Hours: A 35-hour field practicum component is required, 10 hours for teachers under contract.

Note(s): Credential candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #2.
Grade Mode: A.
Prerequisites: LEDU 341 or SEED 541.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: $100.
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.
Paid Taskstream subscription required. Note(s): This course waived if
LEDU 301 and LEDU 330 were taken as an undergraduate. Credential
candidates must pass this course with a grade of "B-" or higher.
Grade Mode: A.
Prerequisites: LEDU 301 or MUSC 205 or SEED 519 (concurrent
registration permitted).
Restrictions: Must be School of Education; and Post Baccalaureate Level
or Graduate Level.
Fees: $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.
Note(s): Education Specialist Credential and Certificate candidates
must pass this course with a grade of "B-" or higher. Valid Certificate of
Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level
or Graduate Level.
Fees: 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 tools and techniques for assessing severe and/
or multiple difficulties in reading, and applying diagnostic-prescriptive
principles to design the most developmentally appropriate remedial plans
for these students.
Lecture/Lab Hours: A 20-hour field practicum component is required.
Note(s): Education Specialist Credential and Certificate candidates
must pass this course with a grade of "B-" or higher. Valid Certificate of
Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level
or Graduate Level.
Fees: 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 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.
Paid Taskstream subscription required. Note(s): This course is waived if
LEDU 433 was taken as an undergraduate. Credential candidates must
pass this course with a grade of "B-" or higher.
Grade Mode: A.
Corequisites: SEED 545, SEED 546.
Restrictions: Must be School of Education; and Post Baccalaureate Level
or Graduate Level.
Fees: $25.
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.

Note(s): This course is waived if LEDU 336 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher.

Grade Mode: A.
Corequisites: SEED 543, SEED 544.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.

Fees: 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, understand and use content-specific teaching strategies for helping grades K-6 students learn the state-adopted academic content standards for History-Social Science.

Note(s): This course is waived if LEDU 337 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher.

Grade Mode: A.
Corequisites: SEED 520.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.

Fees: 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 and foundations of bilingual education as well as organizational models and practices for use in teaching English as a Second Language, English Language Development and content area teaching. The application of theory to classroom instruction and the methods of teaching language are emphasized. The evaluation and selection of materials for instruction are also considered.

Paid Taskstream subscription required. Lecture/Lab Hours: A 10-hour fieldwork practicum component is required.

Note(s): 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.

Fees: $100.

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. Paid Taskstream subscription required. Note(s): Credential candidates must pass this course with a grade of "B" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #3. This course is waived if LEDU 431 was taken as an undergraduate.

Grade Mode: A.
Prerequisites: LEDU 420 or SEED 520; LEDU 337 or SEED 537 (concurrent registration permitted).
Corequisites: SEED 509, SEED 536, SEED 544.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.

Fees: $100.

SEED 544 - Elementary Curriculum Fieldwork Credit 1
A 60-hour fieldwork requirement to support the practical application of SEED 543 Elementary Curriculum content. Those teaching full-time will have fieldwork hours reduced to 15. Candidates will design and teach several classroom lessons in local elementary schools.

Note(s): This course is waived if LEDU 432 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.

Grade Mode: A.
Prerequisites: LEDU 420 or SEED 520, and LEDU 337 or SEED 537 (concurrent registration permitted).
Corequisites: SEED 509, SEED 536, SEED 543.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.

Fees: Paid Taskstream subscription required.
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.  
Paid Taskstream subscription required.  
Note(s): Credential candidates must pass this course with a grade of "B" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. CalTPA #3.  
This course is waived if LEDU 436 was taken as an undergraduate.  
Grade Mode: A.  
Prerequisites: LEDU 425 or SEED 525 (concurrent registration permitted).  
Corequisites: SEED 533, SEED 546.  
Restrictions: Must be Post Baccalaureate Level or Graduate Level.  
Fees: $100.  

SEED 546 - Secondary Curriculum Fieldwork  
Credit 1  
A 60-hour fieldwork requirement to support the practical application of SEED 545 Secondary Curriculum content. Those teaching full-time will have fieldwork hours reduced to 15. Candidates will design and teach several classroom lessons in local secondary schools.  
Note(s): This course is waived if LEDU 437 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.  
Grade Mode: A.  
Prerequisites: LEDU 425 or SEED 525 (concurrent registration permitted).  
Corequisites: SEED 533, SEED 545.  
Restrictions: Must be Post Baccalaureate Level or Graduate Level.  
Fees: Paid Taskstream subscription required.  

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.  
Note(s): This course is waived if LEDU 380 was taken as an undergraduate. Credential candidates must pass this course with a grade of "B" or higher.  
Grade Mode: A.  
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
Fees: Paid Taskstream subscription required.  

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.  
Fees: Paid Taskstream subscription required for credential candidates.  

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. Note(s): A minimum grade of "B" required for Master's degree (a "B-" is not sufficient).  
Grade Mode: A.  
Restrictions: Must be Post Baccalaureate Level or 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. Note(s): A minimum grade of "B" required for Master's degree (a "B-" is not sufficient).  
Grade Mode: A.  
Restrictions: Must be Post Baccalaureate Level or 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. Note(s): 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  
Examines ways to create meaningful curriculum that is aligned with the National Association for the Education of Young Children (NAEYC) program standards and the Common Core Standards. Teacher candidates develop curriculum plans that integrate language and literacy, mathematics, and play for children ages 3 to 6. Particular attention is given to the key role of adult-child interactions and teaching strategies supporting physical, social and intellectual development for all children.  
Lecture/Lab Hours: A 9-hour field practicum component is required.  
Note(s): Restricted to live scan submission. Early Childhood permit candidates must pass this course with a grade of "B" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.  
Grade Mode: A.  
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.  
Fees: 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.
Note(s): Restricted to livescan submission. Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: 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 developmental theories. Effective strategies that facilitate active learning and differentiated instructional practices that support diverse learning needs are introduced.
Lecture/Lab Hours: A 9-hour field practicum component is required.
Note(s): Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
Prerequisites: LEDU 356 or SEED 556.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: 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.
Note(s): Early Childhood permit candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
Prerequisites: LEDU 356 or SEED 556.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: 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.
Note(s): 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.
Fees: 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.
Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: 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.
Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level.
Fees: 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. Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of "B" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork. Grade Mode: A. Restrictions: Must be School of Education; and Post Baccalaureate Level or Graduate Level. Fees: 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. Prerequisites: SEED 565. 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. Note(s): Prerequisite knowledge of educational technology required. Grade Mode: A. Prerequisites: SEED 565.

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. Note(s): 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 (concurrent registration permitted). Restrictions: Must be School of Education; and Post Baccalaureate Level or 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. Note(s): 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. Note(s): 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. Note(s): Special approval required. Certificate candidates must pass this course with a grade of "B" or higher. This course may require travel and housing fees for on-site practicums. Grade Mode: A. 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. Note(s): Special approval required. This course may require travel. Certificate candidates must pass this course with a grade of "B" or higher. Grade Mode: A. Restrictions: Must be Graduate Level.
SEED 575 - Coaching Clear Credential Candidates Credit 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. Note(s): Special approval required. Restricted to formal application and approval. Must hold a California Clear Credential or its equivalent. Course may be taken for 1 credit up to four times.
Grade Mode: A.
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. Note(s): 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. Note(s): 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. Note(s): May only be taken twice.
Grade Mode: C.
Restrictions: Must be 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.
Note(s): Early Childhood permit candidates must pass this course with a grade of "B" or higher. Valid Certificate of Clearance and negative TB test results required for practicum.
Grade Mode: A.
Prerequisites: LEDU 357 or SEED 557, LEDU 358 or SEED 558, and LEDU 359 or SEED 559.
Restrictions: Must be Graduate Level.
Fees: 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.
Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fees: 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.
Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fees: 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.
Paid Taskstream subscription required. Lecture/Lab Hours: A 40-hour field practicum component is required, 10 hours for teachers under contract.
Note(s): Education Specialist Credential and Certificate candidates must pass this course with a grade of "B-" or higher. Valid Certificate of Clearance and negative TB test results required for fieldwork.
Grade Mode: A.
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.
Fees: $100.
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.
Paid Taskstream subscription required. Note(s): Special approval required. Credential candidates must pass this course with a grade of "B-" or higher. Restricted to formal application and approval. Must register for SEED 585 if completing student teaching in one semester.
Grade Mode: A.
Restrictions: Must be Post Baccalaureate Level or Graduate Level.
Fees: $120.

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.
Note(s): Special approval required. Credential candidates must pass this course with a grade of "B-" or higher. CalITPA #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.

SEED 593 - 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.
Note(s): Special approval required. Restricted to submission of Coach and Placement Information form and CL-855 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. Note(s): Special approval required. A minimum grade of "B" required for Master's degree (a grade of "B-" is not sufficient). Students entering Fall 2012 forward are required to register for 1 credit per semester. May take up to three terms to complete. This course serves as the capstone course for the M.A.T. Restricted to petition to graduate.
Grade Mode: V.
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. Note(s): 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. Note(s): 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. Note(s): Special approval required. Sign up for one credit per term. May take up to three terms to complete. A minimum grade of "B" required for Master's degree (a grade of "B-" is not sufficient). Restricted to petition to graduate.
Grade Mode: V.
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. Note(s): Special approval required. Sign up for one credit per term. May take up to three terms to complete. A minimum grade of "B" required for Master's degree (a grade of "B-" is not sufficient). Restricted to petition to graduate.
Grade Mode: V.
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 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. Note(s): 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 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. Note(s): 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 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. Note(s): 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 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. Note(s): 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 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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

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 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.
- Non-native English speakers must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University’s Graduate Education application.
- Interview with a member of the 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): 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 Admission, Enrollment and Graduation Requirements (p. 22) section).

Degree Requirements

Each courses must be completed with a "B-" or above.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Course Code</th>
<th>Course Title</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 Articulation and Phonological Disorders</td>
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<tr>
<td>MSLP 503</td>
<td>Childhood Autism Spectrum Disorders and AAC</td>
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<td>MSLP 504</td>
<td>Research in Speech-Language Pathology</td>
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<td>MSLP 505</td>
<td>Motor Speech Disorders</td>
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<td>MSLP 506</td>
<td>Neurogenic Language Disorders</td>
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<td>MSLP 507</td>
<td>Advanced Dysphagia</td>
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<td>MSLP 508</td>
<td>Cognitive-Communicative Disorders</td>
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<td>MSLP 509</td>
<td>School and Hospital Based Issues</td>
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<tr>
<td>MSLP 510</td>
<td>Advanced Fluency Disorders</td>
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### Courses

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<tr>
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<tbody>
<tr>
<td>MSLP 511</td>
<td>Advanced Audiology and Aural Rehabilitation</td>
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<tr>
<td>MSLP 512</td>
<td>Advanced Voice and Craniofacial Disorders</td>
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<td>MSLP 513</td>
<td>Counseling and Christian Care in Speech-Language Pathology</td>
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<td>MSLP 514</td>
<td>Advanced Capstone Experience</td>
<td>3</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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<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>
<td>3</td>
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</tbody>
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Total Credits 63

### Restrictions:

- **Must be Graduate Level**

### Grades:

- **A**
- **A**
- **A**
- **A**
- **A**
- **A**
- **A**
- **A**
- **A**
- **A**
- **A**

**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 Articulation and Phonological 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**  Credits 3

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**  Credits 3

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**  Credits 3

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 Credits 3
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 Credits 3
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 Credits 3
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 Credits 3
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 Credits 1-3
Individual research in areas of communication disorders determined in consultation with the instructor. Note(s): May be taken for a total of 3 credits.
Grade Mode: A.
Restrictions: Must be Graduate Level.

MSLP 603 - Clinical Practicum II Credits 3
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 Credits 3
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 Credits 3
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 Credits 1-3
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 grammatically-historical interpretation of the Bible. It earnestly endeavors to make these great doctrinal truths a vital reality in the spiritual life of this present generation. The seminary aims to train students who believe and propagate the great doctrines of the faith as they are summarized in our Statement of Doctrine and Explanatory Notes.

Spiritually
It is the purpose of Talbot to develop in the lives of its students a spiritual life that is in harmony with the great doctrines taught, so that they may grow in the grace as well as in the knowledge of our Lord and Savior Jesus Christ. Specifically, the goal is to educate and graduate students characterized by commitment to serving Christ, missionary zeal 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. 5) 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.

The purpose of chapel is to provide opportunities for worship, instruction and exposure to current issues, ministries, missions and gifted individuals. Chapel is an important part of a student's educational experience, contributing significantly to individual spiritual formation and the unity of the seminary community.

Chapel services are conducted each Tuesday in the Calvary Chapel auditorium. Additional special chapels are held as announced. Joint University-wide chapel services are held several times a year. Students are required to attend Tuesday chapel services if they have classes either immediately before or after the chapel hour. This requirement also applies to the Thursday of the Lyman Stewart Lectures (Fall) and the Robert Saucy Lectures (Spring). Participation in the chapel services of the university community are also highly encouraged.

Lecture Series

Special lectures to supplement and enhance the seminary experience are held twice a year during the Tuesday/Thursday chapel hours. Lecture series are:

- Lyman Stewart Lectures (Fall)
- Robert L. Saucy Lectures (Spring)

Student Christian Service

The seminary recognizes the necessity of active service in Christian work while students are pursuing their courses of study. From the time of enrollment students are asked to engage in some type of approved weekly ministry. The high population density of Southern California creates extensive service opportunities of many types.

Field Education

Field education is that part of the student’s academic program in which there is active participation in a supervised experience within a church setting. A full-time M.Div. student must register for field education each semester. A part-time M.Div. student must register for field education once within every 16 credits completed. For specific course numbers see the Christian Ministry and Leadership section under course descriptions. After completing 48 credits of class work in the M.Div. program, students become eligible to register for field internship. This intensive, supervised practice of the ministry is composed of three clusters of learning:

1. Supervised field experience for a minimum of 100 hours in each of two semesters.
2. Seminars with other students registered for field education internship.
3. Individual counseling with the director of field education on specific aspects of the student’s experience.

The Biola Campus

The seminary has classroom, chapel and administrative office facilities located in Myers Hall, Feinberg Hall, the Grove, and Talbot East. Metzger Hall houses University administrative offices including the Admissions and Registrar’s Offices.

In addition, the seminary shares the library, cafeteria, coffee shop, residences, gymnasium, health center and prayer chapel with Biola University. Also available are an all-weather jogging track, a soccer field, a baseball diamond, tennis courts and a short course Olympic swimming pool. See the general information section for a full campus description.

Library

The library contains more than 330,000 books and bound journal volumes and over 214,500 micro-form titles with their respective readers. Special features of the library include an excellent collection of databases, electronic journals, electronic books and special collections. The principal theological journals in English are received regularly, with many accessible remotely through online subscriptions.

Family Commitment

Seminary studies make significant demands on a student’s time. This can lead to family members who feel they are not part of the seminary experience. Talbot's commitment to the family is deep-rooted, especially the families of its students. A wide-ranging array of programs, events, activities, opportunities and services has been developed to foster family participation in the seminary experience. A guide for families is available to new students at Talbot. The following are examples of the opportunities and services available to student spouses:

1. Chapel services featuring a variety of prominent Christian speakers and opportunities for mutual worship.
2. Spouses may attend classes with their mates at no charge to the spouse, space permitting and with professor approval. No academic credit is provided.

3. The Spouse Tuition Reduction Scholarship allows spouses of full-time students to take master’s-level seminary courses for academic credit at only one-third the standard tuition rate.

4. Talbot Wives Fellowship. See a full description toward the end of this section.

5. Major social events, such as the annual Spring Banquet, and student family picnics.

6. The Biola Bookstore features a wide selection of Christian and secular titles, discounted Bibles, gift items, computer equipment, greeting cards, music, CD’s, logo clothing, refreshments and supplies.

7. The Biola swimming pool, track, weight room, fitness center and tennis courts are available at scheduled times for family use.

8. A wide variety of music events featuring student groups, faculty artists and guest performers are scheduled throughout the school year.

9. Intercollegiate sporting events, including men’s and women’s basketball, men’s and women’s volleyball, men’s baseball, men’s and women’s cross-country and track.

10. Special and annual lectureships, missions and Bible conferences.

11. Other special cultural events and presentations.

**Accreditation**

*Western Association of Schools and Colleges.* Talbot, as a school of Biola University, is included within Biola University’s accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

*The Association of Theological Schools.* Talbot is a member of The Association of Theological Schools (10 Summit Park Drive, Pittsburgh, PA 15275-1103) in the United States and Canada, the internationally recognized accrediting body of seminaries and schools of divinity.

**Recognition**

Agencies of the United States Government which recognize the training given at Talbot include:

1. The United States Department of Health Education and Welfare, Office of Education.
2. The Chaplaincy Branches of the Army, Navy and Air Force.
3. Full-time seminary students are eligible to apply for commissions as second lieutenants or ensigns in the chaplaincy branches of the Army, Air Force or Navy, with eight weeks of active duty training optional during the summer vacation. A course in chaplaincy orientation is offered by the department of Christian Ministry and Leadership.
4. The Veterans Administration.
5. The United States Department of Justice, Immigration and Naturalization Service.

**Support Services**

**Employment**

While Biola University cannot guarantee employment, we have observed that prayer and God’s guidance have miraculously provided employment for our students in past years. Students should apply to the University student employment office (Metzger Hall, upper level). We will make every effort to assist you by referring you to employment positions when available, commensurate with your qualifications and in conformity with your daily class schedule.

Students may also secure off-campus secular employment in a wide variety of occupations. Local offices of the State of California Department of Employment can be very helpful in the location of these job openings.

The placement office (see next item) can sometimes assist the student in securing part- or full-time employment in local area churches.

**Talbot Placement Office**

The placement office works closely with students to assist them in securing part-time internship positions in local area churches. These placements are an integral aspect of the field education practicum sequence of courses.

The placement office also provides career counseling for students and placement information for graduating seniors and alumni seeking ministry in fields of service to which they believe that the Lord has called them. The placement director along with the placement committee works closely with denominational and interdenominational Christian leaders.

**Campus Dining**

Many off-campus students find it convenient to dine in the campus cafeteria. For those who wish to eat there regularly, some cost savings may be realized by using one of the meal plans available rather than paying cash.

**Single Graduate Student Housing**

Biola provides two types of housing for full-time single graduate students.

Furnished housing is provided in apartment units leased by Biola from local complexes within walking distance of campus. These two-and three-bedroom apartments are furnished with major kitchen appliances (refrigerator and stove/oven), residence-hall style bedroom furniture, couch and dinette set. Residents pay a per person monthly rate based on the number of occupants per bedroom. The rate includes utilities except for telephone service.

Unfurnished housing is provided in an apartment complex owned by Biola on Rosecrans Avenue, within walking distance of campus. The complex is made up of 28 one-bedroom and 2 two-bedroom units. These apartments are unfurnished; stove/ovens and refrigerators are provided. The monthly rent is per apartment unit not per person; residents arrange and pay for their own utilities and telephone service. This complex also provides housing for married graduate students.

**Married Housing**

Biola University owns an apartment complex with one-bedroom apartments for married graduate couples, and for single graduate students. The complex is located on Rosecrans Avenue, within walking distance of campus. These apartments are unfurnished; stove/ovens and refrigerators are provided. Rent is paid monthly; residents arrange and pay for their own utilities and telephone service. For married couples to qualify, at least one spouse must be enrolled full time in a Biola University graduate program.

For information, or to apply for Graduate/Married housing, contact:

**Auxiliary Services**

Student Services Building
Meal Plans
Residents of graduate housing and commuter graduate students are welcome to purchase any meal plan, though are not required to do so. There are several meal plan options for the busy non-resident to choose from, including the Block Plan which combines 40 meals during the semester with $75 flex dollars to spend in any of the on-campus dining facilities. Five flex, 10 meal plan, 10 flex, 12 flex, 15 flex and 20 flex meal plans are available. Flex dollars may be added at any dining facility with cash or credit card. Current students may also charge it to a student account at my.biola.edu (https://login.biola.edu/mybiola/login).

Residents of graduate/married housing and commuter graduate students may also purchase Commuter Dollars that can be used in Café Biola, Eagle’s Nest (a food court), The Talon (a grab ‘n go), Common Grounds (a coffee house) and the coffee cart. Each purchase receives a 10% discount at any dining register.

For more information contact Auxiliary Services, (562) 944-0351, extension 5810.

Talbot Support Ministries
Director: Dr. Mick Boersma

Talbot Support Ministries (TSM) is a service-oriented ministry directed toward recent Talbot alumni and their spouses who are primarily focused on pastoral or missions careers. This program, led by the director and his wife, is distinguished by commitment to the following distinctives:

- **Relationship**: established with incoming students, continued through seminary studies and the first five to seven years of professional ministry.
- **Credibility**: the program director and his wife have extensive experience in ministry and work to keep current on changes and issues affecting Talbot graduates.
- **Safety**: an environment is provided in which alumni are assured of confidentiality and freedom to share their lives openly.
- **Purposefulness**: TSM initiates and maintains contact with alumni through newsletters, personal notes, phone calls, e-mail and on-site visits when possible.
- **Resources**: TSM seeks to provide helpful resources such as networking with other graduates, contact with placement opportunities and professional and personal counsel.

Admission Requirements

Correspondence concerning admission should be addressed to the Office of Graduate Admissions, which will supply the proper forms. When these application forms and all transcripts of previous academic training have been filed, accompanied by 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.

Talbot Writing Proficiency Examination (TWPE)

Advanced compositional skills, commensurate with graduate-level theological studies, are foundational and indispensable, both in terms of educational and ministerial success. Based on objective criteria, some new students will be required to take the Talbot Writing Proficiency Exam (TWPE) prior to registration for the first semester. TWPE results will determine whether enrollment in TTSS 520 will be required. If required, this course must be taken in the first semester of seminary study (see course description). Students who receive a grade of “NC” (No Credit) in this course must repeat the course (the course is graded on a Credit/No Credit basis).

Academic Load

The minimum full-time load is 9 credits for those in the Master of Divinity, Master of Arts and Master of Theology degree programs. Those carrying less than the full-time load are considered part-time students. The standard student load in the Master of Divinity (M.Div.) program is 12 credits. A student is permitted to carry a maximum of 12 credits each semester. To exceed this maximum load, the student must petition their program coordinator to approve their credits between 13 and 18 credits. A maximum of 10 credits may be taken by a student in a combination of Arranged Courses, Independent Studies, and Theological Studies Digital Courses to be counted toward a student’s program. Doctoral students are considered full time for a maximum of two years in the dissertation phase of their program.

A credit is generally considered to consist of one class hour (50 minutes) a week for a semester. In some cases, such as laboratory sessions, a credit may involve more than one class period a week. As indicated on the curriculum charts for each program, the various curricula require 14–18 credits per semester in order to graduate in the number of years specified by the chart. However, students who find it necessary to work 20 or more hours weekly to provide living expenses should plan to reduce their academic load. Such a reduction would extend the time required for a degree program, though participation in Summer session and Interterm could help offset the difference.

Admission of International Students

It is essential that students from other countries be able to understand directions and lectures in English and also to be able to express their thoughts clearly in spoken English immediately upon arrival on campus. In order that the applicant’s proficiency in English may be determined, the applicant must take the Test of English as a Foreign Language (TOEFL iBT) as administered by the Educational Testing Service at the nearest overseas examination center. The minimum score for admission is a general score of 88 iBT or higher with a minimum subtest score of 22 in speaking and a minimum subtest score of 20 in writing for graduate admissions; 100 iBT for Th.M. students, D.Min students, ISF students and doctoral students. The D.Min., Ph.D. and Ed.D. in Educational Studies programs also require a score of 4.0 or above on the Test for Written English (TWE). Preference in admission will be given to applicants with TOEFL scores of 100 iBT or over, and 4.0 or over on the TWE. However,
those scoring between 88 iBT and 100 iBT on the TOEFL will be assessed on a case-by-case basis. (See Admission Requirements for the Ph.D. and Ed.D. programs in Educational Studies.)

International Students English Skills Requirements
International students and those for whom English is a second language who are applying to Talbot graduate programs (not doctoral) will fall into one of two categories with respect to English Skills Requirements:

1. Those who score above 100 iBT on the Test of English as a Foreign Language (TOEFL) will take the Talbot Writing Proficiency Exam (TWPE; see above).
2. Those who do not take the TOEFL prior to admission, or whose TOEFL score is at or below 100 iBT, are required to take the Biola English Placement Exam (BEPE) prior to registration for classes. The BEPE results will determine whether enrollment in appropriate ESL coursework will be required. Talbot master’s level coursework may or may not be allowed during the time a student is taking ESL coursework, depending on the level of placement.

Classification of Students

<table>
<thead>
<tr>
<th>M.A.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>1-28 credits</td>
</tr>
<tr>
<td>Second Year</td>
<td>29+ credits</td>
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</table>

<table>
<thead>
<tr>
<th>M.Div.</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>First Year</td>
<td>1-28 credits</td>
</tr>
<tr>
<td>Second Year</td>
<td>29-57 credits</td>
</tr>
<tr>
<td>Third Year</td>
<td>58-86 credits</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>87+ credits</td>
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</tbody>
</table>

Pre-Seminary Study

The following pre-seminary study guidelines are recommended for students who are planning to attend Talbot. The student should plan his or her collegiate curriculum so that moderate competence will be possessed in all of these areas and skills developed so that one can communicate easily, having the ability to write and speak clearly with correct English prose.

Note: The number of credits indicated is the suggested minimum number of semester credits for each discipline.

General Understandings

<table>
<thead>
<tr>
<th>Humanity:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits of Philosophy</td>
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<tr>
<td>3 credits of Psychology</td>
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<table>
<thead>
<tr>
<th>Modern Social Institutions and Problems:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credits of Social Science</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Cultural History:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>6 credit of History</td>
<td></td>
</tr>
<tr>
<td>3 credits of Fine Arts</td>
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</table>

<table>
<thead>
<tr>
<th>Science and Technology:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>8 credits of Math/Science</td>
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</table>

<table>
<thead>
<tr>
<th>Modes of Communication:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9 credits of English Composition and Literature</td>
<td></td>
</tr>
<tr>
<td>3 credits of Speech</td>
<td></td>
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</table>

Theological Understandings

<table>
<thead>
<tr>
<th>Linguistic Skills</th>
<th></th>
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<tbody>
<tr>
<td>A minimum of 12 credits in one of the following:</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
</tr>
<tr>
<td>Greek</td>
<td></td>
</tr>
<tr>
<td>Hebrew</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Master of Divinity</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts</td>
<td>6 credits</td>
</tr>
<tr>
<td>Master of Arts in Christian Education Accelerated</td>
<td>2 credits</td>
</tr>
<tr>
<td>Certificate Programs</td>
<td>2 credits</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 Biola 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 and Reduction Submission**

Reduction or Advanced Standing is available for Master’s level degree programs. Advanced standing or credit reduction must normally be processed and granted prior to the student beginning the first semester of enrollment to confirm the admissions offer, transfer credit and remaining degree requirements. Credit cannot be granted after completion of the first semester of enrolled coursework.

**Advanced Standing for Professional Master’s Degrees**

(Master of Divinity, Master of Arts in Christian Education, Master of Arts in Christian Ministry and Leadership, and Master of Arts in Spiritual Formation and Soul Care).

Accepted/admitted applicants who have taken undergraduate courses in biblical or theological studies (or psychology for the Master of Arts in Spiritual Formation and Soul Care) may request review for Advanced Standing credit based on their collegiate work. Granting advanced standing credit requires faculty approval based on parallel course content.

Proof of competency in the subject area or evidence of how the course content has been used since taking the course is required. An evaluation will be made by the faculty and credits processed through the Office of the Registrar. To be considered, the student must have earned at least a “B” grade in the coursework being evaluated.

The maximum number of credits that may be received is:

- **Master of Divinity**: 16 credits
- **Master of Arts in Christian Education**: 12 credits
- **Christian Ministry and Leadership**: 12 credits
- **Spiritual Formation and Soul Care**: 12 credits

**Reduction of Credits for Academic Master’s Degrees**

Eligible students coming from accredited Bible colleges or Christian liberal arts colleges may request exemption from certain required courses. Normally, reduction requires two undergraduate courses, in the same discipline, to reduce one graduate course (6 credits undergraduate work to reduce 3 credits of graduate work) for a limited amount of graduate credit. To qualify for reduction, the student must have earned a “B” grade in eligible coursework. Once the student has been accepted into the degree program, an evaluation, following guidelines established by the faculty, will be made by the Office of the Registrar.

Depending on undergraduate coursework as it relates to the program concentration, the maximum number of credits that may be reduced is 30 credits for these M.A. concentrations: Bible Exposition, Old Testament, New Testament, Theology, Philosophy, Spiritual Formation, and Biblical and Theological Studies/Diversified.

**Course Prefixes**

Course prefixes indicate:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<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>TDE</td>
<td>Doctor of Education</td>
</tr>
<tr>
<td>THE</td>
<td>Thesis</td>
</tr>
<tr>
<td>THHT</td>
<td>Theology: Historical</td>
</tr>
<tr>
<td>TMN</td>
<td>Doctor of Ministry</td>
</tr>
<tr>
<td>TNT</td>
<td>New Testament Language and Literature</td>
</tr>
<tr>
<td>TOT</td>
<td>Old Testament and Semitics</td>
</tr>
<tr>
<td>TPH</td>
<td>Philosophy</td>
</tr>
<tr>
<td>TPM</td>
<td>Theology: Philosophical and Moral</td>
</tr>
<tr>
<td>TPT</td>
<td>Christian Ministry and Leadership</td>
</tr>
<tr>
<td>TRL</td>
<td>Research Languages</td>
</tr>
<tr>
<td>TTSF</td>
<td>Spiritual Formation</td>
</tr>
<tr>
<td>TSS</td>
<td>Research and Writing: Special Studies</td>
</tr>
<tr>
<td>TTTH</td>
<td>Theology: Systematic</td>
</tr>
<tr>
<td>TTS</td>
<td>Theological Studies Digital Courses</td>
</tr>
</tbody>
</table>

**Graduation Information**

**Graduation Check**

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

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

Doctoral students must meet with their department advisor prior to contacting a Graduate Graduation Counselor.

Graduation with Honors
Those graduating with a grade point average of 3.50 or higher are elected to membership in Kappa Tau Epsilon, the Talbot scholastic honor society. This honor is noted on the permanent record card.

For graduation honors, students completing their program with a 3.50 GPA are graduated with Honors. Students with a 3.70 GPA are graduated with High Honors. Students with a 3.90 GPA are graduated with Highest Honors. GPA standards for honors must be met with no rounding of numbers.

Talbot Graduate Student Awards
The awards that follow are presented annually to qualified students on the basis of the criteria indicated:

- **David Charles Dunn Memorial Scholarship** - To a student who, in God's strength, has overcome challenges to enroll in Talbot School of Theology.
- **The Gordon Johnson Scholarship Award** - To a seminary student performing well academically in one of the Bible related fields.
- **The Walker Scholarship Award** - To a seminary student with special interest and ability in the area of outreach; award established by the International Fisherman’s Club.
- **The Alumni Award** - Given by the Alumni Association to a continuing student who has demonstrated excellence and commitment in their seminary studies.
- **The Marge Niquette Award in Bible Exposition** - To the student in the seminary who has done outstanding work in the Department of Bible Exposition in the final year of training.
- **The Audrey Talbot Award in Bible Exposition** - To the student in the seminary who does the best work for the year in the Department of Bible Exposition.
- **The Society of Professors of Christian Education Award** - To a graduate student in Christian Education for outstanding academic achievement.
- **The Society of Professors of Christian Education in Ph.D. or Ed.D.** - To a graduate student in the doctoral Educational Studies program for outstanding academic achievement.
- **The Baker Book Award in Christian Education** - To a graduating senior who has distinguished himself or herself in the study of Christian Education.
- **The Kenneth D. Archinal Award in Christian Education** - To the outstanding second-year student in the Department of Christian Education.
- **The Bill Bynum Memorial Scholarship Award** - To a Doctor of Philosophy or Doctor of Education in Educational Studies student who does exemplary work in the study and practice of Christian Education.
- **The Rev. and Mrs. David Doerksen Award in Missions** - To the student in the seminary who does the best work for the year in the Department of Missions and Intercultural Studies.
- **The Robin Finley Memorial Award in Missions** - To a continuing graduate student preparing to serve on the mission field.
- **The William W. Bass Memorial Scholarship Award** - To a second or third-year student who has demonstrated a keen interest in Philosophy of Religion and/or Theology.
- **The Zondervan Award in Biblical Hebrew** - To an outstanding Talbot student for singular achievement in the study of Biblical Hebrew.
- **The John and Jennie Solomon Award in Old Testament** - To the student in the seminary who does the best work for the year in the Department of Semitics and Old Testament.
- **The Zondervan Award in Greek** - To an outstanding seminary student for excellence in the study of Greek.
- **The Award in New Testament** - To the student who has done outstanding work in New Testament studies throughout the seminary program.
- **The Baker Book Award in Theology** - To a graduate who has distinguished himself or herself in the study of theology.
- **The Robert N. Oliver Award in Systematic Theology** - To the student with the best work for the year in the Department of Systematic Theology.
- **The Award in Homiletics** - To two students in the seminary who distinguish themselves in preaching.
- **The Zondervan Outstanding Master's Thesis Award** - To the student who produces a thesis of the highest quality at the Th.M., M.Div. or M.A. level. The thesis exhibits superior academic research coupled with implications for the life of the Church.
- **The Louis T. Talbot Memorial Scholarship Award** - To a continuing student preparing for the ministry who has demonstrated academic excellence, exceptional Christian commitment and zeal for practical ministry.
- **Dean's Award** - Given by the Korean Student Scholarship to a student or students who have shown excellence in academic studies, faithfulness in Christian service, and in whose life the love of Jesus is reflected.
- **Charles Lee Feinberg Award** - To the senior who best exemplifies the image of a student at Talbot School of Theology.
- **Award in Jewish Evangelism** - To the student who has done outstanding work for the year in the Messianic Jewish Studies Program.
- **The Doctoral Research Excellence Award** - Given to the student completing a doctoral dissertation, who, in the opinion of Talbot Faculty, has shown evidence of comprehensive, thorough, and accurate research methods resulting in a well-written, well-constructed, and well-supported dissertation.

Faculty

Dean: Clinton E. Arnold, Ph.D.
Dean of the Faculty: Scott B. Rae, Ph.D.
Associate Dean: Douglas W. Geringer, Th.M., Douglas Huffman, Ph.D.
Assistant Dean: Aaron F. Devine, M.A.
Distinguished Professors: Moreland, Wilkins
Emeriti Faculty: Dirks, Finley, Leyda, Holloman, Johnson, Rigsby
Professors: Arnold, Berding, Boersma, Carr, Roe, Curtis, Edwards, Eguizabal, Esqueda, Ganssle, Geivett, Gomes, Hagg, Hellerman, Horner,
Talbot School of Theology offers the following degree programs:

### Degrees Offered

<table>
<thead>
<tr>
<th>Certificate Offered</th>
<th>Programs</th>
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</thead>
<tbody>
<tr>
<td>Degrees Offered</td>
<td>Programs</td>
</tr>
<tr>
<td>Special Programs: Credit</td>
<td></td>
</tr>
</tbody>
</table>

**Cru - Campus Crusade for Christ**

Talbot's partnership with Cru (the United States ministry of campus Crusade for Christ) affords convenient and discounted theological training options for Cru staff members. As one of five partner theological institutions with Cru's Institute of Biblical Studies (IBS), Talbot offers graduate level credit for selected IBS courses at discounted tuition rates to qualified Cru staff members enrolled in Talbot courses.

IBS offers courses to the Cru community throughout the year, in various locations (Orlando, FL; Fort Collins, CO; Los Angeles, CA), and in a modular formats. Qualified participants can apply to receive graduate level credit at Talbot for these courses (up to 12 credits may be granted for approved IBS courses). Students must submit a Special/Visiting Student Application and meet the minimum criteria to qualify. In addition to Cru's IBS tuition, students must pay $75 per unit for IBS course work that is taken for Talbot graduate level credit.

Qualified Cru staff members wishing to pursue a Talbot degree may apply up to 12 IBS credits toward the degree. However, the IBS credits credited toward a Talbot degree may not exceed 25% of the total number of credits needed to complete the Talbot degree. The credits will be counted toward the student's Talbot degree upon full acceptance into a Talbot degree program. Students wishing to enroll in a degree program at Talbot must submit a full application and meet the admissions criteria for that program (see degree specific admissions criteria).

Further, Talbot's partnership with Cru affords qualified full time Cru staff members a tuition discount of 35% on qualified Talbot courses. Talbot courses are likewise offered in a number of formats (classroom, online, hybrid, modular), throughout the year, to help accommodate the schedules and educational needs of Cru members.

### Talbot Bible Lands: Israel

**Faculty Administrator:** Dr. Ken Way

The Talbot Bible Lands study tour is focused on the land of Israel which will be occasionally offered during the Summer session. See the faculty administrator for details about specific dates, syllabus and cost.

This study tour includes a survey of the physical features of the land of the Bible, stressing the correlation between geography, archaeology and biblical history. Preparatory map study and class previews provide the background prior to each trip in the field. Regions studied and visited include Jerusalem, Judean hill country, Benjamin/Samaria, Shephelah, Negev/Wilderness, Dead Sea region, Sharon plain, 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:** Dr. Gregory Hagg

The Charles L. Feinberg Center for Messianic Jewish Studies offers a Master of Divinity in Messianic Jewish Studies in partnership between Chosen People Ministries and Talbot School of Theology. The program is designed to train men and women called to Jewish ministry as outreach workers, congregational leaders, or educators. Emphasis is on the study of 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.
of biblical languages, Hebrew and Greek exegesis, and rabbinic texts. In addition, students gain a deeper understanding of Jewish religion, culture, sociology, and history, as well as spiritual formation, apologetics, and pastoral care and counseling.

Coursework is completed during the fall, Interterm (January) and Spring semesters in New York City (the center of Jewish culture in America). Summer courses are held at Talbot’s main campus in Southern California. A Certificate Program in Messianic Jewish Studies is also offered in New York.

For additional information, please review the M.Div. in Messianic Jewish Studies section in this catalog, or go to the Talbot School of Theology website at talbot.edu (http://www.talbot.edu).

Talbot - Kyiv Extension
Director: Dr. Mark Saucy
Talbot School of Theology in cooperation with Kyiv Theological Seminary (KTS), Kyiv, Ukraine offers a Master of Arts in Biblical and Theological Studies/Diversified in Ukraine. The vision of the program is to serve the needs of Eastern European and Russian evangelical churches for well-trained leadership in church planting and existing churches by providing discerning, evangelical biblical and theological scholarship and instruction. The extension assists churches, mission agencies, and other evangelical organizations in Eastern Europe, Europe, and Eurasia in training and retaining ministry leaders in the region by offering an accredited theological education. The degree program is offered on the Kyiv Theological Seminary campus in Kyiv, Ukraine. Faculty from KTS, Talbot, and other institutions in Europe and America provide a high level of theological education in an extension program that is fully accredited by The Association of Theological Schools.

For additional information, contact Dr. Mark Saucy or go to the Talbot School of Theology website at talbot.edu (http://talbot.edu).

Special Programs: Non-Credit

Korean Talbot Institute for Biblical Studies (KTIBS)
Director: Dr. Victor Rhee
The Korean Talbot Institute for Biblical Studies (KTIBS) offers a wide range of non-credit biblical, theological and ministry skills study courses on Talbot’s La Mirada campus. Its purpose is to equip believers with biblical/theological foundations essential for their spiritual growth and teaching God’s Word in their local churches. It is the goal of KTIBS to assist churches effectively to be the church in an environment that is essentially hostile to the message of God’s truth. Courses meet two hours each week for five weeks. Three different levels of certificates are awarded to students who have successfully completed the required courses. Courses are taught primarily in Korean. A current schedule of courses being offered may be obtained through the office of the KTIBS director on campus.

Talbot Wives Fellowship
Talbot Wives Fellowship provides an opportunity for wives of seminary students to deepen their relationship with God, establish meaningful friendships, and prepare to share ministry alongside their husbands. The weekly Tuesday evening meeting includes participation in prayer groups led by faculty wife mentors, instruction in practical ministry skills, and the exploration of spiritual truths through the insightful teaching of Talbot faculty and guest speakers. Husbands are occasionally included in meetings or social gatherings, and all events are designed to support our seminary families and enhance the Talbot community.

Courses
Course Descriptions
- Bible Exposition (TTBE) (p. 403)
- Christian Education (TTCE) (p. 405)
- Christian Ministry and Leadership (TTPT) (p. 408)
- Educational Studies (TTDE) (p. 413)
- Ministry (TTM) (p. 417)
- Missions and Intercultural Studies for Talbot (p. 424)
- New Testament Language and Literature (TTNT) (p. 425)
- Old Testament and Semitics (TTOT) (p. 429)
- Philosophy (TTPH) (p. 432)
- Research and Writing: Special Studies (TTSS) (p. 434)
- Research Languages (TTRL) (p. 434)
- Spiritual Formation (TTSF) (p. 434)
- Theological Studies Digital Courses (TTTS) (p. 440)
- Theology: Historical (TTHT) (p. 445)
- Theology: Philosophical and Moral (TTPM) (p. 447)
- Theology: Systematic (TTTH) (p. 447)
- Thesis (TTH) (p. 451)

Biblical and Theological Studies Certificate
Mission
The mission of the Certificate in Biblical and Theological Studies is to deepen knowledge of God and his Word within those who have not yet determined to enter a full seminary degree program but, nevertheless, wish to grow in their ability to minister to others.

Program Description
The Certificate in Biblical and Theological Studies is ideal for church lay leaders, church elders, and formerly untrained ministers for whom a full degree is too costly in terms of time or money. The Certificate in Biblical and Theological Studies provides a foundational theological education while allowing the student to complete some elective coursework to help address specific ministry needs. This certificate consists of six courses most of which can be completed in an online/hybrid format (hybrid courses are a combination of online and in-person interaction). Those wanting to see if a full seminary degree is for them can use this certificate as a "trial run."

Certificate coursework may later be applied toward a Master of Divinity or Master of Arts degree.
Outcomes
As a result of this program, the student will:

1. Be able to articulate and defend the correct, biblical view on the following central doctrines: theology proper (including God's nature, attributes, trinity, works, and fatherhood) and bibliography as well as other central doctrines such as: Christology, pneumatology, soteriology, angelology/demonology, anthropology, hamartiology, the relationship between Israel and the Church, the nature of the church and its ministries, eschatology, and ecclesiology.

2. Be able to articulate the significance of the above-mentioned central doctrines for personal life and ministry.

3. Know the history of hermeneutics, the basic principles of grammatico-historical exegesis, and the basic principles of lexical semantics to determine the meaning of biblical words. Students will develop a commitment to more effectively meditate on God's word in their own spiritual lives.

4. Be able to demonstrate: the theme and major contributions of each Old Testament (OT) book; discover the importance of historical background to the interpretation of the OT; and develop greater confidence in the OT as a trustworthy guide to faith and life.

5. Be able to demonstrate a basic knowledge of the following: a historical outline of the New Testament (NT); how each NT book fits into the outline; the broad historical and cultural backgrounds to the NT; and the basic theme and teaching of each NT book. The student will be able to evaluate critical views of the NT from an evangelical perspective.

Admission Requirements
Applicants must possess a Bachelor of Arts degree or its academic equivalent from an accredited college with a minimum grade point average of 3.0 (on a 4.0 scale).

All applicants must submit a written statement outlining their vocational objectives and how the certificate relates to those objectives.

Graduation Requirements
1. Satisfactorily complete all courses for a total of 18 semester credits as outlined in the curriculum below.
2. Obtain a 3.0 GPA with no grade below a "C-" in all courses to be credited toward graduation.
3. At least 9 credits must be taken at this seminary.
4. Complete the entire program in no more than five years.

Students are placed on academic probation if their GPA for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative GPA remains below 3.0.

Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the seminary. A student cannot graduate while on probation.

General (unspecified) electives (4 credits) must have a reasonable connection to, and relationship with, the student's stated vocational objectives. In some cases, the student may be required to submit a written rationale to the program academic advisor, demonstrating the usefulness of the electives for church ministry, parachurch work, or further study.

Curriculum
Select 3 credits of electives from TTBE, TTNT, TTOT, TTTH, TTHT, TTPH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew—Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>TTTH 512</td>
<td>Theology II - Works of God, Angels, Man and Sin</td>
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</tr>
<tr>
<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
<td></td>
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<tr>
<td>TTTH 614</td>
<td>Theology IV - The Church and Last Things</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 18

Christian Education, M.A.C.E.
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. 5) 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 (#3) below.
2. Take the courses prescribed in the Master of Arts in Christian Education curriculum.
3. Complete the program in no more than five years.
4. Obtain a 3.0 average with no grade below a "C-" in all courses to be counted toward graduation.
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. Meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Vocations or positions for which the M.A.C.E. program prepares students are:

- Executive Pastor
- Church Business Administrator
- 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 coursework, 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.

Core Requirements

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<thead>
<tr>
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</tr>
<tr>
<td>TTCE 508</td>
<td>Organizational Leadership</td>
<td>3</td>
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<tr>
<td>TTCE 523</td>
<td>Teaching Ministry</td>
<td>3</td>
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<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>
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<tr>
<td>TTSF 501</td>
<td>Introduction to Spiritual Theology and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Formation</td>
<td></td>
</tr>
<tr>
<td>TTSF 503</td>
<td>Personal Foundations for Spiritual</td>
<td>3</td>
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<tr>
<td></td>
<td>Formation</td>
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<tr>
<td>TTSF 504</td>
<td>Spiritual Formation, Vocation, and the</td>
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<td></td>
<td>Disciplines</td>
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<td>TTSF 505</td>
<td>Talbot Spiritual Direction I</td>
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<tr>
<td>TTSF 506</td>
<td>Talbot Spiritual Direction II</td>
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CE Specialization

Select a CE Specialization detailed below

Total Credits 48
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
TTCE 519 Leadership Coaching and Teambuilding 3
TTCE 655 Strategic Ministry Leadership 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 56 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)
Students entering this program must have the following:

1. An undergraduate degree in Christian Education with a 3.0 GPA in courses taken in the major.

2. A total of at least 30 hours in Bible/theology.
3. An overall GPA of 2.6. Those with a GPA of 2.6–2.9 will be placed on probation. See earlier section on admission qualifications.
4. In addition to the above, demonstration of competency in the content of any waived or substituted courses will be assessed at the time of admission.
5. At least two years of vocational experience in educational ministry after completion of undergraduate degree.

For students who qualify for this program, graduation requirements may be satisfied in 39 semester credits.

Bible/Theology
TTBE 517 Hermeneutics and Bible Study Methods 3
Select elective credits in consultation with the advisor 6

Christian Education Core
TTCE 519 Leadership Coaching and Teambuilding 3
TTCE 556 Christian Formation and Discipleship 3
TTCE 639 Applied Ministry Research 3
TTCE 690 Practicum in Ministry 1
TTPT 707 Foundations of Pastoral Care and Counseling 1
TTSF 501 Introduction to Spiritual Theology and Formation 2
TTSF 503 Personal Foundations for Spiritual Formation 2
TTSF 504 Spiritual Formation, Vocation, and the Disciplines 2
TTSF 505 Talbot Spiritual Direction 1 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 Church and Society

Elective Requirements
Select a CE Specialization detailed above 6
Select one 3-credit TTCE course 3
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 505 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 concentrations in Pastoral Care and Counseling, Preaching and Pastoral Ministry, and Sports Ministry is designed as a professional program for specialized ministry. It has been developed for those whose calling to
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. 5) 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.

Academic Probation

Students are placed on academic probation if their grade point average for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative grade point average remains below 3.0. Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the seminary. A student cannot graduate while on probation.

Graduation Requirements

1. Satisfactorily complete 64–66 semester credits as outlined in the curriculum charts below.
2. Submit an acceptable thesis, chosen in consultation with the major advisor, or at the option of the major advisor and in lieu of the thesis, complete 2 additional credits of electives. Students who write a thesis will have a total requirement of 64 credits and those who take 2 additional credits in lieu of a thesis will have a total requirement of 66 credits.
3. At least 24 of the total credits required for the degree program must be completed in residency at Biola. Advanced Standing, Reduction and transfer credit are not considered residency credits.
4. Obtain a 3.0 average with no grade below a “C-” in all courses to be credited toward graduation.
5. Complete the entire program in no more than five years.
6. Meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

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 Sports Ministry are comprised of 64–66 credits structured in common to include:

1. Biblical and theological foundations.
2. Academic specialization in one of four disciplines requiring biblical language studies or general studies in which biblical languages are not required.
3. Additional elective courses determined by the student in consultation with the advisor.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 514</td>
<td>Historical Theology Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 707</td>
<td>Foundations of Pastoral Care and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>TTSF 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>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>
<td>0</td>
</tr>
<tr>
<td>TTSF 505</td>
<td>Talbot Spiritual Direction I</td>
<td>0</td>
</tr>
<tr>
<td>TTSF 506</td>
<td>Talbot Spiritual Direction II</td>
<td>0</td>
</tr>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 512</td>
<td>Theology II - Works of God, Angels, Man and Sin</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
<td>3</td>
</tr>
</tbody>
</table>
Christian Ministry and Leadership, M.A.C.M.L.

Concentrations

Pastoral Care and Counseling

The Master of Arts Pastoral Care and Counseling Concentration 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>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 604</td>
<td>Pastoral Care and Chaplaincy</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 628</td>
<td>Marital Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 693</td>
<td>Pastoral Care and Counseling Internship I</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 694</td>
<td>Pastoral Care and Counseling Internship II</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 695</td>
<td>Pastoral Care and Counseling Internship III</td>
<td>1-2</td>
</tr>
<tr>
<td>TTPT 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 740</td>
<td>Issues and Ethics in Ministry</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective Requirements

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTCE 514</td>
<td>Women and Men in Christian Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 523</td>
<td>Teaching Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 543</td>
<td>Counseling Adolescents and Their Parents</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 677</td>
<td>Family Ministry in the Local Church</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 624</td>
<td>Ethical Issues I</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 626</td>
<td>Group Counseling Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 627</td>
<td>Premarital Preparation and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 750</td>
<td>Directed Study</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 717</td>
<td>Theology of Human Nature</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 33

--

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. Consult the Talbot student handbook for preliminary steps that must be completed prior to enrolling in the thesis course.
3. Up to 6 graduate elective credits may be taken in other schools in Biola University with advisor's approval.

Preaching and Pastoral Ministry

The Preaching and Pastoral Ministry concentration is designed to equip students for leadership and preaching in church or parachurch settings. It aims to produce students who:

- model spiritual, emotional and relational health.
- prepare and present sermons demonstrating biblical accuracy, oral clarity and contemporary relevance.
- integrate biblical/theological knowledge and skill in Christian ministry.
- lead Christian communities in the tasks of the church: making and growing disciples, worshiping, praying, and impacting the broader community.

Greek Requirement

The courses listed below are required beyond beginning Greek. A qualifying examination is available to all interested students. Those who pass the examination may enroll directly in TTNT 503. Taking TTNT 503 early in the degree is recommended, since it is a prerequisite for TTPT 609.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
</tbody>
</table>

Beginning Greek Requirement

Students who do not take or do not pass the qualifying examination must take the courses listed below (for 2 credits each) as prerequisites to TTNT 503.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 501</td>
<td>Beginning Greek I</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
<td>2</td>
</tr>
</tbody>
</table>

Combined B.A. + M.A. Track

Students in Biola University's Bachelor of Arts in Biblical and Theological Studies with a concentration in Preaching and Pastoral Ministry may take graduate courses in their senior year, allowing the completion of a Bachelor of Arts and a Master of Arts in an accelerated format. See the Bachelor of Arts in Biblical and Theological Studies for the undergraduate portion of the accelerated B.A. + M.A. program.

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>or TTNT 605</td>
<td>Exegesis in the Epistles</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 510</td>
<td>Evangelism and Follow-Up</td>
<td>3</td>
</tr>
<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 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>or TTPH 602</td>
<td>Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 730</td>
<td>Biblical Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 741</td>
<td>Preaching Narrative Literature</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 742</td>
<td>Preaching the Wisdom and Poetic Literature of the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 791</td>
<td>Field Internship</td>
<td>0</td>
</tr>
<tr>
<td>or TTPT 792</td>
<td>Field Internship</td>
<td>0</td>
</tr>
</tbody>
</table>
Church and Sports Outreach Ministry
Evangelism and Discipleship in Sports
Cross-Cultural Sports Ministry

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.

Educational Studies

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.

Separate from the core curriculum, students are required to complete a concentrated study in a particular area of focus. As a result, students are able to combine their theological core with practical forms of ministry and develop a unique set of skills and competencies.

Both degree programs offer a limited residential hybrid format, utilizing pre-class preparation and class sessions in early November and June.

Limited Residential Hybrid Format Option

For those who cannot locally access a doctoral program in education with Christian perspectives, we offer both of our doctoral degree
programs in a special format. The use of a limited residential hybrid format makes it possible for students to continue ministering with their current organizations while completing their Ph.D. or Ed.D. in Educational Studies. This limited residential hybrid format is available for each degree.

Ph.D. - "Current Faculty Track": The hybrid Ph.D. program is open only to full-time or regular adjunct faculty in Christian higher education who meet the regular qualifications for admission to our residential Ph.D. program. It serves the needs of faculty called to teach within the broad fields of Christian education and practical theology who cannot relocate to pursue a doctoral program.

Partnership with Your School: This track is designed to bring together resources and support from your school and from Talbot to help you complete your course of study. The application materials provide a full description of the support needed from your school for your participation in this program (e.g., a doctoral mentor, and reduction of workload during the coursework phase).

Ed.D. - Limited Residential Track: The hybrid Ed.D. program is open to any person who meets the regular qualifications for admission to the residential Ed.D. program and is currently involved in ministry leadership or teaching in higher education. This allows them to pursue doctoral studies without having to relocate to do so.

Limited Residential Hybrid Design
Courses are offered in June (four weeks) and early November (one week) each year. Preliminary and follow-up assignments are a part of each course. Courses are taken on the La Mirada campus, allowing face-to-face instruction and interaction with faculty and fellow-students. The coursework phase and candidacy exam are designed to be completed in four years. Course requirements, candidacy examination, and dissertation requirements are the same as for the respective residential program. Note that international students may have to follow an accelerated schedule to meet immigration requirements.

Cohort Approach
New groups of students begin the program every year in the Spring semester, with class time in June. Students work through the core courses together, with some choice of elective options to fit their study interests. Contact the Graduate Admissions office for more information on the schedule.

Application for Admission
Contact the Graduate Admissions office at Biola University for a more detailed brochure and application materials. Be sure to ask for informational materials regarding the limited residential hybrid program.

Graduation Requirements
While the doctorate is not awarded simply for completion of stated coursework, the Ph.D. and Ed.D. degrees require 45-semester credits including 18 credits of core courses and 24 credits of electives, plus the Candidacy Examination Capstone course (TTDE 877, 3 credits) and Dissertation.

The doctoral program director serves as the student's initial advisor to assist in planning the schedule of courses. After this, an assigned advisor supervises the student's progress in the program and the development of an elective program based on the projected schedule of courses being offered. Up to 3 credits of pre-approved graduate coursework directly related to the specialization may be taken in other departments at Biola University or transferred in from other accredited graduate institutions.

All doctoral students must meet with their advisor and contact a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare their intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Doctoral Program Proposal
During the first term of study and in consultation with the program director, students identify the respective 24-credit electives program they will complete, along with the remaining core courses, to meet the 45-semester credit (Ph.D. and Ed.D.) minimum requirement. Once approved, this schedule serves as the projected course of study. A copy of the Program Proposal is placed in the student’s file. Modifications must have prior approval of the program director.

Candidacy Examination
Upon completion of all course work, or during the final semester of coursework, the student completes TTDE 877 course before requesting advancement to dissertation studies. The Ph.D. and Ed.D. programs use a portfolio process for the Candidacy Exam. The Candidacy Examination evaluates the student’s attainment of program learning objectives. Detailed information about the Candidacy Examination is available in the Doctoral Program Handbook.

Advancement to Candidacy
Official candidacy for the doctorate signifies an advanced stage in the student’s progress and is characterized by self-directed research in the completion of a dissertation under the direction of a faculty dissertation advisor. The following criteria must be met by each doctoral student at the completion of the coursework phase of doctoral studies to be awarded Candidacy Status by the Program Committee so that the doctoral student is eligible to begin dissertation studies. For students not meeting these criteria, the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

1. Successfully completed all Candidacy Exam Portfolio items in a timely manner.
2. Successfully completed the necessary courses and number of units for the particular degree program.
3. Has attained a GPA of 3.25 for all coursework completed for the doctoral degree.
4. Has established evidence of Christian life and character during his or her course of studies.

Dissertation
After passing the Candidacy Examination, the student will enroll in TTDE 891 (3 credits) for up to three semesters (Ed.D.) or five semesters (Ph.D.). A student must be enrolled during the semester of graduation. Students who require more time must receive approval to enroll in TTDE 895 (3 credits). Dissertation students are considered full-time for a maximum of three semesters (Ed.D.) or five semesters (Ph.D.) of TTDE 891 only. Enrollment in TTDE 895 does not constitute full-time status. Doctoral students must submit a dissertation evidencing high attainment in scholarship. Detailed information may be found in the Dissertation Guidelines Handbook.
Final Dissertation Defense and Graduation

The final examination is an oral defense of the dissertation before the student’s dissertation committee and other invited guests. Detailed information regarding the defense and final submission deadlines for graduation may be found in The Dissertation Guidelines Handbook.

All students must present:

1. an acceptable dissertation,
2. satisfactorily pass their candidacy examinations, and
3. complete all coursework with a minimum 3.25 GPA to qualify for graduation.

Beyond completion of academic requirements,

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 program for which application is being made, either the Ph.D. or Ed.D., and which format, either the residential or modified residential.
4. Submit scores on the Graduate Record Examination (GRE) (expected verbal score of 153 and analytic writing score of 4.5). Information regarding GRE testing dates and location may be obtained by writing to the:
   Educational Testing Service
   Box 955
   Princeton, New Jersey 08591
   (gre.org (http://www.gre.org)), or call 1-800-473-2255 to register.
   International students whose native language is not English are required, instead, to submit scores on the Test of English as a Foreign Language, Internet-based Test (TOEFL iBT). Preference in admission will be given to those with an overall score of at least 100 on the TOEFL iBT, with expected minimum scores for the four sections as follows: Writing (25), Reading (25), Speaking (25), Listening (25).
   The TOEFL iBT is available on-line through the Educational Testing Service. For more information, go to their website: toefl.org (http://www.toefl.org).
   Students should consult the general Biola University guidelines (see the Admission of Non-Native English-Speaking Students section at the beginning of the University catalog as well as the Admissions of International Students section at the beginning of the Talbot catalog section). Since doctoral seminars involve regular student discussion, it is expected that international students have the requisite ability with spoken English to be contributing members of such discussions.
5. Present evidence of potential for original academic research at the doctoral level by submitting a sample of scholarly writing (with citations and bibliography), preferably related to education, of at least 10 pages.
6. Applicants may be asked to be interviewed by the program director or the Doctoral Program committee as a requirement for admission.

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

Application Deadlines

Residential Ph.D. and Ed.D.

The application deadline for the residential program is January 31. Students are generally admitted in the Fall semester only. Contact Graduate Admissions regarding exceptions to this policy.

Limited Residential/Hybrid Ph.D. and Ed.D.

The application deadline for the modified residential program is August 31, prior to the semester in which a new cohort begins (Spring semester). A cohort of doctoral students will enter their respective doctoral programs every year in the month of June, although coursework begins the previous March. Contact the Graduate Admissions office for more information on the schedule. Since enrollment for both degree programs is limited and admission is on a selective basis, applications should be made as early as possible. Applications submitted after the deadline will usually be considered for the following year. Financial scholarship applications are available in the Doctoral Program office (application deadline: April 1). Private sources of scholarships may be located on the website: finaid.org (http://www.finaid.org).

Admission of International Students and Resident Aliens

See Admission, Registration and Graduation Requirements (p. 22) section at the beginning of the catalog.
Special Study Status

Students actively enrolled in an accredited doctoral program in education may be eligible to take an elective course either for enrichment purposes or transfer credit. An abbreviated application for such purposes would include a completed short special sessions form, a letter from the Registrar of the school indicating good standing and a completed pastoral reference form.

Those wishing to explore the possibility of entering doctoral studies at Talbot, or who have already earned a doctoral degree and wish to pursue further study for personal enrichment, and who generally meet the doctoral admission requirements, may be able to enroll in one elective course as a special student. Contact the Graduate Admissions office at Biola University for more information.

General Academic Information

Classification of Students

Doctoral students meeting all entrance requirements will be classified as regular graduate students. Students who do not fulfill all entrance requirements may be admitted with provisional status until they compensate for any deficiency. Normally all prerequisites must be satisfied before beginning doctoral study. Full-time study is defined as 6 credits per semester.

Research Competence

Specific research skills appropriate for proposed dissertation study are to be demonstrated. The doctoral program committee will validate competence through review of examinations, completed research, or coursework. Appropriate research tools and methods include biblical languages, modern languages, statistical analysis and qualitative research methodologies applicable to educational problems and issues. Deficiencies in research competence may result in additional program specialization components.

Grading System

Students wishing to obtain a doctoral degree must maintain a consistently high academic performance throughout their program. An overall grade point average of 3.25 on a 4.0 scale, is required. Only grades of “A,” “B,” “C” earn graduate credit, although the course grade of “B-” or lower will trigger a review of the student’s qualification to remain in the program, as noted below under Academic Dismissal. Grades of all students are recorded in the Office of the Registrar.

Academic Probation and Dismissal

Cumulative Grade Point Average: A student failing to maintain the minimum GPA of 3.25 will be placed on academic probation. The following semester, should the student not meet the minimum cumulative GPA (3.25), the Doctoral Program committee will review the matter and the student is subject to dismissal from the doctoral program. Students who receive one course grade of “B-” or lower will be reviewed by the Doctoral Program committee and are subject to probation. For a second course grade of “B-” or lower, the Doctoral Program committee will review the matter and the student is subject to dismissal from the doctoral program.

Dismissal

Candidacy Examination Portfolio—Revision of Items: When students do not successfully complete a course-related Candidacy Exam portfolio item during the coursework phase of doctoral study, they must then revise and successfully pass the item within the following semester. The student will be placed on Academic Probation until that item has been satisfactorily revised and passed within that following semester. If a student does not successfully complete the item within that time period, then the program committee will review the matter and the student may be subject for dismissal from the doctoral program. Should any student receive a notice that a third course-related Candidacy Exam portfolio item was not successfully passed and must be revised, then at that time the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

Timely Progress

Timely Progress in the Coursework Phase: During the coursework phase, doctoral students must complete a minimum of 12 credits toward the doctoral degree per academic year, except for the final year of coursework study. Following a second year in which a student does not complete the required minimum of 12 credits per academic year, then the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

Timely Progress in the Dissertation Phase: Students in the dissertation phase of doctoral studies must make timely progress toward the completion of a dissertation. Timely progress is made by achieving the relevant semester-by-semester milestone requirements related to the particular degree program as specified in the Program Handbook. If the student misses the achievement of a dissertation semester milestone a second time, then the program committee will review the matter and the student may be subject for dismissal from the doctoral program.

Time Limit for Degrees

All course and academic requirements must be completed within six years (Ed.D.) or seven years (Ph.D.) from the date of the student’s first registration for graduate study in the doctoral program. The dissertation must be completed within 1.5 years (Ed.D.) or 2.5 years (Ph.D.) of successfully completing the candidacy exam portfolio.

Failure to Register/Unofficial Withdrawal

Students who fail to register or pay the necessary portion of their tuition bill in any given semester without arranging for a leave of absence or formal withdrawal are dismissed from the program by default since official registration for that semester was never completed. It is the student’s responsibility to be aware of course selection and registration procedures and deadlines, and program deadlines for paying tuition and fees.

Students who unofficially withdraw from the program and are later readmitted may be required to pay continuation fees for semesters during which they were not enrolled and are subject to doctoral program curriculum changes and graduation requirements implemented during their program inactivity.

Leave of Absence

Inactive students are those who have requested and been granted a Leave of Absence from the program. A Leave of Absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and there is an intention to return to the program. A Leave of Absence must be renewed by petition each semester and may not exceed two consecutive semesters. A Leave of Absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. Each Leave of Absence must receive the approval of the student’s advisor, if applicable, and the final approval of the Doctoral Program.
Committee. Students on leave are required to register for TTDE 897 each term (a 1-credit fee may be assessed).

Readmission
A person who has withdrawn or been dismissed from the doctoral program may request and file a reapplication to the program a minimum of six months after termination. The reapplication should be in the form of a letter and include a new application form, at least two current references, and any desired supporting materials. The letter should be addressed to the Doctoral Program Committee, stating the reasons for requesting re-admittance as well as any other issues deemed relevant by the applicant. The letter should directly address the causes for dismissal, and present a realistic plan and time schedule for completion of the program, should readmission be granted. The application will be considered with the regular admissions pool.

Curriculum
The curriculum of the doctoral program is organized into two parts: a series of common core courses taken by all students and elective courses from which the student will select those appropriate for a program of study. Doctoral courses are numbered in the 800 series. Up to 3 semester credits of pre-approved 600 or 700 series master’s-level University courses may be included in the electives program.

Candidacy Examination
The Ph.D. and Ed.D. programs use a portfolio process for the Candidacy Exam. See the current Candidacy Exam Portfolio Instructions for a detailed explanation. The final part of the Candidacy Exam consists of successfully completing the following core course during the final semester of coursework studies: TTDE 877.

Dissertation
Dissertation advisors are available to supervise dissertations during the regular Fall and Spring terms only. See the current Dissertation Guidelines for a detailed explanation.

Full-time Status for Government Loans and International Students
Students with government loans or with international student visas must maintain full-time student status each Fall and Spring semester while enrolled in doctoral studies (minimum 6 credits per Fall and Spring semesters). The following course and dissertation registrations count as full-time student status without needing to reach the 6-credit level.

Students enrolled in TTDE 877 are considered full-time students for that semester only.

During dissertation studies, Ed.D. students are given full-time status for up to three semesters of TTDE 891.

Faculty
Director: Kevin Lawson, Ed.D
Professors: Carr, Eguzibal, Esquda, Issler, Lawson
Associate Professors: Cardoza, Cunningham, Kim

Programs

Programs Offered
- Educational Studies, Ed.D. (p. 379)
- Educational Studies Ph.D. (p. 380)

Courses
Course Descriptions
- Educational Studies (TTDE) (p. 413)

Educational Studies, Ed.D.

Learning Outcomes
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. 5) section of this catalog.

Requirements

Ed.D. in Educational Studies Curriculum
Core Studies
All students complete 21 semester credits of required core courses. Students should pursue the completion of core courses early in their program and follow the research sequence of prerequisites carefully.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTDE 801</td>
<td>Philosophical Issues in Educational Studies</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 806</td>
<td>Theological Research and Integration for Educational Studies</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 807</td>
<td>Educational Research I: Descriptive Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 866</td>
<td>Educational Research II: Inferential Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 867</td>
<td>Educational Research III: Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 877</td>
<td>Candidacy Exam Capstone</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 884</td>
<td>Doctoral Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements
In consultation with the program advisor, the student designs a program (24-semester-credit minimum) in light of educational background and vocational and research interests. Elective courses are available in a range of content areas, including, but not limited to: Christian formation, teaching foundations and processes, curriculum development, Christian higher education, and leadership and administration.

In selecting a program of study, students may incorporate any electives offered (consult the two-year projected schedule of courses). In addition, sufficient latitude in designing elective course assignments permits students to pursue a variety of research interests. Courses are usually offered on a rotating basis every two or three years.

University Courses as Electives
Up to 3 credits of pre-approved elective graduate course work directly related to the program of study may be taken in other departments at Biola University or transferred in from other accredited graduate institutions. However, since enrollment may be limited, the student must obtain permission from the instructor and the dean of the school in which the course is offered.

Educational Studies, Ph.D.

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. 5) section of this catalog.

Requirements

Ph.D. in Educational Studies Curriculum

Core Requirements

All students complete 21 semester credits of required core courses. Students should pursue the completion of core courses early in their program and follow the research sequence of prerequisites carefully.

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<td>TTDE 806</td>
<td>Theological Research and Integration for Educational Studies</td>
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<tr>
<td>TTDE 807</td>
<td>Educational Research I: Descriptive Research and Statistics</td>
<td>3</td>
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<tr>
<td>TTDE 866</td>
<td>Educational Research II: Inferential Research and Statistics</td>
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<tr>
<td>TTDE 867</td>
<td>Educational Research III: Qualitative Research</td>
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<td>TTDE 877</td>
<td>Candidacy Exam Capstone</td>
<td>3</td>
</tr>
<tr>
<td>TTDE 884</td>
<td>Doctoral Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

Select 24 credits

Total Credits 380

In consultation with the program advisor, the student designs a program (24-semester-credit minimum) in light of educational background and vocational and research interests. Elective courses are available in a range of content areas, including, but not limited to: Christian formation, teaching foundations and processes, curriculum development, Christian higher education, and leadership and administration.

In selecting a program of study, students may incorporate any electives offered (consult the two-year projected schedule of courses). In addition, sufficient latitude in designing elective course assignments permits students to pursue a variety of research interests. Courses are usually offered on a rotating basis every two or three years.

University Courses as Electives
Up to 3 credits of pre-approved elective graduate course work directly related to the program of study may be taken in other departments at Biola University or transferred in from other accredited graduate institutions. However, since enrollment may be limited, the student must obtain permission from the instructor and the dean of the school in which the course is offered.

Master of Arts (Talbot)

Director: Alan Hultberg, Ph.D.

Mission

The mission of the Master of Arts is to produce biblically, theologically, and spiritually discerning Christian thinkers who can serve the body of Christ in lay, parachurch or academic ministries. The Master of Arts program provides both a general biblical, theological, and spiritual foundation for reflection and a specialized focus on a discipline crucial to fulfilling Talbot’s mission and from which students can serve or go on for advanced study. These disciplines include Bible Exposition, Biblical and Theological Studies/Diversified, New Testament, Old Testament, Philosophy, Spiritual Formation, and Theology.
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. 5) 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.

For special admissions deadlines and requirements involved in the Spiritual Formation concentration, contact Graduate Admissions. Due to the limited enrollment in this concentration, all applicants will be personally interviewed.

Academic Probation
Students are placed on academic probation if their grade point average for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative grade point average remains below 3.0. Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the seminary. A student cannot graduate while on probation.

Graduation Requirements
1. Satisfactorily complete 64–66 semester credits as outlined in the curriculum requirements below. The rate of progress for many students is 11–12 credits per semester, allowing the program to be completed in three years.
2. Submit an acceptable capstone project, as determined by the department of concentration. Students in Spiritual Formation concentration submit an acceptable Spiritual Formation Master’s Project-Thesis, which includes 3 credits for writing and one credit for personal growth exploration. The Project-Thesis must involve both a theoretical and practical-experiential dimension in consultation with thesis advisor. Students in other MA concentrations will receive specific directions about their capstone project from their respective departments.
3. At least 24 of the total credits required for the degree program must be completed in residency at Biola. Advanced Standing, Reduction and transfer credit are not considered residency credits.
4. Obtain a 3.0 average with no grade below a “C-” in all courses to be credited toward graduation.
5. Complete the entire program in no more than five years.
6. Meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Concentration Requirements
Program Structure
The academic programs leading to the degree Master of Arts with concentrations in Bible Exposition, Biblical and Theological Studies/Diversified, New Testament, Old Testament, Philosophy, Spiritual Formation, and Theology are comprised of 64–66 credits structured in common to include:

1. Biblical and theological foundations.
2. Spiritual Formation Focus (SFF).
3. Academic specialization in one of four disciplines requiring biblical language studies, or general studies in which biblical languages are not required.
4. Additional elective courses determined by the student in consultation with the advisor.

Reduction
Applicants who have taken undergraduate courses in biblical or theological studies may request a program reduction based on collegiate work. See Talbot Admissions Requirements for details. Note: if master’s level courses are reduced based on undergraduate coursework, some Ph.D. programs may require additional graduate courses in order to meet doctoral program requirements.

Curriculum (64 Credits)
Core Requirements
The following are the core requirements for all Talbot Master of Arts Concentrations except the Spiritual Formation Concentration and Biblical and Theological Studies/Diversified (Kyiv Extension) Concentration. The core requirements for these concentrations are listed separately.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 514</td>
<td>Historical Theology Survey</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>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>
<td>0</td>
</tr>
<tr>
<td>TTSF 505</td>
<td>Talbot Spiritual Direction I</td>
<td>0</td>
</tr>
</tbody>
</table>
Concentrations with Curriculum

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.

Concentration-Specific Requirements

<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>2</td>
</tr>
<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 605</td>
<td>Exegesis in the Epistles</td>
<td>3</td>
</tr>
<tr>
<td>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>
</tbody>
</table>

Elective Requirements

- Bible Exposition electives: 10
- General electives: 4

Total Credits: 33

1. Up to 6 graduate elective credits may be taken in other schools of Biola University with advisor’s approval.

Biblical and Theological Studies/Diversified

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.

Concentration-Specific Requirements

<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>
</tbody>
</table>

Select one of the following:

- ISCL 556 World Religions: 3
- TTHT 726 Cults of America: 3
- TTPH 602 Apologetics: 3

Elective Requirements

- Specialized Electives: 14 credits selected from TTBE, CE, HT, NT, OT, PH, PT, TH courses. A maximum of 6 credits in TTPT or TTCE: 14
- General Electives: 4

Total Credits: 33

Biblical and Theological Studies/Diversified (Kyiv Extension)

Learning Outcomes

As a result of this program, students will:

1. Be able to recall the key contents of the Old and New Testaments and 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” and will reflect upon the calling(s) of God in their lives.
For the purposes of assessment, "sanctification gap" is defined as the perceived gap between the goal of sanctification and one's present spiritual life.

Core Requirements

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<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>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 512</td>
<td>Theology II - Works of God, Angels, Man and Sin</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 614</td>
<td>Theology IV - The Church and Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 602</td>
<td>Genesis</td>
<td>2</td>
</tr>
<tr>
<td>TTBE 726</td>
<td>Expositional Methodology in Daniel and Revelation</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 741</td>
<td>Issues in Biblical Exposition</td>
<td>2</td>
</tr>
<tr>
<td>TTCE 600</td>
<td>Educational Ministry in the Church</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 505</td>
<td>Patristic and Medieval Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 506</td>
<td>Reformation and Modern Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 701</td>
<td>The World of the New Testament</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 791</td>
<td>New Testament Seminar</td>
<td>2</td>
</tr>
<tr>
<td>TTOT 745</td>
<td>World of the Old Testament</td>
<td>2</td>
</tr>
<tr>
<td>TTOT 791</td>
<td>Old Testament Seminar</td>
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<td>Apologetics</td>
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<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>TTTH 712</td>
<td>Current Theological Issues</td>
<td>2</td>
</tr>
<tr>
<td>TTTH 720</td>
<td>The Theology and Practice of Prayer</td>
<td>2</td>
</tr>
<tr>
<td>TTTH 727</td>
<td>Cults in the Eurasian Context</td>
<td>2</td>
</tr>
<tr>
<td>TTTH 728</td>
<td>Theological Systems</td>
<td>2</td>
</tr>
<tr>
<td>TTTH 790</td>
<td>Kyiv Capstone Project</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Requirements

There are no available elective credits in this concentration

Co-Curricular Requirements

Participation in Spiritual Formation Labs (16 sessions). These discussion groups meet as an additional component of class time

Total Credits 66

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.

Concentration-Specific Requirements

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<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 605</td>
<td>Exegesis in the Epistles</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 701</td>
<td>The World of the New Testament</td>
<td>2-3</td>
</tr>
<tr>
<td>TTOT 603</td>
<td>Elements of Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 604</td>
<td>Elements of Hebrew II</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

New Testament electives 8

General electives 4

Total Credits 33

Old Testament

Learning Outcomes

As a result of this program, the student will:

1. Have a developing appreciation of the Old Testament through application of skills in the areas of Hebrew language, exegesis, and the historical-cultural setting of the Old Testament.

2. Have a developing appreciation for the value of studying Old Testament Hebrew for a better understanding of God's written word. It is expected that the graduate will use an exegetical methodology for the Old Testament on a regular basis throughout his or her lifetime.

3. Be able to research the Old Testament using the exegetical tools of Hebrew language and archaeological and historical studies. It is expected that the insights into the biblical text will be more original and better supported as a result of the exegetical method.

4. Be able to research the New Testament using the exegetical tools associated with the Greek language. It is expected that the insights into the biblical text will be more original and better supported as a result of the exegetical method.

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.

Elective Requirements

There are no available elective credits in this concentration

Co-Curricular Requirements

Participation in Spiritual Formation Labs (16 sessions). These discussion groups meet as an additional component of class time

Total Credits 66

Old Testament

Learning Outcomes

As a result of this program, the student will:

1. Have a developing appreciation of the Old Testament through application of skills in the areas of Hebrew language, exegesis, and the historical-cultural setting of the Old Testament.

2. Have a developing appreciation for the value of studying Old Testament Hebrew for a better understanding of God's written word. It is expected that the graduate will use an exegetical methodology for the Old Testament on a regular basis throughout his or her lifetime.

3. Be able to research the Old Testament using the exegetical tools of Hebrew language and archaeological and historical studies. It is expected that the insights into the biblical text will be more original and better supported as a result of the exegetical method.

4. Be able to research the New Testament using the exegetical tools associated with the Greek language. It is expected that the insights into the biblical text will be more original and better supported as a result of the exegetical method.
5. Be able to help others understand the textual history, historical accuracy, and key critical issues of the Old Testament in light of the latest findings and based on a thoroughly biblical worldview.

**Concentration-Specific Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 501</td>
<td>Beginning Greek I</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 603</td>
<td>Elements of Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 604</td>
<td>Elements of Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 705</td>
<td>Exegesis in Genesis and Selected Passages</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 745</td>
<td>World of the Old Testament ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General electives</td>
<td>3</td>
</tr>
<tr>
<td>Old Testament electives ²</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

¹ TTOT 745 should be taken for a minimum of 2 credits. If taken for 3 credits, the third credit may count toward the required number of Old Testament electives (see Elective Requirements).

² Three of these credits must be OT exegesis.

**Philosophy Learning Outcomes**

The main purpose of this concentration is to help the student develop the skills to do philosophy from a Christian worldview. The attitudes and character traits of a Christian philosopher will be fostered by departmental activities, professional modeling, and teaching techniques. Skills necessary for the craft of philosophy will be developed by equipping the student to think critically, conduct high-level philosophical research, and interact with the broader philosophical community. The program is aimed at developing the ability to do philosophy in various ministry programs, such as parachurch and local church apologetics as well as preparing the student for further graduate work in fields such as philosophy, ethics, religious studies, law, political science, and theology.

Collectively, graduates of our program should be providing visionary leadership, articulating a Christian worldview in various cultural contexts—at Christian colleges, in seminaries, and in parachurch ministries, for example—and should be penetrating the secular university and venues of popular culture, such as art, media, and music. Therefore, many graduates will qualify for admission to competitive doctoral programs in philosophy, ethics, religious studies, and other fields.

As a result of this program, the student will achieve the following learning outcomes (in addition to the core M.A. learning outcomes):

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.
3. With respect to the history or current state of discipline, graduates will be able to articulate:

   a. three distinct normative ethical theories, namely utilitarianism, deontology, and virtue ethics, and the fundamental disagreements underlying disputes about beginning- and end-of-life ethics;
   b. three theories of properties (realism, nominalism, and trope theory), the distinction between libertarian and compatibilist theories of free will, and the distinctions among substance dualism, property dualism, and physicalism;
   c. the basic contours of a correspondence theory of truth and a foundationalist theory of the structure of knowledge;
   d. two classical arguments for the existence of God, and the basic contours of the challenges to Christianity from the coherence of the Incarnation and the Trinity, from God's foreknowledge, and from evil.

These learning outcomes will be measured through the evaluation of a portfolio submitted by and an oral exam taken by each student during the semester after which he or she will graduate from the M.A. Philosophy program. Details of the portfolio, oral exams, and how they will be evaluated can be found in the Talbot Philosophy Department office, and details about these requirements will be sent to students during their first semester enrolled in the program.

**Reduction and Transfer Guidelines for Philosophy Concentration**

Students with satisfactory undergraduate parallel content in philosophy will be considered for course reduction. All requests for course reduction are subject to departmental approval on a case by case basis. Students seeking course reduction must have earned at least a "B" grade.

Students may only transfer courses that are parallel in content and taken from accredited graduate schools and seminaries. Request for transfer of courses should be submitted to the Office of the Registrar with prior approval from the department. Students must complete in residence a minimum of 24 credits in the Philosophy concentration.

**Concentration-Specific Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</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 547</td>
<td>The Theology and Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 566</td>
<td>History and Normative Systems of Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 624</td>
<td>Ethical Issues I</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 667</td>
<td>Philosophical Anthropology and Philosophy of the Mind</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 684</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 685</td>
<td>Philosophical Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy electives</td>
<td>6</td>
</tr>
<tr>
<td>General electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

**Spiritual Formation Learning Outcomes**

This concentration is designed as a personal growth and academic degree. It is an intensive, integrative program within the Institute for Spiritual Formation at Talbot School of Theology, designed to equip men and women for the ministry of discipleship and spiritual formation in general, in the local church, and for further academic training in spiritual formation. The program is designed entirely around promoting growth
in the believer’s inner life of faith and prayer with God in the context of a shared community and developed knowledge-base in the Word.

Because the program is experiential and theoretical in nature with respect to spiritual growth and the dynamic processes involved, the M.A. Concentration in Spiritual Formation draws upon an interdisciplinary faculty from both Talbot and Rosemead School of Psychology.

It includes both in-depth theoretical and integrative coursework, employing the creation disciplines such as theology, philosophy, psychology and education as well as experiential-relational soul work in classes and co-curricular requirements to aid in understanding the spiritual life mentoring.

Note also that this more academic M.A. with a concentration in Spiritual Formation is to be distinguished from the more professional M.A. in Spiritual Formation and Soul Care, the latter being fashioned more along the lines of an Apprentice Training Model which includes training, supervision and service components in spiritual direction and mentoring.

As a result of this program, students will:

1. Develop the PLOs having to do with biblical integration (#1) and spiritual formation (#3) to a higher level of mastery.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 512</td>
<td>Theology II - Works of God, Angels, Man and Sin</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 614</td>
<td>Theology IV - The Church and Last Things</td>
<td>3</td>
</tr>
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</table>

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSF 517</td>
<td>Hermeneutics and the Word in Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>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>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>TTSF 621</td>
<td>Spiritual Formation and Theology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 642</td>
<td>Spiritual Disciplines Seminar</td>
<td>3</td>
</tr>
<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</td>
<td>4</td>
</tr>
<tr>
<td>TTSF 701</td>
<td>Spiritual Formation Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 740</td>
<td>Spiritual Formation Project/Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

Co-Curricular Requirements

- Didactic Therapy
- Faculty-Student Retreats
- TTSF 585 Personal Spiritual Direction
- TTSF 672 Personal Retreat and Formation

<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</td>
<td>1</td>
</tr>
<tr>
<td>TTSF 672</td>
<td>Personal Retreat and Formation</td>
<td>2</td>
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</table>

Elective Requirements

General electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>1</td>
</tr>
<tr>
<td>TTSF 672</td>
<td>Personal Retreat and Formation</td>
<td>2</td>
</tr>
</tbody>
</table>

Greek Option

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 501</td>
<td>Beginning Greek I</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 726</td>
<td>Cults of America</td>
<td>3</td>
</tr>
<tr>
<td>or TTTH 733</td>
<td>World Religions and Cults</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 602</td>
<td>Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 709</td>
<td>Contemporary Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 765</td>
<td>Theology Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

Theology electives selected from TTHH, PM and HT courses. | 6       |

Non-Greek Option

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>TTHT 726</td>
<td>Cults of America</td>
<td>3</td>
</tr>
<tr>
<td>or TTTH 733</td>
<td>World Religions and Cults</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 602</td>
<td>Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 709</td>
<td>Contemporary Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 765</td>
<td>Theology Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

Theology electives selected from TTHH, PM and HT courses. | 12      |

Total Credits

Greek Option: 33

Non-Greek Option: 33
Master of Divinity (Talbot)

Mission
The mission of the Master of Divinity degree program is to equip servant leaders for making disciples worldwide by developing in them an accurate knowledge of the Word of God, the skills necessary to communicate the Gospel effectively, and character worthy of the kingdom of our Lord Jesus Christ for the leading of the church.

Program 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 3)

    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. 5) 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. Students who have not had Greek but wish (or need) to take it in seminary may take Beginning Greek at Talbot and receive elective credit applicable toward the graduation requirement.

Concentration Requirements
Changes of concentration may be authorized under certain circumstances prior to the completion of 48 credits, but are discouraged after that point. Students without a working knowledge of Greek must take TTNT 501 and TTNT 502 (Beginning Greek) which are not for credit unless taken in place of elective credits.
Electives in the Curriculum

Electives are open to the student’s choice (check prerequisites listed in course descriptions) regardless of concentration, but that choice may be governed by the following guidelines:

1. If writing a thesis, the student’s advisor may require up to 4 credits of electives in an area of study in preparation for the thesis.
2. Students who do not write a thesis are required to take two additional elective credits for a program total of 98 credits.

Advanced Standing

Applicants who have taken undergraduate courses in biblical or theological studies may request advanced standing based on collegiate work. See Talbot Admissions Requirements for details.

Academic Probation

Students are placed on academic probation if their grade point average for any semester falls below 2.5 and will remain on probation as long as the single semester of cumulative grade point average remains below 2.5. Students on probation are granted one semester in which to bring their academic work up to the required level (2.5) for continuance in the seminar. A student cannot graduate while on probation.

Graduation Requirements

1. Satisfactorily complete 96–98 semester credits. See (#4) below.
2. Take the courses prescribed in the Master of Divinity curriculum.
3. Complete the requirements in one of the concentrations.
4. Submit an acceptable thesis (4 credits) chosen in consultation with the major advisor or, at the option of the major advisor and in lieu of the thesis, complete 6 credits of electives. Students who write theses will have a total requirement of 96 credits, and those who take 6 credits of electives in lieu of a thesis will have a total requirement of 98 credits. Five unbound copies of the thesis are to be submitted to the librarian.
5. At least 50% of the total credits required for the degree program must be completed at this seminary, calculated prior to applying any advanced standing/reduction or transfer credit.
6. The M.Div. program can be completed in three years (as outlined below), although a more typical rate of progress will allow the program to be completed in four years. For those who need to extend the program, a five-year curriculum for the Master of Divinity in Pastoral and General Ministries Concentration is available on the Office of the Registrar’s website at: biola.edu/registrar/degree_requirements (http://www.biola.edu/registrar/degree_requirements).
7. Must have a 2.5 cumulative GPA with no grade below a D-.
8. Meet with Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Biblical Languages Requirement

Two biblical languages are required: Greek and Hebrew. The first three classes of Greek (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 beyond beginning Greek. A qualifying examination is available to all interested students. Those who pass the examination may enroll directly in TTNT 503.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 605</td>
<td>Exegesis in the Epistles</td>
<td>3</td>
</tr>
</tbody>
</table>

Beginning Greek Requirement

Students who do not take or do not pass the qualifying examination must take the courses listed below (for 2 credits each) as prerequisites to TTNT 503.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 501</td>
<td>Beginning Greek I</td>
<td>2</td>
</tr>
<tr>
<td>TTNT 502</td>
<td>Beginning Greek II</td>
<td>2</td>
</tr>
</tbody>
</table>

Hebrew

The courses listed below are required. A qualifying examination is available to interested students. Those who pass the examination may take TTOT 604 plus 3–4 credits of Hebrew electives instead of TTOT 603.

<table>
<thead>
<tr>
<th>Course</th>
<th>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 607</td>
<td>Hebrew Exegesis I – Torah</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 705</td>
<td>Exegesis in Genesis and Selected Passages</td>
<td>3</td>
</tr>
</tbody>
</table>

Thesis Course Sequence

If a student elects to write a thesis, the course "Thesis First Draft" will be taken at the completion of 64 credits and "Thesis Final Draft" at the completion of 80 credits. Neither is applicable toward graduation unless both have been completed. Some preliminary steps must be completed by the end of the semester prior to taking "Thesis First Draft." See the Talbot graduate student handbook for details.

Curriculum (96 or 98 Credits)

Core Requirements

The following are the core requirements for all Talbot Master of Divinity Concentrations. Messianic Jewish Studies and the Spiritual Formation Concentrations both differ slightly in their requirements. These variations can be found under the specific concentration’s core requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 505</td>
<td>Patristic and Medieval Theology</td>
<td>3</td>
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<tr>
<td>TTHT 506</td>
<td>Reformation and Modern Theology</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>
<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>TTPH 602</td>
<td>Apologetics</td>
<td>3</td>
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<td>TTPT 591</td>
<td>Introduction to Field Education</td>
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</tr>
<tr>
<td>TTPT 609</td>
<td>Expository Preaching</td>
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</tbody>
</table>
Core Requirement Alternatives

Christian Ministry and Leadership

For students anticipating a career teaching in higher education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TTCE 790</td>
<td>Educational Practicum</td>
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May replace:

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<tr>
<td>TTPT 791</td>
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<td>0</td>
</tr>
<tr>
<td>TTPT 792</td>
<td>Field Internship</td>
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</tbody>
</table>

A written faculty advisor-approved petition must be filed with the Office of the Registrar.

Bible Exposition

For one of the three required Bible Exposition courses excluding the course listed below, the student may substitute 3 credits of Greek or Hebrew exegesis electives.

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

Concentrations

Christian Education

Mission and Learning Outcomes

Provides preparation for a wide variety of local church ministries related to teaching and equipping believers and church attendees of all ages including curriculum development, volunteer training, retreats, small groups, life stage and gender ministries, and the like.

As a result of this program, the student will:

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.

Evangelism and Discipleship

Mission and Learning Outcomes

Provides preparation for a variety of professional ministries including pastor, associate pastor, youth pastor, teacher, evangelist, missionary and other leadership roles. In comparison to the Pastoral and General Ministries this program has specialized training in evangelism and discipleship.

As a result of this program, the student will:

1. Give a persuasive and succinct presentation of how one comes to faith in Christ.
2. Design a training seminar on evangelism for laypersons in a local church.
3. Develop and apply specific skills for cross-cultural evangelism in the United States and abroad.
4. Analyze the changing context of American society, and develop ways of addressing various ethical/social issues.
5. Acquire the basic information and skills to plant a new church.
6. Learn the principles and procedures to cooperate with God in the growth of His churches.

7. Integrate the biblical doctrine of sanctification with the concepts of discipleship, spiritual formation, and the Christian life.

**Concentration-Specific Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 600</td>
<td>Educational Ministry in the Church</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 510</td>
<td>Evangelism and Follow-Up</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 592</td>
<td>Field Education II</td>
<td>0</td>
</tr>
<tr>
<td>TTPT 602</td>
<td>Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 610</td>
<td>Contemporary Biblical Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 614</td>
<td>Church Growth and Church Planting in the USA</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 691</td>
<td>Field Education III</td>
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<tr>
<td>TTPT 692</td>
<td>Field Education IV</td>
<td>0</td>
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<tr>
<td>TTPT 703</td>
<td>The Church and Society</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 722</td>
<td>Small Group Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 730</td>
<td>Biblical Leadership and Management</td>
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<tr>
<td>TTPT 791</td>
<td>Field Internship</td>
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</tr>
<tr>
<td>TTPT 792</td>
<td>Field Internship</td>
<td>1</td>
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</tbody>
</table>

**Elective Requirements**

Select one of the following tracks: 7-9

**Thesis Track:**
- Select 3 credits of general electives
  - TTBE 517 Hermeneutics and Bible Study Methods 3
  - TTBE 519 Survey of Genesis–Malachi 3
  - TTBE 520 Survey of Matthew–Revelation 3
  - TTBE 726 Expositional Methodology in Daniel and Revelation 3
  - TTHT 505 Patristic and Medieval Theology 3
  - TTHT 506 Reformation and Modern Theology 3
  - TTNT 503 Exegesis 1 3
  - TTNT 604 Exegesis in the Gospels 3
  - TTNT 605 Exegesis in the Epistles 3
  - TTOT 603 Elements of Hebrew I 3
  - TTOT 604 Elements of Hebrew II 3
  - TTPH 602 Apologetics 3
  - TTPT 591 Introduction to Field Education 1
  - TTPT 592 Field Education II 0
  - TTPT 602 Pastoral Ministry 3
  - TTPT 609 Expository Preaching 3
  - TTPT 691 Field Education III 0
  - TTPT 692 Field Education IV 0
  - TTSF 501 Introduction to Spiritual Theology and Formation 3
  - TTSF 503 Personal Foundations for Spiritual Formation 3
  - TTSS 510 Theological Research Methodologies 1
  - TTTH 511 Theology I - Introduction: Revelation and Nature of God 3
  - TTTH 512 Theology II - Works of God, Angels, Man and Sin 3
  - TTTH 613 Theology III - Christ, Salvation and the Spirit 3
  - TTTH 614 Theology IV - The Church and Last Things 3

**Non-Thesis Track:**
- Select 9 credits of electives
  - ISCL 727
  - TTCE 558
  - TTHT 705
  - TTNT 701
  - TTNT 722
  - TTH 717
  - TTH 718

**Total Credits**

35-37

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**Messianic Jewish Studies**

This concentration is only offered through the Charles Feinberg Center in New York.

**International Student Admission Requirement**

International applicants must demonstrate a TOEFL score of 100 iBT to gain admission into the Feinberg M.Div. program.

**Mission and Learning Outcomes**

Provides training and preparation for a variety of professional ministries that serve the Jewish community in roles such as Messianic congregational leader, outreach coordinator, missions worker, or educator. Includes opportunities for specialized study of the Bible and theological reflection with a focus on aspects of Jewish studies. Enrollment in concentration-specific courses is limited to students admitted to Messianic Jewish Studies concentration.

As a result of this program the student will:

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

**Core Requirements**

Students enrolling in the Messianic Jewish Studies concentration will take the following core courses in place of the Core Requirements section listed above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 726</td>
<td>Expositional Methodology in Daniel and Revelation</td>
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</tr>
<tr>
<td>TTHT 505</td>
<td>Patristic and Medieval Theology</td>
<td>3</td>
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<tr>
<td>TTHT 506</td>
<td>Reformation and Modern Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
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<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
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</tr>
<tr>
<td>TTNT 605</td>
<td>Exegesis in the Epistles</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 603</td>
<td>Elements of Hebrew I</td>
<td>3</td>
</tr>
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<td>TTOT 604</td>
<td>Elements of Hebrew II</td>
<td>3</td>
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<tr>
<td>TTPH 602</td>
<td>Apologetics</td>
<td>3</td>
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<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>
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</tr>
<tr>
<td>TTPT 602</td>
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<td>TTPT 609</td>
<td>Expository Preaching</td>
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<td>TTPT 691</td>
<td>Field Education III</td>
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<tr>
<td>TTSF 501</td>
<td>Introduction to Spiritual Theology and Formation</td>
<td>3</td>
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<td>TTSF 503</td>
<td>Personal Foundations for Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 512</td>
<td>Theology II - Works of God, Angels, Man and Sin</td>
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<tr>
<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
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<tr>
<td>TTTH 614</td>
<td>Theology IV - The Church and Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration-Specific Requirements**

If student is not writing a thesis, the following courses are required. If student is writing a thesis, TTTH 622 and TTPT 712 are not required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TTHT 604</td>
<td>Jewish History</td>
<td>3</td>
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<tr>
<td>TTNT 701</td>
<td>The World of the New Testament</td>
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<td>TTOT 607</td>
<td>Hebrew Exegesis I – Torah</td>
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</tr>
<tr>
<td>TTOT 608</td>
<td>Hebrew Exegesis II – Neviim</td>
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</tr>
<tr>
<td>TTOT 609</td>
<td>Hebrew Exegesis III - Ketuvim</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<td>-------------</td>
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<tr>
<td>TTOT 613</td>
<td>Rabbinic Literature—Readings in Mishnah and Talmud</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 510</td>
<td>Evangelism and Follow-Up</td>
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</tr>
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<td>TTPT 610</td>
<td>Contemporary Biblical Preaching</td>
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<tr>
<td>TTPT 712</td>
<td>Ethics of the Fathers 2</td>
<td>2</td>
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<tr>
<td>TTPT 723</td>
<td>Integration in Jewish Studies</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 730</td>
<td>Biblical Leadership and Management</td>
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<td>TTPT 791</td>
<td>Field Internship</td>
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<tr>
<td>TTPT 792</td>
<td>Field Internship</td>
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<td>TTTH 620</td>
<td>Rabbinic Theology</td>
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<tr>
<td>TTTH 622</td>
<td>Theology of the Siddur 2</td>
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</tbody>
</table>

Elective Requirements

There are no available elective credits in this concentration 0

Total Credits 98

1 TTNT 501 and TTNT 502 are prerequisites to this course.

2 Students electing to write a thesis will take TTHE 797 and TTHE 798 instead of TTPT 712 and TTTH 622. Therefore, the overall program will be reduced from 98 to 97 credits.

### 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.

### Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ISAN 507</td>
<td>Cultural Anthropology</td>
<td>3</td>
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<tr>
<td>ISCL 751</td>
<td>Theology of Mission</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 791</td>
<td>Field Internship</td>
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<td>ISCL 792</td>
<td>Field Internship</td>
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<tr>
<td>TTCE 600</td>
<td>Educational Ministry in the Church</td>
<td>3</td>
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<tr>
<td>TTPT 592</td>
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<tr>
<td>TTPT 691</td>
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<tr>
<td>TTPT 692</td>
<td>Field Education IV</td>
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</table>

Elective Requirements

Select one of the following tracks: 24-26

**Thesis Track:**

Select 12 credits of ISCL electives from one of the emphases below

Select 8 credits of general electives

**TTHE 797** Thesis First Draft: M.Div.

**TTHE 798** Thesis Final Draft: M.Div.

**Non-Thesis Track:**

Select 12 credits of ISCL electives from one of the emphases below

Select 14 credits of general electives

Total Credits 35-37

### Emphases

Students earning the Missions and Intercultural Studies Concentration choose any four courses from the categories below. These four courses may be from one or from multiple categories below. Other courses offered by the Cook School of Intercultural Studies may also be used to satisfy this requirement with the permission of the department chair.

#### Anthropology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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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>
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<tr>
<td>ISAN 631</td>
<td>Topics in Cultural Anthropology</td>
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<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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#### Applied Linguistics

<table>
<thead>
<tr>
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<th>Course Title</th>
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<td>ISAL 520</td>
<td>Introduction to Language and Linguistics</td>
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<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>
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<tr>
<td>ISAL 648</td>
<td>Discourse and Text Analysis</td>
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<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

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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ISCL 520</td>
<td>Interpersonal and Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 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>
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<td>ISCL 735</td>
<td>Principles of Church Growth</td>
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</tr>
<tr>
<td>ISCL 742</td>
<td>History of the World Christian Movement</td>
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</tr>
<tr>
<td>ISCL 743</td>
<td>Urban Church Planting Models</td>
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</tr>
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<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
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<td>ISCL 765</td>
<td>Cross-Cultural Leadership</td>
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#### Crosscultural Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ISCL 520</td>
<td>Interpersonal and Intercultural Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 575</td>
<td>Multicultural Education</td>
<td>3</td>
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<tr>
<td>ISCL 709</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 744</td>
<td>Narrative in Scripture and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>
Linguistics and Biblical Languages

ISAL 520 Introduction to Language and Linguistics 3
ISAL 521 General Articulatory Phonetics 3
ISAL 523 Introduction to Phonology 3
ISAL 525 Introduction to Syntax 3
ISAL 529 Introduction to Semantics and Pragmatics 3
ISAL 535 Introduction to Bible Translation 3
ISAL 648 Discourse and Text Analysis 3
ISAL 650 Seminar in Linguistics and Biblical Exegesis 3

Missiology

ISCL 555 Introduction to World Missions 3
ISCL 655 Contemporary Theology of Mission 3
ISCL 680 The Local Church and World Missions 3
ISCL 722 Spiritual Conflicts in Crosscultural Context 3
ISCL 724 Issues in Spiritual Warfare 3
ISCL 730 Directed Study 1-4
ISCL 742 History of the World Christian Movement 3
ISCL 747 Christianity and Culture 3
ISCL 750 Issues in Contextualization/Crosscultural Theology 3
ISCL 752 Acts: Biblical and Missiological 3
ISCL 755 Biblical Morality and Cultural Relativity 3

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.)

As a result of this program, the student will:

1. **Spiritual Formation.** Understand the New Covenant life in Christ in order to better participate in this through the Spirit for the sake of transformation.
2. **Readiness for Ministry.** Assess readiness for ministry: cognitive, physical, emotional, relational, moral and spiritual.
3. **Character.** Behave Christianly by valuing and pursuing Christian character.
4. **Calling.** Embrace, value and appreciate the power and significance of his or her personal call to ministry.
5. **Exposition of the Word.** Demonstrate an accurate exposition of the Word of God.
6. **Doctrine.** Comprehend and apply to ministry situations the doctrines of systematic theology including the Doctrinal Statement of Talbot School of Theology.
7. **Biblical Application.** Demonstrate the ability to convey and apply truths of Scripture to his or her own and others’ lives in effective ministry.
8. **Communicating the Word.** Communicate the Word of God effectively to hearers.
9. **Servant Leadership.** Practice and train others for servant leadership.
10. **Love for People.** Develop a love for and commitment to serving God’s people.

Concentration-Specific Requirements

ISCL 555 Introduction to World Missions 3
TTCE 600 Educational Ministry in the Church 3
TTPT 510 Evangelism and Follow-Up 3
TTPT 592 Field Education II 0
TTPT 602 Pastoral Ministry 3
TTPT 610 Contemporary Biblical Preaching 3
TTPT 691 Field Education III 0
TTPT 692 Field Education IV 0
TTPT 703 The Church and Society 3
TTPT 730 Biblical Leadership and Management 3
TTPT 791 Field Internship 0
TTPT 792 Field Internship 1

Elective Requirements
Select one of the following tracks: 13-15

**Thesis Track:**
- Select 9 credits of general electives

**Non-Thesis Track:**
- Select 15 credits of general elective courses

Total Credits 35-37

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.

Concentration-Specific Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 600</td>
<td>Educational Ministry in the Church</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 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 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 740</td>
<td>Issues and Ethics in Ministry</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective Requirements

Students electing to write a thesis reduce the overall program from 98 to 97 credits.

**Select one of the following options:**

**Thesis Track:**
- Select 3 credits of general electives

**Non-Thesis Track:**
- Select 8 credits of general electives

Total Credits: 36-37

**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 MDiv Spiritual Formation Emphasis, students will develop the PLO having to do with spiritual formation (#4) to a higher level of mastery.

Core Requirements

Students enrolling in the Spiritual Formation concentration will take the following core courses in place of the Core Requirements section listed above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 505</td>
<td>Patristic and Medieval Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 506</td>
<td>Reformation and Modern Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 605</td>
<td>Exegesis in the Epistles</td>
<td>3</td>
</tr>
<tr>
<td>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>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>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 512</td>
<td>Theology II - Works of God, Angels, Man and Sin</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 614</td>
<td>Theology IV - The Church and Last Things</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 602</td>
<td>Apologetics</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>or TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTSS 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>2</td>
</tr>
<tr>
<td>TTSS 524</td>
<td>History and Theory of Christian Soul Care and Direction</td>
<td>2</td>
</tr>
<tr>
<td>TTSS 532</td>
<td>Developmental Spirituality and Contemplative Prayer</td>
<td>2</td>
</tr>
<tr>
<td>TTSS 543</td>
<td>Personal Foundations of Spirituality and Retreat</td>
<td>2</td>
</tr>
<tr>
<td>TTSS 544</td>
<td>Personality Development and Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>TTSS 577</td>
<td>Soul Care Pre-practicum I and Professional Ethics</td>
<td>2</td>
</tr>
<tr>
<td>TTSS 578</td>
<td>Soul Care Pre-practicum II and Professional Referral</td>
<td>3</td>
</tr>
<tr>
<td>TTSS 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>TTSS 602</td>
<td>Prayer and Formation in Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTSS 645</td>
<td>Christian Virtue and the Spiritual Disciplines</td>
<td>2</td>
</tr>
<tr>
<td>TTSS 670</td>
<td>Intensive Journey Inward and Retreat</td>
<td>2</td>
</tr>
<tr>
<td>TTSS 677</td>
<td>Soul Care Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>or TTPT 791</td>
<td>Field Internship</td>
<td>2</td>
</tr>
<tr>
<td>TTSS 678</td>
<td>Soul Care Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>or TTPT 792</td>
<td>Field Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective Requirements

Select one of the following:

Select 9 credits of general electives

- Select 6 credits of general electives and TTSF 531

Co-Curricular Requirements
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. 5) 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), 12 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.

Applications must be submitted by the final day of the semester in which the student plans to graduate. Applications are accepted from July 1 to March 1. Applicants should refer to the Graduate Catalog for specific deadlines.

Applicants who have graduated from Talbot with a Master of Divinity degree may file for admission according to the following guidelines:

Less than two years since graduation from Talbot:
- Re-admit Application
- Personal Statement

Between two and five years since graduation:
• Re-admit Application
• Pastor Reference on form provided by the Admissions Office
• Personal Statement

Over five years since graduation:
• Full application
• Personal Statement

Talbot graduates should include in the personal statement any changes in marital status or doctrinal convictions since graduation with the Master of Divinity degree. In addition, they should signify their intention to abide by the Standards of Conduct of Biola University.

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

Graduation Requirements

Degrees are awarded to qualified candidates at the University’s Fall and Spring commencements. Students are required to be present for graduation unless advance permission to graduate in absentia has been secured. To qualify for graduation, candidates must have completed all required coursework (26 credits) with a minimum grade point average (GPA) of 3.25 and satisfactorily passed their comprehensive examinations. No grade less than a C (2.0) will be credited toward the Th.M. degree credits. Students who repeat courses for the purpose of raising their GPA must adhere to the University’s general policy for grades, as spelled out in the catalog. Candidates for the Th.M. degree should also manifest promise of usefulness in Christian ministry, exhibit exemplary and consistent Christian character and evidence sound theological beliefs in accordance with the University’s doctrinal statement. Additional requirements are as follows:

• Residence Requirements
  A minimum of two semesters in residence at Talbot is required for the Th.M. degree.

• Transfer Credit
  Up to 4 credits of Th.M.-level credit from another accredited seminary or theological school may be accepted toward fulfillment of Th.M. course requirements.

• Time Limit for Degree
  All course, examination and thesis requirements must be completed within five years, beginning on the date of the student’s first registration for Th.M. courses at Talbot.

• Meeting with Graduate Graduation Counselor
  Students must meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

Major Areas of Academic Study

Majors in the Th.M. program are offered in the following areas:

Bible Exposition
For students who want advanced training in English Bible as preparation for teaching or preaching the Scriptures. Courses emphasize the historical and cultural background, hermeneutical issues, synthesis, analysis and unique theological contributions of Old and New Testament books, providing examples of a sound expositional approach to Scripture. For those students who wish to emphasize preaching and communication techniques, elective courses may also be taken in the area of Christian Ministry and Leadership.

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</th>
<th>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.

Theology
For students who want to take advanced coursework in historical or systematic theology. The following course is required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTTH 709</td>
<td>Contemporary Theology</td>
<td>3</td>
</tr>
</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.

Program 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</th>
<th>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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 891</td>
<td>Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 891</td>
<td>Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 891</td>
<td>Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 891</td>
<td>Research Seminar</td>
<td>3</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
Theological Research Methodologies

Students majoring in Missions & Intercultural Studies will be required to complete all required ELSP courses, TTSS 510, and TTSS 520 prior to enrolling in the Th.M. Research Seminar. A $50 mentor fee will be required of all students participating in the Th.M. Research Seminar. ELSP students must successfully complete all required ELSP courses. TTSS 510, and TTSS 520 prior to enrolling in the Th.M. Research Seminar. A $50 mentor fee will be required of all students participating in the Th.M. research seminar. Students majoring in Missions & Intercultural Studies will be required to take one of the courses listed below.

Select one of the following:

<table>
<thead>
<tr>
<th>ELSP Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 879</td>
<td>Research Design</td>
</tr>
<tr>
<td>ISCL 897</td>
<td>Research Seminar</td>
</tr>
</tbody>
</table>

**ELSP Requirements**

ELSP students must successfully complete the following courses prior to enrolling in the Th.M. Research Seminar:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTSS 520</td>
<td>Theological Writing</td>
<td>0</td>
</tr>
</tbody>
</table>

**Concurrent Enrollment Option**

Senior Talbot M.Div. students who have completed 80 or more credits and are accepted in the Th.M. program are permitted to take up to 4 credits of Th.M. coursework in the last semester of the Master of Divinity program (additional Th.M. courses may be taken in Interterm or Summer session). These courses may not be credited toward the M.Div. degree and must meet all normal Th.M. standards. This option allows students who have only one or two courses remaining in their M.Div. program to start on their Th.M. program while finishing their M.Div.

**Research Seminar**

**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.

**Comprehensive Examination**

| Total Credits | 26 |

**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 TTHE 891 nor TTHE 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 pursing the Master of Divinity degree. It is ideal for those who are already serving in the field of Jewish ministries as well as those who are exploring the possibility of such ministry as outreach workers, congregational leaders, or support personnel. Core courses include Bible Exposition, Systematic Theology, Old and New Testament Studies, Christian Ministry and Leadership, and Jewish Studies.

Certificate coursework may later be applied toward a Master of Divinity degree.

**Learning Outcomes**

As a result of this program, the student will:

1. Demonstrate and be committed to an accurate exposition of the Word of God. Students will learn pertinent background information for Bible books, the evangelical principles of literary interpretation of the Word of God, and skills for the exposition of biblical texts.
2. Comprehend the doctrines typically categorized in systematic theology and assess, prefer, and affirm the doctrinal statement of Talbot School of Theology. Students will learn and recall the essential doctrines of our faith community, write theological papers using the inductive method of theological study, critique theological writing, and apply abstract theological concepts to concrete situations.
3. Depending on courses selected, the student will
4. Know the theme and major contributions of each Old Testament book, discover the importance of historical background to the
interpretation of the Old Testament, and develop greater confidence in the Old Testament as a trustworthy guide to faith and life.

5. Be able to demonstrate a basic knowledge of the following: a historical outline of the NT; how each NT book fits into the outline; the broad historical and cultural backgrounds to the NT; and the basic theme and teaching of each NT book. The student will be able to evaluate critical views of the NT from an evangelical perspective.

6. Develop competency in Greek exegesis.

7. Develop competency in Hebrew exegesis.

8. Incorporate an understanding of Rabbinic thought and Old Testament Law in course studies and discipleship.

9. Value and prefer expository preaching. Students will learn to apply the biblical author's intended purpose of a Bible passage in a manner relevant to the lives of their hearers.

10. Develop skills of ministry specifically appropriate for the Jewish community, including the proficiencies that follow:
   - Students will be skilled in using Jewish liturgy in Messianic worship and practice (holidays, funerals, marriages, rites of passage, and music).
   - Students will speak and write with understanding about Jewish backgrounds of the Christian faith.
   - Students will be able to prepare biblical messages appropriate for the Messianic Jewish community.
   - Students will provide biblical pastoral counsel for the unique needs of the Messianic Jewish community.
   - As a result of personal experience, students will be able to describe the significance of modern Israel in the Jewish community.

Admission Requirements

Applicants must possess a Bachelor of Arts degree or its academic equivalent from an accredited college with a minimum grade point average of 3.0 (on a 4.0 scale).

All applicants must submit a written statement outlining their vocational objectives and how the certificate relates to those objectives.

Note: This program is conducted in New York.

Graduation Requirements

1. Satisfactorily complete all courses for a total of 30 semester credits as outlined in the curriculum below.

2. Obtain a 3.0 GPA with no grade below a "C" in all courses to be credited toward graduation.

3. At least 24 credits must be taken at this seminary. Transfer courses will be considered on a case by case basis.

4. Complete the entire program in no more than five years.

Students are placed on academic probation if their GPA for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative GPA remains below 3.0.

Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the seminary. A student cannot graduate while on probation.

Curriculum

Departments of Bible Exposition, Old Testament, or New Testament

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
<td></td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td></td>
</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td></td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td></td>
</tr>
<tr>
<td>TTNT 605</td>
<td>Exegesis in the Epistles</td>
<td></td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I - Introduction: Revelation and Nature of God</td>
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<td>Theology II - Works of God, Angels, Man and Sin</td>
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<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
<td></td>
</tr>
<tr>
<td>TTTH 614</td>
<td>Theology IV - The Church and Last Things</td>
<td></td>
</tr>
<tr>
<td>TTPT 609</td>
<td>Expository Preaching</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 610</td>
<td>Contemporary Biblical Preaching</td>
<td>1</td>
</tr>
<tr>
<td>TTPT 760</td>
<td>Seminar (taken as Biblical Preaching)</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 510</td>
<td>Evangelism and Follow-Up</td>
<td></td>
</tr>
<tr>
<td>TTPT 602</td>
<td>Pastoral Ministry</td>
<td></td>
</tr>
<tr>
<td>TTPT 707</td>
<td>Foundations of Pastoral Care and Counseling</td>
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<td>Introduction to Spiritual Theology and Formation</td>
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<td>TTTH 620</td>
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<td>TTOT 613</td>
<td>Rabbinic Literature–Readings in Mishnah and Talmud</td>
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Total Credits 30

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1 TTBE 517 and TTNT 503 required.
2 Must be taken for 3 credits.
3 TTBE 517 required, but TTNT 503 is not required.
4 TTOT 603 and TTOT 604 required.
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 distinctive 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)

**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. 5) 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 or 100 IBT.
2. An appropriate master's degree, from an accredited school, in an English-speaking program, with a cumulative GPA of at least 3.0 on a 4.0 scale.

The D.Min. program reserves the right to accept a student on a probationary basis if English language proficiency is in doubt, even if the applicant can demonstrate adequate satisfaction of either criteria mentioned above.

Graduation Requirements

1. Complete the six courses 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

Curriculum

Core Requirements

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Concentration Requirement

Select a Specialty Track as detailed below 36

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

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<tr>
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<td>TTMN 854</td>
<td>Communication and Persuasion in Preaching</td>
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<td>TTMN 855</td>
<td>Preaching Biblical Narratives</td>
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<td>TTMN 856</td>
<td>Preaching to Your Audience</td>
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<td>TTMN 876</td>
<td>Preaching Prophetic and Wisdom Literature</td>
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<td>Preaching Apocalyptic Literature</td>
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Total Credits

36

Advancing the Church Specialty Track

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<td>TTMN 810</td>
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<td>TTMN 811</td>
<td>The Nature of the Church</td>
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<td><strong>Asian-American Ministry Specialty Track</strong></td>
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<td>TTMN 800</td>
<td>Christ, Culture, and the Church I</td>
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<td>TTMN 804</td>
<td>The Personal Life of the Asian-American Leader</td>
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<td>Christ, Culture, and the Church II</td>
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<td>TTMN 806</td>
<td>The Challenges of Asian-American Leadership</td>
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<td>Lessons on Longevity for the Asian-American Leader</td>
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<td>The Asian-American Mentor</td>
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<td>TTMN 823</td>
<td>Discipleship as the Ministry of the Church I</td>
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<td>TTMN 825</td>
<td>Discipleship and Community Relationships I</td>
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<td>Developing Life Groups and Transforming Communities</td>
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<td>TTMN 834</td>
<td>Counseling Individuals, Couples and Families</td>
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<td>Developing Redemptive Family Ministries I</td>
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<td>TTMN 837</td>
<td>Ministering to People in Addictive Bondage</td>
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<td>TTMN 838</td>
<td>Ministering to People in the Wake of Crisis, Loss and Trauma</td>
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<td><strong>Engaging Mind and Culture Specialty Track</strong></td>
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<td>TTMN 827</td>
<td>Foundations of Executive Management</td>
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<td>TTMN 828</td>
<td>Personal Strengths Assessment</td>
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<td>Finances, Facilities and Fundraising</td>
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<td>Legal and Ethical Issues in Executive Management</td>
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<td>Foundations of Biblical Church Growth and Multiplication</td>
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<td>TTMN 846</td>
<td>Evangelizing Secular Peoples</td>
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<td>TTMN 847</td>
<td>Turnaround Strategies</td>
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<td>TTMN 852</td>
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<td>Expository Preaching</td>
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<td>Narrative Preaching</td>
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<td><strong>Multiethnic Church Ministry Specialty Track</strong></td>
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<td>TTMN 863</td>
<td>Foundations for Multiethnic Ministry</td>
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<td>Principles and Procedures of Multiethnic Ministry</td>
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<td>Models and Strategies for Multiethnic Congregations</td>
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<td>TTMN 870</td>
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<td>TTMN 871</td>
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<td>TTMN 874</td>
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As a result of this program, the student will:

1. Appreciate and begin to grow in the reality that true Christian spirituality is grounded in the Double Knowledge and encounter of God and Self. Students will begin to understand through experience and theory that growth in Christ is based upon an encounter with God and oneself in the Truth.

2. Understand the Word of God and its role as a primary datum for true Christian spirituality. Students will come to have a grasp and commitment to the Word of God as a primary source of truth for their understanding of spiritual formation and spiritual direction (through courses in theology, biblical studies, and spiritual formation).

3. Integrate truth from the data of extra-biblical sources of wisdom and true Christian spirituality. Students will also come to have some minimal appreciation for the relevant information from the history of the church, spiritual classics, personal experience, the humanities, and the social sciences relevant to spiritual growth.

4. Develop discernment regarding what is of truth or falsehood in light of various contemporary competing spiritualities. Students will begin to be able to discern truth and error, what is helpful and unhelpful in true Christian spiritual growth in light of various competing contemporary spiritualities.

5. Foster honest self-assessment and humility. Students will gain an honest understanding of themselves in the presence of God and truth through various experiential prayer projects, meditation on the Word, retreats, and spiritual direction.

6. Develop some minimal understanding of the sinful dynamics at work in one’s life and others. Students will become aware of the sinful dynamics that govern their lives and those they will be ministering to as well as a deeper appreciation of the origin of those dynamics from interaction with the Scriptures, psychological theory, philosophy, prayer projects, and personal experience in retreats and spiritual direction.

7. Cultivate deeper intimacy with Christ in prayer. Students will personally nurture intimacy in their relationship to Christ in their meditation on the Word, experiential prayer projects, retreats, and personal experience in spiritual direction.

8. Grow in personal commitment to obedience and character of Christ. Students will cultivate growth in character as well as behavior consistent with the faith in their interaction with their spiritual directors, in projects of personal prayer and meditation on the Word, retreats, and therapy.

9. Expose oneself to ministries of spiritual formation in the local church in courses and experience. Students will be exposed to the various ways spiritual formation may be part of the ministries of a local church in preaching, adult education, and mentoring (through exposure in courses and experiences in retreats and spiritual direction).

10. Explore one’s calling to ministry and to the need for more training and preparation. Students will be given the opportunity to explore in prayer, courses, the community of the program, retreat and spiritual direction their own personal calling to the ministry and whether they should go on for more training in ministry.

**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.

**Learning Outcomes**

As a result of this program, the student will:

1. Appreciate and begin to grow in the reality that true Christian spirituality is grounded in the Double Knowledge and encounter of God and Self. Students will begin to understand through experience and theory that growth in Christ is based upon an encounter with God and oneself in the Truth.

2. Understand the Word of God and its role as a primary datum for true Christian spirituality. Students will come to have a grasp and commitment to the Word of God as a primary source of truth for their understanding of spiritual formation and spiritual direction (through courses in theology, biblical studies and spiritual formation).

3. Integrate truth from the data of extra-biblical sources of wisdom and true Christian spirituality. Students will also come to have some minimal appreciation for the relevant information from the history of the church, spiritual classics, personal experience, the humanities and the social sciences relevant to spiritual growth.

4. Develop discernment regarding what is of truth or falsehood in light of various contemporary competing spiritualities. Students will begin to be able to discern truth and error, what is helpful and unhelpful in true Christian spiritual growth in light of various competing contemporary spiritualities.

5. Foster honest self-assessment and humility. Students will gain an honest understanding of themselves in the presence of God and truth through various experiential prayer projects, meditation on the Word, retreats, and spiritual direction.

6. Develop some minimal understanding of the sinful dynamics at work in one’s life and others. Students will become aware of the sinful dynamics that govern their lives and those they will be ministering to as well as a deeper appreciation of the origin of those dynamics from interaction with the Scriptures, psychological theory, philosophy, prayer projects and personal experience in retreats and spiritual direction.

7. Cultivate deeper intimacy with Christ in prayer. Students will personally nurture intimacy in their relationship to Christ in their meditation on the Word, experiential prayer projects, retreats, and personal experience in spiritual direction.

8. Grow in personal commitment to obedience and character of Christ. Students will cultivate growth in character as well as behavior consistent with the faith in their interaction with their spiritual directors, in projects of personal prayer and meditation on the Word, retreats, and therapy.

9. Expose oneself to ministries of spiritual formation in the local church in courses and experience. Students will be exposed to the various ways spiritual formation may be part of the ministries of a local church in preaching, adult education, and mentoring (through exposure in courses and experiences in retreats and spiritual direction).

10. Explore one’s calling to ministry and to the need for more training and preparation. Students will be given the opportunity to explore in prayer, courses, the community of the program, retreat and spiritual direction their own personal calling to the ministry and whether they should go on for more training in ministry.

**Admission Requirements**

Applicants must possess a baccalaureate degree from an accredited college with a minimum grade point average of 3.0 (on a 4.0 scale).

For special admissions deadlines and requirements involved in the Certificate in Spiritual Formation, contact Graduate Admissions. Due to the unique nature of this program, all applicants will be personally interviewed.

**Graduation Requirements**

1. Satisfactorily complete all courses for a total of 26 semester credits as outlined in the curriculum below.

2. Obtain a 3.0 GPA with no grade below a "C-" in all courses to be credited toward graduation.

3. At least 13 credits must be taken at this seminary.

4. Complete the entire program in no more than five years.

Students are placed on academic probation if their GPA for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative GPA remains below 3.0.

Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the seminary. A student cannot graduate while on probation.
Curriculum

Required Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality and Prayer</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 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>3</td>
</tr>
<tr>
<td>TTSF 543</td>
<td>Personal Foundations of Spirituality and Retreat</td>
<td>3</td>
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<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
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<tr>
<td>TTSF 672</td>
<td>Personal Retreat and Formation</td>
<td>2</td>
</tr>
<tr>
<td>TTSF 621</td>
<td>Spiritual Formation and Theology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>or TTSF 701</td>
<td>Spiritual Formation Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Select two courses from the following: 6

<table>
<thead>
<tr>
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</tr>
<tr>
<td>TTTH 613</td>
<td>Theology III - Christ, Salvation and the Spirit</td>
<td></td>
</tr>
</tbody>
</table>

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

Total Credits 26

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. 5) 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.

**Academic Probation**

Students are placed on academic probation if their grade point average for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative grade point average remains below 3.0. Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the seminary. A student cannot graduate while on probation.

**Graduation Requirements**

1. Satisfactorily complete 66 semester credits as outlined in the curriculum.
2. At least 24 of the total credits required for the degree program must be completed in residency at Biola. Advanced Standing, Reduction and transfer credit are not considered residency credits.
3. Obtain a 3.0 average with no grade below a "C-" in all courses to be credited toward graduation.
4. Complete the entire program in no more than five years.
5. Meet with a Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in Admission, Enrollment and Graduation Requirements section).

**Core Requirements**

<table>
<thead>
<tr>
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<tbody>
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<td>3</td>
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<td>Survey of Matthew–Revelation</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>TTSF 521</td>
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<td>History and Theory of Christian Soul Care and Direction</td>
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<td>History and Traditions of Christian Spirituality</td>
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<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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<td>TTSF 577</td>
<td>Soul Care Pre-practicum I and Professional Ethics</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 621</td>
<td>Spiritual Formation and Theology Seminar</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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<td>TTSF 678</td>
<td>Soul Care Practicum II</td>
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<td>TTSF 701</td>
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<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
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<td>TTTH 511</td>
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<tr>
<td>TTTH 614</td>
<td>Theology IV - The Church and Last Things</td>
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</table>

**Co-Curricular Requirements**

See the Institute for Spiritual Formation section of the catalog for a full description.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tr>
<td>Didactic Therapy</td>
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<tr>
<td>Faculty-Student Retreats</td>
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<tr>
<td>Personal Retreats</td>
<td></td>
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<tr>
<td>Student Progress Assessment</td>
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<tr>
<td>TTSF 585 Personal Spiritual Direction</td>
<td>2</td>
</tr>
<tr>
<td>TTSF 670 Intensive Journey Inward and Retreat</td>
<td>2</td>
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</tbody>
</table>

Total Credits 66

1. Must be taken four times for credit.
2. Must be taken twice for 2 credits each, for a total of 4 credits.

**Theology Certificate**

**Mission**

The mission of the Certificate in Theology is to provide an introductory measure of theological and biblical training for individuals who have not as yet determined to enter a full seminary degree program but who nevertheless wish to deepen their knowledge of God and His Word and grow in their ability to minister to others.

**Program Description**

The Certificate in Theology is designed with two specific needs in mind. The first is for persons who seek a year of study in preparation for lay service with an overseas mission agency, or for more effective lay involvement in the life of their local congregation. It also serves as a "trial year in seminary" for persons who wish to test their gifts and skills with a view toward possible further preparation for full-time Christian ministry.

Certificate coursework may later be applied toward a Master of Divinity or Master of Arts degree.

**Outcomes**

As a result of this program, the student will:

1. Learn the skills required for graduate-level research and writing, including bibliographic and library skills, formatting and style, and interacting with primary and secondary sources.
2. Be able to articulate and defend the correct, biblical view on the following central doctrines: pneumatology, Christology, soteriology, prolegomena, bibliology, theology proper (including God’s nature, attributes, trinity, works, and Fatherhood), angelology/demonology, anthropology, hamartiology, the relationship between Israel and the Church, the nature of the church and its ministries, eschatology, and ecclesiology.
3. Understand the significance of the above mentioned central doctrines for personal life and ministry.

4. Know the history of hermeneutics, the basic principles of grammatico-historical exegesis, and the basic principles of lexical semantics to determine the meaning of biblical words. Students will develop a commitment to more effectively meditate on God’s world in their own spiritual lives.

5. Know the theme and major contributions of each Old Testament book, discover the importance of historical background to the interpretation of the Old Testament, and develop greater confidence in the Old Testament as a trustworthy guide to faith and life.

6. Be able to demonstrate a basic knowledge of the following: a historical outline of the NT; how each NT book fits into the outline; the broad historical and cultural backgrounds to the NT; and the basic theme and teaching of each NT book. The student will be able to evaluate critical views of the NT from an evangelical perspective.

Admission Requirements

Applicants must possess a Bachelor of Arts degree or its academic equivalent from an accredited college with a minimum grade point average of 3.0 (on a 4.0 scale).

All applicants must submit a written statement outlining their vocational objectives and how the certificate relates to those objectives.

Graduation Requirements

1. Satisfactorily complete all courses for a total of 32 semester credits as outlined in the curriculum below.

2. Obtain a 3.0 GPA with no grade below a "C-" in all courses to be credited toward graduation.

3. At least 24 credits must be taken at this seminary.

4. Complete the entire program in no more than five years.

Students are placed on academic probation if their GPA for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative GPA remains below 3.0.

Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the seminary. A student cannot graduate while on probation.

General (unspecified) electives (4 credits) must have a reasonable connection to, and relationship with, the student’s stated vocational objectives. In some cases, the student may be required to submit a written rationale to the program academic advisor, demonstrating the usefulness of the electives for church ministry, parachurch work, or further study.

Curriculum

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

Select 6 credits of electives from TTBE, TTNT, TTOT, TTTH, TTHT, TTPH

Select 4 credits of general electives

Total Credits 32

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 Credits 3
A study of principles or sound interpretation and application of the Bible, including analysis of presuppositions, general rules and specialized principles for the various biblical genre and phenomena and the development of an exegetical method. Note(s): Required of M.Div. and M.A. students.

Grade Mode: A.

Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTBE 519 - 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. Note(s): Required of M.Div. and M.A. students.

Grade Mode: A.

Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.
TTBE 520 - Survey of Matthew–Revelation 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. Note(s): Required of M.Div. and M.A. students.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Required of M.A. (Biblical and Theological Studies) students.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTBE 604 - Isaiah Credits 2-3
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTBE 608 - Matthew Credits 2-3
An exposition, emphasizing background issues, purpose, structure, and interpretation of narrative literature. Note(s): Elective.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTBE 610 - Romans Credits 2-3
An exposition, emphasizing background issues, purpose, structure, development of the argument, and theological contributions. Note(s): Elective.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral 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.
Grade Mode: A.
Prerequisites: TTBE 517 or TTSF 517; TTSS 510.
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTBE 731 - Exposition of Old Testament Segments or Themes Credits 2-3
These electives (731, 732, 733) will be offered in cycle, with the breadth of the scope of each offering determined by: 1) the expertise of available faculty; 2) current issues of scholarly and practical importance; and 3) balance in regard to recent offerings.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTBE 732 - Exposition of New Testament Segments or Themes Credits 2-3
These electives (731, 732, 733) will be offered in cycle, with the breadth of the scope of each offering determined by: 1) the expertise of available faculty; 2) current issues of scholarly and practical importance; and 3) balance in regard to recent offerings.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTBE 733 - Biographical Exposition of Selected Biblical Figures Credits 2-3
These electives (731, 732, 733) will be offered in cycle, with the breadth of the scope of each offering determined by: 1) the expertise of available faculty; 2) current issues of scholarly and practical importance; and 3) balance in regard to recent offerings.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTBE 740 - Advanced Hermeneutics Credits 2-3
A seminar focusing upon issues in philosophical hermeneutics and the philosophy of language with special attention to the nature of the Bible and its application.
Grade Mode: A.
Prerequisites: TTBE 517.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTBE 741 - Issues in Biblical Exposition Credits 2-3
A seminar focusing on selected technical and practical issues in the field of biblical exposition.
Grade Mode: A.
Prerequisites: TTBE 726.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral 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.
Prerequisite(s): TTSS 510.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.
Biola University

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.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral 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.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Elective for Th.M. students.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Graduate Level, Post Masters Level or Doctoral 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. Note(s): Elective for Th.M. students.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Graduate Level, Post Masters Level or Doctoral Level.

TTBE 880 - Directed Research Credits 1-4
Supervised research in selected areas of biblical studies. Note(s): Elective for Th.M. students.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Graduate Level, Post Masters Level or Doctoral 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; Graduate Level, Post Masters Level or Doctoral 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. Note(s): A second semester taken to continue research in an area of interest.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Graduate Level, Post Masters Level or Doctoral Level.

Christian Education

Faculty
Chair: Don Sunukjian, Th.D., Ph.D.

Professors: Carr, Eguizabal, Esqueda, Issler, Lawson
Associate Professors: Cardoza, 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.

When Offered: Spring. Note(s): Required of M.Div. (Christian Education), and M.A.C.E. students.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Elective. Required of M.A.C.M.L. (Women's Ministries).
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Graduate Level, Post Masters Level or Doctoral 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. Note(s): Required of Accelerated M.A.C.E. students. May be taken multiple times for credit.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.A.C.E. students.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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 not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Required of M.A.C.E. students. **Grade Mode:** A. **Restrictions:** Must be Post Masters Level, Doctoral 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. **Grade Mode:** A. **Restrictions:** Must be Post Masters Level, Doctoral 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. Possible required fee. **Note(s):** By arrangement. **Grade Mode:** A. **Restrictions:** Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTCE 600 - Educational Ministry in the Church Credits 3
Analysis of ministries of edification as they relate to the personal, congregational and administrative aspects of ministry with people of all ages. Focus is on the explanation of various methods and resources available for ministry and on the development of individual skills in communicating and leading in these ministries. **Note(s):** Required of M.A. (Biblical and Theological Studies) and M.Div. (except Christian Education and Messianic Jewish Studies) students. **Grade Mode:** A. **Restrictions:** Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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 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. **Note(s):** Required of M.A.C.E. and M.Div. (Christian Education Non-thesis) students. **Grade Mode:** A. **Restrictions:** Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Elective. By arrangement. **Grade Mode:** A. **Restrictions:** Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTCE 616 - Principles of Curriculum Development Credits 2
Consideration of essential elements in curriculum formation. Intensive study of varied existing curricula. Analysis of contemporary trends in curriculum production. **Note(s):** Elective. By Arrangement. **Grade Mode:** A. **Prerequisites:** TTCE 521 or TTCE 523. **Restrictions:** Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Required of M.A.C.E. and M.Div. (Christian Education Non-thesis) students. **Grade Mode:** A. **Restrictions:** Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Grade Mode:** A. **Restrictions:** Must be Post Masters Level, Doctoral Level or Graduate Level.

TTCE 636 - Independent Study Credits 1-3
In-depth investigation of a topic under the guidance of the Christian Education department using standard research procedures. Topic selection is by advisor's approval. **Note(s):** Elective. By arrangement. **Grade Mode:** A. **Restrictions:** Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTCE 637 - Independent Study Credits 1-3
In-depth investigation of a topic under the guidance of the Christian Education department using standard research procedures. Topic selection is by advisor's approval. **Note(s):** Elective. By arrangement. **Grade Mode:** A. **Restrictions:** Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Required of all M.A.C.E. students. **Grade Mode:** A. **Restrictions:** Must be Post Masters Level, Doctoral 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. Note(s): Elective. By arrangement.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTCE 668 - Youth Ministry in Contemporary Culture Credits 3
Evaluation of cultural trends and mores in relation to the Christian formation 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.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Specialization elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Specialization elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTCE 680 - Topics in Christian Education Credits 1-3
Selected topics in the field of Christian education. Note(s): May be taken multiple times with different content. Normally available to Christian education students only.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Required of M.A.C.E. students.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of Th.M. students.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTCE 780 - Directed Studies in Christian Education Credits 1-3
Directed studies in the field of Christian education. Note(s): By Arrangement. May be taken multiple times with different content. Normally available to Christian education students only.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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.
Grade Mode: A.
Prerequisites: TTPT 591, TTPT 592, TTPT 691, TTPT 692, 48 credits of class work. Required of, and limited to M.Div. students majoring in C.E.
Restrictions: Must be Post Masters Level, Doctoral 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

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. Note(s): Required of M.Div. and M.A. (Biblical and Theological Studies) students and M.A.C.M.L. (Preaching and Pastoral Ministry) students.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.Div. students and M.A.C.M.L. (Preaching and Pastoral Ministry) students.
Grade Mode: A.
Restrictions: Must be Graduate Level 2 Class, Senior Class, Graduate Level 4 Class, Junior Class, Graduate Level 1 Class, or Graduate Level 3 Class; Undergraduate, Talbot School of Theology; Undergraduate Level, Post Masters Level, Doctoral 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. Note(s): Required of M.Div. students and M.A.C.M.L. (Preaching and Pastoral Ministry) students.
Grade Mode: C.
Prerequisites: TTPT 591.
Restrictions: Must be Graduate Level 2 Class, Senior Class, Graduate Level 4 Class, Junior Class, Graduate Level 1 Class, or Graduate Level 3 Class; Undergraduate, Talbot School of Theology; Undergraduate Level, Post Masters Level, Doctoral 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. Note(s): Required of M.Div. (Pastoral and General Ministries, Christian Education, Evangelism and Discipleship, Spiritual Formation) students, and M.A.C.M.L. (Preaching and Pastoral Ministry) students.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students.
Grade Mode: A.
Prerequisites: TTPT 707.
Restrictions: Must be Pastoral Care & Couns (TPCC) or Pastoral Care & Couns (TACC); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Required of M.Div. students and M.A.C.M.L. (Preaching and Pastoral Ministry, Women's Ministries, Sports Ministry) students.
Grade Mode: A.
Restrictions: Must be Graduate Level 2 Class, Senior Class, Graduate Level 4 Class, Junior Class, Graduate Level 1 Class, or Graduate Level 3 Class; Undergraduate, Talbot School of Theology; Undergraduate Level, Post Masters Level, Doctoral 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. Note(s): Required of M.Div. (Pastoral and General Ministries; Evangelism and Discipleship) students, and M.A.C.M.L. (Preaching and Pastoral Ministry) students.
Grade Mode: A.
Prerequisites: TTPT 609.
Restrictions: Must be Graduate Level 2 Class, Senior Class, Graduate Level 4 Class, Junior Class, Graduate Level 1 Class, or Graduate Level 3 Class; Talbot School of Theology; Undergraduate Level, Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.Div. (Evangelism and Discipleship) students.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Grade Mode</th>
<th>Restrictions</th>
<th>Note(s)</th>
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<tbody>
<tr>
<td>TTPT 620</td>
<td>Principles and Practice of Worship</td>
<td>2</td>
<td>A study of the theology and practice of congregational worship from a biblical, psychological, practical, and historical perspective. The course includes an analysis of contemporary styles, and the development of basic skills for leading congregational worship. Note(s): Elective.</td>
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<td>Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
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<tr>
<td>TTPT 623</td>
<td>The Asian Church in the American Society</td>
<td>3</td>
<td>A study of various factors that impact the effectiveness of a second generation English ministry with a first generation Asian church. These factors include how immigration history and family structure shape leadership style and church structure. Since these structures contribute to on-going conflict with American societal values, biblical principles are explored to personally and corporately address conflict resolution. Note(s): Elective.</td>
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<td>Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
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<tr>
<td>TTPT 626</td>
<td>Group Counseling Leadership</td>
<td>3</td>
<td>Learn group leadership skills that can be applied to various contexts including church, counseling and community. Course focuses on content and skills development and you will actually lead a new group with supervision provided through the course. Note(s): Elective.</td>
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<td>Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
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<tr>
<td>TTPT 627</td>
<td>Premarital Preparation and Counseling</td>
<td>2</td>
<td>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. Note(s): Elective.</td>
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<td>Must be Talbot School of Theology, Post Masters Level, Doctoral Level or Graduate Level.</td>
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<tr>
<td>TTPT 628</td>
<td>Marital Counseling</td>
<td>3</td>
<td>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. Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students.</td>
<td></td>
<td>Must be Talbot School of Theology, Post Masters Level, Doctoral Level or Graduate Level.</td>
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<tr>
<td>TTPT 634</td>
<td>Foundations of Women's Ministries</td>
<td>3</td>
<td>This course is designed to prepare a student to validate, develop and maintain a biblical, contemporary ministry to women in or through the local church. Key foundational issues such as philosophy of ministry, leadership development, life stages of women, current and future trends and program development will be addressed. Note(s): Required of M.A.C.M.L. (Women's Ministries) students.</td>
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<td>Must not be English Language Program; must be Post Masters Level, Doctoral Level or Graduate Level.</td>
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<tr>
<td>TTPT 635</td>
<td>Toward a Philosophy of Ministry to Women</td>
<td>3</td>
<td>A study of New Testament essentials leading to a model for ministry to women, with an emphasis on strategic planning and an evaluative review of major parachurch ministries to women. Note(s): Required of M.A.C.M.L. (Women's Ministries) students.</td>
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<td>Must not be English Language Program; must be Post Masters Level, Doctoral Level or Graduate Level.</td>
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<tr>
<td>TTPT 636</td>
<td>Evangelizing and Ministering to Women in the Present Culture</td>
<td>3</td>
<td>A survey of the transition from pre-modern to post-modern in American church culture, with tools to attract and encourage women as they deal with contemporary issues such as feminism, depression, sexual abuse, abortion, eating disorders, and electronic temptations. Note(s): Required of M.A.C.M.L. (Women's Ministries) students.</td>
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<td>Must not be English Language Program; must be Post Masters Level, Doctoral Level or Graduate Level.</td>
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<tr>
<td>TTPT 637</td>
<td>Family Issues in Women's Ministry</td>
<td>3</td>
<td>Developing ministry approaches to women facing common family issues such as divorce, single parenting, caring for aging parents, balancing work and home, breast cancer, infertility, singleness and widowhood. Note(s): Required of M.A.C.M.L. (Women's Ministries) students.</td>
<td></td>
<td>Must not be English Language Program; must be Post Masters Level, Doctoral Level or Graduate Level.</td>
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<tr>
<td>TTPT 638</td>
<td>Survey of Biblical and Historical Women in Ministry</td>
<td>3</td>
<td>A study of biblical women who played key roles in Israel and the early church, and of women's contributions through the centuries to the spread of the gospel and the establishment of Christian thought and institutions. Note(s): Required of M.A.C.M.L. (Women's Ministries) students.</td>
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<td>Must not be English Language Program; must be Post Masters Level, Doctoral Level or Graduate Level.</td>
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<td>TTPT 639</td>
<td>Developing Leadership Teams</td>
<td>3</td>
<td>The principles and practice of developing leadership teams, mentor relationships, and discipleship emphases in ministries to women. Note(s): Required of M.A.C.M.L. (Women's Ministries) students.</td>
<td></td>
<td>Must not be English Language Program; must be Post Masters Level, Doctoral Level or Graduate Level.</td>
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<tr>
<td>TTPT 642</td>
<td>Administration and Organization of Sports Ministry</td>
<td>3</td>
<td>The core competencies required for the establishment of the vision, mission, structural expediency, strategies, plans and implementation of a sports ministry. Includes a focus on the dynamics of multiple staff ministries, the biblical principles of leadership, and the entrepreneurial skills of fundraising and revenue stream strategies. Note(s): Required of M.A.C.M.L. (Sports Ministries) students.</td>
<td></td>
<td>Must be Graduate Level, Post Masters Level or Doctoral Level.</td>
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**Restrictions:**
- Must not be English Language Program;
- Must be Post Masters Level, Doctoral Level or Graduate Level.
TTPT 643 - Cross-Cultural Sports Ministry  Credits 3
An understanding of the context of sport and ministry in the various cultures of the world and from different ethnic perspectives. Involves an examination of multiple world religions and political systems and the impact sport has in these contexts in relation to missional models. 
Note(s): Required of M.A.C.M.L. (Sports Ministries) students. 
Grade Mode: A. 
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTPT 644 - Twenty-First Century Models for Sports Ministry  Credits 3
An examination of the impact of the YMCA model on sports ministries today, and an evaluation of scores of contemporary sports ministries according to the five major values of proclamation, worship, mission, service, and equipping. Note(s): Required of M.A.C.M.L. (Sports Ministries) students. 
Grade Mode: A. 
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTPT 645 - Church and Sports Outreach Ministry Through History  Credits 3
An historical overview of sports history, including the interaction between the 1st century sporting world and the early church, 3rd–5th century Celtic evangelists and their missional methodology, and the influence of American culture and two world wars on the emergence of para-church sports ministries in the second half of the 20th century. Note(s): Required of M.A.C.M.L. (Sports Ministries) students. 
Grade Mode: A. 
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTPT 646 - Theology of Competition and Sport  Credits 3
Development of a biblically based theological and philosophical foundation for competition and sports ministry, through a study of New Testament words and passages, that in turn will lead to relevant methodological models. Provides a template for how competitors can live out their faith in secular sporting realms. Note(s): Required of M.A.C.M.L. (Sports Ministries) students. 
Grade Mode: A. 
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTPT 647 - Evangelism and Discipleship in Sports Ministry  Credits 3
An overview of evangelism and discipleship principles, practitioners, and models for the purpose of encouraging students to envision a strategic outreach methodology designed to mobilize and equip local churches in making disciples, planting churches, and expanding missions. Includes the development of sports related devotions, messages, and evangelistic Bible studies. Note(s): Required of M.A.C.M.L. (Sports Ministries) students. 
Grade Mode: A. 
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTPT 661 - Talbot A.S. Officers Internship  Credits 0
Each elected Talbot Associated Student officer is responsible for duties as described in the Talbot Associated Student Constitution. This course evaluates their involvement in this ministry. Note(s): Talbot students only. Required of current Talbot A.S. officers. 
Grade Mode: C. 
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTPT 691 - Field Education III  Credits 0
Weekly involvement in ministry with satisfactory completion of student's self-evaluation form and supervisor's evaluation form. Note(s): M.Div. Pastoral Care and Counseling students take 693, 694, and 695 instead. 
Grade Mode: C. 
Restrictions: Must be Christian Education (TPCE), Spiritual Formation (TPSF), Missions & ICS (TPMIS), Pastoral/General Ministries (TPPA), Preaching & Pastoral Ministry (TAPP) or Evangelism and Discipleship (TPEV); Talbot School of Theology; Post Masters Level, Doctoral 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. 
Grade Mode: C. 
Prerequisites: TTPT 591, TTPT 592, TTPT 691. 
Restrictions: Must be Evangelism and Discipleship (TPEV), Spiritual Formation (TPSF), Messianic Jewish Studies (TPMS), Pastoral/General Ministries (TPPA), Christian Education (TPCE) or Missions & ICS (TPMIS), Talbot School of Theology; Post Masters Level, Doctoral 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. 
Grade Mode: A. 
Prerequisites: TTPT 707. 
Restrictions: Must be Pastoral Care & Couns (TPCC) or Pastoral Care & Couns (TACC); Post Masters Level, Doctoral Level or Graduate Level.

TTPT 694 - Pastoral Care and Counseling Internship II  Credit 1
One-hundred hours of supervised ministry under the mentorship of an approved pastor or agency leader. 
Grade Mode: A. 
Prerequisites: TTPT 693 and TTPT 740. 
Restrictions: Must be Pastoral Care & Couns (TPCC) or Pastoral Care & Couns (TACC); Post Masters Level, Doctoral 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. Note(s): May be taken for 1 or 2 credits; 100 hours are required for each credit. 
Grade Mode: A. 
Prerequisites: TTPT 694. 
Restrictions: Must be Pastoral Care & Couns (TPCC) or Pastoral Care & Couns (TACC); Post Masters Level, Doctoral 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. Note(s): Suggested 1 credit at a time. May be taken for a maximum of 4 credits. TTPT 696 should be taken in the student's final three semesters. 
Grade Mode: A. 
Prerequisites: TTPT 707. 
Restrictions: Must be Pastoral Care & Couns (TPCC) or Pastoral Care & Couns (TACC); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): May be taken for a maximum of 4 credits. Should be taken in student's final semesters.
Grade Mode: A.
Restrictions: Must be Women's Ministries (TAWM); Post Masters Level, Doctoral Level or Graduate Level.

TTPT 700 - Sports Ministry Internship  Credits 1-2
Directed experience in researching, developing, administering, and evaluating sports ministries. Note(s): May be taken for a total of 4 credits. Should be taken in student's final semesters.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral 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. Note(s): Required of M.A.C.M.L. (Pastoral Care and Counseling, Sports Ministries; Preaching and Pastoral Ministry may take TTPH 602 instead), M.A. Diversified, and M.Div. (except Missions and Intercultural Studies) students.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.Div. (except Spiritual Formation), M.A.C.M.L., and M.A.C.E. students.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students.
Grade Mode: A.
Prerequisites: TTPT 707.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Prerequisites: TTPT 609.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral 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 Post Masters Level, Doctoral 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. Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students.
Grade Mode: A.
Prerequisites: TTPT 707.
Restrictions: Must be Pastoral Care & Couns (TPCC) or Pastoral Care & Couns (TACC); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.Div. (Evangelism and Discipleship) students.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTPT 723 - Integration in Jewish Studies  Credits 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 Post Masters Level, Doctoral 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.  Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral 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.  Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.Div. (Pastoral and General Ministries) students and M.A.C.M.L. (Preaching and Pastoral Ministry) students.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.Div. and M.A.C.M.L. (Pastoral Care and Counseling) students.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.A.C.M.L. (Preaching and Pastoral Ministry) students.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Required of M.A.C.M.L. (Preaching and Pastoral Ministry) students.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTPT 744 - 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTPT 750 - Directed Study Credits 1-4
Reading and research in selected areas of study.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTPT 760 - Seminar Credits 1-3
Selected topics in the field of ministry. Note(s): May be taken multiple times for credit with different content.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTPT 774 - The Family of the Christian Leader Credits 2
A consideration of the special and unique challenges faced by vocational Christian workers and their families. Includes all phases of occupational Christian ministry. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTPT 775 - Parent Education in Ministry Credits 2
Review of the history of parenting, biblical injunctions and models of parenting, and current research on parenting. Then the development of parent education modules for conferences, seminars, workshops, learning groups or preaching series. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTPT 791 - Field Internship Credits 0-2
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. When Offered: Fall. Note(s): Missions and Intercultural Studies students see ISCL 791–792; Pastoral Care and Counseling see TTPT 693, 694, and 695.
Grade Mode: A.
Prerequisites: M.Div. TTPT 591, TTPT 592, TTPT 691, TTPT 692 and completion of 48 hours of the M.Div. program. M.A.C.M.L. (Preaching and Pastoral Ministry) TTPT 591, 592, 691.
Restrictions: Must be Evangelism and Discipleship (TPEV), Pastoral/General Ministries (TPPA) or Preaching & Pastoral Ministry (TAPP); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTPT 792 - Field Internship Credits 0-2
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.

When Offered: Spring. Note(s): Missions and Intercultural Studies students see ISCL 791–792; Pastoral Care and Counseling see TTPT 693, 694, and 695.
Grade Mode: A.

TTDE 801 - 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 critical thinking about educational issues primarily through the preparation of several critical book reviews suitable for publication.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology, and Post Masters Level or Doctoral Level.

Educational Studies

Faculty
Direction: Kevin Lawson, Ed.D.
Professors: Carr, Eguizabal, Esqueda, Issler, Lawson
Associate Professors: Cardoza, Cunningham, Kim

Courses

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>TTDE 803</td>
<td>Theories of Teaching and Learning</td>
<td>3</td>
<td>This course provides an advanced study of the processes of Christian formation, learning, and teaching. Course explores the interrelationship of knowledge, faith, intellect, personality, morality, and culture as it relates to the process of Christian sanctification. Provides theological and theoretical knowledge about human nature and learning and implications for teaching efforts to promote Christian formation. Grade Mode: A. Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.</td>
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<tr>
<td>TTDE 804</td>
<td>Theories of Leadership and Administration in Christian Higher Education</td>
<td>3</td>
<td>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 Post Masters Level or Doctoral Level.</td>
</tr>
<tr>
<td>TTDE 805</td>
<td>Transformative Teaching</td>
<td>3</td>
<td>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 Post Masters Level or Doctoral Level.</td>
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<tr>
<td>TTDE 806</td>
<td>Theological Research and Integration for Educational Studies</td>
<td>3</td>
<td>An introduction to research method and relevant resources in biblical and theological studies to inform scholarly research of educational studies and ministry practice. Students pursue integrative work relevant to their research interests to prepare for dissertation studies. Grade Mode: A. Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.</td>
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<tr>
<td>TTDE 807</td>
<td>Educational Research I: Descriptive Research and Statistics</td>
<td>3</td>
<td>Introductory study of educational research methods, research design and evaluation, and quantitative descriptive research and statistical analysis. Students learn skills for developing a literature review as part of a research proposal and gain an introduction to SPSS for statistical data analysis. Grade Mode: A. Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.</td>
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<tr>
<td>TTDE 811</td>
<td>Introduction to Christian Spirituality</td>
<td>3</td>
<td>This course explores the means to develop a deep relationship with God. Based on scriptural teaching about knowing God, it is geared particularly for those preparing for or engaged in Christian ministry. Topics include barriers that hinder us and what spiritual disciplines and practices may be used to nurture a deeper friendship with God. Grade Mode: A. Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.</td>
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<tr>
<td>TTDE 812</td>
<td>Character Formation and Personal Renewal</td>
<td>3</td>
<td>An exploration of the formation of Christian character with implications for the practice of teaching and learning in local church, parachurch and higher education settings. Related topics include relevant aspects of sanctification, the indwelling Holy Spirit, traditional spiritual disciplines, ethical theories (especially virtues ethics), and personal habit formation. Grade Mode: A. Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.</td>
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<tr>
<td>TTDE 813</td>
<td>Community and Friendship: Contexts for Growth</td>
<td>3</td>
<td>An inquiry regarding Christian community and mature relationships from theological and social science perspectives. Concepts to be studied include the Trinity, Jesus and community, friendship and intimacy, interpersonal relationships, accountability, conflict, forgiveness, forbearance, and peace-making. Grade Mode: A. Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.</td>
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<tr>
<td>TTDE 818</td>
<td>Contemporary Leadership Issues</td>
<td>3</td>
<td>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 Post Masters Level or Doctoral Level.</td>
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<tr>
<td>TTDE 819</td>
<td>20th Century Christian Education Thought</td>
<td>3</td>
<td>Examines the educational philosophies and theological perspectives of a variety of key Christian education leaders in the 20th century, the educational ministry approaches and practices they promoted, and their impact on the Church. Grade Mode: A. Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.</td>
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<tr>
<td>TTDE 820</td>
<td>Selected Topics in Educational Foundations</td>
<td>1-3</td>
<td>Exploration of selected issues led by resident faculty or visiting professors. Grade Mode: A. Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.</td>
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<tr>
<td>TTDE 822</td>
<td>Jesus, the Master Teacher</td>
<td>3</td>
<td>Detailed analysis of what Jesus taught and how he taught based on an exegetical study of various teaching episodes in the gospels (competence in exegetical skills and knowledge of TTNT Greek is helpful). Grade Mode: A. Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.</td>
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<tr>
<td>TTDE 823</td>
<td>Habits of the Excellent Teacher</td>
<td>3</td>
<td>Pursues the question, “What constitutes excellence in the teacher and in teaching?” The course involves analyzing case studies of outstanding teachers. Grade Mode: A. Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.</td>
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</tbody>
</table>
TTDE 826 - 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. Note(s): May be taken multiple times for credit.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.

TTDE 827 - 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 Post Masters Level or Doctoral Level.

TTDE 831 - 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 Post Masters Level or Doctoral Level.

TTDE 836 - Current Trends in American Higher Education Credits 3
An examination of critical issues facing North American universities and discussion of the acquisition of viable premising data, relevant strategic planning issues, and future programmatic designs.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.

TTDE 841 - 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 Post Masters Level or Doctoral Level.

TTDE 842 - Volunteerism: Issues in Development and Supervision Credits 3
An advanced study of volunteer management principles and practices within various local and cross-cultural ministry and non-profit settings. Examines a theological rationale for the role of volunteers in ministry and religious non-profit organizations, including key issues influencing volunteer motivation, recruitment, equipping, support, and supervision to enhance the experience and effectiveness of volunteers in ministry.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.

TTDE 843 - 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: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.

TTDE 844 - 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 Post Masters Level or Doctoral Level.

TTDE 845 - Selected Topics in Educational Leadership and Administration 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 Post Masters Level or Doctoral Level.

TTDE 851 - Curricular Materials Design and Development 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 Post Masters Level or Doctoral Level.

TTDE 854 - Effective Teaching Research Credits 3
An introduction to and examination of current research on effective teaching as it relates to the objectives and ministry models of Christian education. The emphasis will be on evaluating, synthesizing and applying major research findings to the unique purposes and contexts of the Church's educational efforts, including local church and parachurch ministries, Christian schools, cross-cultural ministries and higher education.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.

TTDE 855 - Selected Topics in Curriculum Theory and Teaching Credits 1-3
Follow-up applied component to accompany the more theoretical foundation of TTDE 851. In a supervised writing lab format, students develop a comprehensive curriculum project of choice.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; and Post Masters Level or Doctoral Level.

TTDE 857 - Foundations of Christian Higher Education Credits 3
This course provides an introduction to the history, philosophy, and theology of Christian higher education, examining models and approaches for formal higher education models and explores implications for leadership of these institutions and efforts.
Grade Mode: A.
Restrictions: Must be Post Masters Level or Doctoral Level.
TTDE 859 - Student Spiritual Formation and Development 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 Post Masters Level or Doctoral Level.

TTDE 865 - Selected Topics in Human Development and Learning 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 Post Masters Level or Doctoral Level.

TTDE 866 - Educational Research II: Inferential 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 Post Masters Level or Doctoral Level.

TTDE 867 - Educational Research III: 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 Post Masters Level or Doctoral Level.

TTDE 868 - Educational Research IV: Interviewing and Focus Groups 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 Post Masters Level or Doctoral Level.

Fees: $60.

TTDE 869 - Educational Research V: Action Research Credits 3
Students focus readings on topics related to the focus of the doctoral program. 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 PhD in Educational Studies (TEDR) or Educational Studies (TEDE); and Post Masters Level or Doctoral Level.

TTDE 870 - Directed Research Credits 1-4
Students focus readings on topics related to the focus of the doctoral program. 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 PhD in Educational Studies (TEDR) or Educational Studies (TEDE); and Post Masters Level or Doctoral Level.

TTDE 873 - 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 Post Masters Level or Doctoral Level.

TTDE 875 - 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 Post Masters Level or Doctoral Level.

TTDE 876 - 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 Post Masters Level or Doctoral Level.

TTDE 877 - 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 Post Masters Level or Doctoral Level.

TTDE 880 - Directed Research Credits 1-4
Available by request contingent on faculty availability.
Grade Mode: A.
Restrictions: Must be PhD in Educational Studies (TEDR) or Educational Studies (TEDE); and Post Masters Level or Doctoral Level.

TTDE 881 - Directed Readings Credits 1-4
Students focus readings on topics related to the focus of the doctoral program. 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 PhD in Educational Studies (TEDR) or Educational Studies (TEDE); and Post Masters Level or Doctoral Level.

TTDE 883 - Selected Topics in Christian Spiritual 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 Post Masters Level or Doctoral Level.
TTDE 884 - Doctoral Internship 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. Note(s): 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 PhD in Educational Studies (TEDR) or Educational Studies (TEDE); and Post Masters Level or Doctoral Level.

TTDE 891 - Dissertation Credits 3
Students may enroll in TTDE 891 for fall and spring terms for up to three terms (Ed.D. students) or five terms (Ph.D. students), during which they are considered full-time students. A student must register for at least two terms of TTDE 891 and must be enrolled in TTDE 891, TTDE 895, or TTDE 896 the semester of graduation.
Grade Mode: C.
Restrictions: Must be PhD in Educational Studies (TEDR) or Educational Studies (TEDE); and Post Masters Level or Doctoral Level.

TTDE 892 - Program Extension Credits 0
Students enrolled in TTDE 895 Dissertation Extension will also be enrolled in TTDE 892 Program Extension upon the approval of the Doctoral Program committee.
Grade Mode: C.
Corequisites: TTDE 895.
Restrictions: Must be PhD in Educational Studies (TEDR) or Educational Studies (TEDE); and Post Masters Level or Doctoral Level.
Fees: $100.

TTDE 895 - 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 891, upon approval of an extension from the Doctoral Program Committee, the student must enroll in TTDE 895 until the dissertation is successfully defended and the student graduates. However, if a student successfully defends his/her dissertation (pass, minor revision) but needs an additional semester to complete the final editing, he/she should enroll in TTDE 896 for that final semester. In both cases, the student is considered less than half-time.
Grade Mode: C.
Corequisites: TTDE 892.
Restrictions: Must be PhD in Educational Studies (TEDR) or Educational Studies (TEDE); and Post Masters Level or Doctoral Level.

TTDE 896 - Dissertation Final Editing Credit 1
Following the successful final defense of the dissertation and final substantive revisions, a student may register for TTDE 896 instead of TTDE 891 or 895 to complete the final editing process. Approval from the dissertation committee chair is required for enrollment. Students enrolled in this course are not considered full-time. Available for one semester only.
Grade Mode: C.
Restrictions: Must be Post Masters Level or Doctoral Level.

TTDE 897 - 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 PhD in Educational Studies (TEDR) or Educational Studies (TEDE); and Post Masters Level or Doctoral Level.
Fees: A fee equivalent to one credit of tuition is normally charged.

Ministry

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. Note(s): Required upon successful completion of Year One residency. This course is a prerequisite to Year Two.
Grade Mode: A.
Prerequisites: TTMN 801.
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. Note(s): Required upon successful completion of Year Two residency. This course is a prerequisite to Year Three.
Grade Mode: A.
Prerequisites: TTMN 802.
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. Note(s): Required upon successful completion of Year Three residency. This course is a prerequisite to TTMN 892 Doctoral Project Proposal Submission.
Grade Mode: A.
Prerequisites: TTMN 803.
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.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TTMN 824</td>
<td>Discipleship as the Ministry of the Church II</td>
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<td>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.</td>
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<tr>
<td>TTMN 825</td>
<td>Discipleship and Community Relationships I</td>
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<td>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.</td>
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<tr>
<td>TTMN 826</td>
<td>Discipleship and Community Relationships II</td>
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<td>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.</td>
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<td>TTMN 827</td>
<td>Foundations of Executive Management</td>
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<td>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.</td>
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<td>TTMN 828</td>
<td>Personal Strengths Assessment</td>
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<td>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.</td>
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<td>TTMN 829</td>
<td>Finances, Facilities and Fundraising</td>
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<td>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.</td>
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<td>TTMN 830</td>
<td>Legal and Ethical Issues in Executive Management</td>
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<td>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.</td>
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<td>TTMN 831</td>
<td>Personnel Development and Human Resource Management</td>
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<td>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.</td>
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<td>TTMN 832</td>
<td>The XP Tool Box</td>
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<td>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.</td>
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<tr>
<td>TTMN 833</td>
<td>Developing Life Groups and Transforming Communities</td>
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<td>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.</td>
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<td>TTMN 834</td>
<td>Counseling Individuals, Couples and Families</td>
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<td>This course focuses on how to help individuals, couples and families realize their conflicts and take responsibility for the changes that will dismantle their barriers to God and each other. The goal is not to turn students into Pastoral Counselors but to equip students to develop those in their churches who are gifted to develop transforming ministries including mentoring with individuals, couples and families. Students demonstrate competency in the skills of a Christ-Church multi-level model for counseling individuals, couples and families and to demonstrate awareness of personal limits by setting default decisions for counseling and referral.</td>
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<td>TTMN 835</td>
<td>Developing Redemptive Family Ministries I</td>
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<td>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.</td>
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<tr>
<td>TTMN 836</td>
<td>Developing Redemptive Family Ministries II</td>
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<td>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.</td>
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</table>
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTMN 864</td>
<td>Principles and Procedures of Multiethnic Ministry</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>TTMN 865</td>
<td>Models and Strategies for Multiethnic Congregations</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>TTMN 866</td>
<td>Understanding the Peoples of Ethnic America</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>TTMN 867</td>
<td>Multiethnic Dimensions of Missional Leadership</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>TTMN 868</td>
<td>Leading and Managing Multiethnic Congregations</td>
<td>6</td>
<td>This course explores the principles and best practices for managing change and conflict in a church context, 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 on 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.</td>
</tr>
<tr>
<td>TTMN 869</td>
<td>Preaching the Bible</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>TTMN 870</td>
<td>Preaching to Listeners</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>TTMN 871</td>
<td>Preaching Narratives</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>TTMN 872</td>
<td>Preaching Epistles</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>TTMN 873</td>
<td>Preaching Apocalyptic Literature</td>
<td>6</td>
<td>During this course, students engage in a fresh re-examination of the prophetic literature. 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.</td>
</tr>
<tr>
<td>TTMN 874</td>
<td>Preaching Poetic, Prophetic, Law and Proverb</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>TTMN 875</td>
<td>Preaching the Gospels</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>TTMN 876</td>
<td>Preaching Prophetic and Wisdom Literature</td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>TTMN 877</td>
<td>Preaching the Gospels</td>
<td>6</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.
Note(s): Students are permitted up to six semesters to complete an acceptable doctoral project and will be registered in one of these courses sequentially until they either complete the project or withdraw. The fee for each of the courses in the TTMN 880–885 sequence is $500. During the first two semesters of the doctoral project phase the students are considered full-time students (registered in TTMN 880 and TTMN 881 respectively). Students needing more time beyond the first two semesters of the doctoral project phase (i.e. any part of the remaining four semesters) are considered part-time students (less than half-time).
Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fees: $500 per semester.

TTMN 881 - Year Four Doctoral Project II Credits 0
Research and writing toward the completion of the doctoral project.
Note(s): Students are permitted up to six semesters to complete an acceptable doctoral project and will be registered in one of these courses sequentially until they either complete the project or withdraw. The fee for each of the courses in the TTMN 880–885 sequence is $500. During the first two semesters of the doctoral project phase the students are considered full-time students (registered in TTMN 880 and TTMN 881 respectively). Students needing more time beyond the first two semesters of the doctoral project phase (i.e. any part of the remaining four semesters) are considered part-time students (less than half-time).
Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fees: $500 per semester.

TTMN 882 - Year Five Doctoral Project I Credits 0
Research and writing toward the completion of the doctoral project.
Note(s): Students are permitted up to six semesters to complete an acceptable doctoral project and will be registered in one of these courses sequentially until they either complete the project or withdraw. The fee for each of the courses in the TTMN 880–885 sequence is $500. During the first two semesters of the doctoral project phase the students are considered full-time students (registered in TTMN 880 and TTMN 881 respectively). Students needing more time beyond the first two semesters of the doctoral project phase (i.e. any part of the remaining four semesters) are considered part-time students (less than half-time).
Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fees: $500 per semester.

TTMN 883 - Year Five Doctoral Project II Credits 0
Research and writing toward the completion of the doctoral project.
Note(s): Students are permitted up to six semesters to complete an acceptable doctoral project and will be registered in one of these courses sequentially until they either complete the project or withdraw. The fee for each of the courses in the TTMN 880–885 sequence is $500. During the first two semesters of the doctoral project phase the students are considered full-time students (registered in TTMN 880 and TTMN 881 respectively). Students needing more time beyond the first two semesters of the doctoral project phase (i.e. any part of the remaining four semesters) are considered part-time students (less than half-time).
Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fees: $500 per semester.

TTMN 884 - Year Six Doctoral Project I Credits 0
Research and writing toward the completion of the doctoral project.
Note(s): Students are permitted up to six semesters to complete an acceptable doctoral project and will be registered in one of these courses sequentially until they either complete the project or withdraw. The fee for each of the courses in the TTMN 880–885 sequence is $500. During the first two semesters of the doctoral project phase the students are considered full-time students (registered in TTMN 880 and TTMN 881 respectively). Students needing more time beyond the first two semesters of the doctoral project phase (i.e. any part of the remaining four semesters) are considered part-time students (less than half-time).
Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fees: $500 per semester.

TTMN 885 - Year Six Doctoral Project II Credits 0
Research and writing toward the completion of the doctoral project.
Note(s): Students are permitted up to six semesters to complete an acceptable doctoral project and will be registered in one of these courses sequentially until they either complete the project or withdraw. The fee for each of the courses in the TTMN 880–885 sequence is $500. During the first two semesters of the doctoral project phase the students are considered full-time students (registered in TTMN 880 and TTMN 881 respectively). Students needing more time beyond the first two semesters of the doctoral project phase (i.e. any part of the remaining four semesters) are considered part-time students (less than half-time).
Grade Mode: D.
Restrictions: Must be Post Masters Level or Doctoral Level.
Fees: $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.
Fees: $100.

TTMN 888 - Seminar: Selected Topics Credits 1-6
Seminars offered by special lecturers or visiting scholars addressing areas of specific interest. Note(s): May be taken multiple times for credit.
Grade Mode: A.
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  
First time submission of final doctoral project proposal.  
Grade Mode: Y.  
Restrictions: Must be Post Masters Level or Doctoral Level.  
Fees: $1,000.  

TTMN 895 - Program Extension  
Students who have completed the doctoral project courses (TTMN 880–885) but have not completed an acceptable doctoral project, may apply for an extension. If granted, they must be registered in this course, TTMN 895 Program Extension. Extensions are granted on a case-by-case basis, require a special application and approval by the D.Min. office and the Dean of Academic Records. Extensions are granted one semester at a time but the student may request an extension of two semesters on the application.  
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.  
Fees: $750 per semester.  

TTMN 904 - Preaching to the Heart I  
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  
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  
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  
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  
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  
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, Pennoyer, Purgason, Starcher  
Associate Professors: Campbell, Decker, Dzubinski, Greene, Liang, McMahan, Pittle, Sappington, Yeh  
Assistant Professors: S. Barber, Bongoyok, Floyd, Langenwalter  

Objectives  
Christian leaders today, whether working in their own country or in another country, are usually working in cross-cultural contexts. Leaders must be prepared with ministerial skills that will enable them in penetrating and leading effectively in the midst of ethnic complexity and multiculturalism. Christian leaders must be able to exegete the scriptures and exegete the social context in which they work. By linking the Missions and Intercultural Studies program with the Cook School of Intercultural Studies, Talbot provides the M.Div. student an opportunity to study with theological and missiology faculty. This program is designed to provide training based on sound biblical and missiological principles that have been proven valuable in missions, pastoral leadership, cross-cultural ministry and human service.  

Any Talbot student may take elective courses through the Cook School of Intercultural Studies.  

Applied Linguistics  
ISAL 520 Introduction to Language and Linguistics 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
For a description of the courses above as well as additional course offerings see the Cook School of Intercultural Studies section of the Catalog.

New Testament Language and Literature

Faculty

Chair: Moyer Hubbard, D.Phil.
Distinguished Professor: Wilkins
Professors: Arnold, Hellerman, Hubbard, Rhee
Associate Professors: Geringer, Hultberg, Manning
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
An introductory study of the basic elements of New Testament Greek. Translation of portions of the New Testament in the second semester. Designed for students who have not completed a full sequence of beginning Greek courses. Note(s): Not for credit in the M.Div. or M.A.C.M.L. (Preaching and Pastoral Ministry) programs unless the student takes it in place of elective credits.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTNT 502 - Beginning Greek II
An introductory study of the basic elements of New Testament Greek. Translation of portions of the New Testament in the second semester. Designed for students who have not completed a full sequence of beginning Greek courses. Note(s): Not for credit in the M.Div. or M.A.C.M.L. (Preaching and Pastoral Ministry) programs unless the student takes it in place of elective credits.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTNT 503 - Introduction to Exegesis
A comprehensive survey of morphology and syntax, the building of a Greek vocabulary, an introduction to textual criticism, and the development of an exegetical methodology with reading in selected passages of the Greek New Testament. Designed to emphasize the value of Greek study as a tool for understanding the biblical text. Lecture/Lab Hours: Includes a required one hour non-credit lab.
Grade Mode: A.
Prerequisites: TTNT 501, TTNT 502; TTSS 510 (concurrent registration permitted).
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.
TTNT 604 - Exegesis in the Gospels  Credits 3

Exegetical study of select passages from the Greek text of the gospels. Application of exegetical methodology and discussion of background issues, including historical backgrounds, composition, authorship, and distinctives of each book. Special attention given to assessment of modern critical methods for the interpretation of the biblical text. Note(s): Required of M.Div., M.A. (Bible Exposition, New Testament) students, and M.A.C.M.L. (Preaching and Pastoral Ministry; students may take NT 605 instead).

Grade Mode: A.
Prerequisites: TTNT 503, TTSS 510.
Restrictions: Must be Graduate Level 2 Class, Senior Class, Graduate Level 4 Class, Junior Class, Graduate Level 1 Class, or Graduate Level 3 Class; must not be School of Arts & Sciences, School of Professional Studies; must be Undergraduate Level, Post Masters Level, Doctoral Level or Graduate Level.

TTNT 605 - Exegesis in the Epistles  Credits 3


Grade Mode: A.
Prerequisites: TTNT 503, TTSS 510.
Restrictions: Must be Graduate Level 2 Class, Senior Class, Graduate Level 4 Class, Junior Class, Graduate Level 1 Class, or Graduate Level 3 Class; must not be School of Arts & Sciences, School of Professional Studies; must be Undergraduate Level, Post Masters Level, Doctoral 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 not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): May be taken multiple times for credit with different content.

Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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 cultural context of the New Testament. Note(s): Elective.

Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Elective.

Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Elective.

Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Elective.

Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Elective.

Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Elective.

Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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.

Prerequisite(s): TTSS 510. Note(s): Required of M.A. (New Testament) students. Must be taken within the final 20 credits of the program.

Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Elective.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Elective.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Elective.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Elective. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Elective. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTNT 723 - Exegesis of Acts Credits 2-3
Extensive translation in the book. Exegesis of selected portions. Consideration of the contribution of this book to knowledge of the expansion and life of the early Church. Introduction to critical issues in the book, with emphasis upon its importance and its historicity. Comparison of style with that of Luke’s gospel. **Note(s):** Elective. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Elective. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Elective. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Elective. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Elective. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. **Note(s):** Elective. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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 of the Apostle Paul. Note(s): Elective. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 501, TTNT 502.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTNT 771 - New Testament Seminar Credits 1-4
Supervised research of designated areas of concentration in New Testament literature, history, interpretation or theology. Note(s): May be taken multiple times for credit with different content. Elective. Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTNT 781 - 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. Note(s): Required of Th.M. (New Testament) students. Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTNT 811 - 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. Note(s): May be taken multiple times for credit with different content. Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTNT 812 - The World of the New Testament Credits 3
An intensive study of standard works on advanced Greek grammar. Note(s): May be continued for a second semester as warranted. Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503, TTNT 604, TTNT 605, 4 credits TTNT exegesis electives.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTNT 804 - Advanced Greek Grammar Credits 2-3
An intensive study of standard works on advanced Greek grammar. Note(s): 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 Graduate Level, Post Masters Level or Doctoral 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. Note(s): Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTNT 803 - Advanced Greek Grammar Credits 2-3
An intensive study of standard works on advanced Greek grammar. Note(s): May be continued for a second semester as warranted. Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503, TTNT 604, TTNT 605, 4 credits TTNT exegesis electives.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTNT 804 - Advanced Greek Grammar Credits 2-3
An intensive study of standard works on advanced Greek grammar. Note(s): 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 Graduate Level, Post Masters Level or Doctoral Level.

TTNT 811 - 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. Note(s): May be taken multiple times for credit with different content. Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral 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. Note(s): Required of Th.M. (New Testament) students. Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTNT 811 - 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. Note(s): May be taken multiple times for credit with different content. Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

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Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral 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. Note(s): Required of Th.M. (New Testament) students. Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.
TTNT 820 - Seminar in the Gospels
Advanced study of one or more of the gospels. Special attention given to critical and exegetical issues problems associated with a particular gospel(s). Note(s): 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 Graduate Level, Post Masters Level or Doctoral Level.

TTNT 821 - The Acts of the Apostles
Introduction to the book, the emphasis upon its importance and its historicity. Translation of the text with exegesis of certain sections.
Comparison of style with that of Luke's gospel and comparison of Peter's and Paul's speeches with their epistles. Note(s): Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTNT 822 - Seminar in New Testament Theology
Advanced study in biblical theology focusing on describing the thought of one of the biblical writers or a grouping of TTNT books. Note(s): May be taken multiple times for credit with different content. Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 501, TTNT 502.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTNT 823 - Seminar in the Epistles
Advanced study of one or more of the epistles. Special attention given to critical and exegetical issues associated with a particular epistle(s). Note(s): May be taken multiple times for credit with different content. Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTNT 503, TTNT 605.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTNT 880 - Directed Research
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. Note(s): Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTNT 891 - Research Seminar
Discussion and application of the central areas of New Testament research and related fields of study. Instruction in research methodology, including the identification of a problem, the steps taken to resolve it, and writing the results.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.
Fees: $50.

TTNT 892 - Research Seminar
Discussion and application of the central areas of New Testament research and related fields of study. Instruction in research methodology, including the identification of a problem, the steps taken to resolve it, and writing the results.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

Old Testament and Semitics
Faculty
Chair: Kenneth Way, Ph.D.
Professors: Curtis, Hagg, M. Zehnder
Associate Professors: Z. Glaser, M. Thigpen
Assistant Professors: D. Kim

Objectives
The department aims to acquaint students with the life, customs and thought of the Hebrews and their neighbors in the biblical and related periods; and to give students an accurate foundation in Hebrew grammar, syntax and exegesis, so that their expositions of the English Bible will reflect this sound basis of interpretation. The department purposes not to be exhaustive, but rather directive in the matter of further independent study from the original languages.

Courses
TTOT 603 - Elements of Hebrew I
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTOT 604 - Elements of Hebrew II
Additional grammar and syntax with emphasis on reading and translation in selected biblical texts. Lecture/Lab Hours: A non-credit lab will be required for all students.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.
TTOT 607 - Hebrew Exegesis I – Torah
Course content includes readings and exegesis from the Hebrew text of the Torah (Pentateuch) with discussion of text criticism, background issues (historical and compositional), and exegetical methodology. Special attention is given to the Torah as the legal constitution of the Nation of Israel and its implications as the foundation for Jewish life. Study will include Jewish commentaries from ancient and modern sources. Note(s): Offered only at the New York extension site.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTOT 608 - Hebrew Exegesis II – Neviim
Emphasis is placed upon the Hebrew language in the Prophets and the Writings, with special attention given to key prophetic and Messianic texts that identify the Messiah and His mission to Israel. Additional discussion will focus on the use of these texts in the New Testament. The character, extent, and personalities of the Hebrew prophetic scriptures will be studied along with principles for their interpretation. Note(s): Offered only at the New York extension site.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTOT 609 - Hebrew Exegesis III - Ketuvim
Emphasis is placed upon the Hebrew language in the Writings, or Hagiographa of the Old Testament Hebrew Scriptures. Special attention will be given to the characteristics and interpretation of Hebrew poetry and proverbs, along with the application of the wisdom literature of the Bible. Particular emphasis will also be given to texts that relate to the Messiah of Israel and His mission to Israel. Additional discussion will focus on the use of these texts in the New Testament. The character, extent, and authorship of this division of the Hebrew Scriptures will be studied along with principles for their interpretation. Note(s): Offered only at the New York extension site.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTOT 613 - Rabbinic Literature–Readings in Mishnah and Talmud
Using the original Mishnaic Hebrew text, some Aramaic texts of the Talmud, and English translations of both, students will be introduced to this core literature, which shaped the thought and life of the Jewish community. The overall content of the sixty-three tractates of the Mishnah will be taught as well as the interrelatedness with the text of the New Testament. Attention will also be given to selected portions of Tosefta and Midrash. This course will assist students in acquiring knowledge of Jewish culture and history from the 3rd Century to the present through the study of the argumentation of the Talmud and the contemporary approaches to Talmudic literature. Note(s): Offered only at the New York extension site.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Required of M.Div. and M.A. (Old Testament) students.
Grade Mode: A.
Prerequisites: TTOT 604, TTSS 510 (concurrent registration permitted).
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTOT 605.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): May be taken multiple times with different content. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTOT 604.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): May be taken multiple times with different content. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTBE 519.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.
TTOT 718 - Archaeology of Palestine Credits 2
The history of excavation, the history and geography of the land and the bearing upon the Old Testament. Note(s): Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTOT 722 - Advanced Hebrew Reading Credits 3
Selected passages of Hebrew text with emphasis on reading and translation. Note(s): May be taken multiple times with different content. Elective. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTOT 705.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTOT 730 - The Dead Sea Scrolls Credits 2-3
A survey of the discoveries, the origin of the Qumram Community, its belief and practices and the relationship of the finds to Old and New Testament studies. Note(s): Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTOT 705.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): May be taken multiple times with different content. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTOT 705.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): May be taken multiple times for credit with different content. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTOT 705.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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.
Grade Mode: A.
Prerequisites: TTOT 705, TTNT 502.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Required of M.A. (Old Testament) students.
Grade Mode: A.
Prerequisites: TTSS 510.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): May be taken multiple times for credit with different content. Electives are offered by rotation and on request.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTOT 705.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Graduate Level, Post Masters Level or Doctoral 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. Note(s): May be taken multiple times with different content. Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTOT 705.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Graduate Level, Post Masters Level or Doctoral 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. Note(s): May be taken multiple times with different content. Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTOT 705.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Graduate Level, Post Masters Level or Doctoral 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 705, TTNT 502.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Graduate Level, Post Masters Level or Doctoral 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. Note(s): May be taken multiple times with different content. Elective for Th.M. students. Electives are offered by rotation and on request.
Grade Mode: A.
Prerequisites: TTOT 705.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Graduate Level, Post Masters Level or Doctoral 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 not be School of Arts & Sciences, School of Professional Studies; must be Graduate Level, Post Masters Level or Doctoral Level.

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. Note(s): Electives are offered by rotation and on request. Second semester to continue research in an area of interest.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Graduate Level, Post Masters Level or Doctoral Level.

Philosophy

Faculty
Chair: Scott B. Rae, 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

TTPH 523 - Metaphysics I Credits 3
A topical study of the nature and methodology of metaphysics with emphasis on the nature and ultimate categories of being as well as specific areas (e.g. causation, space and time, the soul, freedom and determinism, personal identity, and essentialism). Special emphasis will be placed on integrating metaphysics with the construction and defense of a Christian worldview.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTPH 524 - Metaphysics II Credits 3
A topical study of important selected themes and persons in the field of metaphysics. Emphasis will be placed on current tensions between Christian theism and various metaphysical positions and on key past and present figures in metaphysics. Note(s): Elective. May be taken multiple times with different content.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.
TTPH 544 - Epistemology I  
A topical study in the definition of knowledge and justified belief, problems in skepticism, the nature of epistemic justification and the nature of truth. Application will be made to special epistemological issues in religion, e.g., religious experience, miracles, inerrancy, burden of proof issues.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, Undergraduate, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 545 - Epistemology II  
A conceptual analysis and philosophical evaluation of important contemporary issues in epistemology. Special emphasis will be placed on the role that key current and past figures have played in formulating these issues. An application of epistemological themes will be made to the concerns of religious epistemology. Note(s): Elective. May be taken multiple times with different content.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 547 - The Theology and Philosophy of Science  
A study of various issues that arise in the integration of science and orthodox Christian theology (e.g. models of integration, the scientific status of creationism, the creation/evolution debate) as well as an investigation of selected topics in philosophy of science relevant to a Christian worldview (e.g., the realist/antirealistic debate, the nature, formation, use, and confirmation of scientific laws and theories, scientism and the limits of science).  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 566 - History and Normative Systems of Ethics  
A survey and evaluation of various ethicists and their systems from within a Christian framework. Emphasis will be placed on Aristotle, Augustine, Aquinas, the utilitarians and Kant, and a study of various issues in metaethics and normative ethics, as well as an investigation of ethical decision-making and case studies.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 602 - Apologetics  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 624 - Ethical Issues I  
A study of various topics currently being debated in ethics, e.g., abortion, euthanasia, genetic engineering, infanticide, surrogate motherhood, business ethics, environmental issues, etc.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 625 - Ethical Issues II  
An in-depth study of one specific issue currently being debated in business, medical and/or social ethics. Note(s): Elective. May be taken multiple times with different content.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 629 - Historical Perspectives in Science and Religion  
A survey of the history of science and its interaction with Christianity from New Testament times through the twenty-first century. Emphasis is on key historical movements that continue to shape the modern dialog.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 630 - Darwin, Evolution, and Design  
A survey of the issues and ideas involved in relating classical Darwinian and contemporary evolutionary models with a biblical worldview. Special emphasis is given to controversies that are used by skeptics to call Christian theism into question.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 631 - Modern Physics, Cosmology, and Design  
A survey of the issues and ideas involved in relating modern physics and astronomy to a biblical worldview. Special emphasis is given to controversies that are used by skeptics to call Christianity into question.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 640 - World Religions and Science  
A survey of the core beliefs of other world religions with an emphasis on the ways in which they use modern science to justify their worldviews.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 651 - Intelligent Design Seminar  
In-depth focus on intelligent design to enable students to appraise the current debate on this issues.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.  

TTPH 667 - Philosophical Anthropology and Philosophy of the Mind  
A study and defense of the existence and nature of the soul, the reality of disembodied existence, the nature of human action, and issues in personal identity. Various models of human nature will be investigated (dualism, behaviorism, functionalism, the identity thesis, eliminative materialism), as well as their implications or ethics.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.
TTPH 684 - Philosophy of Religion
An investigation of the arguments for and against the existence of God, faith and reason, the use of religious language, and the philosophical clarification and defense of the attributes of the God of Scripture.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTPH 685 - Philosophical Theology
A philosophical analysis of important doctrines of the Christian faith, e.g., freedom and determinism, the incarnation and the coherence of theism. Special emphasis will be placed on the concept of the attributes of God, on philosophical prolegomena to the practice of theology, and on religious pluralism. Note(s): May be taken multiple times with different content.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTPH 730 - Directed Study
Credits 1-4
Reading and research in selected areas of philosophy of religion and ethics. Note(s): Elective. May be taken multiple times with different content.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTPH 735 - Seminar
Credits 1-3
Selected topics in the fields of philosophy, apologetics and ethics. Note(s): Elective. May be taken multiple times with different content.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTPH 835 - Advanced Seminar
Credits 1-3
Supervised research of selected topics within the fields of philosophy, apologetics, and ethics. Note(s): May be taken multiple times with different content. Elective for Th.M. students.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTPH 880 - Directed Research
Credits 1-3
Supervised research in selected areas of philosophy of religion. Note(s): Elective for Th.M. students.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

Research Languages

Courses

TTRL 711 - Elements of Ecclesiastical Latin
Basic grammar, syntax and vocabulary of the Latin language with a view toward reading ecclesiastical texts. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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 Post Masters Level, Doctoral Level or Graduate Level.

TTRL 731 - Theological German
Credits 2-3
Basic grammar, syntax, and vocabulary with a view toward reading academic German texts.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Must be taken within the first 15 credits of study (non-ELSP students). ELSP students must take TTSS 510 as co-requisite with ENGL 161. Required of all M.Div. and M.A. students, except MACE (see program director).
Grade Mode: A.
Prerequisites: Passing score on Talbot Writing Proficiency Exam (TWPE), if required.
Restrictions: Must be Graduate Level 2 Class, Senior Class, Graduate Level 4 Class, Junior Class, Graduate Level 1 Class, or Graduate Level 3 Class; must not be School of Arts & Sciences, School of Professional Studies; must be Undergraduate Level, Post Masters Level, Doctoral Level or Graduate Level.

TTSS 520 - Theological Writing
Credits 0
Grammar, sentence structure and paragraph development for theological writing. Critical thinking and composition, including extracting information from sources, synthesis, format for written papers. Experience in writing papers in theological and related areas. Note(s): A semester-hour, non-credit course required by students who have completed ENGL 171. Students who do not earn a passing grade in this course must repeat the course.
Grade Mode: C.
Prerequisites: TTSS 510.
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

Fees: A fee equivalent to 2 semester hours of tuition is required.

Spiritual Formation, Institute of Faculty
Chair: John Coe, Ph.D.
Objectives
The Institute for Spiritual Formation, which functions as a department in Talbot, aims to integrate an in-depth integrative theology of spiritual formation with the process and dynamics involved in spiritual growth, soul care and mentoring in the church. It intends to train a generation of servants, both through the Institute for Spiritual Formation academic programs and through the Spiritual Formation Focus at Talbot, who are equipped both to understand and participate in the process of spiritual growth from a theological, integrative and experiential perspective. All of this takes place within the context of an authentic and open community, to the end that students are better equipped to help others in the church through this process. Consequently, the courses and co-curricular elements of the program aim to integrate the theoretical, experiential and practical dimensions of spiritual growth and mentoring. To accomplish this goal, the department draws upon the expertise of an interdisciplinary faculty from Talbot and Rosemead School of Psychology.

Co-Curricular Requirements
(Required for Institute Students Only)

Personal Spiritual Direction
Required of all Spiritual Formation students. All students are required to experience monthly spiritual direction in each semester they are enrolled in courses for the sake of their own spiritual growth and training in Christian soul care (enroll in TTSF 585). The fee structure between spiritual director and directee is to be arranged between the parties and is not the responsibility of the Institute or University. A list of qualified spiritual directors is provided to the student.

Didactic Therapy
Each master's level ISF student is required to experience personal didactic psychotherapy concurrent with enrollment with a clinical therapist approved by the faculty (a minimum of 25 hours for M.Div. and M.A. in Spiritual Formation and Soul Care, 12 hours for M.A. with concentration in SF, encouraged for Certificate students). This is intended to introduce the students to the work and world of Christian psychotherapy as well as enhance the student's understanding and experience of the psychological dynamics and defenses at work within themselves. The fee structure between therapist and client is to be arranged between the parties and is not the responsibility of the Institute or University. A list of qualified psychotherapists is provided to the student.

Faculty-Student Retreats
For all SF students, along with weekly chapel, faculty and students participate together in a yearly weekend retreat for the purpose of developing a more intimate and meaningful community in relation to God. Student costs for such retreats are the responsibility of each student and on occasion are provided by the Institute.

Personal Retreats
All students in the ISF programs are required to go on 48-hour solitude retreats for the purpose of cultivating the inner life before God. Four retreats are required for master's level students, and two for Certificate. This is to be done in consultation with both the student's designated spiritual director and advisor before and after the experience. Student costs for such retreats are the responsibility of each student. For M.A. with concentration in SF and Certificate students, the student will enroll in TTSF 672.

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 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 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.

Note(s): Required of all Talbot students not in a Spiritual Formation academic program. A retreat will be introduced and required. This course will include a cohort group of no more than 15 students who explore the course content as well as the student's own life and growth within community. Required in the students’ first semester at Talbot.

Grade Mode: A.
Restrictions: Must be Graduate Level 2 Class, Senior Class, Graduate Level 4 Class, Junior Class, Graduate Level 1 Class, or Graduate Level 3 Class; must not be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); must be Undergraduate, Talbot School of Theology; Undergraduate Level, Post Masters Level, Doctoral Level or Graduate Level.
Fees: $280 for an overnight retreat, and cohort group.

TTSF 503 - Personal Foundations for Spiritual Formation Credits 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.

Note(s): 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.

Grade Mode: A.
Prerequisites: TTSF 501.
Corequisites: TTSF 505.
Restrictions: Must be Graduate Level 2 Class, Senior Class, Graduate Level 4 Class, Junior Class, Graduate Level 1 Class, or Graduate Level 3 Class; must not be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); must be Undergraduate, Talbot School of Theology; Undergraduate Level, Post Masters Level, Doctoral Level or Graduate Level.
Fees: $230 for assessment, day retreat and cohort group.

TTSF 504 - Spiritual Formation, Vocation, and the Disciplines Credits 0
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.

Note(s): Required of all Talbot students not in a Spiritual Formation academic program.

Grade Mode: C.
Prerequisites: TTSF 503, TTSF 505.
Restrictions: Must not be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.
Fees: $230 for cohort group.

TTSF 505 - Talbot Spiritual Direction I Credits 0
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.

Note(s): Two semesters of spiritual direction must be completed for the Spiritual Formation Focus requirement (TTSF 506 after completion of TTSF 505). Students are required to meet with an approved spiritual director a minimum of four times per semester. Required of all Talbot students not enrolled in a Spiritual Formation academic program.

Grade Mode: C.
Prerequisites: TTSF 501.
Corequisites: TTSF 503.
Restrictions: Must not be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.
Fees: $120.

TTSF 506 - Talbot Spiritual Direction II Credits 0
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.

Note(s): Two semesters of spiritual direction must be completed for the Spiritual Formation Focus requirement (TTSF 506 after completion of TTSF 505). Students are required to meet with an approved spiritual director a minimum of four times per semester. Required of all Talbot students not enrolled in a Spiritual Formation academic program.

Grade Mode: C.
Prerequisites: TTSF 505.
Restrictions: Must not be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF).
Fees: $120.
TTSF 517 - Hermeneutics and the Word in Spiritual Formation  Credits 3
Training in biblical interpretation and its relevance to the process and goals of spiritual formation. Emphasis is given to analysis of written communication and language usage, general rules and specialized principles for the various biblical genre, and the place of the Word of God in Christian spiritual growth from a biblical, experiential and historical perspective. Note(s): Required of all SF students.
Grade Mode: A.
Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTSF 521 - Introduction to Christian Spirituality and Prayer  Credits 1-3
An introductory study into the nature of spiritual formation and the various ways that Christians have sought to deepen their relationship with God, with special emphasis given to the nature and practice of prayer in the Church and the Christian life. Note(s): Required of all SF students.
Grade Mode: A.
Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTSF 524 - History and Theory of Christian Soul Care and Direction  Credits 2-3
An introduction to the history and theory of spiritual soul care, mentoring and direction from a biblical, experiential and psychological perspective. Specific focus is on assisting others in deepening their relationship with God through increased sensitivity and responsiveness to the Holy Spirit’s presence and work in all areas of life (including the common and ordinary). Attention is also given to understanding the personal dynamics at work within and between the guide and directee and the role of spiritual guidance within the broader context of pastoral care and mentoring as well as in the more specific discipline of spiritual direction. Note(s): Required of all SF students.
Grade Mode: A.
Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTSF 531 - History and Traditions of Christian Spirituality  Credits 3
An exploration of spirituality through Church history. The course introduces the student to the various traditions of spirituality (contemplative, holiness, Word, charismatic, social reform etc.) and their historical-theoretical roots (Orthodox, Roman Catholic, Reformed, Lutheran etc.). Attention is given to appreciation, evaluation and critique. Various experiential projects are designed to facilitate understanding, appreciation and personal growth with respect to these traditions. Note(s): Required of all SF M.A. students.
Grade Mode: A.
Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTSF 532 - Developmental Spirituality and Contemplative Prayer  Credits 2-3
An exploration of the various stages of growth involved in the believer’s journey, employing both experiential and biblical data. Particular focus is given to St. John of the Cross who developed perhaps the most elaborate and influential approach to understanding the work of the Spirit in various phases of the Christian’s life and how this relates to the relationship between discursive and contemplative prayer and meditation. Note(s): Required of all SF students.
Grade Mode: A.
Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTSF 543 - Personal Foundations of Spirituality and Retreat  Credits 1-3
This course focuses upon the importance of self-understanding for spiritual and emotional well-being as well as effective ministry to hurting people. It includes an investigation into the impact of personal and family history on theological outlook, emotional congruence, relational attractions and moral decisions. Several personal assessments as well as one or more therapy sessions are an integral part of this course and will require an additional fee. Note(s): Required of all SF students.
Grade Mode: C.
Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.
Fees: $40.

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. Note(s): Required of all SF M.A. and M.Div. students.
Grade Mode: A.
Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): For M.Div. and M.A. Soul Care students only. A passing grade for this course is B or better. In addition, students will be evaluated to determine whether they will advance to Pre-practicum II, repeat Pre-practicum I, or 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): A passing grade for this course is "B" or better. In addition, students will be evaluated to determine if they will advance to Practicum I, repeat Prepracticum course(s), transfer to 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Required of all SF students each semester enrolled.
Grade Mode: C.
Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTSF 602 - Prayer and Formation in Expository Preaching Credit 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. Note(s): 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 Spiritual Formation (TPSF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTSF 621 - Spiritual Formation and Theology Seminar Credits 1-3
Yearly seminars are offered under this course designation which explores spiritual formation as well as the theological nature, scope and means of spiritual formation. Note(s): Required of all SF M.A. students.
Grade Mode: A.
Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Required of all SF M.A. students.

Grade Mode: A.

Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Required of all SF M.A. and M.Div. students.

Grade Mode: A.

Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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 Spiritual Formation (TASF), Spiritual Formation (TPSF) or Spiritual Formation/Soul Care (TASC); Talbot School of Theology; Post Masters Level, Doctoral 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 Spiritual Form Certificate (TSSF), Spiritual Form Certificate (TSSF) or Spiritual Formation/Soul Care (TASC); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Required of M.A. Soul Care students, optional for M.Div. students.

Grade Mode: A.

Prerequisites: TTSF 578.

Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Required of M.A. Soul Care students, optional for M.Div. students.

Grade Mode: A.

Prerequisites: TTSF 677.

Restrictions: Must be Spiritual Formation (TASF), Spiritual Formation (TPSF) or Spiritual Formation/Soul Care (TASC); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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 Spiritual Form Certificate (TSSF), Spiritual Form Certificate (TSSF) or Spiritual Formation/Soul Care (TASC); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Required of M.A. Soul Care students, optional for M.Div. students.

Grade Mode: A.

Prerequisites: TTSF 578.

Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): Required of M.A. Soul Care students, optional for M.Div. students.

Grade Mode: A.

Prerequisites: TTSF 677.

Restrictions: Must be Spiritual Formation (TASF), Spiritual Formation (TPSF) or Spiritual Formation/Soul Care (TASC); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.
TTSF 701 - Spiritual Formation Seminar Credits 1-3
Yearly required seminars during Interterm are offered under this course designation which focus upon some issue, controversy or dimension in the area of spiritual formation. Note(s): Required of all SF M.A. students.
Grade Mode: A.
Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTSF 703 - 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTSF 707 - 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTSF 709 - 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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 Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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.
Note(s): May be fulfilled in two semesters.
Grade Mode: V.
Restrictions: Must be Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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. Note(s): May be taken multiple times for credit with different content.
Grade Mode: A.
Restrictions: Must be Spiritual Form Certificate (TSSF), Spiritual Formation (TPSF), Spiritual Formation/Soul Care (TASC) or Spiritual Formation (TASF); Talbot School of Theology; Post Masters Level, Doctoral 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

TTTS 519 - New Testament Survey: Epistles/Revelation 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; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral Level or Graduate Level.

TTTS 569 - Foundations of Systematic 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; Post Masters Level, Doctoral Level or Graduate Level.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>TTTS 570</td>
<td>Survey of Church History</td>
<td>3</td>
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<td>TTTS 572</td>
<td>Church History to the Reformation</td>
<td>3</td>
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<tr>
<td>TTTS 574</td>
<td>The History of the Church Since the Reformation</td>
<td>3</td>
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<tr>
<td>TTTS 581</td>
<td>Introduction to World Christian Missions</td>
<td>2</td>
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<td>TTTS 583</td>
<td>Urban Mission and Ministry</td>
<td>2</td>
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<td>TTTS 584</td>
<td>Missionary Encounter with World Religions</td>
<td>3</td>
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<tr>
<td>TTTS 589</td>
<td>Encountering Islam: Understanding and Sharing with Muslims</td>
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<td>TTTS 591</td>
<td>Exploring Approaches to Apologetics</td>
<td>3</td>
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<td>TTTS 592</td>
<td>Christian Ethics: A Biblical Theology of Morality</td>
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<td>TTTS 593</td>
<td>Christian Worldview</td>
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<tr>
<td>TTTS 599</td>
<td>Old Testament Theology I: Pentateuch and Former Prophets</td>
<td>3</td>
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**Restrictions:**
- Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

**Course Descriptions:**

- **TTTS 570 - Survey of Church History**
  Garth M. Rosell, Ph.D. The course is designed to provide the student with a basic introduction to the development of the Christian Church from its founding at Pentecost to the present day.

- **TTTS 572 - Church History to the Reformation**
  Garth M. Rosell, Ph.D. The course is designed to provide the student with a basic introduction to the development of the Christian Church's doctrine, faith and practice from its founding at Pentecost to the time of the Protestant Reformation.

- **TTTS 574 - The History of the Church Since the Reformation**
  Garth M. Rosell, Ph.D. The course is designed to provide the student with a basic introduction to the development of the Christian Church since the time of the Protestant Reformation to the present day.

- **TTTS 581 - Introduction to World Christian Missions**
  William D. Taylor, Ph.D. God has one unified, global purpose for all He does. Introduction to the exciting, biblical, historical, cultural, and strategic dimensions of His plan. Key issues addressed include the basis of and necessity for world missions, and the status of and plan for world missions. Introduction to the basics needed to pursue missionary training or to help lead the local church in its global ministry.

- **TTTS 583 - Urban Mission and Ministry**
  Roger S. Greenway, Th.D. A course that focuses on Christian missions and ministry in the world's growing cities. The biblical basis for urban ministry is presented and case studies of effective urban strategies worldwide are examined. Attention is given to urban issues such as ministry to the poor and homeless, pastoring and raising a family in the city, and planting urban churches.

- **TTTS 584 - Missionary Encounter with World Religions**
  Harvie M. Conn, Th.M., Litt.D. An introduction to the theology of religions. A biblical theology of religions is developed against the background of extensive study of current models of approach. Using major religious systems as examples, five characteristics of all religions are sketched. Some practical suggestions for evangelistic approach are proposed.

- **TTTS 589 - Encountering Islam: Understanding and Sharing with Muslims**
  Patrick O. Cate, Ph.D. Examination of Islam from Christian and Muslim perspectives. Covers the history and validity of the Koran, Muslim theology, the role of women, and the places of Christ, the Bible, and the Trinity within Islam. Students gain perspective into the Muslim mindset and learn how to share Christ from within that mindset.

- **TTTS 591 - Exploring Approaches to Apologetics**
  Gordon R. Lewis, Ph.D. The course compares biblical, historical and recent approaches to defending faith in God, Christ and Scripture. It emphasizes the contrast between Peter's method of reasoning among the Jews in Jerusalem (Acts 2) and Paul's among the Gentiles in Athens (Acts 17). It compares the still influential approaches of Augustine and Aquinas. However, the bulk of the course examines six approaches of apologists who led in the resurgence of evangelicalism during the last half of the 20th century. Each approach uses different starting points and forms of argument: empirical/inductive, rational/deductive, self-authenticating presuppositions, self-authenticating mystical experiences and hypothesis/verification. Students are encouraged to integrate the strengths of the varied approaches. The last three lectures, exhibiting the lecturer's synthesis, are entitled: "Why I Believe in God;" "Why I Believe in Jesus Christ" and "Why I Believe the Bible."

- **TTTS 592 - Christian Ethics: A Biblical Theology of Morality**
  James M. Grier, Th.D. An examination of the theories of obligation and the theories of value from a philosophical perspective. A biblical theology of obligation and a biblical theology of value are presented along with their implications for decision-making in personal life and church life.

- **TTTS 593 - Christian Worldview**
  James M. Grier, Th.D. An examination of the nature and function of belief structures and the value of developing and living a distinctly Christian life. Students develop a Christian worldview from a redemptive history model of Biblical theology, which is then clarified using the philosophical categories of metaphysics, epistemology, and axiology. Students gain an understanding of modern and postmodern thought, how to critique them biblically and are encouraged to develop and apply a Christian worldview to life and ministry.

- **TTTS 599 - Old Testament Theology I: Pentateuch and Former Prophets**
  Richard E. Averbeck, Ph.D. Introduces the content and theology of the books, identifying the foundational themes that emerge and tracing them through the rest of the Bible. Students demonstrate how the theology of the Old Testament is basic and essential for understanding Jesus Christ, the Church and Christian life.
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<tr>
<th>Course Code</th>
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<th>Description</th>
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<tbody>
<tr>
<td>TTTS 624</td>
<td>The Epistle to the Romans</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TTTS 628</td>
<td>The Epistle to the Hebrews</td>
<td>3</td>
<td>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.”</td>
</tr>
<tr>
<td>TTTS 701</td>
<td>The Pentateuch</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>TTTS 705</td>
<td>The Book of Psalms</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>TTTS 706</td>
<td>Understanding the Old Testament</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TTTS 707</td>
<td>The Book of Proverbs</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>TTTS 709</td>
<td>The Christian and Old Testament Theology</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TTTS 711</td>
<td>The Book of Isaiah</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TTTS 720</td>
<td>The Sermon on the Mount</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>TTTS 722</td>
<td>The Parables of Jesus</td>
<td>2</td>
<td>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.</td>
</tr>
</tbody>
</table>

Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral 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; Post Masters Level, Doctoral 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. Analysis of related movements including the “Jesus Only” Movement, the Vineyard Movement, and the Toronto Revival Movement. Pros and cons of charismatic movements are presented as the student attempts to define the “victorious Christian life.”
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTTS 766 - The Doctrine of Man and Sin  Credits 3
Roger R. Nicole, Th.D., Ph.D. The Reformed Doctrine concerning the origin of humanity and the influx of sin into the world is explained. The course addresses the issues raised by the theory of evolution as it relates to the creation of humanity. It explains the effects of the Fall in the Garden on our current condition. In addition, detail is given to the promise of the restoration of our original image in the likeness of Christ.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTTS 767 - The Doctrine of Salvation  Credits 3
Roger R. Nicole, Th.D., Ph.D. The plan and order of salvation outlining the process from regeneration to glorification are discussed. Special attention is given to differing views and objections to the Reformed doctrine on this subject, and evidence for both sides is carefully weighed. Specific topics include the question of the attainment of perfection in this life, the relationship of baptism to salvation, the Roman Catholic concept of justification, and the reasons for believing in the perseverance of the saints.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTTS 768 - The Doctrine of the Trinity  Credits 3
Peter Toon, D. Phil. (Oxon) The doctrine of the Trinity is presented from biblical, historical, dogmatic and contemporary perspectives. Special attention is paid to the formulation of the classic and orthodox doctrine of the Trinity in the fourth century at the Councils of Nicea (325) and Constantinople (381). The manner in which the doctrine developed in the East and West is also noted. Further, the commitment of the Church to the ontological Trinity (God-as-God-is-in-Himself) as well as to the economical Trinity (God-as-God-is-toward-us/the world) is explained and commended. Finally, a survey of recent attempts to present a modern doctrine of the Trinity (e.g., by Barth, Rahner, Moltenberg, Pannenberg and “the Feminist” Catherine Mowry Luccigna) is provided.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTTS 771 - The Ancient Church  Credits 3
Richard C. Gamble, Th.D. From the close of the New Testament in 95 A.D. to approximately 600 A.D.; the church and the Roman Empire; ecclesiastical organization; development of theology and dogma; Christian life and worship.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTTS 773 - Reformation Church History  Credits 3
W. Robert Godfrey, Ph.D. A study of the development of the theology, the piety and the churches of the Reformation against the backdrop of the social, political and intellectual character of the 16th century.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTTS 775 - The History of Christianity in America  Credits 3
John D. Hannah, Th.D., Ph.D. A study of the Protestant churches in America from colonial beginnings to the present with emphasis on the numerous influences that have forged the current religious scene.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTTS 776 - The Theology of Jonathan Edwards  Credits 3
John H. Gerstner, Ph.D. An examination of the theology of Jonathan Edwards in detail. Taking a topical approach, the course covers Edwards’ teachings regarding all the major points of systematic theology with particular emphasis on Edward’s unique theological contributions.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.
Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTTS 777 - Theology of Martin Luther Credits 3
Robert Kolb, Ph.D. The Theology of Martin Luther reviews the presentation of biblical doctrine according to topics in historical context. The presuppositions of his theology are set forth in his distinction of the two kinds of righteousness and the theology of the cross. Against this background Luther's treatment of central Christian doctrines, particularly justification in the faith and the means of grace, are explored. Significant treatment is given to his understanding of life in human culture and society.

Grade Mode: A.
Restrictions: Must be Talbot School of Theology; Post Masters Level, Doctoral Level or Graduate Level.

TTTS 779 - Contemporary Theology Credits 3
John S. Feinberg, Ph.D. In this course we shall attempt to examine some of the major trends in contemporary thought. In order to set the background for contemporary theological and philosophical discourse, we begin with a brief philosophical overview of the major developments in Western philosophy prior to Hegel. Discussion then turns directly to Hegel whose influence extends throughout the modern period. Kierkegaard represents not only a reaction to Hegel, but is also the first of the 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 Wittingenstein. 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; Post Masters Level, Doctoral Level or Graduate Level.

TTTS 788 - African Theology and Religions Credits 2
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; Post Masters Level, Doctoral Level or Graduate Level.

Theology: Historical

Faculty
Chair: Mark Saucy, Ph.D.
Professor: Gomes
Associate Professor: Naidu, Price

Objectives
The aims of this concentration are: to acquaint the student with the doctrinal views of significant movements, schools and individuals in church history; to show the trajectory of thought in the development of doctrines as they are worked out historically; and to give an appreciation for the struggles and labors of the great saints of God who have gone before us in establishing and defending orthodoxy.

Courses

TTHT 505 - Patristic and Medieval Theology 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. Note(s): Required of M.Div. students. May not be substituted for TTHT 514.

Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.Div. students. May not be substituted for TTHT 514.

Grade Mode: A.
Prerequisites: TTHT 505.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.A. (Bible Exposition, Old Testament, New Testament, Theology, Biblical and Theological Studies/Diversified, Philosophy, M.A.C.M.L.) students. May not be substituted for either TTHT 505 or TTHT 506.

Grade Mode: A.
Restrictions: Must be Graduate Level 2 Class, Senior Class, Graduate Level 4 Class, Junior Class, Graduate Level 1 Class, or Graduate Level 3 Class; Undergraduate Level, Post Masters Level, Doctoral 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. Note(s): Elective.

Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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 Post Masters Level, Doctoral Level or Graduate Level.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTHT 704</td>
<td>Medieval Theology Seminar</td>
<td>2-3</td>
<td>A study in the development of scholastic theology from Anselm to Bieil with emphasis on the contribution of the medieval doctors to the development of dogmatic theology in the West. <strong>Note(s):</strong> Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
</tr>
<tr>
<td>TTHT 705</td>
<td>History of Revivals</td>
<td>2-3</td>
<td>The background, development and results of the great revivals in America. <strong>Note(s):</strong> Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
</tr>
<tr>
<td>TTHT 706</td>
<td>Protestant Theology Seminar</td>
<td>2-3</td>
<td>An examination of significant developments in Reformation/post-Reformation Protestant thought. <strong>Note(s):</strong> May be taken multiple times with different content. Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
</tr>
<tr>
<td>TTHT 707</td>
<td>The Radical Reformation</td>
<td>2-3</td>
<td>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. <strong>Note(s):</strong> Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
</tr>
<tr>
<td>TTHT 709</td>
<td>Arminius and Arminianism</td>
<td>2-3</td>
<td>A study of the writings of James Arminius and his followers, including Limborch, Episcopalus and Curcellaeus. Comparison of classical Arminianism with Reformed and Lutheran orthodoxy. Special attention given to Arminian views of predestination, sin, grace, and atonement theory. <strong>Note(s):</strong> Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
</tr>
<tr>
<td>TTHT 710</td>
<td>Denominational Distinctives</td>
<td>2-3</td>
<td>The history, distinctive and polity of the student's denomination or church. <strong>Note(s):</strong> Required for M.Div. students not taking TTHT 506 in this seminar. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
</tr>
<tr>
<td>TTHT 713</td>
<td>Readings in Christian Spirituality</td>
<td>2-3</td>
<td>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 Post Masters Level, Doctoral Level or Graduate Level.</td>
</tr>
<tr>
<td>TTHT 721</td>
<td>The Theology of John Calvin</td>
<td>2-3</td>
<td>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. <strong>Note(s):</strong> Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
</tr>
<tr>
<td>TTHT 725</td>
<td>Church History and Trends of Asian Immigrants</td>
<td>2-3</td>
<td>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. <strong>Note(s):</strong> Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
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<tr>
<td>TTHT 726</td>
<td>Cults of America</td>
<td>3</td>
<td>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. <strong>Note(s):</strong> Elective. Required of M.A.(Th.) students. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
</tr>
<tr>
<td>TTHT 733</td>
<td>World Religions and Cults</td>
<td>3</td>
<td>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. <strong>Note(s):</strong> Required of M.A. (Theology). Grade Mode: A. Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.</td>
</tr>
<tr>
<td>TTHT 761</td>
<td>Directed Study</td>
<td>1-4</td>
<td>Supervised reading and research in selected areas of historical theology. <strong>Note(s):</strong> Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
</tr>
<tr>
<td>TTHT 765</td>
<td>Theology Capstone Seminar</td>
<td>3</td>
<td>Study of selected topics of theology with attention to the exegetical, historical, and practical dimensions of Christian doctrine. <strong>Note(s):</strong> May be taken multiple times for credit with different content. Note(s): Required of M.A. (Theology). Grade Mode: A. Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.</td>
</tr>
<tr>
<td>TTHT 771</td>
<td>Historical Theology Seminar</td>
<td>1-4</td>
<td>The study of selected areas of historical theology. <strong>Note(s):</strong> May be taken multiple times for credit with different content. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.</td>
</tr>
</tbody>
</table>
Theology: Philosophical and Moral

Objectives

Philosophical and Moral Theology courses are offered for students wanting to do advanced coursework at the interface of philosophy and theology. The courses will help prepare students to engage in integrated philosophical, theological and biblical reflection on the doctrinal and ethical components of the Christian worldview, in order to equip them to deal with the sophisticated theological and philosophical challenges facing the church.

Courses

TTPM 713 - The Nature of God Credits 3
A detailed application of philosophical analysis to the explication and defense of God's existence and attributes, with special attention to contemporary attempts to reformulate our understanding of the nature of God, such as open theism and process theology. Note(s): Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTPM 715 - Divine Revelation Credits 3
A critical study of divine revelation under the concepts of act, person and word. Special attention to contemporary theories of revelation and of human capacity to know God. Note(s): Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTPM 716 - Philosophy of Language and Hermeneutics Credits 3
An examination of theories in philosophy of language and linguistics and their bearing on problems posed by post-modern hermeneutical theories, with special reference to biblical hermeneutics. Note(s): Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTPM 753 - Aquinas and the Metaphysics of Theism Credits 3
A study of selected portions of Summa Theologiae and Summa Contra Gentiles with emphasis on the metaphysical implications of Christian theism as developed by the greatest thinker of the Medieval period. Note(s): Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

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. Note(s): Required of M.Div. and M.A. students. Grade Mode: A. Restrictions: Must be M.Div. and M.A. students.

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. Note(s): Required of M.Div. and M.A. students. Grade Mode: A. Restrictions: Must be M.Div. and M.A. students.

TTTH 713 - Theology I - Introduction: Revelation and Nature of God Credits 3
A study of selected topics in philosophical theology. Note(s): Elective. Grade Mode: A. Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 880 - Directed Research Credits 1-3
Supervised research in selected areas of theology. Note(s): Elective for Th.M. students. Grade Mode: A. Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTTPM 753 - Seminar in Philosophical Theology Credits 3
A study of selected areas of philosophical and moral theology. Note(s): Elective for Th.M. students. Grade Mode: A. Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

Theology: Systematic

Faculty

Chair: Mark Saucy, Ph.D.
Professors: Coe, Gomes, Issler, M. Saucy
Associate Professors: Naidu, Price
Assistant Professors: Peterson

Objectives

It is the purpose of the concentration of theology to give the student a thorough grasp of the great doctrines of the Christian faith. Based upon the Scripture as the ultimate source of authority, the doctrines are developed through the systematic examination and integration of relevant Scriptures with consideration given to doctrinal interpretations throughout Church history. Along with the acquisition of a knowledge of the theological doctrines of the Scriptures, it is the goal of the department to develop in the students a facility which will allow them to continue their own theological development.

Courses

TTTH 511 - Theology I - Introduction: Revelation and Nature of God 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. Note(s): Required of M.Div. and M.A. students. Grade Mode: A. Restrictions: Must be M.Div. and M.A. students.
TTTH 610 - Advanced Theology  
An in-depth study of the major theological issues in the areas of theology proper, anthropology, hamartiology, Christology, soteriology. This course is specifically designed for those students who receive reduction in theology due to prior studies. 

Note(s): Required of M.Div. and M.A. students who are not required to take TTTH 512 and TTTH 613. 
Grade Mode: A. 
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 611 - Rabbinic Theology  
Students will examine the history and theology of the four major branches of Rabbinic Judaism (Reformed, Conservative, Orthodox, and Hasidism), as well as other forms of Jewish contemporary thought. A systematic treatment of Jewish theology will include discussion of Judaism’s understanding of God, Scripture, Man, Salvation, and Eschatology, and evaluation of this understanding from the perspective of OT and NT teaching. 

Grade Mode: A. 
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 612 - Theology of the Siddur  
A comprehensive study of the traditional daily Jewish prayer book as a significant source of Jewish theology. The Jewish people throughout the world use the Siddur for personal and corporate worship, and it has become a collection of rabbinic thought in prayers and reflections from the Second Temple period to the present. Attention will be given to the biblical foundations as well as the non-biblical developments through the centuries. 

Grade Mode: A. 
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; and must be Post Masters Level or Graduate Level.

TTTH 613 - Theology III - Christ, Salvation and the Spirit  
The person and saving work of Christ. The nature and application of salvation including the person and work of the Spirit. Special emphasis on the practice of sanctification in personal Christian living. Note(s): Required of M.Div. and M.A. students. 
Grade Mode: A. 
Prerequisites: TTTH 511, TTTH 512, TTSS 510. 
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 614 - Theology IV - The Church and Last Things  
A study of the broad kingdom purpose of God and the future events related to the destiny of history and individuals including Christ’s second coming in its phases, the millennial reign of Christ, the 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. Note(s): Required of M.Div. and M.A. students. 
Grade Mode: A. 
Prerequisites: TTTH 511, TTTH 512, TTSS 510. 
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 620 - Advanced Bibliology  
Intensive study of revelation, inspiration, inerrancy and authority in the light of contemporary issues. Note(s): Elective. 
Grade Mode: A. 
Prerequisites: TTTH 511. 
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 622 - Theology of the Siddur  
A comprehensive study of the traditional daily Jewish prayer book as a significant source of Jewish theology. The Jewish people throughout the world use the Siddur for personal and corporate worship, and it has become a collection of rabbinic thought in prayers and reflections from the Second Temple period to the present. Attention will be given to the biblical foundations as well as the non-biblical developments through the centuries. 

Grade Mode: A. 
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; and must be Post Masters Level or Graduate Level.

TTTH 700 - The Doctrine of God  
Advanced study of the reality, attributes and triune nature of God. Includes discussion of the human knowledge and the nature of encounter with God. Note(s): Elective. 
Grade Mode: A. 
Prerequisites: TTTH 511. 
Restrictions: Must be Talbot School of Theology, School of Arts & Sciences, School of Education, Cook Sch Intercultural Studies; Post Masters Level, Doctoral Level or Graduate Level.

TTTH 701 - Introduction to Christian Spirituality  
This course explores the means to developing a deep relationship with God. Based on scriptural teaching about knowing God, it is geared particularly for those preparing for or engaged in Christian ministry. Considers barriers that hinder us and what spiritual disciplines and practices may be used to nurture a deeper friendship with God. 
Grade Mode: A. 
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 702 - Advanced Bibliology  
Intensive study of revelation, inspiration, inerrancy and authority in the light of contemporary issues. Note(s): Elective. 
Grade Mode: A. 
Prerequisites: TTTH 511. 
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 703 - Millennial Views  
A careful and intensive study of the three main eschatological views relative to the millennium; the historical and biblical strength of the premillennial system; consideration of the leading amillennial writings. A detailed analysis of the 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. Note(s): Elective for Th.M. students. 
Grade Mode: A. 
Prerequisites: TTTH 614. 
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 704 - Roman Catholic Theology  
A detailed study of the tenets of Roman Catholicism includes reading from representative Roman Catholic literature with particular attention given to the distinctions between Roman Catholic and Protestant doctrines. Especially helpful for those contemplating missionary service in countries dominated by Roman Catholicism. Note(s): Elective. 
Grade Mode: A. 
Prerequisites: TTTH 614. 
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 705 - Contemporary Theology  
The study of contemporary theological positions, including a survey of the philosophical and theological thought leading up to the present scene. Note(s): Required of M.A. (Theology) and Th.M. (Theology) students. 
Grade Mode: A. 
Prerequisites: TTHT 505 or TTHT 514; TTSS 510; TTTH 511, TTTH 512. 
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.
TTTH 710 - 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 712 - Current Theological Issues  
Credits 2-3
An intensive study of the thought of particular contemporary theologians, prominent theological or theologically significant ethical issues in the light of biblical revelation. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Elective for Th.M. students.
Grade Mode: A.
Prerequisites: TTNT 501, TTNT 502.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Prerequisites: TTTH 512, or equivalent.
Restrictions: Must be Talbot School of Theology, School of Arts & Sciences, School of Education, Cook Sch Intercultural Studies; Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Prerequisites: TTTH 512, TTTH 613 or equivalent.
Restrictions: Must be Talbot School of Theology, School of Arts & Sciences, School of Education, Cook Sch Intercultural Studies; and 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 723 - 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 not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral 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. Note(s): Required of M.A.(Th.) students. Elective.
Grade Mode: A.
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Post Masters Level, Doctoral 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. Note(s): Required of students in the Talbot MA program with a concentration in Biblical and Theological Studies Diversified (Kyiv Extension). Offered only at the New York extension site.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTTH 729 - The 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. Note(s): Elective.
Grade Mode: A.
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.
**TTTH 730 - Pauline Theology**  
Credits 2-3  
The main themes of Paul’s doctrine from the biblical theological perspective. **Note(s):** Elective.  
Grade Mode: A.  
Prerequisites: TTNT 501, TTNT 502.  
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

**TTTH 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. **Note(s):** Required of M.A. (Theology).  
Grade Mode: A.  
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral 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. **Note(s):** Elective.  
Grade Mode: A.  
Restrictions: Must be Post Masters Level, Doctoral 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 Post Masters Level, Doctoral Level or Graduate Level.

**TTTH 771 - Theology Seminar**  
Credits 1-4  
The study of selected areas of systematic or biblical theology. **Note(s):** Elective.  
Grade Mode: A.  
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

**TTTH 817 - Advanced Ecclesiology**  
Credits 3  
An intensive study of significant aspects of the church related to its nature, purpose and organization. Particular attention directed to current problem areas. **Note(s):** Elective for Th.M. students.  
Grade Mode: A.  
Prerequisites: TTTH 614 or the equivalent in ecclesiology.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Graduate Level, Post Masters Level or Doctoral Level.

**TTTH 829 - The Doctrine of the Kingdom**  
Credits 3  
An investigation into the meaning and purpose of the Kingdom of God and its progressive development within history. The course includes discussion of historical and contemporary theological positions with emphasis upon the biblical teaching in its historical framework. **Note(s):** Elective for Th.M. students.  
Grade Mode: A.  
Restrictions: Must not be School of Arts & Sciences, School of Professional Studies; must be Graduate Level, Post Masters Level or Doctoral Level.

**TTTH 880 - Directed Research**  
Credits 1-3  
Supervised research in selected areas of theology. **Note(s):** Elective for Th.M. students.  
Grade Mode: A.  
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

**TTTH 891 - Research Seminar**  
Credits 3  
Discussion and application of the central areas of theology research and related fields of study. Instruction in research methodology, including the identification of a problem, the steps taken to resolve it, and writing the results.  
Grade Mode: A.  
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.  
Fees: $50.
TTTH 892 - Research Seminar  Credits 2
Discussion and application of the central areas of theology research and related fields of study. Instruction in research methodology, including the identification of a problem, the steps taken to resolve it and writing the results. Note(s): Second semester taken to continue research in an area of interest.
Grade Mode: A.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

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.

Courses

TTHE 793 - Thesis First Draft: M.A.  Credits 0
Note(s): 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 Post Masters Level, Doctoral Level or Graduate Level.
Fees: $100.

TTHE 794 - Thesis Final Draft: M.A.  Credits 0
Note(s): 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 Post Masters Level, Doctoral Level or Graduate Level.

TTHE 797 - Thesis First Draft: M.Div.  Credits 2
Required for M.Div. students electing to write a thesis. This course will be taken at the completion of 64 credits. Neither this course nor TTHE 798 is applicable toward graduation unless both have been completed. Note(s): Special approval required.
Grade Mode: C.
Restrictions: Must be Post Masters Level, Doctoral Level or Graduate Level.

TTHE 798 - Thesis Final Draft: M.Div.  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. Note(s): Special approval required.
Grade Mode: V.
Restrictions: Must be Post Masters Level, Doctoral 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.
Note(s): Special approval required.
Grade Mode: C.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.
Fees: $100.

TTHE 891 - Thesis First Draft: Th.M.  Credits 3
Required for all Th.M. students electing to write a thesis. Note(s): Special approval required.
Grade Mode: C.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.

TTHE 892 - Thesis Final Draft: Th.M.  Credits 3
Required for all Th.M. students electing to write a thesis. Note(s): Special approval required.
Grade Mode: V.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral 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.
Note(s): Special approval required.
Grade Mode: V.
Restrictions: Must be Graduate Level, Post Masters Level or Doctoral Level.
Fees: $100.
## PROGRAMS OFFERED

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B.A., Cedarville University
M.A., Ph.D., Southern Methodist University

Jason Wilson
Associate Professor of Mathematics, 2008
B.S., B.A., M.A., Biola University
M.A., California State University, Fullerton
Ph.D., University of California, Riverside

Thomas Wilson
Associate Professor of Business Law, 2012
B.A., University of Southern California, Los Angeles
J.D., University of San Diego

Philip Woodward
Associate Professor of Accounting, 1990
B.S., University of Southern California
M.B.A., California State University, Fullerton
M.B.T., University of Southern California

Matthew Wright
Assistant Professor, Torrey Honors Institute, 2012
B.A., Biola University
Ph.D., The University of Texas at Austin

Dean Yamada
Associate Professor, Cinema and Media Arts, 2006
B.A., M.F.A., University of Southern California

Yu Yan
Associate Professor of Mathematics, 2016
B.S., Fudan University, Shanghai, China
Ph.D., Stanford University

Albert Yee
Associate Professor of Chemistry, Physics and Engineering, 2014
B.S., M.S., Stanford University
Ph.D., University of California, Berkeley

Allen Yeh
Associate Professor of Intercultural Studies, 2008
B.A., Yale University
M.Div., Gordon-Conwell Theological Seminary
M.Th., University of Edinburgh
D.Phil., University of Oxford

Nancy Yuen
Associate Professor of Sociology, 2008
B.A., M.A., C.Phil., Ph.D., University of California, Los Angeles

Richard Zeller
Associate Professor of Voice, 2013
B.M., George Fox College
M.M., University of Cincinnati

Part-Time Faculty
The Biola University faculty each semester includes, in addition to
the regular faculty members listed above, approximately 250 persons
 teaching on a part-time basis equivalent to about 83 full-time equivalent
faculty positions. These persons bring to their tasks a rich variety of
academic and other professional expertise, and thus serve to enrich
the curricular offerings of the University, particular in some of the more
specialized areas.

Special Appointment Faculty
John Back
Dean of Student Engagement, 1986
B.A., Taylor University
M.A., Azusa Pacific University

Gail Buck
Director, Center for Cross Cultural Engagement, 2012
B.A., California State University, Fullerton
M.Ed., Azusa Pacific University
Ed.D., University of Southern California

Pamela Christian
Vice Provost for Inclusion and Cross-Cultural Engagement, 2015
B.A., Seton Hall University
M.A., California State University, San Bernardino

Ph.D., Claremont Graduate 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

Kevin Grant
Assistant Dean of Students, 2006
B.A., Biola University
M.Ed., Azusa Pacific University

Ronald G. Hannaford
Director of Digital Learning, 2009
B.A., University of Technology, Sydney
M.A., M.A., Ph.D., Fuller Theological Seminary

Simon Heres
Manager of Library Information Technology, 2005
B.S., Florida Institute of Technology
M.A., Biola University
M.Div., Talbot School of Theology

Matthew Hooper
Associate Dean of Students, 2000
B.A., M.A., Biola University

Claudia Huffine
Director of Student Transitions, 2006
B.A., Biola University
M.Ed., Azusa Pacific University

Lisa Ishihara
Director of Chapel Programs, 2008
B.A., California State University, Fullerton
M.Div., Talbot School of Theology

Glen Kinoshita
Director, Multi-Ethnic Programs, 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
M.L.I.S., Wayne State University

Philip Lewis
Staff Psychiatrist, Health Center, 2014
M.D., Universidad Nacional de Cordoba

Juliana Morley
Assistant Dean of the Library
Head of Reference and Instruction, Librarian IV, 2004
B.A., Vanguard University
M.I.S., San Jose State University
M.A., Talbot School of Theology

Danny Paschall
Dean of Students, 1997
B.A., M.A., Azusa Pacific University

Todd Pickett
Dean of Spiritual Development, 1996
B.A., Stanford University
M.Litt., Trinity College
M.A., Talbot School of Theology
Ph.D., University of California, Irvine

John Redford
Media and Music Librarian, Senior Librarian I, 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

John Tuttle
Director, Student Communications, 2007
B.A., John Brown University
M.A., Ph.D., Talbot School of Theology

Eileen Walraven
Technical Services Librarian, Librarian 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
Associate Director, Biola Counseling Center
B.S., University of Houston
M.A., Psy.D., Rosemead School of Psychology

Research Faculty
Michael Anthony
Research Professor of Christian Education, 1984
B.A., Biola College
M.A., Talbot Theological Seminary
M.R.E., Gold State Seminary
Ph.D., Southwestern Baptist Seminary
Ph.D., Claremont Graduate School

William Lane Craig
Research Professor of Philosophy, 1995
B.A., Wheaton College
M.A., Trinity Evangelical Divinity School
Ph.D., University of Birmingham, England
D.Theo., Ludwig-Maximiliénns-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,

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
Professor of Old Testament, Emeritus 1976-2016
Rebekah Fleeger
Associate Professor of Nursing, Emerita 1969–2007
Wayne S. Flory
Associate Professor of Biblical Studies, Emeritus 1972–2004
Ruth Fuller
Associate Professor of Nursing, Emerita 1968–1978
Sylvia Gilman
Associate Professor of English, Emerita 1961–1994
Douglas Hayward
Professor of Intercultural Studies, Emeritus 1989-2015
Henry W. Holloman
Professor of Systematic Theology, Emeritus 1974-2015
William F. Hunter
Associate Professor of Psychology,
Collection Development Librarian; Emeritus 1973–1992
Rex E. Johnson
Professor of Christian Ministry and Leadership, Emeritus 1976-2015
Leta A. Kilander
Associate Professor of Nursing, Emerita 1953–1989
Marguerite G. Kraft
Professor of Intercultural Studies, Emerita 1973–2004
Paul Kuld
Associate Professor of Biological Sciences, Emeritus 1969–2008
Peter Kurtz
Professor of Physics, Emeritus 1968–1992
E. Stanley Leonard
Associate Professor of Christian Education, Emeritus 1966–1989
Todd Lewis
Professor of Communication, Emeritus 1974-2015
Vern Lewis
Professor of Psychology, Emeritus 1965–1988
Richard Leyda
Professor of Christian Education, Emeritus 1989-2014
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, Emeritus 1983–2006
William Lock
Professor of Music, Emeritus 1963–2013
Marvin K. Mayers
Dean, School of Intercultural Studies, Emeritus 1982–1989
Olive McLaughlin
Assistant Professor of Nursing, Emerita 1975–1989
Richard J. Mohline
Dean of Administration, Rosemead School of Psychology,
Associate Professor of Practical Theology, Emeritus 1970–1990;
Alumni Development Representative 1995
Tom Nash
Professor of Communication Studies, Emeritus 1977–2003
Edward Norman
Professor of Physical Education, Emeritus 1962–2006
Dean of Professional Studies, Emeritus
Elizabeth G. Norman
Associate Professor of Physical Education, Emerita 1962–1997
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 1968–1998
Jack Schwarz
Professor of Music, Emeritus 1965–2005
Dean of Humanities, Fine Arts and Communication, Emeritus
C. Diane Shanebeck
Associate Professor of Communication, Emerita 1964–1997
William D. Shanebeck
Dean of Humanities and Associate Professor of English, Emeritus 1962–1997
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 Veterans Scholarship, The
- Al and Gloriah Enderle Endowed Scholarship
- Al Sanders Endowed Scholarship
- Alan and Sharon Gates & Nate and Carolyn Waltz Scholarship
- Alice Frances Head Memorial Scholarship
- Allen and Elvera Aspling Memorial Scholarship
- Anderson-Melzl Scholarship
- Aney Trust Business Scholarship
- Aney Trust Christian Education Scholarship
- Angela Good Memorial Scholarship
- Anne Louise Gewe Scholarship
- April Jace Memorial Scholarship
- Atala Virginia Baker Memorial Scholarship
- Baseball Funded Scholarship
- Beatrice M. Delson Nursing Scholarship
- Bee and Power Endowed Scholarship
- Beloved Scholarship, The
- Bill Bynum Memorial Scholarship
- Biola Ethnic Diversity Impact Scholarship
- Biola Student Aid Grant
- Biola University Athletics Scholarship
- Biola University Scholarships
- Biola World Impact Scholarship
- Biological Sciences Scholarship
- Bob Thompson & Audry Piano Scholarship
- Bonesteel Family Kiev Scholarship, The
- Bonesteel Scholarship, The
- Bunn-Kilander-Christensen Nursing Scholarship for Missions
- Business Scholarship
- Butterfield Memorial Foundation Nursing Scholarship
- Carolyn Simons Scholarship Fund, The
- Cheatham Family Foundation
- Chemistry Student Scholarship
- China Business Study Scholarship
- Christian and Rheba Ummel Memorial Scholarship
- Christian Education Financial Assistance
- Christian Education Undergraduate Scholarship, The
- Christopher J. & Patricia A. Brown Talbot Scholarship
- Clinical Excellence Scholarship
- Clyde and Anna Belle Cook Evangelism Scholarship
- Clyde and Anna Belle Cook Scholarship
- Col. Harry and Evelyn S. Zuckerberg Endowed Memorial Nursing Scholarship
- Cole and Ira Barzilay Memorial Scholarship
- Credo Chamber Music Scholarship
- Cross Country Funded Scholarship
- Daniel B Pennings Scholarship
- David Charles Dunn Memorial Fellowship
- David R. Crane Biola Scholarship
- Department of CMA Student Scholarship
- Designated Biola Grant
- Disabilities Service Scholarship
- Donald C. & Jo G. Bishop Scholarship Fund for Men’s Basketball
- Donald C. and Jo Bishop Scholarship Fund for Music
- Donald C. and Jo G. Bishop Scholarship Fund for the Torrey Honors Institute
- Dr. Charles Lee Feinberg Award
- Dr. Francis Yu Mei Lu Scholarship
- Dr. J.H. Gerdes Education Scholarship
- Dr. Jack Schwarz Music Ministry Scholarship
- Dr. John Mark Reynolds Scholarship
- Dr. Lloyd E. Kwast Scholarship Fund
- Dr. Louis T. Talbot Memorial Scholarship
- Dr. Richard Rigsby Scholarship
- Dr. Tin Y. and Anne Shue Fong Kwong Scholarship
- Dr. William Lock Endowed Scholarship
- Ecuadorian Scholarship
- Edna Kathryn Myers Memorial Scholarship
- Edna Owen Chamber Music Scholarship
- Education Student Grant
- Elizabeth Jane Cornwell Scholarship
- Emma C. Johnson Endowment Scholarship
- Endowed Scholarship for Talbot
- English Faculty Scholarship for Honors Literature Students
- Faculty and Staff Scholarship
- Faculty Staff Contingency Fund
- Faith and Hope Scholarship
- Faithful Servants Scholarship, The
- Fletcher Jones Foundation Endowed Scholarship
- Florence H. Russell Scholarship
- Fook Kong Li Memorial Scholarship
- Frederick G. Bursch Memorial Scholarship
- Galen & Hollie Smith Endowed Scholarship
- General Education Fund
- General Music Scholarship
- George and Eileen Bowman Biola Missionary Scholarship
- George and Eileen Bowman Talbot Missionary Scholarship
- George and Maude Von Tungeln Memorial Student Scholarship
- George H. Mayr Scholarship
- George M. Swab Scholarship
- Gladys Mackenzie Endowed Scholarship
- Good News for China Scholarship
- Good Shepherd Scholarship, The
• Gordon Johnson Endowed Scholarship
• Guy and Marion Martin Endowed Talbot Scholarship
• Harold E. Camp & Evelyn Camp Blackwell Scholarship Fund
• Harold Taber MBA Scholarship
• Harry A. Baker Memorial Fund
• Hasiet Joy Negash Scholarship
• Hawaii Alumni Association Scholarship
• Helen Faulk Missionary Scholarship
• Henry Warren Scholarship Fund
• History Club Scholarship
• Hooker-MK Scholarship
• Horace and Daphne Felkins Family Scholarship
• Horace and Dot Felkins Scholarship
• Horace and Dot Felkins School of Business Scholarship
• Howell Seaton Scholarship
• Intercultural Studies Scholarship
• International Missionary Dependent Scholarship
• Irene K. Michels Scholarship
• Ivan Brown Scholarship
• Jacob Liesch International Worship Scholarship
• Jacob Liesch Worship Composition Scholarship
• James Albert Olds Scholarship, The
• James and Patricia Beazley Scholarship
• James E. Brown Trust Scholarship
• James L. Stamps Scholarship
• James O. Henry History Scholarship
• James S. Gutshall Scholarship
• Jana Hammond Scholarship
• Jean Bernard Student Fund
• 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
• Judith E. Lingenfelter Doctoral Fellowship
• Kathryn D. Schakel Scholarship
• KC Kaye Kaminski Jones Scholarship
• Ken Bascom Scholarship
• Kenneth B. Jacques Scholarship
• Kevin M. Kepner Memorial Scholarship
• Kiev Scholarship
• Korean Community MK Scholarship
• Korean Scholars Award
• Korean Student Scholarship
• Larry Acosta Scholarship
• Leila Khalil Memorial Scholarship
• Leila Bascom Memorial Scholarship
• Lewis Communication Scholarship
• Li Endowed Nursing Scholarship
• Lola Shannon Winter Memorial Scholarship
• Loren Baker Endowed Art Scholarship
• Lorin Griset Endowed Scholarship
• Lundquist Family Scholarship
• Lydia Heflinger Howard Nursing Scholarship Fund
• MA Philosophy & Ethics Scholarship
• Mabel L. Schroder Memorial Scholarship
• MacGregor Fund, The
• Manna Scholarship, The
• Margaret Bascom Sanders Endowed Scholarship
• Masakazu and Doreen Iwata History Scholarship
• Mathilde K. Bartlett Endowed Scholarship
• Melissa Belton Memorial Music Fund
• Melvin Follick Memorial Scholarship
• Men’s Basketball Funded Scholarship
• Men’s Golf Funded Scholarship
• Men’s Soccer Funded Scholarship
• Men’s Tennis Funded Scholarship
• Mesghina G-Medhin International Students Scholarship
• Michelle Skelton Social Science-Missions Endowed Scholarship
• Ministry Scholarship
• Music Merit Scholarship
• Nancy Myers Nauman Memorial Scholarship
• Noel and Eleanor Gardner Service Through Sacred Music Award, The
• North American Christian Foundation Scholarship
• Orval C. Robertson Endowed Music Scholarship Fund
• Pastor/Missionary Dependent Scholarship
• Paul and Helen Horton Walker Memorial Scholarship
• Paul Poelstra Scholarship
• Pauline Hogan Memorial Scholarship
• Pauline Howell Anderson Memorial Fund
• Philippians 2 Scholarship
• Pines 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 L. McNeely Endowed Scholarship
• Richard Unfried Music Education Scholarship
• Robert E. Welch Memorial Scholarship
• Robert Pershing Anderson Memorial Scholarship
• Robert T. and James H. Wilkinson Endowed Ministerial Scholarship Fund
• Robin Finley Memorial Scholarship
• Rosemead Endowed Scholarship
• Rosemead Legends Fund
• Ross Memorial Scholarship
• Ruby Women Scholarship
• Ruth J. Newell Scholarship
• Samuel H. Sutherland Endowed Memorial Scholarship
• Science and Religion Scholarship
• Sheldon Ray Zenger Memorial Scholarship, The
• Snyder Piano Student Scholarship
• Soccer Hall of Fame
• Softball Funded Scholarship
• Sojourner's Scholarship
• Soubirou Nursing Alumni Scholarship, The
• Stephen Skelton Memorial Music Scholarship
• Steve Mattson Memorial Scholarship
• Steven Shephard Memorial
• Student Economic Relief Crisis Fund
• Swimming Funded Scholarship
• Talbot Academic Excellence Scholarship
• Talbot Dean's Fund
• Talbot Economic Relief Fund
• Talbot Impact Ministries / Talbot Merit Award
• Talbot Memorial Endowed Scholarship
• TC and Anna Horton Memorial Scholarship
• TESOL and Applied Linguistics Scholarship
• Thaddaeus Scholarship
• Tobin Sorensen Scholarship
• Toni Patricia Smith Memorial Scholarship
• Torrey Head, Heart, and Hands Scholarship
• Torrey Media Arts Scholarship
• Track and Field Funded Scholarship
• Valaskanty Scholarship
• Van Daele Scholarship, The
• Viola Vestal Coulter Foundation, Inc. Scholarship
• Vogt Family 5K Scholarship
• Volleyball Funded Scholarship
• Wade Wahl Memorial Scholarship, The
• WBB Boosters Funded Scholarship
• Wendy Nelson Brown Memorial Fund
• Wight-Cook Johnston Endowed Scholarship, The
• William and Elizabeth Carden Scholarship
• William Bass Memorial Scholarship
• William F. Hunter Dissertation Prize
• William Joshua Head Memorial Scholarship
• Withers Family Scholarship
• Women's Basketball Funded Scholarship
• Women's Golf Funded Scholarship
• Women's Soccer Funded Scholarship
• Women's Tennis Funded Scholarship
## ACADEMIC CALENDAR

### 2016–17 Academic Calendar

#### Fall 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, July 5–Aug. 15</td>
<td>Enrollment and payment for Fall 2016</td>
</tr>
<tr>
<td>Tuesday, Aug. 16–18</td>
<td>University Faculty Conference</td>
</tr>
<tr>
<td>Wednesday, Aug. 24</td>
<td>Classes begin; Convocation</td>
</tr>
<tr>
<td>Friday, Sept. 2</td>
<td>Last day to add classes; last day to complete late enrollment and payment</td>
</tr>
<tr>
<td>Monday, Sept. 5</td>
<td>Labor Day holiday (University closed)</td>
</tr>
<tr>
<td>Monday, Oct. 17–28</td>
<td>Academic Advising for Interterm 2017 and Spring 2017</td>
</tr>
<tr>
<td>Wednesday, Oct. 19–21</td>
<td>Torrey Memorial Bible Conference</td>
</tr>
<tr>
<td>Friday, Oct. 21</td>
<td>Last day to withdraw from classes; last day to receive a partial refund when dropping a class</td>
</tr>
<tr>
<td>Monday, Oct. 31–Dec. 16</td>
<td>Registration for Interterm 2017 and Spring 2017</td>
</tr>
<tr>
<td>Wednesday, Nov. 23–27</td>
<td>Thanksgiving break (University closed November 24–27)</td>
</tr>
<tr>
<td>Monday, Dec. 12–16</td>
<td>Final exam week (undergraduate)</td>
</tr>
<tr>
<td>Friday, Dec. 16</td>
<td>Fall Commencement; Fall degree conferral date</td>
</tr>
<tr>
<td>Tuesday, Jan. 3</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>

#### Interterm 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, Dec. 23–Jan. 2</td>
<td>Christmas/New Year's holiday (University closed)</td>
</tr>
<tr>
<td>Tuesday, Jan. 3</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Wednesday, Jan. 4–17</td>
<td>Enrollment and payment for Spring 2017</td>
</tr>
<tr>
<td>Monday, Jan. 16</td>
<td>Martin Luther King Jr. holiday (University closed)</td>
</tr>
<tr>
<td>Saturday, Jan. 21</td>
<td>Classes end</td>
</tr>
<tr>
<td>Friday, Jan. 27</td>
<td>Grades due</td>
</tr>
</tbody>
</table>

#### Spring 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Jan. 30</td>
<td>Classes begin; Convocation</td>
</tr>
<tr>
<td>Friday, Feb. 3</td>
<td>Last day to add classes; last day to complete late enrollment and payment</td>
</tr>
<tr>
<td>Wednesday, March 15–17</td>
<td>Missions Conference</td>
</tr>
<tr>
<td>Monday, March 20–31</td>
<td>Academic Advising for Summer 2017 and Fall 2017</td>
</tr>
<tr>
<td>Friday, March 24</td>
<td>Last day to withdraw from classes; last day to receive a partial refund when dropping a class</td>
</tr>
<tr>
<td>Monday, April 3–May 26</td>
<td>Registration for Summer 2017 and Fall 2017</td>
</tr>
<tr>
<td>Friday, April 14</td>
<td>Good Friday holiday (University closed)</td>
</tr>
<tr>
<td>Friday, April 14–23</td>
<td>Easter break</td>
</tr>
<tr>
<td>Monday, May 22–26</td>
<td>Final exam week (Undergraduate)</td>
</tr>
<tr>
<td>Friday, May 26</td>
<td>Spring Commencement; Spring degree conferral date</td>
</tr>
<tr>
<td>Monday, June 5</td>
<td>Grades due</td>
</tr>
</tbody>
</table>

#### Summer 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 29</td>
<td>Memorial Day holiday (University closed)</td>
</tr>
<tr>
<td>Tuesday, May 30–June 17</td>
<td>Session 1 holiday</td>
</tr>
<tr>
<td>Monday, June 19–July 22</td>
<td>Session 2 holiday</td>
</tr>
<tr>
<td>Friday, June 23</td>
<td>Grades due Session 1</td>
</tr>
<tr>
<td>Tuesday, July 3–Aug. 15</td>
<td>Enrollment and payment for Fall 2017</td>
</tr>
<tr>
<td>Tuesday, July 4</td>
<td>Independence Day holiday (University closed)</td>
</tr>
<tr>
<td>Friday, July 28</td>
<td>Grades due Session 2</td>
</tr>
<tr>
<td>Saturday, August 19</td>
<td>Summer degree conferral date</td>
</tr>
</tbody>
</table>

### 2017–2020 Academic Calendar

#### Fall Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Dates</th>
<th>Classes Begin</th>
<th>Last Day to Add/Enroll/Pay</th>
<th>Labor Day Holiday</th>
<th>Session 1 Ends</th>
<th>Torrey Conference</th>
<th>Last Day to Drop</th>
<th>Session 2 Begins</th>
<th>Thanksgiving Break</th>
<th>Final Exam Week</th>
<th>Fall Commencement</th>
</tr>
</thead>
</table>

#### Spring Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Dates</th>
<th>Classes Begin</th>
<th>Last Day to Add/Enroll/Pay</th>
<th>Labor Day Holiday</th>
<th>Session 1 Ends</th>
<th>Torrey Conference</th>
<th>Last Day to Drop</th>
<th>Session 2 Begins</th>
<th>Thanksgiving Break</th>
<th>Final Exam Week</th>
<th>Spring Commencement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Jan 8</td>
<td>Jan 14</td>
<td>Jan 13</td>
<td>Jan 13</td>
<td>Jan 12</td>
<td>Jan 17</td>
<td>Jan 21</td>
<td>Jan 17</td>
<td>Jan 20</td>
<td>Jan 14</td>
<td>Jan 20</td>
</tr>
<tr>
<td>2019</td>
<td>Jan 14</td>
<td>Jan 17</td>
<td>Jan 17</td>
<td>Jan 17</td>
<td>Jan 12</td>
<td>Jan 17</td>
<td>Jan 21</td>
<td>Jan 17</td>
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#### Interterm

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