



**TALBOT SCHOOL OF THEOLOGY**  
**GRADUATE STUDENT HANDBOOK**

**2023-24**

This Handbook supersedes and replaces all previous versions of the Talbot School of Theology Graduate Student Handbook. Each student, by enrolling at Biola University, is responsible for reviewing and adhering to all published University policies, procedures and standards. While the policies, procedures and standards outlined in this Handbook provide students an effective set of guidelines for conduct, the University retains the right to enact additional policies, procedures and standards, correct errors, or to modify existing policies, procedures and standards as it determines. New, updated, or modified policies, procedures and standards are effective immediately upon publication (including online publication) unless otherwise noted. In the event of any conflict or discrepancy between a PDF or other written version and the online version, the online version shall be considered authoritative and take precedence. For information about this Handbook, please contact the office of the Dean at x4816.

# TABLE OF CONTENTS

TALBOT SCHOOL OF THEOLOGY .....	1
GRADUATE STUDENT HANDBOOK.....	1
TABLE OF CONTENTS.....	1
A WORD FROM THE PRESIDENT .....	1
A WORD FROM THE DEAN .....	2
ACADEMIC POLICIES, PROCEDURES, AND RESOURCES .....	3
About Talbot School Of Theology .....	4
Missional .....	4
Theological .....	4
Spiritual.....	4
Educational.....	4
Practical.....	5
Mission Statement of The University.....	5
University Mission .....	5
University Vision .....	5
University Values .....	5
Community Expectations .....	5
Assumptions .....	5
Biblical Principles .....	5
General Principles .....	6
Violation of Community Expectations .....	7
Diversity .....	7
Spiritual Development .....	7
Absences and Attendance.....	8
Academic Appeals .....	8
Academic Integrity.....	8
Academic Load .....	8
Academic Probation .....	9
Accreditation .....	9
Western Association of Schools and Colleges .....	9

Association of Theological Schools.....	9
Add/Drops.....	9
Advanced Standing And Reduction Submission .....	9
Arranged Courses/Independent Studies/Theological Studies Digital Courses .....	10
Arranged Courses/Independent Studies .....	10
Theological Studies Digital Courses (through Our Daily Bread University) .....	10
Auditing Procedures .....	11
Audit Guidelines.....	11
Audit Categories .....	11
Biola Community Standards.....	11
Catalog Jurisdiction.....	11
Chapel .....	12
Christian Service .....	12
Degree Audit .....	12
Emergency Procedures .....	12
Examinations.....	12
Financial Aid .....	12
Financial Information.....	13
Payment Information.....	13
Trimester Programs .....	14
Finance Charges .....	14
Refunds: Withdrawal .....	14
Fall and Spring Semester Refund Policy .....	14
Summer Session Refund Policy .....	15
Outstanding Balances.....	16
Refunds: Overpayment .....	16
General Grievance and Appeal Procedures.....	16
Grading System .....	16
Graduation Information.....	17
Graduation Check .....	17
Graduation with Honors.....	17

Graduation Attendance.....	17
Graduation Regalia .....	18
Incomplete Grade Process .....	18
Learning Center .....	18
Academic Accommodations.....	18
Learning Environment.....	19
Lectureships .....	19
Lyman Stewart Memorial Lectures .....	19
Robert L. Saucy Lectures.....	19
Library.....	19
Mail Services Use & Privacy Policy .....	20
The IT Service Desk .....	20
Plagiarism And Academic Integrity.....	20
Consequences of Academic Dishonesty .....	21
Avoiding Plagiarism In Written Work .....	23
Political Postings And Advertising .....	26
Professional Conferences.....	26
Program Changes.....	26
Public Expression, Assembly & Forum Policy .....	26
Safety & Security .....	26
Student Assessment .....	26
Student Record Policy.....	27
Summons .....	27
Technology In The Classroom.....	27
Laptops and Tablets .....	27
Cell Phones .....	27
Electronic Dictionaries and Internet.....	27
Lecture Proprietary Matters .....	27
Technology: Network Usage Policy.....	27
Transcripts .....	27
Transcript Evaluation.....	28

Transfer Of Credits.....	28
Withdrawal From School .....	28
Graduate students can reapply by submitting a Graduate Readmit Application. ....	28
COMMUNITY LIFE .....	29
The Biola Community.....	30
Community Standards .....	30
When the Standards Apply .....	31
Do the Standards Apply Off Campus? .....	31
Violation of Law and the University Conduct Process .....	31
Dishonesty and Academic Integrity .....	32
Research Policy.....	32
Dissent and Disruption .....	32
Alcohol, Tobacco, and Drugs .....	33
Community Threat.....	33
Bullying .....	33
Sexual Misconduct Policy (Title IX) .....	34
Sexuality, Gender, and Relationships Policy .....	34
Biola’s Position on Sexuality and Relationships .....	34
Biola’s Position on Gender .....	34
Student Care and Conduct.....	35
Harassment and Bullying.....	35
Faculty-Student or Staff-Student Relationships .....	35
Pornography .....	36
Unplanned Pregnancy .....	36
Gambling.....	36
Campus Life and Housing Policies.....	36
Dress Standard .....	36
Weapons and Firearms .....	37
Vehicles .....	37
Hazing Policy.....	37
Theft, Damage, Unauthorized Use of University Property.....	38

Advertising, Distributing, Selling, and Posting On-Campus.....	38
Noise Expectations.....	38
Identification Cards.....	39
Child Care (On Campus).....	39
Entry .....	39
<b>Service Animals .....</b>	<b>40</b>
Purpose .....	40
Definitions.....	40
Detailed Policy Statement .....	40
Service Animals in University Housing .....	41
Procedures for Approval of Service Animals in University Housing: .....	42
Support Animals .....	42
Areas Off Limits to Service and Support Animals .....	43
Removal/Relocation of Service and Support Animals .....	43
Grievance Procedures .....	44
Getting Help .....	44
Applicability and Authority.....	45
<b>Chapel .....</b>	<b>45</b>
<b>Student Organizations and Clubs Policy.....</b>	<b>45</b>
<b>Talbot Associated Students.....</b>	<b>46</b>
Membership .....	46
Officers.....	46
Student Council.....	47
Finances .....	47
<b>FEINBERG CENTER PROGRAM HANDBOOK.....</b>	<b>49</b>
<b>Access to Biola.....</b>	<b>49</b>
Biola First Time Login In .....	50
Email .....	51
MyAccount .....	51
<b>Academic .....</b>	<b>51</b>
Academic Advising .....	51
Course Registration.....	51

Curriculum.....	51
Degree Audit .....	52
Feinberg Tuition .....	52
Financial Aid.....	52
Scholarships.....	52
Student Loans .....	53
Grading System .....	53
Letter Grade Meaning .....	54
Graduation.....	54
Graduation Check .....	54
Graduation with Honors.....	54
Graduation Attendance.....	55
Graduation Regalia .....	55
Library.....	55
Withdrawal from the Program .....	55
Re-enrollment to the Program.....	55
International Students.....	56
Student Life .....	56
Chapel .....	56
Health Insurance.....	56
Housing .....	56
Mail.....	56
Talbot Faculty and Friends .....	57
Good Book Blog .....	57
Biola LEARN .....	57
KYIV EXTENSION PROGRAM HANDBOOK .....	58
Arranged Courses .....	59
Attendance.....	59
Books .....	59
Canvas.....	59
Communication / E-mail .....	59



Course Registration .....	59
Curriculum .....	60
Graduation .....	62
Housing in Kyiv .....	62
Library .....	62
Meals .....	62
Probation .....	62
Registering for Courses .....	62
Rigor of Coursework .....	62
Schedule.....	63
Student Sponsors.....	63
Spiritual Formation Groups .....	63
Tuition.....	63
Drop Fee .....	63
Fees.....	63
Tuition Waiver from Biola University .....	64
INSTITUTE FOR SPIRITUAL FORMATION PROGRAM HANDBOOK .....	65
Academic Program Changes .....	66
Graduation .....	66
ISF Grad Check .....	66
Initial Plan for Spiritual Direction Form .....	66
Completion of Semester Spiritual Direction Form.....	66
Spiritual Direction.....	66
Requirement.....	66
Important Forms .....	66
Initial Plan for Spiritual Direction Form .....	66
Completion of Semester Spiritual Direction Form.....	66
Therapy .....	67
Requirements .....	67
Important Forms .....	67
Retreats .....	67

48-hour Retreats.....	67
Intensive Journey Inward Retreat .....	67
Faculty/Student Retreats .....	67
Resources.....	67
Library.....	67
Mailboxes.....	68
ISF Community life.....	68
ISF Chapels .....	68
International Student Lunches.....	68
Spouses' Night .....	68
MARRIAGE AND FAMILY THERAPY PROGRAM HANDBOOK.....	69
New Student Orientation.....	70
GPA.....	70
Co-Curricular Requirements.....	70
Therapy .....	70
Practicum .....	70
Practicum Course Sequence .....	70
Practicum Course Prerequisites .....	70
Malpractice Insurance .....	71
ISF Library .....	71
Remediation policy.....	71
D.MIN. PROGRAM HANDBOOK.....	73
Talbot School of Theology.....	74
Doctor of Ministry Program .....	74
Doctoral Project Manual.....	74
Nature and Purpose of the Program .....	75
Description of a Suitable Doctoral Project.....	76
Standard Structure.....	76
Common Types of Doctoral Projects .....	77
Basic Questions for a Project Idea.....	79
Project Details .....	80

Formal Project Proposal .....	80
Project Overview .....	80
PHRRC Requirement .....	81
Project Timeline.....	82
Graduation Deadlines .....	82
Project Committee .....	83
Oral Presentation .....	83
Oral Presentation Site .....	83
Typical Oral Presentation Schedule.....	83
Doctoral Project Rubric .....	84
After the Oral Presentation .....	85
Other Considerations.....	86
Financial Information .....	86
Academic Integrity.....	87
Style Details .....	87
Headings.....	88
First Level Looks Good Like This.....	88
Third Level Looks Good Like This .....	89
Citation Protocol.....	90
Bibliography .....	90
Appendix A: Doctoral Project Mile Markers Checklist .....	91
Appendix C: Sample Pages .....	94
Front Matter .....	94
Body.....	102
Back Matter .....	108
PH.D./ED.D. EDUCATIONAL STUDIES PROGRAM HANDBOOK .....	112
Section 1: Introduction .....	113
Importance of Communication with the Ph.D./Ed.D. Office .....	113
Degree Distinctives .....	113
Doctoral Programs Director, Hybrid Distance Coordinator & Program Advisors.....	114
Doctoral Programs Committee .....	114
Section 2: Academic Policy.....	114

MEMO: Individual and Group Work Policy for the Doctoral Program .....	114
Course Assignments Assistance Policy Statement: 8/29/07 .....	115
Consequences for Violating the Course Assignments Policy Statement .....	116
<b>Section 3: General Academic Information.....</b>	<b>116</b>
Classification of Students .....	116
Full-Time/Part-Time Student Status.....	117
Grading System.....	117
Official Style Manual .....	118
Time Limit for Course Work.....	118
Time Limit for Degree.....	118
Transfer of Credit.....	118
<b>Section 4: Financial Information .....</b>	<b>118</b>
Introduction .....	118
How Do I Get Started?.....	119
Resources Students Use to Finance Their Education .....	119
Employment or Field Internships .....	119
International Student Employment .....	119
Sponsor Support .....	120
Institutional Scholarships .....	120
Government Loans & Talbot Statement Regarding Student Debt.....	120
Subsidized Stafford Loan .....	120
Unsubsidized Stafford Loan .....	120
Additional Information.....	121
<b>Section 5: PH.D. Program Requirements.....</b>	<b>121</b>
Ph.D. Requirements .....	121
Ph.D. Course Work.....	121
Ph.D. Program Plan Approval .....	121
Candidacy Capstone (TTDE 877) 3 Units One Semester Only .....	121
The Ph.D. Dissertation (TTDE 891) Up to 5 Semesters.....	121
PH.D. Program Progress Chart .....	121
<b>Section 6: ED.D. Program Requirements.....</b>	<b>122</b>
Course work .....	123

Program Plan Approval .....	123
Candidacy Capstone (TTDE 877) 3 units.....	123
The Ed.D. Dissertation.....	123
Ed.D. Program Progress Chart.....	123
<b>Section 7: Options For Completing Prerequisites .....</b>	<b>124</b>
Christian Education Prerequisites .....	124
Deficiency Completion Options for Christian Education .....	124
Bible and Theology Prerequisites.....	125
Deficiency Completion Options for Bible and Theology .....	125
<b>Section 8: Curriculum.....</b>	<b>125</b>
Core Studies.....	125
Elective Courses .....	126
Internship.....	126
<b>Section 9: Dissertation .....</b>	<b>126</b>
<b>Section 10: Student Life .....</b>	<b>127</b>
Awards.....	127
Chapels.....	127
Immigration.....	127
Retreats.....	127
Social Events.....	128
<b>Section 11: Student Resources .....</b>	<b>128</b>
Contact Information.....	128
Biola Department Phones and Extensions: (562) 944-0351 .....	128
<b>Suggested Reading List .....</b>	<b>132</b>
Reading and Critical Thinking Skills .....	132
Library Skills .....	132
Developing A Christian World View .....	132
Thinking about the Dissertation .....	133
<b>Master's Reading Listing For Christian Education - Some Selections .....</b>	<b>133</b>
General Orientation To The Field – (Talbot Ph.D. Faculty Publications) .....	133
Philosophical Issues in Christian Education (TTDE 801) .....	133
Human Development and Learning (TTDE 803) .....	133

Theories of Leadership and Management (TTDE 804) .....	133
Teaching and Curriculum Theory (TTDE 805) .....	134
Educational Research Methods (TTDE 807) .....	134
TRANSLITERATIONXZ .....	136

## A WORD FROM THE PRESIDENT

Dear Talbot Student,

Thank you so much for choosing Talbot. I believe you have chosen well as we offer a seminary education loaded with the extra benefits our university campus brings. We have the resources of a comprehensive university with 3 doctoral programs, 18 master's programs, a library to support such graduate degrees, opportunities in music, drama, sports and so much more.

Also available to both you and our excellent theological faculty are experts in intercultural studies, psychology, music, history, business and dozens of other fields through the faculties of our other schools. This breadth will help prepare you for your ministry to a wide range of people.

Yet, we have the feeling of a seminary with a strong commitment to help you know the Word of God, be able to communicate it, and to incarnate its truth into every area of your life. We have a commitment to prepare you well for the professional ministry.

Every seminary campus has its own culture and style. We try hard to make sure that all we do flows from a commitment that who we say we are we truly are. As you become more acquainted with Talbot, I trust you will understand more and more that we are a community of people who love God and want to serve him with our hearts and minds.

I would like to share with you a few of the ways I believe that Talbot students are unique.

Our students are motivated. Talbot students find the right co-curricular activities and programs that are right for them. As they do, they develop skills in leadership and service, in teamwork and self-confidence.

Our students are relational. As they find their place to get involved, Talbot students also find new friends, deep friends, lifelong friends. This is what happened to me in college and graduate school. I am sure it will happen to you. Talbot students hold each other accountable. They help each other make good choices and they pray for each other. If you want to develop deep friendships, this is a place that provides that opportunity.

Our students are passionate about Jesus and they have hearts to be world changers. You'll be studying a lot here and learning not only how to prepare for a career or ministry but how to live a life more sold out for Christ. We're serious when we say that high on our agenda is helping you become more like Jesus in your conduct and your character, to live a life that is courageous and committed for the cause of Christ.

I look forward to meeting you at Talbot at some point during your time with us, and I will be praying that this will be a very special experience for you and that we will truly help equip you to make an impact on the world for Jesus Christ.

In Christ,

Barry H. Corey

## A WORD FROM THE DEAN

To All New Students:

Please let me extend a warm welcome to you as you begin your studies at Talbot!

You are in for a treat. Talbot is an exciting and enriching place to be. We are glad that God has led you to be with us for this season of your life. We pray that God works powerfully during your time here to shape you and equip you for a life of service.

There are numerous resources available to you through Talbot. We invite you to take full advantage of all that is offered. The greatest resource of all is our treasured faculty. We look forward to knowing you and doing everything we can to aid in your spiritual growth and educational experience.

While you are with us, actively look for opportunities to reach out to others. Your gifts, talents and experience are important to God's work at our school. Your ministry begins the first time you help others in our University community — *not* when you receive your degree at graduation!

This booklet provides an array of important information that you will need for your Talbot experience. Please look through this handbook to familiarize yourself with its contents. Then keep it handy as a vital reference guide when questions arise.

The Lord's richest blessings upon you throughout your time at Talbot.

Best,

Ed Stetzer, Ph.D.  
Dean



# ACADEMIC POLICIES, PROCEDURES, AND RESOURCES



**TALBOT**  
SCHOOL OF THEOLOGY  
BIOLA UNIVERSITY

## **ABOUT TALBOT SCHOOL OF THEOLOGY**

### ***Missional***

*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.

### ***Theological***

The theological position of Talbot School of Theology is Christian, protestant, and theologically conservative. The school is interdenominational by nature and is thoroughly committed to the proclamation of the great historic doctrines of the Christian church. It definitely and positively affirms historic orthodoxy in the framework of an evangelical and premillennial theology that is derived from a grammatico-historical interpretation of the Bible. 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.

### ***Spiritual***

It is the purpose of Talbot to develop in the lives of its students a spiritual life that is in harmony with the great doctrines taught, so that they may grow in the grace as well as in the knowledge of our Lord and Savior Jesus Christ. Specifically, the goal is to educate and graduate students characterized by commitment to serving Christ, missionary and evangelistic zeal and a solid knowledge of the Scriptures. To accomplish these objectives, the seminary focuses on the growth of students through spiritual formation courses, a chapel program and gives attention to its students' ministry/service opportunities.

### ***Educational***

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. Spiritual Formation seeks to encourage spiritual growth and transformation into the life of each student through greater knowledge of God and self. 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.

### ***Practical***

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 21 degree programs, each with its own distinctive purpose.

## **MISSION STATEMENT OF THE UNIVERSITY**

### ***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.

## **COMMUNITY EXPECTATIONS**

In an effort to accomplish this mission, Biola University recognizes the difficulty of the task of balancing inquiry with answers, freedom to fail with established standards, and individual rights with community expectations. In this complex task, Biola University holds the following basic assumptions and principles:

### ***Assumptions***

1. That all members of this community profess a personal faith in Jesus Christ, and seek to have Him as Lord and Master of their lives.
2. That all members view the Bible to be the authoritative Word of God and, therefore, are subject to its teachings and admonitions. As the Bible establishes the basic principles that guide and develop Christian character and behavior, its standards are paramount to the daily decisions made by individuals within the community.
3. That all members of this community desire to grow to be more like Christ both in word and in deed; that their personal commitment to Jesus Christ might mature and deepen while a part of this community.
4. That all members demonstrate stewardship of their mind, time, abilities, funds, and opportunities for intellectual and spiritual growth, as well as care for our bodies as the temple of the Holy Spirit.

### ***Biblical Principles***

The Biola community recognizes that biblical principles are foundational for corporate life and individual behavior. Among those principles that seem pertinent are the following:

1. As Christians, our lives must be lived to the glory of God, daily conformed to the image of Christ, and in recognition of the Lordship of Christ in every activity (Matthew 22:36-38, I Corinthians 10:31, Colossians 3:9, 10, 17).

2. Love for and accountability to God should motivate Christian conduct (Deuteronomy 6:5, II Corinthians 5:10).
3. Consistent with the example and command of Jesus Christ, love must guide and determine our relationships with others (John 15:12-17, I John 4:7-12).
4. Christians bear responsibility for service to others. They are responsible to serve their neighbors and be involved by appropriate means in the process of alleviating such pressing worldwide problems as poverty, hunger, disease, illiteracy and racism (Matthew 7:12, 25:31-46, Galatians 5:14, 6:10).
5. As members of a Christian community, our actions are not solely a private matter. Accordingly, members of the Biola community must hold their neighbors accountable for the implications of their conduct when it directly affects the welfare of community living (Matthew 18:15-17).
6. The community as a whole and members individually are responsible for the effective stewardship of abilities and opportunities, using both personal and institutional resources (Luke 19:11-27, I Corinthians 4:2).
7. In the desire to attain common goals and to ensure orderly community life, the subordination of some individual prerogative may be necessary. Specifically, as servants of Christ we are called to practice forbearance. Christian freedom includes the option of not doing some things in order to contribute to the good of the larger community (I Corinthians 8:9-13, 9:19-23, 10:23-11:1).
8. Certain actions are expressly prohibited in the Scriptures and are, therefore, wrong. Christians are responsible to avoid those practices that are called sinful in Scripture. Similarly, Scripture comments on some actions that are matters of individual conviction based on a given situation. In this latter area, care must be exercised so as not to judge one another or to cause another to stumble or to fall (Matthew 7:1, Romans 14:1-23).
9. Christians are not asked to live the Christian life simply based on their own moral character and strength. God has provided the authoritative Word of God, the guiding power of the indwelling Holy Spirit, and the counsel of the Church. Christians are expected to study and obey the Scriptures, to cultivate a heart attitude that allows for the guidance of the indwelling Holy Spirit and to give serious consideration to the counsel of the people of God (II Timothy 3:16, II Peter 1:19-21, I John 2:27, 5:1-6).
1. The Christian's obligation to separate himself from worldliness is important to an understanding of Biola's behavioral standards (Romans 12:2, I John 2:15) "Worldliness" is a subtle issue involving uncritical conformity to the prevailing spirit of the age. One's disposition concerning such matters as materialism, secularism, isolationism, security, success, injustice, hedonism and moral relativism must stand in perpetual review.

### ***General Principles***

Although there is much we share in common as a community of believers, there is a need to understand that we also come as individuals with a variety of backgrounds and perspectives. Biola University both desires to recognize the rich individuality of our community and seeks to establish norms that will enhance the effective functioning of this body. Therefore, it is important that individuals understand that certain underlying principles exist which needs to be exhibited in the behavior and character of a maturing person in Christ. The following general principles reflect these expectations. That each student:

1. Has voluntarily joined the Biola community. The student by virtue of enrollment agrees to accept the rights and responsibilities of membership within this Christian community.

2. Will seek to understand those who come from different backgrounds but with a common faith in Jesus Christ.
3. Understands that our journey toward maturity entails not only freedom, but also limits.
4. Demonstrates the positive attributes of our new life in Christ as indicated in Scripture (Romans 12:6-21, Galatians 5:22-23, Colossians 3:12-17, II Peter 1:5-9).
5. Works to understand the rights and needs of the community, even at the sacrifice of individual rights.
6. Assumes responsibility for their own actions in order to be persons who speak the truth and demonstrate an understanding of their individual role before God and to the community.
2. Demonstrates a respectful spirit to other members of the community including students, faculty, staff and administrators.
3. Is open to grow and develop, by receiving and seeking constructive feedback from other members of this community in order that each might more clearly reflect Christ.

### ***Violation of Community Expectations***

The Associate Dean or Dean designee will meet with the student involved in a possible violation of the Community Expectations Agreement in order to determine the nature of the infraction. The Associate Dean may consult with others (e.g., the Dean or other faculty) in order to formulate a plan to assist the student in aligning with the community agreement and will provide a timeline for periodic review. A written copy of the plan and timeline will be given to the student and a copy will also be placed in the student's file.

If the nature of the violation requires a more thorough investigation, the Associate Dean will conduct that investigation by meeting with those involved to determine the nature of the conduct and an appropriate plan of action. A written summary of the violation and the plan of response or remediation will be given to the student and placed in his or her file within 30 days from the start of the investigation. Once the written plan has been delivered to the student, he/she will have 10 days to appeal the decision and plan of action developed by the Associate Dean by means of the process delineated in the [University Graduate Student Handbook](#).

### ***Diversity***

At Biola University, we are committed to living out the word of God. Striving for unity amidst diversity takes intentional effort on behalf of all community members. A team was assembled to write a concise Theological Statement on Diversity with the expressed purpose of clearly articulating the university's theological understanding and institutional value of diversity. The [Division of Diversity and Inclusion](#) led the effort in collaboration with leadership from Talbot School of Theology. In January 2019, Biola's board of trustees unanimously approved the [Unity Amidst Diversity: Theological Statement on Diversity](#) which can be viewed in full online.

## **SPIRITUAL DEVELOPMENT**

One of the most significant aspects of your seminary experience is the intentional development of your spiritual life. In an academic environment, personal spirituality often becomes the easiest area to neglect. The Apostle Paul was very intellectual, but he also sought intensely to know more of Christ (Phil. 3:10). Talbot has sought to address this disconnect through the development of the Spiritual Formation Core classes. These classes offer an in-depth, integrated account of spiritual growth and encourage

students to grow in relationship with God and other believers through prayer, community, retreat, and various spiritual disciplines that are meant to deepen student's walk with God.

Your spiritual growth is dependent in large measure upon your devotional life. The Psalmist emphasizes the importance of God's word for godly living, and Scripture promises, "the effective prayer of a righteous man can accomplish much" (James 5:16). There is no substitute for Bible study and personal prayer if one desires to "grow in grace and knowledge of our Lord and Savior Jesus Christ" (2 Pet. 3:18).

We urge you to set aside daily time for personal devotions. There is much to be gained from group prayer meetings, mission's prayer meetings and student devotional programs. However, these are not sufficient to satisfy the Christian's deepest spiritual need. Your daily schedule may be heavy, your course of study may demand much time; but time for private prayer, meditation upon his Word and integration of scriptural truths into your personal life and public ministry are God's indispensable way for spiritual development.

## **ABSENCES AND ATTENDANCE**

Please see the University Student Handbook for University policies on [Absences and Attendance](#).

## **ACADEMIC APPEALS**

Please see the University Student Handbook for University policies on [Academic Appeals](#).

## **ACADEMIC INTEGRITY**

Please see the University Student Handbook for University policies on [Academic Integrity](#).

## **ACADEMIC LOAD**

The minimum full-time load is 9 credits for those in the Master of Divinity, Master of Arts and Master of Theology degree programs. Those carrying less than the full-time load are considered part-time students. The standard student load in the Master of Divinity (M.Div.) program is 12 credits. A student is permitted to carry a maximum of 18 credits each semester, pending approval. To exceed this maximum load, the student must petition the Office of the Registrar. A maximum of 10 credits may be taken by a student in a combination of Arranged Courses, Independent Studies, and Theological Studies Digital Courses to be counted toward a student's program. Doctoral students are considered full time for a maximum of two years in the dissertation phase of their program.

A credit is generally considered to consist of one class hour (50 minutes) a week for a semester. In some cases, such as laboratory sessions, a credit may involve more than one class period a week. As indicated on the Degree Audit 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.

## ACADEMIC PROBATION

Students placed on regular academic probation are required to carry a limited number of units in a reduced schedule of courses. Two semesters are granted in which to raise academic work to the required level for the program in which the student is enrolled for continuance at Talbot.

## ACCREDITATION

### ***Western Association of Schools and Colleges***

As a school of Biola University, Talbot School of Theology is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

Western Association of Schools and Colleges  
P.O. Box 9990  
Mills College  
Oakland, CA 94613  
(510) 632-5000

### ***Association of Theological Schools***

Talbot is also accredited by the Association of Theological Schools, the internationally recognized accrediting body of seminaries and schools of divinity.

The Association of Theological Schools  
10 Summit Park Drive  
Pittsburgh, PA 15275-1103  
(800) 367-8250

## ADD/DROPS

Registration changes are made online on [My Account](#). Courses may be added to the student's schedule during the first two weeks of the semester only. Course fees are non-refundable after the second week of the semester.

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

## 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.

## **ARRANGED COURSES/INDEPENDENT STUDIES/THEOLOGICAL STUDIES DIGITAL COURSES**

### ***Arranged Courses/Independent Studies***

Arranged Courses are required courses or electives listed in the Catalog, but in which a student is unable to enroll due to a scheduling conflict. Arrangements may be made with a faculty member who agrees to guide the student in studying course content and fulfilling requirements individually apart from the scheduled class meeting. An Arranged Course form is used for adding this type of course to a student's schedule and is obtainable in the Office of the Registrar.

Independent Studies are an integral part of the Biola University experience. An Independent Study is a course which does not appear in the Catalog, is initiated by the student, and the student then works independently toward the goals and objectives outlined by the professor on an Arranged Course form. Students who are in good standing and not on probation are eligible to enroll in an Independent Study. A maximum of 6 credits may be taken by a student in independent study and/or arranged coursework during the student's degree program.

### ***Theological Studies Digital Courses (through Our Daily Bread University)***

These digital courses offer online lectures by outstanding biblical scholars. They are available as electives or prerequisites for degree-seeking Talbot students, proctored by a Talbot professor. Students who experience irresolvable scheduling problems prior to graduation may use them to meet their requirements. They may not normally be used in lieu of required courses. The use of Theological Studies Digital Courses is limited as follows:

Elective Credits or Irresolvable Scheduling Problem

**Master of Divinity: 6 credits**

**Master of Arts: 6 credits**

**Master of Arts Christian Education, Accelerated: 2 credits**

**Certificate Programs: 2 credits**

Courses typically include a syllabus which provides a broad outline of the lectures, review questions, and a bibliography. Requirements for credit include textbook assignments, collateral reading, research papers and examinations, all of which are outlined in a programmed syllabus.

Regular tuition fees are charged for each course regardless of the number of credits for which a student is already enrolled. The costs for online access to the lectures and materials are treated like textbook costs, i.e., the student pays these costs individually, in addition to tuition. To inquire about these courses, check with the appropriate academic coordinator, who will connect with the Dean of Faculty to set the course up. Once the course is set up, the student will register for it as part of the standard registration process. Further details may be obtained from the Dean of Faculty Office.

Note: A maximum of 10 credits may be taken by a student in a combination of independent study, arranged courses, and Theological Studies Digital Courses to be counted toward a student's program.



## AUDITING PROCEDURES

Students wishing to audit must complete the audit application and follow registration procedures. Auditing students cannot register for a course until after the second week of the semester. An auditor only participates in lectures, and they are not allowed to submit papers or take exams. A course taken for audit cannot be repeated for credit at a later date. Students wishing to audit graduate-level courses must have earned, be/been enrolled in, or been admitted to a graduate program of equal or greater academic level. For instance, a student wishing to audit a master's level course must at least have earned, be/been enrolled in, or have been admitted to a master's level degree program. Doctoral level courses are not typically open to auditors. All auditors must pay the appropriate per credit fee. If permitted, doctoral level auditors are subject to full doctoral level tuition. (See Financial Information for fees.) Auditors must receive permission from both the Office of the Registrar and the instructor of the course. Audit fees are non-refundable. Audit applications with further instructions are available in the Office of the Registrar or [through the online audit application](#).

### ***Audit Guidelines***

1. Auditing students must wait to be sure there is a seat in the class after credit students have completed registration (3<sup>rd</sup> week).
2. Permission from the Professor is required.
3. Audit applications are available in Registrar's Office. Completed applications should be returned to the Registrar's Office for approval and course selection.

### ***Audit Categories***

1. Current full-time or part-time credit students (graduate or undergraduate) who wish to audit a course. The fee is stated in the Biola University Catalog; the audit is recorded on the student's transcript. An add/drop form is used to add the audit.
2. "Audit Only" students (taking no credit courses, graduate or undergraduate). The fee is stated in the Biola University catalog; the audit is not recorded. Graduate auditors are required to provide an official undergraduate BA posted transcript. Both graduate and undergraduate "audit only" students must fill out the audit application and provide a pastoral reference.
3. Alumni/Faculty Emeriti. These are unrecorded "free" audits; the Alumni Office stamps approval on the application form of the auditor.

## BIOLA COMMUNITY STANDARDS

Please see the University Student Handbook for University policies on [Biola Community Standards](#).

## CATALOG JURISDICTION

The contents of the catalog for Talbot School of Theology apply to graduate students enrolled in Talbot. This catalog also serves as a contract between Talbot School of Theology and the student.

## CHAPEL

Participation in the chapels on campus is highly encouraged. **Talbot Chapel is held on Tuesdays at 9:30am**, in Calvary Chapel. On Mondays, Wednesdays, and Fridays, undergraduate chapels are also scheduled. The most updated version of the [complete chapel schedule](#) can be found online (biola.edu/chapel). The [Chapel Opportunities](#) also lists the recurring weekly schedule.

*Special Chapels: The University Convocation Chapel, scheduled at the beginning of each new term and is usually held the first Monday of classes during the chapel hour in the gymnasium.*

*Fall Term:* Torrey Memorial Bible Conference, Talbot Lyman Stewart Memorial Lectures.

*Spring Term:* Missions Conference, Robert L. Saucy Lecture Series.

## 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.

M.Div. students who expect to graduate in a timely manner should register for field education each semester. M.Div. students who are part-time should register for one field education class for each 12-14 units completed.

Those students in other degree programs taking nine or more units are expected to engage in some form of Christian service that will contribute toward his or her preparation for the ministry. Should a student experience difficulty in securing a service opportunity, he or she should consult with the field education or Christian education offices.

## DEGREE AUDIT

Students can access their [degree audit](#) on [My Account](#) to view their curriculum progress. Go to the “degree planning” tab and then “degree audit”. If you have questions about your curriculum progress or the degree audit, schedule an appointment with your academic advisor.

## EMERGENCY PROCEDURES

Please see the University Student Handbook for University policies on [Emergency Procedures](#).

## EXAMINATIONS

All examinations must be taken at the hour and place indicated. Exception is made in case of illness, when the examination must be made up within the period of extension specified by the professor. Failure to observe the rule may result in failure in the course. Late papers and assignments may be adjudicated on the same basis as late examinations.

## FINANCIAL AID

Please see the University policies on [Tuition and Financial Aid](#).

## FINANCIAL INFORMATION

### ***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](#).

Biola offers four payment options:

#### 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
- No payment plan necessary

#### Two Payments (2 x 50%)

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

#### Three Payments (50% x 25% x 25%)

- 50% due August 15, 25% due September 15 and October 15 for fall; December 15–February 15 for spring; April 15–June 15 for summer
- \$85 plan fee
- No finance charges
- A late fee of 1.0% monthly is assessed on late payments
- Student must enroll in the payment plan online
- Please note that this payment plan is not available for students enrolling in off-campus programs

#### Four Payments (4 x 25%)

- Monthly payments of 25% due July 15–October 15 for fall semester; December 15–March 15 for spring semester
- \$85 plan fee
- Enrollment is not complete until 50% of charges less aid is received.
- No finance charges

- A late fee of 1.0% monthly is assessed on late payments
- Student must enroll in the payment plan online
- Please note that this payment plan is not available for students enrolling in off-campus programs.

Payments may be made online or mailed to:

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

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

### ***Trimester Programs***

Classes for 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.

Traditional Semester	
Weeks 1-2	100%
Week 3	80%

<b>Week 4</b>	70%
<b>Week 5</b>	60%
<b>Week 6</b>	55%
<b>Week 7</b>	50%
<b>Week 8</b>	45%
<b>Weeks 9-16</b>	0%

<b>Trimester: Part I or II</b>	
<b>Day 1</b>	100%
<b>Weeks 1-2</b>	80%
<b>Week 3</b>	70%
<b>Week 4</b>	60%
<b>Week 5-7</b>	55%

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

Withdrawals after eighth week of classes:

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

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

***Summer Session Refund Policy***

1. Room and Board is pro-rated to the end of the week of official withdrawal.
2. \$25 of the tuition charge is considered a registration fee and is non-refundable.
3. Official withdrawal from summer session must be made through the Office of the Registrar. Refund rates are determined by the date in which the written request for registration change or withdrawal was made. Refunds are subject to the following schedule:
  - First two-days: complete refund.
  - In a three or five week class, 70% day three and four, 30% refunded during the second week, none thereafter.
  - Classes that do not fall within the regular session dates will still follow the refund schedule under the first session. All arranged courses follow the refund schedule of the first session.

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

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

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

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

### ***Outstanding Balances***

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

### ***Refunds: Overpayment***

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

## **GENERAL GRIEVANCE AND APPEAL PROCEDURES**

Please see the University Graduate Student Handbook for University policies on [General Grievance and Appeal Procedures](#).

## **GRADING SYSTEM**

The faculty employs the following numerical and letter grading system to determine the student's final grade.

Letter Grade	Meaning
A	Outstanding
A-	Good
B+	Good
B	

B-	Satisfactory
C+	
C	
C-	Minimum passing performance for M.A. programs
D+	
D	
D-	Minimum passing performance for M.Div. programs
F	Failure; also assigned for withdrawal while failing
UW	Unofficial withdrawal (considered failure)
AUD	Audit
RD	Temporary grade assigned for medical or emergency reasons; see Talbot dean.
W	Withdrawal - passing
R	Research - Thesis in progress

## GRADUATION INFORMATION

### ***Graduation Check***

Graduate and Doctoral students must make an appointment with their Talbot Academic Advisor to complete a Graduation Plan on Planner. Once the Graduation Plan is completed the Talbot Academic Advisor will give the student a link to the Graduation Application via Formstack which must be completed by the student one year prior to graduation to declare their intent to graduate. Students declaring this intention late will be charged a late graduation fee of \$200. 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 March 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 degree conferral lists (there is no Graduation Ceremony in the Fall).

### ***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.

### ***Graduation Attendance***

There is one commencement ceremony a year that is held in the spring semester. It is expected that all graduating students be present at commencement exercises except in cases of extreme emergency or other difficult circumstances. Permission to graduate in absentia must be secured well in advance by notifying your Graduate Graduation Counselor.

### ***Graduation Regalia***

[Masters regalia](#) (cap, gown and hood) are required to participate in commencement and Talbot's Baccalaureate ceremony. Please review purchase information and deadlines on [Biola's commencement webpage](#). Students must purchase on Jostens webpage and pickup at the Biola Bookstore.

[Doctoral regalia](#) (cap, gown and hood) will be rented and ordered by the Talbot Dean's Office. Regalia may be picked up from and returned to the student's department administrative assistant. Payment for the rental regalia will be due at the time of pick up.

### **INCOMPLETE GRADE PROCESS**

Please see the University Student Handbook for University policies on an [Incomplete Grade](#).

### **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 actualizes 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.

Additional resources are available for students through [The Learning Center](#) website. For more information, contact the Learning Center as (562) 906-4542.

### ***Academic Accommodations***

Students desiring accommodations for a class on the basis of a physical or learning disability may contact Biola University's Office of Disability Services. This office is located in the Student Services building on campus. Students desiring accommodations for other program requirements may present their request in writing to the Admissions and Academic Qualifications Committee. The Committee will make a decision regarding the request within four weeks.



## LEARNING ENVIRONMENT

Biola University endeavors to provide a safe and orderly environment, insofar as possible, in which all students are able to pursue their academic and social development. In doing so, it reserves the right to implement a disciplinary process, which may culminate in the suspension or dismissal of any student who does not meet minimal and reasonable behavioral standards. The University also expects that the actions of any student not pose an objective danger to self, not pose a direct threat to the health and/or safety of others, and not significantly jeopardize the educational process of other students.

## LECTURESHIPS

### ***Lyman Stewart Memorial Lectures***

The Lyman Stewart Memorial Lectures are held each fall semester in honor of the first president of Biola University. These Lectures by off-campus scholars are of outstanding scholarly and practical value.

### ***Robert L. Saucy Lectures***

This lectureship is intended to give opportunity for students and faculty to be exposed to current issues in the academy and church as addressed by world-renowned scholars.

The lectures are named after Dr. Robert L. Saucy in recognition of his lasting impact on the history of Talbot School of Theology. Dr. Saucy had been a faculty member from 1961 to 2015, and had an enduring impact on students, faculty, and programs. He was a significant leading figure in American evangelicalism, as evidenced, for example, in his role as President of the Evangelical Theological Society. Dr. Saucy exemplified a commitment to scholarship in service of the church that characterizes the mission of Talbot School of Theology, and so is a worthy recipient of the honor of having the lectureship named after him as a model for all Talbot faculty and students.

The Robert Saucy lecture series is designed to stimulate scholarly discussion of critical issues that face the academy and church in our day. The series is conducted by scholars who have national and international influence in their discipline, and who can advance thought concerning those issues in the Talbot community.

## 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; 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.

For the most updated library information including borrowing, access, services, and reserving a study room [visit the library website](#).

### **MAIL SERVICES USE & PRIVACY POLICY**

Please see the University Student Handbook for University policies on [Mail Services & Deliveries](#).

### **THE IT SERVICE DESK**

The IT Service Desk in the Library offers a variety of services to faculty, staff, students and alumni. The IT Service Desk supports Biola by offering computer troubleshooting support, password support, ID card support, classroom technology support, and many other services. The IT Service Desk also offers free 15 min. consultations for students with hardware/software trouble on their personal computers.

### **PLAGIARISM AND ACADEMIC INTEGRITY**

Academic integrity is a significant aspect of responsibility, accountability, and discipline which together serve an important purpose in both individual and community growth. Members of the Talbot School of Theology community have committed themselves to the responsibility of living within the expectations and guidelines as stated in the *"Community Life"* section of this handbook. When a member of the community fails to meet the responsibilities that they have agreed upon, then there is a need to hold the individual accountable. The purpose for accountability and discipline at Talbot School of Theology is to provide an opportunity for individuals to change and grow through an environment that is conducive to living and learning within a distinctively Christian community.

Talbot School of Theology seeks to maintain the highest standards of integrity in academic work, in field education and in community relationships. Members of the seminary community (administration, faculty, staff and students) are expected to keep themselves "above reproach" (I Timothy 3:2-7) in their personal lives. Our Lord expects this of all believers; and Scripture emphasizes it for those involved in church leadership. In general, when evidence of lack of integrity comes to the attention of administrators, faculty members or students, initial response may be to deal with it on a personal basis in accordance with Matthew 18:15-20 and Galatians 6:1-2. If no resolution can be reached, it is the prerogative of students and faculty to bring the situation to the attention of the department chair, and then to the Associate Dean that may ask for further consultation with the Dean if necessary. In cases of academic dishonesty, more specific provisions apply.

Academic dishonesty, cheating or plagiarism almost always involve an intention to show a level of knowledge or skill one does not actually possess. Talbot School of Theology expects student grades will reflect, in the fairest possible way, an individual's own personal academic work.

Examples of Academic dishonesty and plagiarism may include but are not limited to:

- While taking exams, tests, quizzes, using answers or responses knowingly obtained from someone else, rather than the sole effort of the individual student.
- Seeking to gain an advantage in an exam by obtaining advanced access to particular questions or advance copies of a professor's exam.
- Making a public presentation (e.g., speech, lecture, sermon) where elements of the presentation are misrepresented as original thought or work.
- Having someone else write a paper for you and turning it in as your own work, or writing a paper for someone else.
- Submitting as your own work papers, articles, book chapters, reports formerly written by other students, graduate students working with a faculty member or purchased from commercial services.
- Using published materials word for word, without citation or quotation marks, as all or part of work submitted as your own. (This category also includes media examples covered in a separate paragraph.)
- Close, deliberate paraphrase of another's work, published or unpublished, without acknowledgement.
- Turning in a paper previously written for another course (unless approved by the instructor), or one paper for two current courses, without permission of both instructors.
- Deliberately using false citations to give the appearance of acknowledgement and research.
- Referencing internet websites without citation or paraphrase.
- Using generative AI (ChatGPT, MidJourney, etc.) without citation, reference, acknowledgement, or in violation of standards set by academic departments.

### ***Consequences of Academic Dishonesty***

Unfamiliarity regarding appropriate paraphrase and citation is not an excuse for misrepresentation of original work. Individual professors may determine whether an isolated instance of plagiarism was due to faulty citation skills or misrepresentation with intent. In the case of deficient citation skills, the professor may allow a student to correct the citation in an assignment revision. Misrepresentation with intent is a significant violation of academic integrity.

Disciplinary action resulting from dishonesty in a minor class assignment (e.g. test, short reaction paper, quiz, etc.) will range from a score of zero for the assignment to a failing grade for the entire course. Disciplinary action resulting from dishonesty or plagiarism of a major assignment (e.g. examination, prominent writing submission, term paper, term project, etc.) will consist of immediate grade of "F" for the course. Individual departments or programs within the university may hold additional requirements for academic dishonesty (e.g., including dismissal from the program).

If a professor discovers evidence of plagiarism or academic dishonesty, they should confront the student with the seriousness of the charge, communicate the disciplinary action related to the assignment or course grade, and report the infraction to be documented on the student's academic record.

For undergraduate programs, the faculty member shall provide a written report via an alert through the [university's early alert system](#). The Office of the Registrar will receive the alert and shall place a copy of the report within the student's academic record. Following a first instance of plagiarism, undergraduate students will be required to complete an Academic Integrity Module in Canvas within two weeks of the report, which is distributed and graded by the division of Student Success. This module helps students develop their own credible voice and avoid practices which could jeopardize their integrity and studies. At the receipt of a second report on the same student, the Office of the Registrar will notify the associate provost for further disciplinary action. Repeated instances (2 or 3) of academic dishonesty will result in academic probation or dismissal from the university.

For graduate programs, the faculty member will notify and work with the program director and the school dean to address any issues of academic dishonesty. In addition, the program director (or a designated department staff member) shall provide a written report, including any disciplinary action, via an alert through the [university's early alert system](#). The Office of the Registrar will receive the alert and shall place a copy of the report within the student's academic record.

Students may appeal academic decisions that they believe are unfair or erroneous through the academic appeals process as specified in the [Student Handbook](#).

## AVOIDING PLAGIARISM IN WRITTEN WORK

Adapted from the work of Kevin E. Lawson, Ed.D., and Robert L. Webb, Ph.D.,  
Canadian Theological Seminary, 1994.

As a Christian graduate educational institution, Talbot School of Theology is committed to fostering integrity and quality in written work. These are exemplified by work that exhibits careful and thorough research, use of primary sources, evidence of comprehension and critical thought, accurate representation of ideas of others, and clear and organized expression of one's own thinking.

These standards are violated by the practice of plagiarism—an important ethical and moral issue in academic institutions. This practice is regularly condemned, and yet plagiarism still occurs. Talbot School of Theology, unfortunately, is no exception to this problem. This paper seeks to clarify the nature of this problem, address its seriousness, and assist students in avoiding it in their written work.<sup>1</sup>

### 1. DEFINITION OF PLAGIARISM

Briefly put, a student commits plagiarism when, in the course of completing an assignment, he/she uses material taken from a source (e.g., a book, article, or lecture) without giving proper acknowledgment of that source. This is an ethical and moral issue because by plagiarizing, whether done willfully or unwillfully, a student is doing three things. First, the student is stealing ideas and information from another person without properly acknowledging his/her indebtedness to that person. Although ideas, information, and thoughts are intangibles, from a scholarly perspective they are the property of the one who has expressed them, and to use them without acknowledgement is a form of stealing. Second, the student is lying to the faculty. The student is implicitly leading the faculty member to believe that the information, ideas, and/or thoughts are his/hers, rather than acknowledging their true origin. Third, the student is showing disrespect, to the one whose ideas he/she is using by not acknowledging that author with those ideas.

It is recognized that there are facts, ideas and perspectives that are commonly acknowledged to the point where citation of a source is not needed (e.g., Martin Luther nailed his 95 theses to the door of the Wittenberg Cathedral on October 31, 1517). However, a student should be careful to ensure that, in using commonly held ideas he/she is not unwittingly perpetuating what is in fact either untrue or may be questioned by others (e.g., Martin Luther started the Reformation).

### 2. DESCRIPTION OF DIFFERENT TYPES OF PLAGIARISM

Plagiarism can take a number of different forms. What follows is a brief description of several of these with recommendations on how to avoid them.<sup>2</sup>

- a. Handing in another person's work as one's own
- b. To claim that another person's work is one's own is the most blatant form of plagiarism. There should be no question concerning why this is wrong. Interestingly enough, students readily acknowledge why handing in another student's work is plagiarism, but sometimes fail to see why

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<sup>1</sup> It is recognized that standards for acknowledging sources in oral work (e.g., an oral presentation or sermon) are different from written work, but the ethical issues are the same.

<sup>2</sup> This explanation of types of plagiarism is adapted from a handout, "Plagiarism," developed by Ken Badley for use at Canadian Bible College.

plagiarizing from a published source is wrong. In no case should you rely on another person for what should be your own research and writing.

- Always do your own work for all assignments. If you are indebted to another person (whether a student or a published author) for specific information or ideas that you use in a paper, you must acknowledge them in a note.
  - Note that, unless specifically stated by the instructor, all assignments are to be your own work.
- c. Paraphrasing information from a source, but not acknowledging it with a note
- d. Any time you use information or ideas developed by another person (i.e., published, audio recording, live presentation) you must acknowledge that person in your own work. Even if you rephrase the information and put it in your own words (which you should usually do), you must still acknowledge the author by identifying the source in a note.
- Ask yourself where you acquired the information and ideas you are using as you write the assignment. Be sure to acknowledge these sources.
  - Take careful notes and always identify in your notes the source and always include the page number.
  - If you misplace or forget a source, there are two ways to deal with this problem: (1) you can omit the material from the paper, or (2) you can use the material with a disclaimer in a note that the material does not originate with the author but is taken from a source that is no longer known. If you use this latter alternative (which is not a good alternative), check with your instructor before doing it.
- e. Acknowledging a source, but not placing quotation marks around a direct quotation
- When phrases and exact wording are taken from a source and used in a paper, it is not enough to just note the source. Any time you rely on a source for phrases and wording you must place quotation marks around this exact wording. This shows your indebtedness to the author for how you are communicating the ideas or information.
  - Keep careful notes in which you identify exact phrasing from the source by quotation marks.
  - Express yourself carefully when rephrasing and incorporating ideas from another source.
  - For example, your source states the following:
3. We move here into the second subdivision or strophe of this unit; many of the ideas from the first strophe are continued, but the apocalyptic hostility is heightened.
- If you use this source and use the expression “but apocalyptic hostility is heightened,” then you must use quotation marks and identify the source in a note:<sup>3</sup>

*In his second section, the author uses several motifs found in the first section, “but the apocalyptic hostility is heightened.”<sup>1</sup>*

<sup>1</sup> Raymond E. Brown, *The Epistles of John* (AB 30; Garden City: Doubleday, 1982), 428-29.

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<sup>3</sup> For alternative forms of citing sources (e.g., author-date citation) see Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, Fifth Edition (Chicago: University of Chicago Press, 1987). See also, *Publication Manual of the American Psychological Association*, Fourth Edition (APA).

- If you do not use this expression from the source but still use the idea, then you do not use quotation marks, but you must still identify the source in a note, as follows:

*In his second section, the author uses several motifs found in the first section, but the addition of the apocalyptic expression, "the last hour," strengthens the description of the animosity between the two groups.*<sup>1</sup>

<sup>1</sup> Raymond E. Brown, *The Epistles of John* (AB 30; Garden City: Doubleday, 1982), 428-29.

- Make sure you understand an author when attributing your own paraphrase of their ideas to them.
  - Generally speaking, an assignment should be written in your own words and expressing your own ideas. Using a phrase from a source (with quotation marks and a note) is perfectly acceptable occasionally, when needed, but do not use this too frequently.
  - Do not write an assignment by using quote after quote from various sources. Your written assignment is to express *your* ideas as you interact with the ideas of others (i.e., your sources).
- a. Quoting primary material from a secondary source
  - b. When you read someone else's research or summary of a subject, he/she often refers to or quotes from a primary source. It is plagiarism if you simply quote this primary source as represented in the secondary source you are reading and not acknowledge that it was acquired through a secondary source.
    - Acknowledge the secondary source from which you quote the primary source. For example, your source states the following:
    - The tendency to list *three* sources or species of evil is widespread . . . Philo, *On the Decalogue* 28 § 153, traces all wars to desire, "the desire for money, or glory, or pleasure" . . .
    - If you do *not* go to the writing of Philo, look this reference up, and make sure that it is actually making the point you want, then you must identify your secondary source, as follows:

*In 1 John 2:16 the author identifies three types of love for the world. To have such a list of three is not unique to 1 John. Similar lists are found elsewhere in literature of this period. For example, Philo explains that war originates from "the desire for money, or glory, or pleasure" (On the Decalogue 28 § 153).*<sup>1</sup>

<sup>1</sup> Raymond E. Brown, *The Epistles of John* (AB 30; Garden City: Doubleday, 1982), 428-29.

- A better way to avoid this type of plagiarism is to use the secondary source as a tool to direct you to the primary sources. Study the primary source directly on your own. Then you can legitimately quote the primary source directly. This ensures that you have verified the material and helps you avoid passing on someone else's mistake or biased misrepresentation. You could then cite the primary reference without acknowledging the secondary source.
- It is important that all Talbot students understand what plagiarism is and seek to avoid it, even unintentionally. If you have any questions or concerns about the possibility of plagiarism in a paper you are working on, please see your course instructor before you turn in your paper.

Kevin E. Lawson, Ed.D.  
Professor of Christian Education  
Talbot School of Theology, October 1995

## **POLITICAL POSTINGS AND ADVERTISING**

Please see the University Student Handbook for University policies on [Political Activity](#).

## **PROFESSIONAL CONFERENCES**

Talbot recognizes the value of professional conferences and student attendance or participation is encouraged. A student in good standing may substitute attendance at faculty-approved professional conferences for class attendance for up to a total of one week. The student is responsible for (1). Obtaining faculty approval for said professional conference, (2). Informing all professors involved of the substitution, well in advance of this absence, and (3). Making arrangements for the completion of any missed course work. Faculty members will ensure the student is not penalized for class absence.

## **PROGRAM CHANGES**

To change a major or degree:

- 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.

## **PUBLIC EXPRESSION, ASSEMBLY & FORUM POLICY**

Please see the University Student Handbook for University policies on [Public Expression, Assembly & Forum Policy](#).

## **SAFETY & SECURITY**

Please see the University Student Handbook for University policies on [Safety & Security](#).

## **STUDENT ASSESSMENT**

Recognizing the importance of individual suitability for ministerial work, the faculty of Talbot School of Theology is committed to helping each student assess their level of preparedness for service in academic, vocational, and personal areas. Throughout the curriculum of the different degree programs various assessments are administered and studied in order to assist the student in determining personal characteristics and skills related to readiness for ministry. The student is encouraged to consult faculty regarding any such issues that they consider crucial to future success. The school reserves the right to prescribe counsel to the student when deemed appropriate and to require withdrawal from the seminary program when warranted.



## STUDENT RECORD POLICY

Please see the University Student Handbook for University policies on [Student Records](#).

## SUMMONS

A student must respond promptly to an administrative or faculty summons.

## TECHNOLOGY IN THE CLASSROOM

### ***Laptops and Tablets***

Personal laptop computers and tablets may be used in Talbot class sessions for note-taking purposes only. Other laptop/tablet uses, including personal email, is strongly discouraged during class time. Laptops and tablets must be off, and put away, during all exams (except with the clear and expressed permission of the instructor). Students with laptops or tablets on during an exam will receive a failing grade for the exam.

### ***Cell Phones***

Cell phones (tablets used for communications purposes) must be turned to silent mode when entering the classroom. *Take special care to attend to this.* It is the expectation of the Talbot faculty that students will not take calls in the classroom, and will not exit the room during class to take calls, except in the case of emergencies. Cell phones must be off, and put away, during all exams (except with the clear and expressed special permission of the instructor). Students with cell phones on during an exam will receive a failing grade for the exam.

### ***Electronic Dictionaries and Internet***

Electronic dictionaries, internet access, and use of search engines or AI chats are not allowed during exams. Students who anticipate the need of a dictionary during an examination should bring a print dictionary to the exam, and check it in through the professor or exam proctor.

### ***Lecture Proprietary Matters***

Recordings of classroom lectures, and printed course materials, are the intellectual property of the instructor. They may not be distributed in any form without permission.

## TECHNOLOGY: NETWORK USAGE POLICY

Please see the University Student Handbook for University policies on [Technology: Network Usage](#).

## TRANSCRIPTS

Students or alumni may view Biola's transcript policies and request transcripts online at [biola.edu/registrar](http://biola.edu/registrar). 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). No transcript will be issued until all obligations to the school have been met. Official transcripts can be sent only to other institutions, not

to individuals. Transcript records may be released to other institutions upon request provided there is no financial obligation to the institution.

## **TRANSCRIPT EVALUATION**

Tentative evaluation of work done at other seminaries may be rendered by the Registrar's Office after a student has been accepted.

## **TRANSFER OF CREDITS**

Graduate students wishing to transfer graduate-level credits from another institution need to fill out a substitution request form prior to taking the course. They will submit this form, complete with department chair and advisor signatures, to the front counter staff in The Office of the Registrar. Students who take unapproved courses risk these courses not transferring or counting for the classes they think they will.

Questions regarding transfer evaluations should be addressed to the Office of the Registrar at [Registrar.Transfer@Biola.edu](mailto:Registrar.Transfer@Biola.edu)

## **WITHDRAWAL FROM SCHOOL**

Official withdrawals: Students who wish to officially withdraw from the university must submit an [official withdraw form](#). Please see the [refund schedule](#) for details regarding dates, tuition and grades.

Unofficial withdrawals: Students who stop attending class are considered unofficially withdrawn. No refund is granted to students who unofficially withdraw. Students who unofficially withdraw will receive grades of "UW" or "F" for their courses.

Medical withdrawals: Students who are withdrawing for health reasons and wish to apply for a medical withdrawal may do so by submitting the [official withdraw form](#). Please see the [Medical Withdrawal Policy and Procedures](#) page for more information.

Readmission: Every student who withdraws from the University must readmit through the Admissions Office. Students who have withdrawn may begin the process by filing a returning student application for the semester they plan to return.

Graduate students can reapply by submitting a [Graduate Readmit Application](#).

# COMMUNITY LIFE



**TALBOT**  
SCHOOL OF THEOLOGY  
BIOLA UNIVERSITY

## THE BIOLA COMMUNITY

Biola University is a community committed to following Christ. We seek to create integrated, biblically-centered learning experiences that promote the whole-person development of all students. We hope that as you engage with this community, you, alongside every other student, will be empowered, transformed, and thriving here at Biola and after you graduate.

We consider Jesus' command to "love your neighbor as yourself" as the foundation of community. We believe that community is born of Spirit-empowered, other-centered practices, strengthened when members:

- Live with integrity, in word and deed
- Accept responsibility for their actions and words
- Attempt to live in reconciled relationships
- Practice confession and forgiveness
- Submit to biblical instruction

As women and men of Biola, we do not ask each other to be perfect people but rather to be people who pursue growth in our personal, relational and spiritual lives. We regard any violation of our Community Standards and other policies that govern behavior here at Biola as a breach of integrity. Each member of our community has voluntarily chosen to associate with Biola and to accept, uphold and live by these standards. We desire to support your growth and development by coming alongside you and offering care, resources, and, when necessary, accountability to help you grow.

This section involves potential violations of non-academic behavioral standards and expectations. A separate policy is followed for [academic dishonesty/plagiarism/cheating](#); please contact the Office of the Provost at (562) 903-4713.

## COMMUNITY STANDARDS

As you read through this section, you'll notice that parts of our Community Standards and University policies are connected to specific biblical instruction, while other parts of our Community Standards and policies ask that you give up individual freedoms for the good of the greater community. In becoming a Biola student, you have chosen, freely and willingly, to abide by these Standards and policies in order to promote the flourishing of all in our community.

Please note that as a student, you are responsible for knowing and abiding by all Community Standards, University policies, rules, or regulations and will be held responsible if a violation occurs. While not an exhaustive list, published University policies, rules, or regulations are found primarily in:

1. [Biola University Student Handbook](#)
2. [Biola University Catalog](#)
3. [Campus Safety Handbook](#)
4. [Biola Network Usage Policy](#)

## WHEN THE STANDARDS APPLY

The Biola Community Standards (whether Undergraduate standards or Graduate standards) apply to all students:

- while enrolled in classes for the Fall Semester (including Thanksgiving Break), Spring Semester (including Spring Break), and Summer Semester;
- representing the Biola Community in any off-campus event, such as mission trips, internships, study abroad, and athletic or academic activities;
- who are not enrolled in classes but who live in residential housing and have not checked out of their room or apartment; and
- while not enrolled in classes if their conduct is such that the University determines the student is not eligible for re-enrollment, or that certain restrictions or conditions should be imposed on a student at the time of re-enrollment (see “Violation Of Law And the University Conduct Process” below).

The fact that these standards only apply to students under the circumstances above in no way indicates that the University believes that contrary behavior is acceptable during non-enrolled periods. The University recognizes that it is inherently the individual's responsibility to make such behavioral decisions. The essential role of individual judgment, discernment, and recognition of personal accountability to God throughout the Biola community cannot be overemphasized.

The University reserves the right to refuse or revoke admittance, refuse re-enrollment, and/or suspend or dismiss any person who does not conform either to the stated Community Standards, University policies, rules, or 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 various standards and expectations regardless of how much time has passed since the violation. Finally, the University reserves the right to take disciplinary actions for violations of these various standards and expectations by students, including those awaiting imminent degree conferral and those who withdraw from school while a disciplinary matter is pending.

## DO THE STANDARDS APPLY OFF CAMPUS?

Off-campus rights and freedoms of students involve the responsibility to display conduct and behavior that reflect favorably on them, the University, and the community. Accordingly, the University reserves the right to take disciplinary action in response to behavior off campus that violates University standards and policies or adversely affects the University community and/or the pursuit of its objectives.

## VIOLATION OF LAW AND THE UNIVERSITY CONDUCT PROCESS

The University reserves the right to review actions taken by civil authorities regarding any student or student organization. University conduct proceedings may be instituted against a student charged with violation of law and may, at the sole discretion of the University, be carried out prior to, concurrently with, or following civil or criminal proceedings. Additionally, the University may consider violations occurring during non-enrolled periods in determining whether students will be eligible to continue their enrollment in the University and, if so, under what conditions.

**The following examples of violations of the Biola Community Standards are not exhaustive** but are intended to give a student an idea of behaviors that may result in disciplinary action.

A complete version of the [Community Standards](#) and [Student Life Policies](#) can be found online.

## **DISHONESTY AND ACADEMIC INTEGRITY**

Dishonesty in any form, including but not limited to: plagiarism, cheating on assignments or examinations, knowingly furnishing false information, forgery, alteration or misuse of documents, records, or identification cards is not permitted and students will be subject to disciplinary action.

Academic integrity is essential to our mission, allowing students, researchers, faculty, and staff the freedom to build new ideas, knowledge, and creative works while respecting and acknowledging the work of others. It involves a commitment to honesty, trust, fairness, respect, and responsibility in all aspects of your education.

By contrast, academic dishonesty is the misrepresentation of individual efforts, whether in writing, audio-visual representation, or oral presentation. Cheating on quizzes, exams, or assignments, such as surreptitiously copying others' answers during a quiz or illicitly receiving the questions for an exam ahead of time are widely understood examples of academic dishonesty. Issues of plagiarism, such as failure to cite or acknowledge a source, removal of a true author's name, or submitting work generated by artificial intelligence and claiming it as one's own original work are also specific examples of academic dishonesty subject to university disciplinary action.

Basically, plagiarism is lying; claiming someone or something else's ideas, words, or information as your own without acknowledgment or citation. It can be the simple quotation of a sentence or two without quotation marks and without a citation, footnote, endnote or inclusive note to indicate the true author. In the most serious cases, plagiarism uses, reproduces, rearranges or simply restates a significant fraction of an entire work written by someone or something else and then claiming it as original work. See the policy statement on [Academic Integrity](#) for the complete policy statement.

## **RESEARCH POLICY**

Any educational research/survey investigator requesting the participation of human subjects, either on or off-campus, must have their project approved by the Institutional Review Board (IRB). Information on how to apply for IRB approval is available online at [Institutional Review Board](#).

Research assigned by faculty as part of an undergraduate class curriculum does not usually require IRB approval; the faculty in charge is responsible and expected to exercise wise discretion and awareness of such protocols. Student researchers engaged in large-scale or campus-wide research projects which do not require IRB approval will be asked to submit the [Survey Application form](#) to the [Office of Educational Effectiveness](#).

Recruitment of participants off-campus associated with another school or organization may require additional approval through that school or organization's process (i.e. IRB, or other research review process).

## **DISSENT AND DISRUPTION**

In certain circumstances, when a student's presence or conduct on campus may cause a disruption of the educational process or be considered a threat to individuals, to the community or to University property, the University reserves the right to restrict a student's access to campus. Students have a right

to ask questions, seek information and assistance or to express dissent, but this right must be exercised in a manner consistent with the Biola Community Standards. It must not be practiced in a way that violates the rights of others and the educational mission of the University.

## **ALCOHOL, TOBACCO, AND DRUGS**

Biola University seeks to foster an alcohol-and-drug-free environment in which to work, live, learn and grow. As a Christian university, we approach alcohol and other drug abuse with a combination of compassion, encouragement, directness and concerned firmness. An aspect of this caring approach is the consistent enforcement of the regulations on alcohol and other drugs contained within this policy. The purpose of this policy is to ensure a safe environment that is consistent with the mission of the university and its goal to foster an alcohol-and drug-free environment. The use, possession or distribution of illicit drugs or other controlled substances (including misuse of prescribed medications or use of any substance with the intent of becoming impaired/intoxicated) by students of Biola is prohibited and violates this policy as well as the Graduate Student Standard of Conduct. The use, possession or distribution of alcoholic beverages by students of Biola on the Biola campus, at off-campus university buildings or residence housing sites or at Biola-related functions is prohibited and violates the Graduate Student Standard of Conduct. Biola University is operating in conformity with the Drug-Free Schools and Communities Act of 1989 (Public Law 101- 336) and Drug-Free Workplace Act of 1988. See the Graduate [policy on Alcohol, Tobacco and Drugs](#) for more information.

In the interest of creating a safe and healthy environment, Biola University has adopted the following policy. This policy applies to all university facilities on the La Mirada campus. All persons using the facilities of the university are subject to this policy.

1. Students smoking, possessing and/or using any tobacco products (i.e. cigarettes, snuff, cigars, pipe tobacco, chewing tobacco) or any nicotine products (i.e. e-cigarettes/vaporizers) on campus are in violation of University policy.
2. Smoking (including e-cigarettes/vaporizers) is prohibited on all University facilities, either inside buildings or outside.
3. Smoking (including e-cigarettes/vaporizers) is prohibited in any vehicle owned, leased, or operated by the University.
4. The sale, distribution, or advertisement of tobacco products and e-cigarettes/vaporizers is prohibited on campus.
5. Clothing, posters, containers or other materials displaying tobacco product logos or trademarks are prohibited on campus.
6. Vaporizers are prohibited on campus regardless of the substance being vaporized.

## **COMMUNITY THREAT**

Please see the University Student Handbook for University policies on [Community Threat](#).

## **BULLYING**

Actions, language (verbal, written or images), technological communication (texting, cell, social media) that contain, imply, or are perceived as: threatening, humiliating, intimidating, harmful, stalking, hateful, violent or that create a hostile environment directed toward anyone will not be tolerated and will be subject to disciplinary action.

Some behaviors of bullying may also be considered unlawful harassment or discrimination. In compliance with local and national non-discrimination laws and regulations, these actions will be processed according to the Title IX: Harassment Policy (see the policy on [Discrimination & Sexual Harassment](#)).

## **SEXUAL MISCONDUCT POLICY (TITLE IX)**

Biola University is committed to maintaining a university environment consistent with its Christian beliefs that all people are created in the image of God and should be treated with dignity and respect. As such, Biola should be a place for spiritual growth, work, and study, free of all forms of prohibited discrimination and harassment, including Sexual Misconduct.

This Sexual Misconduct Policy describes the University's commitment to ensuring that its campus and its programs are free from Sexual Misconduct. The University will take steps to end Sexual Misconduct, prevent its recurrence, and address its effects. It also outlines the steps for recourse for those individuals whose rights may have been violated and the procedures for determining a violation of this Policy so that there is a prompt and equitable resolution of all complaints of Sexual Misconduct. For the most complete and updated information on Biola's Sexual Misconduct policy and process, please go to [biola.edu/title-ix](http://biola.edu/title-ix).

## **SEXUALITY, GENDER, AND RELATIONSHIPS POLICY**

### ***Biola's Position on Sexuality and Relationships***

Biola University's position on marriage affirms the goodness of sexual relationships as designed by God to be expressed within the covenant of marriage between a man and a woman. More information on the university's theological position regarding human sexuality may be found in Statement of Biblical Principles: God's Intentional Design for Life, one of Biola's Theological Positions. We believe that sexual activity outside of marriage or behavior promoting sexual activity outside of marriage (including, but not limited to nudity, cohabitation, pornography) is contrary with God's intentional design for sexuality. Living out God's intent for sexual expression, while requiring sacrifice at times, is ultimately a source of freedom (John 10:10). Biola hopes to foster a community where living according to this intent helps each person thrive - personally, relationally, and spiritually.

### ***Biola's Position on Gender***

Biola University's position on gender affirms the goodness of God's creation of humankind as male and female. More information on the university's theological position regarding gender may be found in Statement of Biblical Principles: God's Intentional Design for Life, which states, "We believe God created all things and set in place the laws of nature, not according to random chance but according to his perfect, miraculous and purposeful plan...God created the natural world and called it 'good', and after he created male and female he declared his creation 'very good.'" Except in some unique cases, our sex as male or female is a biological given of the individual human person from conception made manifest at birth, and is a stable characteristic of the person determined by God's creational intent. Each person was intended to experience congruence between the physical and experiential dimensions of their sexuality. Because of sin, our sex and gender as experienced, as men and women, is not always our sex and gender as God the Creator intended.



### ***Student Care and Conduct***

We recognize that it is healthy for students to process their sexuality and gender as part of their growth and development, and we provide spaces for healthy conversations. We also recognize that Biola's view of sexuality and gender raises unique questions and challenges for those who experience same-sex attraction, experience dissonance between their biological sex and gender, or identify as LGBTQ. We commit to support and learn from one another in grace and truth, respecting each other's dignity as God's image-bearers while also honoring God's intentional design. As such, when joining the Biola community, students agree to refrain from engaging in behaviors and romantic relationships that are inconsistent with Biola's position on marriage. We also ask that transgender individuals refrain from the process of a medical transition during their time at Biola. Students who choose to engage in such behaviors or relationships will be referred to the Department of Student Care, which manages student adherence to Biola's community standards. We seek to be supportive, developmental and redemptive in the lives of the individuals involved, and we will offer support, resources, and accountability to strengthen the student's ability to flourish within the Biola community.

Students desiring to live in Biola-owned housing will be placed based on their sex at birth. However, as issues connected to sexuality and gender are complex and layered, we will walk with students on an individual basis who identify as transgender or experience dissonance with their biological sex and gender in order to provide helpful support, to arrive at decisions around facilities use, and to offer appropriate accountability.

Due to the complexity of human experiences related to sexuality, gender identity, same-sex behavior, same-sex attraction, and sexual orientation, we are committed to engaging this conversation with courage, humility, prayerfulness, and care. Helpful resources for students processing their faith and sexuality and/or gender include the Dwelling, spiritual direction, pastoral care, and Biola Counseling Center.

### ***Harassment and Bullying***

We acknowledge that too often Christian communities have felt unkind or inhospitable for those who experience same-sex attraction, experience dissonance between their biological sex and gender, or identify as LGBTQ. All members of the Biola community are expected to treat one another with respect and Christ-like compassion. Any form of harassment, bullying, insults, slurs and other forms of derogatory speech or behavior have no place in a Christian community. These inappropriate behaviors will be directly addressed by the university (see Biola's Sexual Misconduct Policy). Through faculty and staff training, peer education, and by example, we seek to educate faculty, staff, and students about the harm caused by disrespectful or flippant speech surrounding this topic.

### ***Faculty-Student or Staff-Student Relationships***

A dating relationship between a professor and a student enrolled in his/her class, or an advisor and an advisee, is generally prohibited. Dating relationships between faculty and students not currently enrolled in their classes, or between supervisors and subordinates or student workers, are generally deemed unwise. Such consensual relationships may create an environment in which power differences may be unfairly exploited, the respect and trust given someone in authority may be violated, and pressure may be subtly or inadvertently exerted on those in a vulnerable position (from the Faculty Handbook, section 9.4, 2/1/95). Any inappropriate or unwelcome contact initiated by a faculty or staff member should be dealt with under the Discrimination & Sexual Harassment policy.

### ***Pornography***

University policy forbids exhibition, possession, or distribution of material or representations deemed to be obscene or contrary to the moral standards and/or mission of the University, including, but not limited to, pornography. Further, the use of institutional or personal computers for the viewing, transmission, retrieval and/or storage of such material is a violation of University community standards and will result in disciplinary action.

As with other sexual conduct outside the confines of marriage, viewing of pornography is inconsistent with the teaching of Scripture. When this comes to the University's attention, we will seek to be redemptive in the lives of the individuals involved. Consequently, the University will offer counsel and assistance to support and strengthen the individual's resolve to live consistently with Christian teaching on sexuality.

### ***Unplanned Pregnancy***

The University will assist those involved in an unplanned pregnancy while enrolled as a student at Biola University. We will support students in considering all the reasonable options available to them. These include marriage of the parents, single parenthood, or offering the child for adoption. Because the Bible is clear in its teaching on the sanctity of human life, life begins at conception; we abhor the destruction of innocent life through abortion-on-demand. Student Development stands ready to help those involved to cope effectively with the complexity of needs that a crisis pregnancy presents. Additional support is available through the Biola Counseling Center, the Health Center, along with academic and other support services. While some students in these circumstances may choose to leave the University temporarily, it is our hope that any student who chooses to continue in classes during the pregnancy will find Biola to be a supportive and redemptive community during this crucial time.

## **GAMBLING**

Students are prohibited from gambling, betting, or any lotteries, games or raffles that require the staking or risk of money or objects of value. A person engages in gambling if s/he stakes or risks something of value upon the outcome of a contest of chance or a future contingent event not under his/her control or influence, upon an agreement or understanding that s/he or someone else will receive something of value in the event of a certain outcome. No displays of any kind that promote or encourage gambling or betting are permitted. Examples include casino or betting parlor advertisements or clothing.

## **CAMPUS LIFE AND HOUSING POLICIES**

### ***Dress Standard***

This policy intends to uphold the values of Biola University specifically regarding our community standards for dress. Clothing and dress are an aspect of every human environment, and these standards at Biola help us together foster a Christ-centered community, healthy relationships and a positive learning environment.

Christian education aims at cultivating wisdom and discernment among its students; to detail acceptable and unacceptable dress is neither feasible nor does it encourage wisdom and personal responsibility. Rather, we ask that you clothe yourselves (literally and relationally) in ways that communicate dignity, respect, self-awareness, and that considers the well-being of others.

Certainly, we expect our community to abstain from clothing that might be reasonably received as tasteless, hostile, slanderous, provocative, exaggerated or persistent cross-dressing, and/or culturally appropriated in ways that might be offensive. Love for one another, as in many other things, is the rule here.

We do require shoes and shirts to be worn in all buildings and public areas. Shirts must be worn with the exception of pool areas, areas designated for sunbathing (e.g. Alpha sun deck and Biola owned apartments), and during sports activities.

### ***Weapons and Firearms***

The possession or use of any type of weapon on Biola's campus is prohibited. Weapons include, but are not limited to: firearms, ammunition, air guns, spear guns, blow guns, airsoft guns, paint pellet guns, toy guns (such as water, gel, nerf ect.), martial arts weapons, bows and arrows, crossbows, swords, knives, batons, clubs, TASERS, stun guns, and explosives of any type. Anyone found in possession of any unauthorized weapon on campus may be subject to disciplinary or criminal proceedings.

### ***Vehicles***

The use of a motor vehicle at Biola University must be considered a privilege with accompanying responsibilities. The safety of our campus community and the university's relationship with the La Mirada community are influenced by our driving choices. Inappropriate or reckless driving may be subject to disciplinary proceedings and/or the removal of on-campus driving privileges.

Please see the [Campus Safety Vehicle Regulations](#) for more information regarding possession, operation, and parking of vehicles (motor and other).

### ***Hazing Policy***

Hazing is defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation or admission into, affiliation with, or continued membership in a group or organization. The law of California makes it a criminal offense for anyone to participate in hazing. Biola policy is based upon the proposition that students are entitled to be treated with consideration and respect. Biola regulations on hazing are synonymous with state law as stated below (Calif. Penal Code §245.6):

1. It shall be unlawful to engage in hazing, as defined in this section.
2. "Hazing" means any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university, or other educational institution in this state. The term "hazing" does not include customary athletic events or school-sanctioned events.
3. A violation of this section that does not result in serious bodily injury is a misdemeanor, punishable by a fine of not less than one hundred dollars (\$100), nor more than five thousand dollars (\$5,000), or imprisonment in the county jail for not more than one year, or both.
4. Any person who personally engages in hazing that results in death or serious bodily injury as defined in paragraph (4) of subdivision (f) of Section 243 of the Penal Code, is guilty of either a

misdemeanor or a felony, and shall be punished by imprisonment in county jail not exceeding one year, or by imprisonment pursuant to subdivision (h) of Section 1170.

5. The person against whom the hazing is directed may commence a civil action for injury or damages. The action may be brought against any participants in the hazing, or any organization to which the student is seeking membership whose agents, directors, trustees, managers, or officers authorized, requested, commanded, participated in, or ratified the hazing.
6. Prosecution under this section shall not prohibit prosecution under any other provision of law.
7. Any students engaging in hazing will be subject to a disciplinary process.

### ***Theft, Damage, Unauthorized Use of University Property***

Attempted or actual theft of, and/or damage to, property of the University or property of a member of the University community or other personal or public property is inappropriate and will result in a disciplinary process. This includes vandalism, disrespect, destruction, or defacement of University property. Unauthorized entry to or use of University premises or property and/or unauthorized possession, duplication or use of keys to any University premises. Among other potential disciplinary sanctions, the cost of repairs for damaged University facilities will be the responsibility of the student or group using them.

### ***Advertising, Distributing, Selling, and Posting On-Campus***

Advertising or selling tickets for non-Biola sponsored events is not allowed without approval from the Office of University Communications.

All posted advertising that is for sales and events is subject to this handbook's [Displays and Posting policy](#). All in-person distribution and selling is defined as a university event and is subject to the [University Events Scheduling Policy](#) in the [Activity and Travel Planning](#) section of this handbook. Items sold as part of fundraising for Biola departments or registered student clubs or organizations are allowed as long as university protocols are followed (see "Fundraising Projects"). However, food sales as fundraisers are limited. Health department regulations require that food sales either be pre-packaged or sold by a registered, approved food vendor.

Students may not operate multi-level marketing/businesses, sell merchandise or solicit subscriptions/services (i.e. MaryKay, Avon, Pampered Chef, etc.) anywhere on university property. See the [Displays and Posting policy](#) and the [Advertising, Distributing, and Selling on Campus policy](#) for more information.

### ***Noise Expectations***

La Mirada city ordinance requires quiet from 10 p.m. to 6 a.m. The Los Angeles County Sheriff's Department will issue citations on campus to offenders of this ordinance. After 10 p.m., the right to quiet supersedes anyone's right to make noise. Students responsible for excessive noise and/or disruptive behavior may be subject to disciplinary action, including at least a \$25 fine, and they may be asked to remove sound systems or musical instruments from their rooms or apartments. Residents who continually disrupt their neighbors may be subject to dismissal from housing, as well as further disciplinary action. See the [Housing Handbook](#) for further details.

### ***Identification Cards***

Each student is issued an official identification card at no cost when first enrolled. This card is required for entry into various University facilities, as well as for participation in University services and functions, such as food services, library access, Chapel attendance, and student elections. Students are expected to carry their card at all times.

Identification cards are not re-issued every academic year. Students are responsible for keeping their ID card in good condition. If an ID card is lost, damaged, worn or stolen, a [replacement may be purchased at the Auxiliary Services ID Card Office](#), located in the Student Services Building. The replacement fee is \$25 may be paid by cash, credit card, or check and cannot be charged to a student account.

ID cards are the property of Biola University and are non-transferable. Unauthorized use or altering of the card in any way, including using another student's card, or allowing someone else to use your card, may result in disciplinary action. Further, this card must be presented for identification purposes to any University official upon request. The card becomes void upon termination or interruption of enrollment.

### ***Child Care (On Campus)***

Because of liability risks and insurance limitations, facilitating on-campus childcare is not permitted.

### ***Entry***

The University reserves the right for its authorized employees, contractors, or agents to enter halls, rooms, houses and apartments at any time under the following guidelines:

- In an emergency where there is clear and imminent threat to the well-being of students or the University's personnel or property.
- To conduct maintenance and repairs requested by residents or as scheduled for regular upkeep or as needed to protect or maintain University property. When practical and in non-urgent situations, Facilities Management will make reasonable attempts to provide 24 hour notice in advance of entering the unit to effect repairs. Repairs, refurbishments, or upkeep or exteriors or grounds may occur without prior notice.
- To conduct regular health and safety inspections for cleanliness and compliance with safety standards, furnishing policies, and state health guidelines, in accordance with University guidelines.
- To show vacancies in a hall, house, or apartment to a prospective resident, even if unit is partially occupied. Where practical, residents will be given notice 24 hours in advance before showing the vacant space.
- (For Graduate Housing) To investigate suspected violation of or enforce the housing contract or University rules, regulations, or policies or federal, state, or local laws, ordinances, etc. Premises occupied by students and possessions of students and their guests may be subject to search by University personnel upon a good faith determination by the Senior Director of Auxiliary Services, Chief of Campus Safety, Associate Dean of Residence Life, or his/her designee that such a violation may have occurred. A reasonable attempt will be made to have the student present during the search, when practical.

For more expectations, rules, and policy information regarding academics, community standards, safety and well-being, student life policies, and housing policies and procedures, view the [Student Handbook Online](#).

## **SERVICE ANIMALS**

### ***Purpose***

As per the Biola University Housing Handbook, all pets (other than fish, under 20 gal. tank) are prohibited in the university residence halls. In accordance with the Americans with Disabilities Act (ADA), service animals will not be restricted from Biola University facilities and events. Support animals/therapy pets while potentially allowed on campus are subject to different regulations and restrictions.

### ***Definitions***

1. Service Animal: “any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler’s disability.” (28 CFR § 36.104, ADA regulations)
2. Emotional Support Animals (ESA’s): Animals that individuals with disabilities might utilize for support or assistance, but which do not meet the ADA criteria for Service Animals. Types of support animals might include emotional/social anxiety support animals. Support animals are not Service Animals.
3. Partner/Requesting Individual/Handler: The individual with a disability who utilizes a service or support animal as an accommodation.
4. Individual with a Disability: An individual with a disability is a person who:
  - 1) has a physical or mental impairment that substantially limits one or more major life activities or...
  - 2) as a record of such an impairment or...
  - 3) is regarded as having such an impairment (ADA definition).

### ***Detailed Policy Statement***

#### **TYPES OF SERVICE ANIMALS PERMITTED ON CAMPUS.**

These guidelines have been developed with the understanding that all service animals working on the university campus will be dogs. (For policy regarding “support animals” that do not meet the definition of “service animal” — i.e. emotional support animals, therapy animals, seizure response animals — please see Section D below).

“Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.”

“The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.” (28 CFR § 36.104, ADA regulations)

#### **RESPONSIBILITIES OF PERSONS WITH DISABILITIES USING SERVICE OR SUPPORT ANIMALS ON CAMPUS**

Students, faculty and staff with disabilities, including regular visitors, who utilize service or support animals on campus grounds, must register their animal with the Learning Center and/or HR. (Note: support animals must receive prior approval before being brought onto campus; see Section D below).

Current and prospective students will work with The Learning Center (located upstairs in the Biola University library). Staff and faculty are encouraged to contact the Human Resources Office. For use of a service or support animal by a resident or potential resident in University Housing, see Section C and D below.

Handlers are responsible for any damage caused by their animals and must take appropriate precautions to prevent property damage or injury. The cost of care, arrangements and responsibilities for the well-being of a service or support animal are the sole responsibility of the handler at all times. Service and support animals on campus must:

#### **MEET LEGAL REQUIREMENTS: ALL REQUIREMENTS FOR THE PRESENCE OF ANIMALS IN PUBLIC PLACES**

Vaccinations, licensure, ID tags, etc. mandated by State or local ordinances must be followed, including but not limited to:

1. Los Angeles County Animal Services Dog License, updated yearly.
2. If the animal is intact (not spayed or neutered), a Los Angeles County Animal Services Unaltered Animal Certificate, updated yearly.
3. Be Under Control of Handler: “A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal’s safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler’s control (i.e. voice control, signals, or other effective means).” (§ 36.302, ADA regulations)
4. Adhere to Cleanup Rule: The handler must follow local cleanup ordinances when the animal defecates. Individuals with disabilities who physically cannot clean up after their own service animal may not be required to pick up and dispose of feces.

#### ***Service Animals in University Housing***

1. Incoming residents must submit notice to the Learning Center in order to have service animals in University Housing with their initial housing application. Existing residents must submit notice at least two weeks prior to the date the animal is expected to be in residence.
2. To give notice: To make a request, contact the appropriate office: Students and regular visitors contact The Learning Center. Staff and faculty contact Human Resources. The documentation required must include completion of Learning Center Service dog or support animal forms.

3. The following departments will be privy to your notice: The Learning Center, Residence Life, Housing and Auxiliary Services.
4. The handler must:
  - Follow all sections of this Biola University Service Animal Policy.
  - Register the animal with The Learning Center before move-in is allowed.
  - Sign and submit Service dog or ESA policy agreement form. Form is available through the Learning Center.

***Procedures for Approval of Service Animals in University Housing:***

1. Incoming residents must submit requests to have service animals in University Housing with their initial housing application. Existing residents must submit requests at least six weeks prior to the date the animal is expected to be in residence.
  - To make a request: To make a request, contact the appropriate office: Students and regular visitors contact The Learning Center. Staff and faculty contact Human Resources.
  - The documentation required must include completion of Service Animal Registration form. Includes list of tasks or functions the animal has been trained to perform as a disability-related accommodation, the type of animal, a description of the animal (e.g. weight, breed, etc.) and the animal's name.
2. The following departments will be privy to your request: The Learning Center, Residence Life, Housing and Auxiliary Services. The requesting individual will be notified in writing of the decision by The Learning Center within ten business days of the date the request and receipt of all required documentation.
3. If the request is approved, the requesting individual must:
  - a. Follow all sections of this Biola University Service Animal Policy
  - b. Register the animal with The Learning Center before move-in is allowed.
  - c. Sign and submit to University Housing the *Guidelines for Maintaining a Service or Support Animal in University Housing*. Form available through The Learning Center and Housing offices.

***Support Animals***

Definitions may be permitted on the Biola University campus on a case-by-case basis. Before bringing a support animal onto campus grounds, the requesting individual must submit appropriate documentation. Requests to have a support animal on campus will be evaluated by the appropriate office.

1. To make a request, contact the appropriate office: Students and regular visitors contact The Learning Center. Staff and faculty contact Human Resources. Documentation required must include:
  - a. Medical documentation that meets the Biola University documentation guidelines as maintained by The Learning Center - specifically, the section of the guidelines that lists the key elements of documentation. Copies of these guidelines are available on The Learning Center website and office. It



is strongly advised that a copy of these guidelines be given to the treating clinician. Insufficient documentation that does not meet university requirements may result in delays or denial. Documentation must also include the clinician's professional opinion regarding the need for a support animal as a reasonable accommodation for the specific disability of the requesting person.

- b. Completion of Learning Center ESA policy and forms
  - i. Housing requests for support animals in University Housing will be processed per Section III.C. of this document. Permission to have a support animal in University Housing does not mean permission to have the support animal in other campus facilities or on campus grounds at large.
2. The Learning Center will notify the requesting individual in writing of the decision within ten business days of the date all required documentation is received. If the request to have a support animal on-campus is approved, the partner is expected to abide by all sections of this Biola University Service Animal Policy.

### ***Areas Off Limits to Service and Support Animals***

The university must allow a service animal to accompany the individual with a disability at all times and everywhere on campus except where service animals are specifically prohibited. Support animals are allowed only in pre-approved areas of campus as established in Section III.D. The following areas are generally off limits to service and support animals:

- Research and Teaching Laboratories (or other Research Facilities): Natural organisms carried by dogs and other animals may negatively affect the outcome of research. At the same time, chemicals and/or organisms used in research may be harmful to service and support animals.
- Mechanical Rooms/Custodial Closets: Mechanical rooms, such as boiler rooms, facility equipment rooms, electric closets, elevator control rooms and custodial closets, are off-limits to service animals. The machinery and/or chemicals in these rooms may be harmful to animals.
- Areas Where Protective Clothing is Necessary: Any room where protective gear or clothing is worn is off-limits to service and support animals.
- Areas Where There is a Danger to the Service Animal: Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there is hot material on the floor (e.g. molten metal or glass); where there is a high level of dust; where there are harmful chemicals or materials; or where there is moving machinery is off-limits to service and support animals.
- Exceptions to Off-Limits Areas: Exceptions to off-limits areas may be granted on a case-by-case basis in consultation with The Learning Center and lab director (per department procedure), and the individual with a disability. The final decision shall be made based on the nature of research or machinery and the best interest of the animal. Example: The machinery in a classroom may have moving parts at a height such that the tail of a large dog could easily be caught; this is a valid reason for restricting access for a large dog. However, a very small hearing dog may be shorter than any moving part and, therefore, considered for admission to the classroom.

### ***Removal/Relocation of Service and Support Animals***

Service and Support Animals may be ordered removed for the following reasons:

- Community Impact: A handler may be directed to remove an animal that is unruly or disruptive (i.e. barking, running around, bringing attention to itself, jumping up on people), or has not been properly housebroken. If the improper behavior happens repeatedly, the handler may be prohibited from bringing the animal into any university facility until the handler can demonstrate that s/he has taken significant steps to mitigate the behavior. Any animal that exhibits aggressive or unsafe behavior may be prohibited from university facilities. In addition,

any animal that is not properly housed/restrained will be subject to removal. (28 CFR –ß 36.104, ADA regulations)

- Ill health: Animals who are ill should not be taken into public areas. A handler with an ill animal may be asked to remove the animal from university facilities.
- Uncleanliness: Handlers must ensure that their animals are kept clean and well-groomed. Handlers with animals that are excessively unclean (i.e. flea infested, foul-smelling and/or shedding excessively) may be asked to leave university facilities.
- Service and Support Animals and handlers may be relocated to a different university housing facility or an alternate office location when the presence of an animal conflicts with another resident's or co-worker's disability (i.e. severe allergies, phobias, etc).

### ***Grievance Procedures***

A decision may be appealed, in writing, within 15 business days of the date of the decision letter. Please see Grievance Procedure as published in The Learning Center Handbook (see [Learning Center website](#)). Appeals must state a specific reason for reconsideration. Decisions on appeal shall be final.

- Students: Written appeals must be submitted to the Vice President of Student Development.
- Staff and Faculty: Written appeals must be submitted to the Director of Human Resources

### ***Getting Help***

. . . requesting a service or support animal in university owned housing, or to have a support animal on campus grounds (outside of housing), and you are a student.

Contact: The Learning Center 562.906.4542 [Learning Center Website](#)

. . . requesting a service or support animal in university owned housing, and you are faculty or staff, and *it is a condition of employment to live in university housing*.

Contact: Human Resources 562.903.4757 [Human Resources Website](#)

. . . requesting a support animal on campus grounds (outside of housing), and you are faculty or staff.

Contact: The Learning Center 562.906.4542 [Learning Center Website](#)

. . . requesting a support animal on campus grounds, and you are a regular visitor.

Contact: The Learning Center 562.906.4542 [Learning Center Website](#)

. . . obtaining a Los Angeles County Animal Registration/Pet Form, or have questions about vaccination, licensure and ID tag requirements.

Visit the [LA County Animal Care Website](#)

. . . reporting an unruly or unlicensed service or support animal on campus.

Contact: Campus Safety 562.903.4877 Email: [campus.safety@biola.edu](mailto:campus.safety@biola.edu) or Residence Life 562.903.5842

. . . with general university housing information.

Contact: Biola University Housing Office 562.903-5838 [Housing Website](#)

### ***Applicability and Authority***

This *Biola University Service Animal Policy* applies to all university owned structures without exception. For non-disability related animals on campus, please refer to Employee Handbook, Section 3.17 *Pets on Campus* and Student Housing Handbook, Section 6 *Possessions & Conduct: Pets*.

[The Learning Center](#) is the campus authority for the Biola University Service Animal Policy.

#### References:

Americans with Disabilities Act (ADA)

California Fair Employment and Housing Act (FEHA)

UC Santa Cruz Service Animal Policy (used by permission)

### **CHAPEL**

Participation in the chapels on campus is highly encouraged. **Talbot Chapel is held on Tuesdays at 9:30am**, in Calvary Chapel. On Mondays, Wednesdays, and Fridays, undergraduate chapels are also scheduled. The most updated version of the [complete chapel schedule](#) can be found online ([biola.edu/chapel](http://biola.edu/chapel)). The [Chapel Opportunities](#) also lists the recurring weekly schedule.

*Special Chapels: The University Convocation Chapel, scheduled at the beginning of each new term and is usually held the first Monday of classes during the chapel hour in the gymnasium.*

*Fall Term:* Torrey Memorial Bible Conference, Talbot Lyman Stewart Memorial Lectures.

*Spring Term:* Missions Conference, Robert L. Saucy Lecture Series.

### **STUDENT ORGANIZATIONS AND CLUBS POLICY**

Student organizations and clubs offer a unique opportunity for currently registered undergraduate students with similar interests to come together to learn, grow and find community. The following policies have been set in place to guide the formation and operation of student-run clubs on the Biola University campus. In order to remain recognized and in good standing, clubs must:

- Be open and accessible to all undergraduate Biola students regardless of race, color, national origin, sex, socio-economic status, age, disability, or cultural differences. These activities must adhere to Biola University's [Non-Discrimination Policy](#). Students needing a reasonable accommodation may contact the Director of Campus Engagement for support.
- Maintain compliance with all other Office of Campus Engagement (OCE) policies, the University Doctrinal Statement, Community Standards and state/federal laws and regulations as outlined in the Student Handbook and on Biola's website. More information may be found in the [Club Officer Handbook](#).

Should a student club be in violation of any University policy, the Director of Campus Engagement s or his/her designee will assign appropriate consequences (including, but not limited to, deactivation) in consultation with Student Care and the Vice President for Student Development.

## TALBOT ASSOCIATED STUDENTS

Each graduate school has an appropriate student government program which provides leadership and activities appropriate for graduate students. The purpose of the Associated Student Council is to facilitate community among Talbot students so that the student body reflects the body of Christ.

### *Membership*

#### QUALIFICATIONS

The membership of the Associated Students consists of all registered graduate students of Talbot School of Theology.

#### DUES

A portion of each student's tuition is distributed to the council's general budget for use in A.S.-sponsored activities.

### *Officers*

Section 1. Enumeration of duties

The appointed officers of the Associated Students include: president, vice-president, controller, social chair, event coordinator, ministries chair, community net-worker, women's ministries coordinator, international chair, student journal editor, and publicity chair.

#### LEADERSHIP

- **President:** Leads the Talbot A.S. team in casting vision, fostering relationships, and administrating as the primary liaison between the Talbot faculty and staff.
- **Vice-President:** Supports the President in leading, managing, and promoting the well-being of the Talbot A.S. team.

#### GENERAL OPERATIONS

- **Financial Controller:** Provides financial and administrative support to Talbot A.S. that includes, but is not limited to, budgeting and purchasing.
- **Event Coordinator:** Provides logistical coordination for all large-scale events, as well as provides logistical support to other officers in their respective events, for the purpose of fostering fellowship among the students, faculty, and staff of Talbot.
- **Resource Manager:** Manages A.S. office and purchases supplies.
- **Media & Publicity:** Coordinate and produce print and digital publicity in order to promote all Talbot A.S. events and individual ministries events.

#### INDIVIDUAL MINISTRY CHAIRS

- **Community Ministry:** Integrate new students into the Talbot community by providing spaces for the development of relationships that foster fellowship among students and faculty.
- **Women's Ministry:** Facilitates fellowship among women students, through events and outreach that will serve as an encouragement and ministry resource to them.

- **International Ministry:** Fosters fellowship among international students and helps to integrate them into the wider Talbot community.
- **Prayer Ministry:** Organizes prayer among its members, praying for requests, and organizing worship/prayer-themed events to edify the community of Talbot.

#### **ELIGIBILITY**

All appointed officers must carry a minimum academic load of nine (9) units per semester and a minimum of 2 in person classes each semester during their term of service and must have completed at least one full semester at Talbot to be eligible to serve on the A.S. Council. All candidates may be subject to approval by the Student Welfare Committee and Dean's office based on academic and character concerns.

#### **SELECTION PROCESS**

The selection process shall be as follows:

- a) Selection for the following year's team takes place at various times during the academic year, as needed.
- b) Current A.S. Council officers have the option to return to their current positions, subject to approval by the Talbot Dean's office and receipt of a "B" grade or higher. Grades are to be determined by the A.S. President and approved by the Dean of Talbot for the fall semester.
- c) All open positions will be advertised to the general student body.
- d) Interested persons may request application forms, either at the office (Myers 100) or by emailing the president, and should submit the completed application form there at the appointed deadline.
- e) Current A.S. Council officers will conduct interviews of applicants and select an individual to fill each open position.
- f) All selections are subject to final approval by the Talbot Dean's office.

### ***Student Council***

#### **MEMBERSHIP**

The A.S. Council consists of the Associated Students' officers.

#### **FUNCTION**

The A.S. Council will conduct regular business meetings throughout the school year in order to represent the Associated Students in student body affairs and to promote the stated purpose of the Associated Students for the benefit of the larger Talbot community.

### ***Finances***

#### **STUDENT FUNDS**

There are two funds managed by the A.S. Council of Talbot School of Theology:

- a) The General Fund – This fund consists of semester dues collected from the members of the student body at the time of registration, along with donations or other finances designated for this fund.

- b) The Talbot Needy Student Fund – This fund is supported by donations and by the A.S. Council President’s designation of general funds. This fund will be used to assist students who, because of unforeseen circumstances have one-time, temporary needs involving food, clothing or shelter. These funds will be given only as a gift and do not need to be repaid.

#### **DISBURSEMENTS**

- a) The General Fund – The A.S. Council will disburse these funds in a manner deemed to be in the best interest of the student body. A list of all disbursements will be made available to any student upon request.
- b) The Talbot Needy Student Fund – Funds will be allocated to those students who have legitimate needs in the areas previously mentioned. The decision to provide financial help as well as the amount of allocation is the responsibility of the President, with the approval of the Controller. Requests for aid can be made by completing a “Talbot Needy Student Fund” request form available in the A.S. office.

# FEINBERG CENTER PROGRAM HANDBOOK



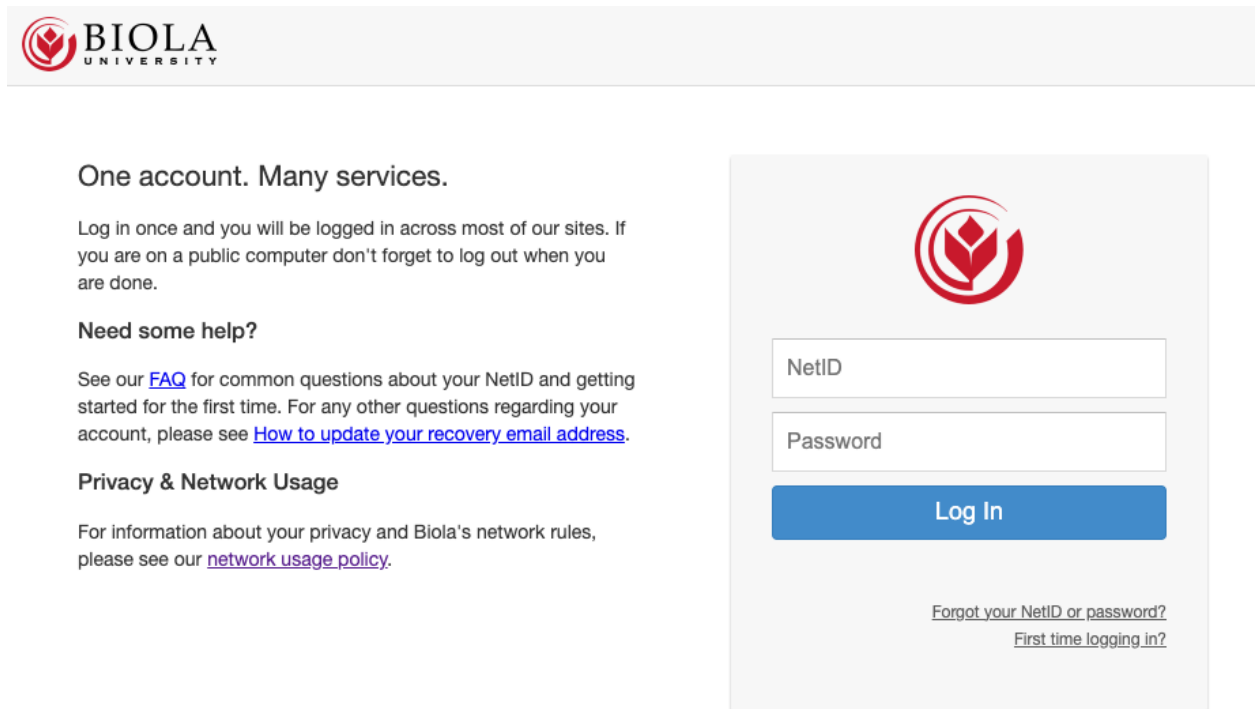
**TALBOT**  
SCHOOL OF THEOLOGY  
BIOLA UNIVERSITY

## ACCESS TO BIOLA

### ***Biola First Time Login In***

To access the Biola services available to you, please follow the steps below:

1. Go to <http://login.biola.edu> , when you do, you will be taken to a screen like the one below.
2. Since it is your first time logging in, click on the words “First time logging in?”.



**One account. Many services.**

Log in once and you will be logged in across most of our sites. If you are on a public computer don't forget to log out when you are done.

**Need some help?**

See our [FAQ](#) for common questions about your NetID and getting started for the first time. For any other questions regarding your account, please see [How to update your recovery email address](#).

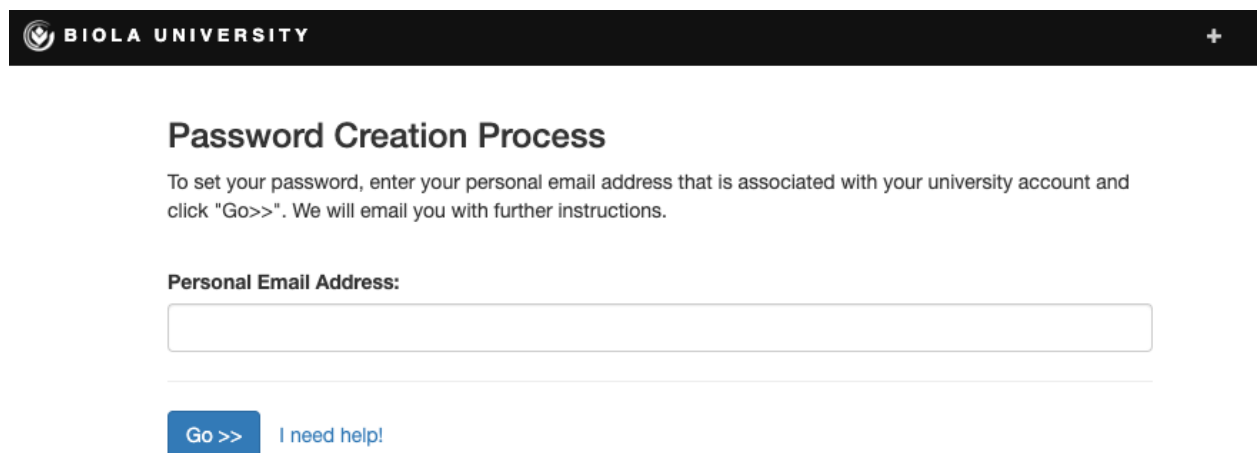
**Privacy & Network Usage**

For information about your privacy and Biola's network rules, please see our [network usage policy](#).

**Log In Form:**

- NetID
- Password
- Log In**
- [Forgot your NetID or password?](#)
- [First time logging in?](#)

3. You will be taken to a screen like the one below:



**BIOLA UNIVERSITY**

## Password Creation Process

To set your password, enter your personal email address that is associated with your university account and click "Go>>". We will email you with further instructions.

**Personal Email Address:**

**Go >>** [I need help!](#)

4. Type-in your Biola email address, and further instructions will be emailed to you to complete your account setup.



5. Upon logging in, you will be able to do several things:
  - a. You will be able to set and sync your password for your email account and myAccount page.
  - b. You will be able to set up security questions in case you forget your password.

### ***Email***

Each student is assigned a Biola email address. You will receive your email when you login in to the Biola system for the first time (see above).

We recommend you set up your Biola e-mail system to automatically forward your mail to the e-mail address that you intend to use. In that way, you will not miss important notifications from Biola. Please note, however, that some Biola notifications do not apply to Feinberg Center students due to different due dates for tuition, and a different enrollment process. If you have any questions about any particular notification, please ask the Administrative Assistant.

Steps to forward your Biola email to your personal email:

1. Go to Biola email
2. Click on the setting button (button on the right side that looks like a spinning wheel)
3. Under Settings you will see various tabs in blue right under the word Settings
4. Click on "Forwarding and POP/IMAP"
5. From here you will be able to set the email to forward Biola emails to.

### ***MyAccount***

To access [myAccount](#) you will need your NetID which you obtained when you first logged in to Biola. Most of the important information you will need to access can be found here. If you have forgotten your NetID you can go to the [login page](#) and click on "Forgot your NetID or password?"

## **ACADEMIC**

### ***Academic Advising***

Academic Advising is available through the Program Director or the Administrative Assistant, or through other faculty members. Please check with the Administrative Assistant as you plan your upcoming schedule. Please consult with the Feinberg Administrative Staff before contacting Talbot.

### ***Course Registration***

The Administrative Assistant sends out the registration forms a month prior to the deadlines. The fall semester registration forms are to be returned to the administrative assistant by June 1st. The deadlines for interterm and spring semester are by December 1st and the summer by April 1st.

### ***Curriculum***

All classes are required in this program, unless the student is able to test out of Beginning Greek and Hebrew, have advanced standing, or transfer credits. Students who test out of the beginning Greek and Hebrew classes or have advanced standing will need to fulfill the 79 credits for graduation by taking arranged courses or independent courses through Feinberg or Talbot.

### ***Degree Audit***

Students can access their degree audit on [My Account](#) to view their curriculum progress. Go to the “degree planning” tab and then “degree audit”. If you have questions about your curriculum progress or the degree audit, schedule an appointment with your academic advisor.

### **FEINBERG TUITION**

Feinberg tuition is greatly subsidized with qualified students paying \$100 per credit. Tuition subsidy is available to qualified MDiv students up to 102 credits and for Certificate students up to 30 credits. Tuition is due to Biola by August 15<sup>th</sup> for fall, December 15<sup>th</sup> for interterm, January 15<sup>th</sup> for spring, and May 15<sup>th</sup> for summer semesters. Students should keep in mind that late tuition payment results in a fee of \$200.

Options for tuition payment:

#### Students

1. Online: Login on to [myAccount](#). Go to the “Student Financials” tab then “Manage My Account” tab.
2. By phone: Call the Accounting Office at (562) 903-4760 and make a credit card payment (Biola accepts Visa, MasterCard, Discover, and electronic checks)
3. By mail: Send checks payable to Biola University to:  
Biola University  
Accounting Office  
13800 Biola Avenue  
La Mirada, CA 90639  
[Include name and ID number on the check]

#### Parents or Others

For parents or others to make a payment on behalf of the student, the student must make them authorized users. To set up a person as an authorized user:

1. Log on to <https://myaccount.biola.edu>
2. Click on the “Student Financial” tab
3. Click on “Manage my Account” tab in the Student Accounts section
4. Click on the “Authorized Users” link near the top of the page
5. Follow the directions to add authorized users
6. Parents or others can [make a payment](#) on behalf of the student through [myAccount](#).

### **FINANCIAL AID**

#### ***Scholarships***

The Feinberg Center students are provided with the Talbot Scholarship. The students pay \$100 per credit, and the Talbot Scholarship covers the balance of the tuition. Note: Until the Scholarship is applied, a large balance may show on the student’s account at [myAccount](#).

Because this is a special program with significant departmental scholarship amounts, the student is not eligible for other scholarships (i.e. the Church Matching Grant.) If students have supporters however, they are welcome to assist with the students’ tuition payments by paying Biola University via check or by contacting the Cashier for over-the-phone visa payment. They will need the student’s ID number when

calling the cashier. Checks should be made payable to Biola University and sent to the Administrator for processing.

### ***Student Loans***

Some students also take out loans to assist with school expenses. These are acquired with the assistance of the Financial Aid department. A FAFSA form should be completed by the student each year as the first step toward obtaining a loan. FAFSA forms are available by January 1<sup>st</sup>. The deadline to complete the FAFSA is April 15<sup>th</sup>. To complete the FAFSA form, go online to the [Federal Student Aid website](#). Biola University federal code (001122) must be entered on the FAFSA. Students may call or e-mail the Financial Aid department in California for assistance. (Students must identify themselves as Feinberg students.)

The Financial Aid department contact information can be found [online](#).

To continue to qualify for loans, students must maintain at least a half-time status during the Fall and Spring semesters. Half-Time is considered a minimum of 5 credits for the semester. If students taking loans fall below half-time (4 credits), then they will receive a call from the lending institution and have to begin making payments on their loans (the loan payments will no longer be deferred). In addition, the students will not qualify for loans during that semester.

For more information about financial aid please go to Biola's [financial aid website](#).

## **GRADING SYSTEM**

The faculty in determining the student's final grade employs the following numerical and letter grading system.

### Letter Grade Meaning

A	Outstanding
A-	Good
B+	Good
B	Satisfactory
B-	Satisfactory
C+	
C	
C-	Minimum passing performance for M.A. programs
D+	
D	
D-	Minimum passing performance for M.Div. programs
F	Failure also assigned for withdrawal while failing
UW	Unofficial withdrawal (considered failure)

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.66	B- = 2.66	C- = 1.66	D- = 0.66
B+ = 3.33	C+ = 2.33	D+ = 1.33	F = 0.0

### ***Letter Grade Meaning***

AUD	Audit
RD	Temporary grade assigned for medical or emergency reasons; see Talbot dean.
W	Withdrawal-passing
R	Research-Thesis in Progress

Students are required to maintain grade point averages equal to or above the following, according to degree program:

M.Div.	2.5
Master of Arts	3.0
M.A.C.E.	3.0
Ph.D.	3.25
M.A.C.M.L.	3.0
D.Min.	3.0

Failure to maintain the required average may result in probation or academic disqualification according to the following:

Probation Regulations: Students placed on regular academic probation are required to carry a limited number of units in a reduced schedule of courses. Two semesters are granted in which to raise academic work to the required level for the program in which the student is enrolled for continuance at Talbot.

## **GRADUATION**

### ***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.

### ***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.

### **Graduation Attendance**

There are two commencements each year, one at the end of each semester. It is expected that all graduating students be present at commencement exercises except in cases of extreme emergency or other difficult circumstances. Permission to graduate *in absentia* must be secured well in advance from the Dean of Talbot.

### **Graduation Regalia**

Masters regalia (cap, gown and hood) will be available for purchase in the Biola Bookstore during regular bookstore hours and are owned by the student. Payment to the Biola Bookstore is required at the time of pickup. Masters hoods may be picked up at the Talbot Dean's office.

## **LIBRARY**

Students have access to the Feinberg Library during work hours – 8:30-5:00pm. During the weekend, the alarm is set in the building so students cannot access the library.

Students are allowed to check out books for 3 weeks at a time. To check out books, please see the Administrative Assistant. If students need to keep the books for a longer period than 3 weeks, they will be able to renew the book if it is not on hold.

Students have access to the [Feinberg Library website](#) at all times.

In addition to the 12,000 plus volume in our library, students have access to the extensive collection at Biola University. Please visit the [website](#).

## **WITHDRAWAL FROM THE PROGRAM**

When a student needs to take a semester off from classes, the following steps must be taken:

1. Student must submit email to: registrar@biola.edu (send from your Biola email)
  2. Student must include one of the following statements:
    - a. Withdrawing for (either Spring/Fall + year) semester
    - b. Withdrawing after (either Spring/Fall + year) semester.
  3. Student must include the following information on the email:
    - a. His or Her name
    - b. Student ID number
  4. In the email, student can ask for the enrollment deposit to be returned to him or her.
  5. After the student has withdrawn from Biola, the enrollment deposit is sent back to the student.
- Note: Please copy the Administrative Assistant on the email correspondence with the Department of the Registrar.

### **Re-enrollment to the Program**

When a student takes a semester off he or she must complete the re-admittance application and submit \$100 Enrollment deposit.

[Re-Admittance Form](#)

## **INTERNATIONAL STUDENTS**

All international students must meet with the Designated Signature Officer (DSO) when they arrive on campus. The DSO is the Administrative Assistant to the Program Director. Instructions must be followed carefully, and any questions students have can be directed to the DSO or the Program Director.

## **STUDENT LIFE**

### ***Chapel***

Charles L. Feinberg Center has monthly chapels in the fall and spring semesters. Students are required to attend the monthly chapel as part of their school requirements.

### ***Health Insurance***

Health insurance is available through Biola University. For more information on the cost of insurance visit Biola University [health insurance](#) website.

### ***Housing***

Housing is available to single students on a first come first serve basis in Brooklyn.

To qualify for housing students must maintain a course load of 9 credits or 3 courses (not including Field Education). The cost of the housing is subsidized so students pay only \$300 per month.

Rent Payment:

- Rent is due on the first Monday of the month.
- The payment can be made by cash, check, or debit/credit card.
  - Cash – cash payments must be made directly to Chosen People Ministries in the Manhattan office
  - Checks – checks must be made payable to Chosen People Ministries with “rent payment” indicated on the memo line and mailed to the headquarters.

Chosen People Ministries  
241 East 51<sup>st</sup> Street  
New York, NY 10022

- Debit/Credit – debit/credit payments can be made by calling the Manhattan office at 212-223-2252 and asking to speak with the accounting department

Married students also receive a housing subsidy to help pay their NY rent.

Housing subsidies in NY are available for up to four years and one summer.

### ***Mail***

Students residing in the Living Quarters will be able to receive their mail in the Chosen People Ministries Brooklyn Center. Please have mail sent to:

Student's Name  
1974 Coney Island Avenue  
Brooklyn, NY 11223

Students have mailboxes in the Study Room where they will be able to pick up their mail.

## **TALBOT FACULTY AND FRIENDS**

### ***Good Book Blog***

It is recommended that students visit the [Good Book Blog](#) posted by Talbot Faculty. Students may interact with the faculty by posting comments.

### ***Biola LEARN***

[Biola LEARN](#) is the online YouTube section for Biola University. It includes many free videos on a variety of topics.

# KYIV EXTENSION PROGRAM HANDBOOK



**TALBOT**  
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## **ARRANGED COURSES**

Under certain extenuating circumstances, and if the professor is in agreement, some courses may be taken by arrangement. Typically, this will be allowed if a student has missed a course when it was previously offered or if the student failed to pass the course the first time it was taken. All arranged courses must be registered for prior to the semester in which they will be taken. A maximum of six units may be taken by arrangement.

If a student desires to take (or re-take) a course by arrangement, he or she should notify the TST-KE Program Director, On-Site Director or an Assistant Director, who will then inform the professor. If the professor is willing to conduct the course by arrangement, the TST-KE administration will process the proper paperwork and register the student for the course. The student will be in direct contact both with the professor, as well as the TST-KE administration concerning the details of the course. All deadlines applicable to the semester in which the course is taken will be upheld for the arranged course.

## **ATTENDANCE**

Because the courses are in an Intensive format, 100% attendance is important. If you miss one day, it could cause you to obtain a poor grade in the course. Missing more than 20% of in-class hours will result in withdrawal from the course.

## **BOOKS**

The books for the course will be available for check out from the library or for purchase. English textbooks are purchased by Talbot and held in the KTS library for students to checkout. Students are responsible for obtaining any Russian language textbooks. KTS may or may not have sufficient copies of Russian textbooks in the library. When possible, textbooks will be distributed during the semester prior to their use in a particular class.

## **CANVAS**

All Talbot students are given an account on Canvas, the online course management software of Biola University. For each TST-KE course, the instructor's syllabus and course assignments will be posted online via Canvas. You can access Canvas via the following link: [www.canvas.biola.edu](http://www.canvas.biola.edu)  
(*Biola issues each new student a Net ID, which allows access to Canvas.*)

## **COMMUNICATION / E-MAIL**

Students are strongly encouraged to use their Biola email address for all correspondence with TST-KE administration.

## **COURSE REGISTRATION**

Registration occurs twice each year, once for fall and once for spring. The Extension Administrator will communicate with students, both in class and via email, regarding which courses are being offered in the upcoming semester.

## CURRICULUM

Prerequisite Courses		
<u>TTBE 519</u>	Survey of Genesis–Malachi	
<u>TTBE 520</u>	Survey of Matthew–Revelation	
Program Courses		
<u>TTBE 741</u>	Issues in Bible Exposition: Hermeneutical Principles	2
<u>TTSF 501</u>	Introduction to Spiritual Theology and Formation	3
<u>TTSF 503</u>	Personal Foundations for Spiritual Formation	3
<u>TTTH 511</u>	Theology I - Introduction: Revelation and Nature of God	3
<u>TTTH 512</u>	Theology II - Works of God, Angels, Man and Sin	3
<u>TTTH 613</u>	Theology III - Christ, Salvation and the Spirit	3
<u>TTTH 614</u>	Theology IV - The Church and Last Things	3
Specialization Courses		
<u>TTSS 510</u>	Theological Research and Writing	1
<u>TTBE 530</u>	Elementary Principles of the Biblical Languages	3
<u>TTBE 731</u>	Exposition of Old Testament Segments or Themes <sup>1</sup>	2
<u>TTBE 770</u>	The Life of Christ	3
<u>TTHT 505</u>	Patristic and Medieval Theology	3

<u>TTHT 506</u>	Reformation and Modern Theology	3
<u>TTNT 701</u>	The World of the New Testament	2
<u>TTNT 791</u>	New Testament Seminar	2
<u>TTOT 745</u>	World of the Old Testament	2
<u>TTOT 791</u>	Old Testament Seminar	2
<u>TTTH 790</u>	Kyiv Capstone Project	1
<b>Elective Courses</b>		
Select from the following: <sup>2</sup>		7
<u>TTBE 726</u>	Expositional Methodology in Daniel and Revelation	3
<u>TTBE 750</u>	Old Testament Wisdom and Poetry	2
<u>TTCE 600</u>	Educational Ministry in the Church	3
<u>TTPH 602</u>	Apologetics	3
<u>TTPT 703</u>	The Church and Society	3
<u>TTPT 730</u>	Biblical Leadership and Management	3
<u>TTTH 712</u>	Current Theological Issues	2
<u>TTTH 720</u>	The Theology and Practice of Prayer	2
<u>TTTH 727</u>	Cults in the Eurasian Context	2
<u>TTTH 728</u>	Theological Systems	2
<b>Co-Curricular Requirements</b>		
Participation in Spiritual Formation Labs (16 sessions). These discussion groups meet as an additional component of class time.		
<b>Total Credits</b>		<b>51</b>

<sup>1</sup> Should be taken as the theme of Central Prophetic Passages

<sup>2</sup> Students may count [TTBE 519](#) and [TTBE 520](#) towards their elective courses.

## **GRADUATION**

Upon completion of all degree requirements, you will receive a Master of Arts Degree in Biblical and Theological Studies from Talbot School of Theology. If possible, you may choose to participate in the commencement ceremonies at Biola University in Southern California. You may instead join the commencement ceremony of Kyiv Theological Seminary and receive special recognition as a graduate of Talbot School of Theology.

## **HOUSING IN KYIV**

When in Kyiv, students are housed in the dorm rooms at Kyiv Theological Seminary.

## **LIBRARY**

Students are encouraged to use both the KTS library, as well as the Biola University Library online resources. Every TST-KE student is given access to the online resources upon acceptance to the program. Access is granted during those semesters in which the student is actively enrolled in courses. The library website link is: [www.library.biola.edu](http://www.library.biola.edu)  
(Biola issues each new student a Net ID, which allows access to the Library.)

## **MEALS**

Breakfast, lunch and dinner are served at the KTS cafeteria seven days a week. On occasion, the cafeteria may be closed on the transition weekends between two bachelor group sessions. Students will be informed ahead of time when the TST-KE session will overlap one of the weekends when the cafeteria is closed so that they can plan their meals accordingly.

## **PROBATION**

If the student receives poor grades, and his Grade Point Average (GPA) falls below the program standard, he or she will be placed on academic probation. A letter with specific solutions will be provided to the student from the Registrar's office. Typically, students on probation will be able to continue their studies, but with the requirement that they take fewer courses until they have raised their GPA to the program standard.

## **REGISTERING FOR COURSES**

Several months prior to each session, students will register for the upcoming courses at the instruction of the On-Site Director or Assistant Director.

## **RIGOR OF COURSEWORK**

For a standard 3-credit course, students will be assigned approximately 800 to 1,000 pages of reading and approximately 12 pages of writing. Many courses also require students to make an in-class presentation, which requires a PowerPoint presentation and printed handout. When possible, the TST-KE tries to find readings in Russian, but a significant percentage of the reading is usually in English. If papers are not submitted on schedule, a student may receive a failing grade in the course. The Kyiv

courses are especially challenging because of the amount of learning expected in a one-week timeframe. If a student is unable to complete course assignments due to special circumstances, he or she should inform the On-Site Director as soon as possible. A “report delayed” may or may not be granted.

## **SCHEDULE**

Courses are usually conducted in October, December, March and May-June of each academic year

## **STUDENT SPONSORS**

Throughout the history of the TST-KE, there have been several active sponsors in the U.S. who provide scholarships to several students in order to cover part of the tuition fees not covered by tuition waiver. These scholarships are awarded on a semester to semester basis and are based on academic performance and/or financial need. If you are a candidate for these scholarships, you will be asked to provide updated information about your life, ministry and prayer requests so that the sponsor is informed about the students they are sponsoring.

## **SPIRITUAL FORMATION GROUPS**

During the course of study, students will meet a total of 16 times in one-hour Spiritual Formation Groups. A leader will lead a discussion on biblical areas related to spiritual formation. Active participation in the discussions is expected and is a requirement for degree completion.

## **TUITION**

The current tuition is \$14 USD per credit at the current USD to UAH exchange rate (approximately 25 UAH to 1 USD). Each course is usually 2 or 3 credits.

### ***Drop Fee***

If a student drops a course more than 4 weeks prior to the beginning of a session within which that course occurs, he will incur no fee. If a student drops a course during the 4 weeks prior to the beginning of the session within which that course occurs, he or she will incur a \$10 USD fee. In the event of a family emergency, the On-Site Director will determine if the seriousness of the emergency calls for an exception to this policy.

### ***Fees***

Student tuition dues are to be paid in full to the KTS accountant during the first session of each semester. In the event that the student is not registered for a class in the first session, he or she may pay during the second session.

Student tuition dues not paid in full by the final day of class of the second session are considered late and will incur a \$20 USD late fee to be added to the sum of the student's semester tuition dues. An additional \$10 USD will be added for each additional month that the tuition dues are not paid.

In the event that a student has not paid his tuition dues by the activation date of the following semester (September 1 for the fall semester and February 1 for the spring semester), he or she will not be allowed to participate in that semester. In order to be registered for future TST-KE semesters the student must pay all tuition dues owed one month prior to the activation date of the semester for which he desires to be registered.

If a student receives a failing grade for a course, he/she must retake that course both to meet the credit requirements for the degree but also remove the failing grade from his/her transcript. So as not to take undo advantage of extremely generous nature of the Biola University Tuition Waiver (see below), the student will be charged a \$100 USD fee for every retake of a failed course.

***Tuition Waiver from Biola University***

Due to the high cost of a Talbot education in comparison to the average wage of Ukrainian Christian workers, Biola University waives a significant portion of the tuition costs for TST-KE students. The Financial Aid applies this waiver each semester with the understanding that TST-KE students will be paying their tuition in full and in a timely manner when they are in session at Kyiv Theological Seminary.

# INSTITUTE FOR SPIRITUAL FORMATION PROGRAM HANDBOOK



**TALBOT**  
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## ACADEMIC PROGRAM CHANGES

A student may petition the ISF Executive Committee to change programs within ISF. To petition for a change of program, students must submit a letter to the committee stating the desired change along with a rationale for the change. The student may give the letter to his/her advisor who will forward it to the executive committee. The executive committee will review the student's request and will inform the student of their decision.

When a change of program request is approved, the student must obtain a **Change of Program Form** from their academic advisor. This form needs to be submitted and returned to Graduate Admissions in order for the change of program to become official.

## GRADUATION

### ***ISF Grad Check***

In addition to the regular grad check, every student is required to meet with their ISF advisor in the last semester of their program to verify their compliance with ISF co-curricular requirements.

### ***Initial Plan for Spiritual Direction Form***

Every student should meet with the Assistant Director their first semester to get a referral for a spiritual director. Students are advised to meet with their spiritual director no later than October in the first Fall semester of their program.

### ***Completion of Semester Spiritual Direction Form***

The form is to be completed by the student and signed by his/her spiritual director, and submitted to the Assistant Director at the end of each semester.

## SPIRITUAL DIRECTION

### ***Requirement***

Each student is required to enroll in Personal Spiritual Direction for each semester they are enrolled in courses. Students should be sure to register for TTSF 585 – Personal Spiritual Direction every semester. The student is required during each semester to arrange a monthly spiritual direction meeting with an approved spiritual director (approximately 10 sessions per calendar year). Payment for spiritual direction is the responsibility of the student. See Talbot Catalog for more information.

## IMPORTANT FORMS

### ***Initial Plan for Spiritual Direction Form***

This form is to be completed within the student's first semester, and submitted to the academic advisor once the student has found a spiritual director. Students are advised to find a spiritual director no later than October in the first year of their program.

### ***Completion of Semester Spiritual Direction Form***

This form is to be completed by the student and signed by his/her spiritual director, and submitted to the academic advisor at the end of each semester.



## THERAPY

### ***Requirements***

Each Masters level student is required to experience a minimal number of hours in personal didactic therapy with an approved therapist. Students can begin therapy at any time during their program, but must complete their therapy requirement prior to graduation. Payment for therapy is the responsibility of the student. MDiv. & M.A. Soul Care – 25 sessions; M.A. Emphasis – 12 sessions; Certificate – Recommended, but not required. See Talbot Catalog for more information.

### ***Important Forms***

- Personal Therapy Completion Form: This form is to be completed by the student and signed by his/her therapist, and submitted to the academic advisor once the required hours of therapy are complete.

## RETREATS

### ***48-hour Retreats***

All M.A. students are required to go on four 48-hour retreats for the purpose of cultivating the inner life before God. (Certificate students are required to go on two 48-hour retreats). The retreat requirement must be completed by finals week of the student's last semester in the program. A 2-page write-up of the retreat experience is to be completed and turned in to ISF faculty after each retreat. Student costs for such retreats are the responsibility of each student. Students requiring special considerations need to discuss this with Faculty. See Talbot Catalog for more information.

The ISF office has a list of recommended retreat centers for the student's reference when considering where to go for a retreat.

### ***Intensive Journey Inward Retreat***

Due to the nature of soul work involved in spiritual direction, all M.A. Soul Care and MDiv Spiritual Formation students are required to have an extended retreat experience. This retreat time is to cultivate the inner life in the presence of God under the supervision of a spiritual director. The retreat experience will attempt to integrate insight from various psychological as well as contemplative traditions for the intended purpose of drawing near to God in the Holy Spirit. The nature of this retreat will be discussed with the student and approved by a faculty mentor. See Talbot Catalog for more information.

### ***Faculty/Student Retreats***

- New Students: All new ISF students participate in a weekend retreat with their cohort, led by their cohort leader, for the purpose of developing a more intimate and meaningful community in relation to God.
- Graduating Students: During their final fall semester, ISF students who are graduating participate in a one-day retreat with the ISF faculty.

## RESOURCES

### ***Library***

The ISF library, located in Grove 3, has a variety of resources for ISF student, faculty, and staff use. All books are arranged by section in alphabetical order by author's last name or editor's last name.

Reference books, (such as commentaries or dictionaries), are for in-library use only and cannot be checked out. If an ISF student has a guest visiting (spouse, etc.), the guest can use the ISF Library as long as the ISF student is present with the guest. Check guests in at the ISF Front Desk.

Check-Out Procedures (also posted in library):

1. ISF library books, CDs, and DVDs can be checked out at the ISF reception desk.
2. Students may check out a maximum of 5 books or 3 CDs/DVDs at one time.
3. Books may be checked out for two weeks at one time. CD's/DVD's may be checked out for one week at a time. Items must be re-checked out to avoid any fines.
4. CDs and DVDs are check out by bringing the case to the front desk to be given the actual CD or DVD.
5. Library items are to be returned to the front desk or the drop-box (on the bottom row of mailboxes) in the front office so that it can be re-shelved by ISF staff. Please do not re-shelve items (even if you have just removed them from the shelf); drop library items at the front desk or the drop-box to be re-shelved by ISF staff.

***Mailboxes***

All ISF students have been assigned a mailbox in the ISF office. This is to be the student's only mailbox on campus. Students should clear out their mailbox on a regular basis to obtain information on upcoming events, course requirements and other important ISF news. Mailboxes are not to be used for personal storage. *Please note:* Your ISF mailbox is an official U.S. mailbox. Therefore, you may have off-campus mail delivered to your ISF mailbox; simply use BIOLA's address as your mailing address. However, be aware that Biola will not forward your mail upon graduation/leaving.

**ISF COMMUNITY LIFE**

ISF has a number of community building events. Events will be announced through the ISF Update. Check your mailbox and your Biola email account regularly for ISF updates and announcements. The following are several examples of ISF community building events:

***ISF Chapels***

Held every other Monday from 10:25 – 11:00am and led by ISF Soul Care Practicum students during the Fall semester. Coffee and cookies are available afterward.

***International Student Lunches***

Held once a semester for international ISF students and ISF students with international connections. An invitation-only casual time to share food and fellowship with other international students and ISF faculty and staff.

***Spouses' Night***

Held in the Fall for incoming married ISF students and their spouses. This event serves as a forum to discuss issues that might be of special interest to the spouses of ISF students. A free dinner is provided.

# MARRIAGE AND FAMILY THERAPY PROGRAM HANDBOOK



**TALBOT**  
SCHOOL OF THEOLOGY  
BIOLA UNIVERSITY

## **NEW STUDENT ORIENTATION**

Students are required to attend the new student orientation that is usually held the week before classes begin each fall.

## **GPA**

MFT students are required to pass each class with a B- or better in each class. Students who do not achieve this grade will be required to complete an approved remediation plan in order to demonstrate mastery of course material.

## **CO-CURRICULAR REQUIREMENTS**

### ***Therapy***

MFT students are required to experience a minimum of 35 hours in personal didactic therapy with an approved therapist; once the hours are completed, students will submit the personal therapy completion form.

Therapists must be approved by the Director of Clinical Training (DCT); to begin this process, students may reach the DCT at [megen.phillips@biola.edu](mailto:megen.phillips@biola.edu).

Students may begin therapy at any time during their program, but must begin therapy by the time they start their practicum sequence (starting with TTFT 791) and continue therapy throughout their practicum sequence.

### ***Practicum***

The MFT program will culminate in a practicum sequence and site placement where students will be required to obtain a minimum of 300 hours of direct client contact and 100 hours of clinical supervision from the program clinical supervisors. For more details on the practicum sequence, students should refer to the latest *MFT Practicum Training Handbook*.

### ***Practicum Course Sequence***

Once students have met the practicum prerequisites to move on to practicum, they will take the following classes in sequence:

TTFT 791: Practicum in Marriage and Family Therapy I

TTFT 792: Practicum in Marriage and Family Therapy II

TTFT 793: Practicum in Marriage and Family Therapy III

TTFT 794: Practicum Continuation in Marriage and Family Therapy (if needed)

### ***Practicum Course Prerequisites***

In order to advance to the practicum course sequence, students must meet the following prerequisites:

- Passed TTFT 500: Principles of Counseling
- Passed TTFT 612: Marriage and Family Therapy Theories II
- Passed TTFT 633: Couples and Sex Therapy
- Passed TTFT 641: Clinical Issues in Human Diversity
- Passed TTFT 653: Individual and Family Psychopathology
- Passed TTFT 661: Law, Ethics, and Professional Issues
- Passed TTFT 664: Professional Development Seminar II
- Passed TTFT 655: Assessment of Individuals and Families
- Passed the Practicum Qualifying Exam (PQE)

## **MALPRACTICE INSURANCE**

MFT students are required to purchase their own individual professional malpractice insurance coverage while in their practicum placements. The program requires that students join the [California Association of Marriage and Family Therapists](#) (CAMFT) where student malpractice insurance is an automatic benefit of membership. While many practicum sites offer “umbrella” coverage to all their staff (including trainees), such group coverage alone is not sufficient.

## **ISF LIBRARY**

The ISF library, located in Grove 3, has a variety of resources for MFT and ISF student, faculty, and staff use. All books are arranged by section and are in alphabetical order by author's last name or editor's last name. Reference books, (such as commentaries or dictionaries), are for in-library use only and cannot be checked out.

If an MFT student has a guest visiting (spouse, etc.), the guest can use the MFT Library as long as the MFT student is present with the guest. Check guests in at the MFT/ISF front desk in Grove 1. Books may be checked out for two weeks at one time. CD's/DVD's may be checked out for one week at a time. Items must be re-checked out to avoid any fines. Library items are to be returned to the front desk or the drop-box (on the bottom row of mailboxes) in the front office so that it can be re-shelved by staff. Please do not reshelve items (even if you have just removed them from the shelf); drop library items at the front desk or the drop-box to be reshelved by Talbot staff.

## **REMEDIATION POLICY**

Students are expected to finish all classes and clinical experiences in the program with a grade of B- or higher and maintain an overall GPA of equal to or above 3.0. A remediation plan will be developed for any student dropping below these standards in any clinical or academic course or in any semester. Students receiving a C+ or lower in a clinical course may be prevented from proceeding onto the next clinical course until successfully completing the remediation plan. Clinical and academic faculty will make this decision based on the deficiencies noted and the student's ability to demonstrate appropriate clinical skills.

When a student receives a grade lower than a B- in either an academic or clinical course, the instructor will inform the program director. If the program director is also the teaching faculty for the course, the department chair will participate in the development of the remediation plan. The teaching faculty member and student will meet to draft an appropriate remediation plan for that specific class. In the remediation plan, faculty and student will develop goals to be addressed; strategies and/or assignments that will address those goals and both student and faculty member will document weekly or bi-weekly progress towards achievement of the goal. Once completed, the program director will sign off on the completed plan and the plan will be scanned into the student's academic file. A copy of the Remediation Plan Form is included in MFT Graduate Program Manual.

In clinical courses, if clinical supervisors and clinical faculty identify that a student demonstrates deficient skills at the mid-term evaluation and if typical supervisory teaching strategies do not seem sufficient to develop these skills, a remediation plan may be instituted at the midpoint of the semester. The director of clinical training (DCT) and the supervisor will make this decision. If a plan is developed, the same method and meeting schedule will be utilized.

If a student is demonstrating difficulty grasping or applying course material in an academic course, teaching faculty may determine that remediation is necessary prior to the end of the semester. If this is the case, the teaching faculty will talk to the student and the graduate program director and present evidence demonstrating that remediation for a student is needed. The teaching faculty member and student will meet to draft an appropriate remediation plan for that specific class and specifically for assignments or concepts that seem to be lacking. In the remediation plan, faculty and student will develop goals to be addressed; strategies and/or assignments that will address those goals and both student and faculty member will document weekly or bi-weekly progress towards achievement of the goal. Once completed, the program director will sign off on the completed plan and the plan will be scanned into the student's academic file.

# D.MIN. PROGRAM HANDBOOK



**TALBOT SCHOOL OF THEOLOGY  
DOCTOR OF MINISTRY PROGRAM  
DOCTORAL PROJECT MANUAL**

by

D. Bruce Seymour

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Revision History

Revision Number	Date	Description
0	May 2014	Issued
1	January 2016	General revision
2	April 2019	General revision

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Acknowledgements

We reviewed project manuals from several of our sister schools and wish to thank them for making their manuals available. Although this is our own work, we wish to acknowledge their influence on our thinking. We are particularly grateful to Gordon-Conwell Theological Seminary generally and Trinity Evangelical Divinity School from whom we adapted the sample pages in particular.



## INTRODUCTION

### ***Nature and Purpose of the Program***

The Doctor of Ministry degree (DMin) is designed to provide advanced graduate education to ministry practitioners that will result in better ministry. The Association of Theological Schools (ATS), our accrediting organization, puts it this way:

*E.1.1.1 The purpose of the Doctor of Ministry degree is to enhance the practice of ministry for persons who hold the MDiv or its educational equivalent and who have engaged in substantial ministerial leadership. (ATS Bulletin 50 Part 1:A | 2012)*

In the DMin program, we are looking for four outcomes. When you finish our program you should be able to do the following:

#### **Outcome 1: Theological Integration**

Integrate theological reflection with knowledge about the practice of ministry to assess the suitability of various solutions to a ministry problem.

#### **Outcome 2: Research Design**

Utilize library resources and appropriate social science research to develop a research-based solution to a ministry problem.

#### **Outcome 3: Ministry Skill**

Implement a reasonable solution to a ministry problem.

#### **Outcome 4: Spiritual Maturity**

Demonstrate Christian virtues and spiritual maturity in academic work.

The doctoral project is how we assess whether we are meeting our educational goals. Here is how the ATS describes the doctoral project:

*E.2.4 The program shall include the design and completion of a written doctoral level project that addresses both the nature and the practice of ministry. This final summative project should be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and has the potential for application in other contexts of ministry or presentation in professional forums.*

*E.2.4.1 The project should demonstrate the candidate's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results. It should also reflect the candidate's depth of theological insight in relation to ministry.*

*E.2.4.2 Upon completion of the doctoral project, there shall be an oral presentation and evaluation. The completed written project, with any supplemental material, should be accessioned in the institution's library.*

*(ATS Bulletin 50, Part 1:A | 2012)*

### ***Description of a Suitable Doctoral Project***

In accordance with these guidelines, a suitable DMin doctoral project must address the nature and practice of ministry. It is not enough to describe a discipleship program; you must develop, implement, and assess its effectiveness. It is not enough to research effective preaching, you must preach and evaluate the results. The doctoral project joins disciplined inquiry to ministry praxis.

A suitable doctoral project will have the following characteristics:

1. It is current: it is directly related to your present or future ministry.
2. It is interesting: it deals with something you are passionate about.
3. It is simple: it focuses on one problem.
4. It is practical: the problem lends itself to research.
5. It is measurable: the solution can be assessed.
6. It is realistic: the solution can be implemented in a reasonable amount of time.
7. It is sound: it employs a valid research/assessment methodology.
8. It is truthful: it includes an honest evaluation of the process and results.

### ***Standard Structure***

A suitable doctoral project at Talbot School of Theology typically focuses on a ministry problem, suggests a solution, tests the solution, and reports on the results. Most are organized into a six-chapter format:

**Chapter 1: The Problem and Setting**—a clear statement of the problem and the ministry setting of the problem and the proposed solution.

This answers the question, *“What problem are you trying to solve?”*

**Chapter 2: Biblical and Theological Foundation**—a clear description of the major biblical/theological principles (five or six) on which the project is built.

This answers the question, *“What would Jesus do?”*

**Chapter 3: Literature Review**—a synthetic report of the major themes (five or six) that surface in the current research that has already been done on the subject.

This answers the question, *“What have others done?”*

**Chapter 4: Project Design**—a statement of the research question, the assessment instruments used, and the research methodology.

This answers the questions, *“What are you going to do?”* and *“How will you know if it worked?”*

**Chapter 5: Results**—a presentation of the research results and an analysis of the project implementation.

This answers the question, *“What happened?”*

**Chapter 6: Conclusions and Recommendations for Further Research**

This answers the question, *“What should your reader do now?”*

**Bibliography:** All relevant resources that contributed to your research.

This answers the question, “*What have you read that was helpful?*”

This structure provides a logical progression for describing your project, reporting your findings, and discussing your conclusions. Some projects may require additional chapters.

### ***Common Types of Doctoral Projects***

Here are the most common types of doctoral projects that are done:

1. ***Evaluative Research***—This is the most common form of doctoral project. This type of project uses research to evaluate a program’s effectiveness and inform decision making. It is commonly applied to programs and curricula, but can be applied to any aspect of ministry. The practical research component normally includes the following steps:
  - a. Based on their biblical/theological research and literature review, the student develops a program, curriculum, training process, seminar, retreat, ministry procedure, sermon series, or other ministry initiative in order to address a current ministry problem.
  - b. The student identifies or creates a measuring instrument (survey, questionnaire, or interview) intended to test the impact of the ministry initiative.
  - c. The student administers the assessment tool *before* and *after* implementing the ministry initiative (pre-test and post-test) to determine whether or not any statistically significant change was detected.

Depending on the program or materials, the research may yield a pre-formative evaluation (“Should we implement this program?”), a formative evaluation (“How can we adjust or enhance the effectiveness of this program?”), or a summative evaluation (“To what extent did this program yield the results we wanted?”). This type of research is very appropriate for use in a doctoral project.

1. ***Book Manuscript Project***—Some students choose to write a book manuscript that will benefit the larger church. Essentially, a book manuscript project starts with a ministry problem and the suggestion that a good solution to the problem is the book you are writing. So, the standard doctoral project structure wraps around the book manuscript like the skin around an orange. The book may be written at a “popular level,” but must be based on solid doctoral-quality research. While it is not necessary to have the book published, the student is encouraged to seek out a publisher for the manuscript.

*Chapter 1*—the ministry problem you want to try to solve

*Chapter 2*—the biblical and theological foundation for your project—what the Bible says about your problem

*Chapter 3*—the literature review—what others have written about your problem and suggested solutions

*Chapter 4*—the proposed solution—here you would briefly say something like *My solution to the problem is this book*. Then you give a short outline summary of your book. The complete book manuscript should be included in your appendix.

*Chapter 5*—the results—here is where you report on whether your solution worked. We cannot wait for your book to hit the bestseller list and change Western Civilization, so here is where the reviewers come in. They are offering expert assessments on the book and giving expert opinions about whether or not it is helpful in solving the ministry problem you have identified. Their letters are

the assessment piece so we look for a written assessment in three areas:

- A. **Theology Reviewer**— offers an opinion on whether your book is theologically sound and whether it offers a credible, biblical, theological solution to the ministry problem.
- B. **Subject Reviewer** — has published in a similar area and offers a professional opinion about the contribution your book will make to the field.
- C. **Writing Reviewer**— offers a professional opinion about the writing. Is it lucid, compelling, and structurally sound? Style and formatting comments are also welcome.

You should plan to provide a brief biography for each reviewer and an explanation about why he or she was chosen. Their written assessment should be in the form of a letter (not an email) that you can insert verbatim into chapter 5. In this chapter you will also interact with their critiques. You can accept it and change the manuscript.

You can reject it and give reasons why. You can do a combination response.

*Chapter 6*—summary of results—here you simply review what you have done.

*Appendix*—include your complete book manuscript as an appendix.

*Bibliography*—complete. The manuscript may have a bibliography but will typically be limited to what you have cited in the book. This is the project bibliography and should cite everything you read that was helpful.

2. **Historical Analysis**—The goal of a historical analysis project is to develop a theory that explains the relationship between what happened in the past in a church, denomination, school, or ministry, and its present success and/or difficulties. The goal is to uncover historical patterns that are relevant in ministry today. For example, one could study how an earlier split at First Church produced negative conditions for future church planting efforts. This kind of research would require access to extensive historical records of the organization you will be studying.

3. **Other Options**—The following options are not necessarily recommended as they introduce some significant challenges into the research process. Before attempting any of these, the student should carefully discuss their proposed project idea with their faculty mentor.

*Cross-Cultural Analysis*—The goal of a cross-cultural analysis project is to compare socio-religious patterns in several cultures (or subcultures) as a way of identifying and accounting for any significant differences or similarities. For example, a project might study pastoral job descriptions across different racial and socio-economic conditions.

*Participant Observation*—In this sort of project you would participate in a group and observe people's behavior in that group. The participation allows you to interact closely with members of the group and observe their assumptions and reactions. By participating, you can observe subtleties that may not be

obvious in a questionnaire or an interview. Participant observation is a useful research tool if you suspect that there may be a gap between what people say and what they do. Someone may talk about tolerance but behave intolerantly, or church members may talk about a deep commitment to orthodox teachings yet live in ways that raise questions about their commitment.

*Survey Research and Statistical Analysis*—This type of project involves extensive questionnaires or interviews with a random sample of people to test a correlation between several variables, like religious beliefs and social attitudes, or gender assumptions and ministry practice. This type of research cannot really determine causation, and people do not always answer honestly, but this sort of research is a very useful means of collecting hard data. For example, your project may be statistical research testing the claim that younger people tend to prefer topical preaching to expository preaching. A statistically valid sample would generally include several thousand random participants from a given population.

*Content Analysis*—This type of project attempts to identify underlying religious themes or unarticulated assumptions by analyzing written materials. For example, you could use content analysis to identify attitudes toward women by analyzing sermons preached by popular preachers in different decades. You could use content analysis to study popular religion and analyze the most popular books being read by laypeople in order to compare the official doctrines of their denominations to the beliefs of the average churchgoer.

A complete listing of previous doctoral projects done by Talbot DMin students is available [on Google Drive](#).

Most are also available at ProQuest, which is accessible through our online library database. It should be noted that, although all the projects were acceptable when they were submitted, some of these projects would not be suitable under current guidelines.

### ***Basic Questions for a Project Idea***

The following questions should be used to bring focus to a project idea. When you think you have a viable project idea, you should answer each of these questions in a one-page document. Then submit this project idea summary to your faculty mentor and discuss it. Once approved, you can begin working on your formal project proposal.

1. What ministry problem are you trying to solve?
2. How does the problem impact your life or ministry?
3. Who else believes this is a problem?
4. What solutions have others proposed?
5. What is your proposed solution?
6. How will you evaluate your solution and demonstrate that it solved the problem?

## PROJECT DETAILS

### ***Formal Project Proposal***

The project begins with a formal project proposal, which is generally 13-16 pages. The project proposal will eventually grow into the doctoral project.

#### Section 1—Introduction—The Problem and Setting—3 pages

- Purpose of study
- Statement of the problem
- Research question(s)
- Research hypothesis (goals)

#### Section 2—Biblical and Theological Foundations—3-4 pages

- Articulate a theological foundation or rationale for the project
- Identify and briefly discuss every significant passage related to the topic

#### Section 3—Literature Review—3 pages

- Identify research that discusses the problem and supports your proposed solution
- This review should identify significant sources, both “Christian” and “secular”

#### Section 4—Project Design—1-2 pages

- Research question
- Description of proposed solution
- Planned testing and/or observation procedures
- Possible assessment instruments
- Validity concerns
- Projected timeline for conducting project

#### Section 5—Results—1 page

- Indicate expected results and discuss significance

#### Bibliography—2-4 pages

### ***Project Overview***

A doctoral project should be a maximum of 150 pages. The project itself will have the same shape as the proposal because the proposal grows into the project. Each chapter should be submitted one at a time to the project committee. Here are more of the details:

#### Chapter 1—Introduction—The Problem and Setting—20 pages maximum

- Purpose of study
- Statement of the problem
- Research question(s)
- Research hypothesis (goals)
- Definitions
- Assumptions
- Scope and limitations of the study

Chapter 2—Biblical and Theological Foundation—40 pages maximum

- Careful exegesis and discussion of every significant passage related to the topic
- Develop a theological foundation or rationale for the project

Chapter 3—Literature Review—40 pages maximum

- Review and synthesize the significant literature on your topic
- Research that supports your theory
- This review should cover all significant sources, “Christian” and “secular”

Chapter 4—Project Design—10 pages maximum

- Research question
- Description of proposed solution
- Testing and/or observation procedures (Note: PHRRC approval may be required)
- Assessment instruments
- Validity concerns
- Timeline for conducting project

Chapter 5—Results—30 pages maximum

- Report whether the project was conducted as planned
- Report any discrepancies
- Report results and discuss significance
- Report the answer to the research question

Chapter 6—Conclusions and Recommendations—10 pages maximum

- Summarize the project
- Explore the implications of the research
- Suggest future research that grows out of the project

Appendices—no page limit

- Research instruments
- Project contents (sermons, lesson plans, counseling materials)
- Raw research data sets
- Any additional material germane to the project

Bibliography—no page limit

***PHRRC Requirement***

Before *any* survey work is done, the student must fill out a Protection of Human Rights in Research Committee (PHRRC) application and receive approval. The content should be discussed with your project committee, then the application submitted to the DMin director. He will review and send it on to the PHRRC. This process usually takes four to six weeks and should be factored into your timeline for completing your project. For the latest versions of the [application form and guidelines see the Biola website](#).

### ***Project Timeline***

Your doctoral project can be completed at any time after your sixth semester (end of year three). We encourage you to try to finish by the end of year four. The DMin office will request regular progress reports each semester to update the project committee. What follows is a timeline that can guide the motivated student to set realistic goals to finish by the end of year four:

- One-page project idea approved: May, year two (during second residency)
- Formal project proposal submitted: October, year three
- Formal project proposal approved: December, year three
- Chapter 1 complete: January, year four
- PHRRC application complete: February, year four
- Chapter 2 complete: March, year four
- Chapter 3 complete: April, year four
- Chapter 4 complete: May, year four
- Research implementation and evaluation complete: June, year four
- Chapter 5 complete: August, year four
- Chapter 6 complete: September, year four
- First draft complete: October, year four
- Oral presentation: October, year four
- Format editing and final acceptance: November year four
- Project uploaded to UMI/ProQuest: November, year four
- Graduation: December, year four

Some professors may require a different schedule. Please discuss specific expectations with your project committee and follow their guidelines. It is not uncommon for the members of your project committee to request multiple revisions of a chapter before approving it. This would generally extend the timeline. Do not pressure your project committee to meet your deadlines. It is not their responsibility to abide by your schedule.

### ***Graduation Deadlines***

Students may graduate in December or May. There is one commencement ceremony, held in May. To graduate your project must be completed, submitted, and the oral presentation must be completed and accepted by the following deadlines:

- To graduate in December, the oral presentation must be completed by the first week of November.
- To graduate in May, the oral presentation must be completed by the last week of March.

The complete presentation draft must be submitted a minimum of two weeks before the oral presentation is scheduled. If the presentation draft is not submitted on time, the oral presentation may be cancelled or delayed.

Students should submit a Graduation Information Form to the DMin office at least six months before their projected graduation date. All graduating students are expected to be present at commencement



except in cases of emergency or difficult circumstances. Permission to graduate in absentia must be secured from the Registrar's Office at least one month prior to commencement. [All Graduation Forms](#) can be found on the Biola website.

### ***Project Committee***

Each student will have a project committee to supervise their doctoral project. The project committee ordinarily is comprised of the faculty mentor, who functions as first reader, and another faculty member who functions as second reader. The first reader approves the initial proposal. When the proposal is approved, the first reader, in consultation with the student, chooses the second reader. Generally, the two readers divide their duties as follows:

First reader:	guides, <i>decides</i> , and approves content
Second reader:	guides, <i>suggests</i> , and approves content

Completing a doctoral project is a complex, time-sensitive task. Here are some reasonable expectations:

- The student is expected to submit one chapter at a time to both readers.
- The student is expected to make the changes suggested by the readers or initiate further conversation leading to a resolution of any differences.
- The student is expected to be proactive in completing the project and making the necessary deadlines.
- The project committee is expected to respond to submission in a timely way. "Timely" is defined as two weeks. If more time is needed, the student will be informed within the two weeks.
- The project committee will make substantive comments on content issues.
- The project committee may note basic formatting issues so the student can conform to departmental project guidelines.

## **ORAL PRESENTATION**

When an acceptable complete draft is submitted, the first reader will schedule the oral presentation. Technically, this is not an "oral defense," but it is a formal presentation of the entire project to the project committee who will then formally evaluate the project, apply the project rubric, and (hopefully) accept it.

### ***Oral Presentation Site***

The student must coordinate the location for the oral presentation with his/her project committee. In general, presentations occur at the Biola campus; however, exceptions may be granted. If a student or committee member is not able to come to campus or if it is prohibitively difficult, they may request that the DMin office arrange a web conference meeting.

### ***Typical Oral Presentation Schedule***

The first reader chairs the meeting. The student may bring a guest if permission is granted by the project committee.

- Part 1.      **Introduction**—10 minutes  
                 Greetings

Overview of the presentation process  
Prayer

- Part 2.     **Student Presentation of the Project**—15 minutes  
Rationale: why this topic was chosen  
Biblical and theological basis  
Description of the implementation phase  
Conclusions and evaluation  
Insights, surprises, and next steps
- Part 3.     **Examination**—45-75 minutes  
The first reader, serving as moderator, gives adequate time for each committee member to make revisions, suggestions, and comments, and for the student to respond.
- Part 4.     **Executive Session**—10 minutes  
Candidate is excused and the committee deliberates. An oral presentation will normally conclude with the committee making one of four decisions:
- a. *Accepted*—the project is satisfactory as presented
  - b. *Accepted pending minor revisions*—the project is accepted contingent on the student making formatting changes and minor content revisions. The committee does not need to see the changes.
  - c. *Decision delayed pending significant revisions*—the student must make significant revisions and re-submit the project to the committee. An appropriate deadline will be assigned. Another oral presentation may be required.
  - d. *Not Accepted*—the student has not met the minimum criteria and must begin again.
- Part 5.     **Inform the candidate of the result**—10 minutes

If a student disagrees with the decision of the project committee, he or she may appeal using the appeal process in the Talbot Graduate Student Handbook.

### ***Doctoral Project Rubric***

The following rubric will be used by each member of the project committee to evaluate the student's project from beginning to end.

### **OUTCOME 1: THEOLOGICAL INTEGRATION**

Integrate theological reflection with knowledge about the practice of ministry to assess the suitability of various solutions to a ministry problem.

- 1.1 Problem Clarity – There is a clear statement of the problem being addressed.
- 1.2 Theological Relevance - The key theological issues are addressed and applied.
- 1.3 Biblical Relevance – The key biblical passages are addressed and applied.
- 1.4 Evaluation of Options – Various solutions are identified and assessed.

- 1.5 Ministry Competency - The project demonstrates an advanced understanding of the nature and practice of ministry.

## **OUTCOME 2: RESEARCH DESIGN**

Utilize library resources and appropriate social science research to develop a research-based solution to a ministry problem.

- 2.1. Research Feasibility - There is a clear researchable question.
- 2.2. Literature Review Specificity - The literature review is focused enough to create a theoretical basis for the project.
- 2.3. Valid Methodology – The research methodology chosen produced a workable solution.
- 2.4. Research Instrument - The research instrument chosen is credible and appropriate.
- 2.5. Argumentation - There is compelling argumentation with clear, logical development.

## **OUTCOME 3: MINISTRY SKILL**

Implement a reasonable solution to a ministry problem.

- 3.1 Solution – The project implements a workable solution to the ministry problem.
- 3.2 Effectiveness - The solution is assessed for effectiveness.
- 3.3 Data Capture Quality - The research instrument captured the critical data.
- 3.4 Use of Data - The data collected is utilized legitimately.
- 3.5 Clear Conclusion – The solution is presented clearly with suggestions for further research.

## **OUTCOME 4: SPIRITUAL MATURITY**

Demonstrate Christian virtues and spiritual maturity in academic work.

- 4.1 Humility – There was an obvious humility when representing opposing views
- 4.2 Integrity – The results or outcomes were presented completely and honestly without distortion or bias.
- 4.3 Submission – There was respect for the project committee and a willing acceptance of correction and guidance from them.
- 4.4 Perseverance – There was a patient, steady progress to complete the project within the time allotted.
- 4.5 Compliance – There was a good faith effort to comply with the established project parameters and details of form and style.

## ***After the Oral Presentation***

1. The first thing is to immediately make the corrections that your first and second readers have suggested. The sooner this is done the better. This will give you (and us) the maximum amount of time to complete all of the details in time for you to graduate.
2. Once the presentation corrections have been made, send Dr. Seymour an electronic copy (MSWord doc or docx file) of this second draft. Please name the file <Surname Complete mmddyy> (example: Elies Complete 101920) and send it as an email attachment to:
3. d.bruce.seymour@biola.edu .

4. Dr. Seymour will send this draft to one of our format editors who will proofread it and correct any formatting errors as well as minor grammatical/typing errors. The format editor will contact you directly if s/he has any content questions. This format checking usually takes at least two weeks and is an additional expense. Payment details are handled between you and the editor.
5. Once the format editor has finished editing your project, s/he will send it back to you. After you have resolved any questions posed by the editor and made any necessary changes, the editor will send a MSWord docx copy to Dr. Seymour. He will perform a "Library check" to make sure it meets the criteria for accession in our library.
6. Once the project meets our library standards, Dr. Seymour will approve it and create a pdf copy of the entire project, insert the signature page, rename it, and return it to you with a link to UMI/ProQuest.
7. When you receive the link, you will go on line, and follow directions to access UMI/ProQuest, pay the fees, and upload your doctoral project. You will need to order one (1) hardbound, 8.5"x11.0" copy for the office archive. UMI/ProQuest will ship this copy and whatever personal copies you order to your home address, then you will ship our copy to the DMin office.
8. When you have uploaded your doctoral project, UMI/ProQuest will notify the Biola Administrator (Dr. Seymour usually). The Administrator will fill out the UMI checklist, and approve it. UMI will notify you and send an electronic copy to the Biola library. When that happens, you are officially done with the academic requirements for your degree.
9. There are a number of logistical details regarding graduation that are managed by other offices (baccalaureate, regalia rental, scheduling). Please watch for these emails and respond promptly. It is particularly important that you settle any outstanding balances on your student account before graduation.

## **OTHER CONSIDERATIONS**

### ***Financial Information***

There are expenses associated with obtaining a Doctor of Ministry degree at Talbot School of Theology. The major expense is assessed in the first six semesters as tuition. When you begin the doctoral project phase, the following expenses are typical:

**Doctoral Project Continuation Fee**—this is a fee that is assessed each semester while the student is completing his or her project—currently \$500/semester.

**Project Submission Fee**—a one-time fee that is assessed when the doctoral project proposal is approved—currently \$1000.

**Project Format Editing Fee**—this is a one-time fee charged for final format editing on the completed project. This fee is based on an hourly charge by the editors and usually totals \$700 or more.

UMI/ProQuest Fees—paid to the company that processes doctoral projects. Some of these fees are optional, but usually include copyright registration (\$55), and bound copies of the project (the cost varies based on quantity but starts at \$65/each).

Graduation Fee—this is for rental regalia—currently \$50

### **Academic Integrity**

Talbot seeks to maintain the highest standards of integrity in academic work. Academic dishonesty, cheating, or plagiarism almost always involves an intention to show a level of knowledge or skill one does not actually possess. Talbot expects that *originality* will be a prominent characteristic of student course work and the doctoral project. Failure to comply with this requirement could result in the rescinding of a Talbot degree. Read a complete version of [Talbot's academic integrity policies](#) online.

## **STYLE DETAILS**

Your doctoral project should adhere to these style details so there is a departmental uniformity.

### 1. Authority

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8<sup>th</sup> ed. Rev. by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams and the University of Chicago Press Editorial Staff. Chicago: University of Chicago Press, 2008.

### 2. Style comments

- 2.1. Do not advance your argument with rhetorical questions.
- 2.2. Tell the reader right away what this paragraph is about.
- 2.3. For Scripture references, use parenthesis in the text (John 15:5). Use traditional abbreviations (Ezek.) from Turabian 24.6 (note the dot).
- 2.4. Tell the reader what version of the Bible you are using in a footnote the first time you cite the Bible.
- 2.5. Note that “Bible” is capitalized; “biblical” is not. “Scripture” is capitalized; “scriptural” is not.
- 2.6. Watch your tone: more like an English butler, less like a Pentecostal preacher.
- 2.7. Do not capitalize divine pronouns.
- 2.8. Do not use contractions.
- 2.9. Do not use “etc.,” “et. al.,” “ibid.” or other Latin abbreviations.

### 3. Ellipses

- 3.1 Ellipses are a punctuation device used to mark the omission of a word, phrase, sentence, paragraph or more *from a quoted passage*.
- 3.2 The proper form is space-dot-space-dot-space-dot-space. If the omission begins at the end of a sentence, show the period, then the ellipses.
- 3.3 Words omitted from the beginning or end of the quote do not need ellipses.

### 4. Using cool drawings, charts, or figures from a source

- 4.1 Avoid.
- 4.2 There are special copyright issues.

- 4.3 Any tables, charts, figures, lyrics, and poems must have explicit individual written permissions from the author/publisher.

## 5. Bibliography

- 5.1 Cite everything you read that taught you something (try for at least 100 sources).
- 5.2 Bulk up by reading what your sources cited.
- 5.3 Balance books (65%), journals (25%), and dissertations (10%).
- 5.4 Balance “religious” and “secular.”
- 5.5 Use hanging indent paragraph setting. Citations should be single spaced with one return between citations.
- 5.6 If you cite websites, use only quality sites with a stable interface that will be available for future reference. Use website citations sparingly.
- 5.7 Block quotes (see example below)
- 5.8 Use a block quote (single space, indented 0.5 inch) if the quotation is forty words or more.
- 5.9 Do not use quotation marks around the block quote.
- 5.10 Have at least one sentence, flush left, after the block quote.

## Headings

Arrange your manuscript to use a maximum of five levels of headings (three levels is preferred—use Turabian’s first, second, and third). Triple space (two blank lines) before a heading and double space (one blank line) after a heading as follows:

- 6.1 First Level: centered, boldface type, headline-style capitalization

### ***First Level Looks Good Like This***

The rest of the paragraph then continues. Xxx xxxx xx xxxxx xxx xxxx

xxxxxxxx xxxxxx xxxx xxx xxxx xxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx

xxxxxx xxxx xxxxxx xxxxxx xxxx xxxxxx

- 6.2. Second level: centered regular type, headline-style capitalization

### **Second Level Looks Good Like This**

The rest of the paragraph then continues. Xxx xxxx xx xxxxx xxx xxxx

xxxxxxxx xxxxxx xxxx xxx xxxx xxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx

XXXXXX XXXX XXXXXX XXXXXX XXXX XXXXXX

### 6.3. Third level: flush left, bold type, headline-style capitalization

#### ***Third Level Looks Good Like This***

The rest of the paragraph then continues. Xxx xxxx xx xxxxx xxx xxxx

XXXXXXXX XXXXXX XXXX XXX XXXX XXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX

XXXXXX XXXX XXXXXX XXXXXX XXXX XXXXXX

### 6.4. Fourth level: flush left, regular type, sentence-style capitalization

Fourth level looks good like this

The rest of the paragraph then continues. Xxx xxxx xx xxxxx xxx xxxx

XXXXXXXX XXXXXX XXXX XXX XXXX XXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX

XXXXXX XXXX XXXXXX XXXXXX XXXX XXXXXX

### 6.5. Fifth level: run in at beginning of paragraph, bold type, sentence-style capitalization, terminal period.

**Fifth level looks good like this.** The rest of the paragraph then continues. Xxx

XXXX XX XXXXX XXX XXXX XXXXXXXX XXXXXX XXXX XXX XXXX XXXX XXXXX XXXXX

XXXXX XXXXX XXXXX XXXXX XXXXXX XXXX XXXXXX XXXXXX XXXX XXXXXX

### **Citation Protocol**

When citing Kittel,<sup>1</sup> Greek lexica,<sup>2</sup> Hebrew lexica,<sup>1</sup> grammars,<sup>2</sup> dissertations,<sup>3</sup> standard multi-volume commentaries,<sup>4</sup> encyclopedias,<sup>5</sup> theological dictionaries,<sup>6</sup> or standard dictionaries,<sup>7</sup> we allow some standard departmental abbreviations. Please use the form displayed below in the footnotes.

When citing these works in the bibliography, use the form on the next page. For place of publication, use postal abbreviations for states on all full citations.

Wilhelm Michaelis, “κράτος,” *TDNT* 3:914.

BDAG, “κτίσις,” 572; H. G. Liddell and R. Scott, “κτίσις,” *A Greek-English Lexicon*, rev. H. S. Jones and R. McKenzie, 9th ed. (Oxford, UK: Clarendon, 1940), 1003; J. H. Moulton and G. Milligan, “κτίσις,” *The Vocabulary of the Greek Testament Illustrated from the Papyri and Other Non-Literary Sources* (Grand Rapids, MI: Eerdmans, 1974), 362.

### **Bibliography**

Bauer, Walter, Frederick W. Danker, William F. Arndt, and F. Wilbur Gingrich. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago, IL: University of Chicago Press, 2000.

Blass, F., and A. Debrunner. *A Greek Grammar of the New Testament and Other Early Christian Literature*. Translated and revised by Robert A. Funk. Chicago, IL: University of Chicago Press, 1961.

---

<sup>1</sup>. BDB, “ds, j,, ” 338; H. J. Zobel, “ds,j,, ” *TDOT* 5:44-64; R. Laird Harris, “ds,j,, ” *TWOT* 1:305-307.

<sup>2</sup>. See F. Blass and A. Debrunner, *A Greek Grammar of the New Testament and Other Early Christian Literature*, trans. and rev. Robert A. Funk (Chicago, IL: University of Chicago Press, 1961), 222; A. T. Robertson, *A Grammar of the Greek New Testament in the Light of Historical Research* (Nashville, TN: Broadman, 1934), 1028.

<sup>3</sup>. E. D. Grohman, “A History of Moab” (PhD diss., Johns Hopkins University, 1958), 116-17.

<sup>4</sup>. Harold W. Hoehner, “Ephesians,” *BKC*, 2 vols., ed. John F. Walvoord and Roy B. Zuck (Wheaton, IL: Victor Books, 1983), 2:613; Walter C. Kaiser Jr., “Exodus,” *EBC*, 12 vols., ed. Frank E. Gaebelein (Grand Rapids, MI: Zondervan, 1978), 2:287.

<sup>5</sup>. D. A. Tappener, “Holy Spirit,” *The International Standard Bible Encyclopedia*, 4 vols., ed. Geoffrey W. Bromiley (Grand Rapids, MI: Eerdmans, 1982), 2:740.

<sup>6</sup>. A. J. Köstenberger, “Abiding,” *The Dictionary of Jesus and the Gospels*, ed. Joel B. Green (Downers Grove, IL: IVP, 2013), 2.

<sup>7</sup>. *Oxford English Dictionary*, s.v. “atonement,” accessed March 30, 2019, <http://www.oed.com/view/Entry/12599?redirectedFrom=atonement#eid>.



Botterweck, G. Johannes, and Helmer Ringgren, eds. *Theological Dictionary of the Old Testament*. 15 vols. Translated by David E. Green. Grand Rapids, MI: Eerdmans, 1986.

Brown, Francis, S. R. Driver, and Charles A. Briggs, eds. *A Hebrew and English Lexicon of the Old Testament*. Oxford, UK: Clarendon Press, 1980.

Gaebelein, Frank E., ed. *The Expositor's Bible Commentary*. 12 vols. Grand Rapids, MI: Zondervan, 1978.

Grohman, E. D. "A History of Moab." PhD diss., Johns Hopkins University, 1958.

Harris, R. Laird, and Gleason L. Archer, eds. *Theological Wordbook of the Old Testament*. 2 vols. Chicago, IL: Moody Press, 1980.

Kittel, Gerhard, ed. *Theological Dictionary of the New Testament*. 10 vols. Translated by Geoffrey W. Bromiley. Grand Rapids, MI: Eerdmans, 1965.

Köstenberger, A. J. "Abiding." *The Dictionary of Jesus and the Gospels*. Edited by Joel B. Green. Downers Grove, IL: IVP, 2013.

Liddell, H. G., and R. Scott. *A Greek-English Lexicon*. 9th ed. Revised by H. S. Jones and R. McKenzie. Oxford, UK: Clarendon, 1940.

Moulton, J. H., and G. Milligan. *The Vocabulary of the Greek Testament Illustrated from the Papyri and Other Non-Literary Sources*. Grand Rapids, MI: Eerdmans, 1974.

Robertson, A. T. *A Grammar of the Greek New Testament in the Light of Historical Research*. Nashville, TN: Broadman, 1934.

Tappener, D. A. "Holy Spirit." *The International Standard Bible Encyclopedia*. 4 vols. Edited by Geoffrey W. Bromiley. Grand Rapids, MI: Eerdmans, 1982. 2:730-42.

Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary*. 2 vols. Wheaton, IL: Victor Books, 1983.

## **APPENDIX A: DOCTORAL PROJECT MILE MARKERS CHECKLIST**

- \_\_\_\_ 1. One-page project idea approved
- \_\_\_\_ 2. Formal doctoral project proposal submitted
- \_\_\_\_ 3. Formal doctoral project proposal approved
- \_\_\_\_ 4. Paid the \$1000 project submission fee
- \_\_\_\_ 5. Chapter 1 - Statement of the ministry problem

- \_\_\_\_ 6. PHRRC application submitted and approved
- \_\_\_\_ 7. Chapter 2 - Biblical/theological foundation
- \_\_\_\_ 8. Chapter 3 - Literature review
- \_\_\_\_ 9. Chapter 4 - Project methodology
- \_\_\_\_ 10. Research implementation and evaluation
- \_\_\_\_ 11. Chapter 5 - Results and analysis
- \_\_\_\_ 12. Chapter 6 - Conclusion
- \_\_\_\_ 13. First draft submitted (at least eight weeks before graduation date)
- \_\_\_\_ 14. Oral presentation (at least six weeks before graduation date)
- \_\_\_\_ 15. Second draft submitted (at least four weeks before graduate date)
- \_\_\_\_ 16. Format editing
- \_\_\_\_ 17. Third draft submitted
- \_\_\_\_ 18. Approved project uploaded to UMI/ProQuest

#### Appendix B Sample Informed Consent Form for PHRRC Requirement

The purpose of this study is \_\_\_\_\_. Participation will involve completing this online questionnaire. This questionnaire will take 1-2 minutes to complete.

Please be assured that your questionnaire responses will be kept confidential. If you are still not comfortable taking this questionnaire over the internet, you may click "disagree" and discontinue participation at this time. Your participation in this study is voluntary. You may choose not to answer any questions asked of you and you may discontinue your participation at any time with no negative consequences. No outside parties will know who opted out from participation. In reporting the results, individuals and their responses will not be identifiable by demographic characteristics.

If you experience any undue anxiety or stress or have questions about the research or your rights as a participant, which may have been provoked by the experience, please contact (name) at (email address).

Thank you for your participation in this study.

Please read the following statement and click the "I Agree" button below to indicate that you understand and agree to the terms of this consent form. Only click the "I Agree" button if you understand and agree to the terms of this consent form.

Questions and comments may be addressed to (name) at (email address).

I have read the above explanation of this study and agree to participate. I understand that my responses will be kept confidential, that my participation is voluntary, that I may discontinue participation at any time without penalty, and that I can discuss my concerns with the research investigators.

☐ I Agree

☐ I Disagree

\* Required

Print a copy of this page for your records

(Note: This form was created for online surveys using services such as SurveyMonkey. If you pass out a hardcopy questionnaire, have them sign the informed consent form.)

## APPENDIX C: SAMPLE PAGES

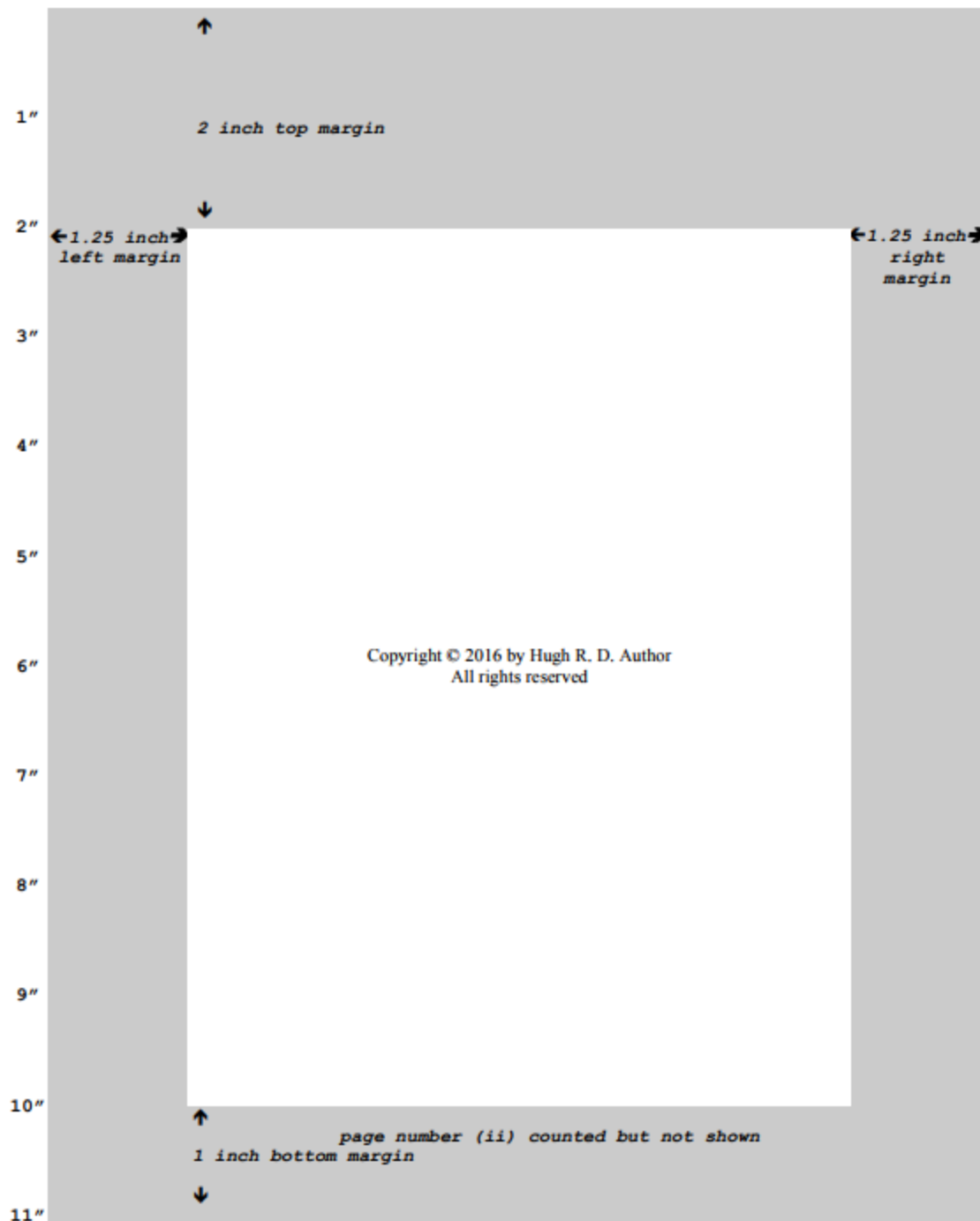
### Front Matter

#### TITLE PAGE

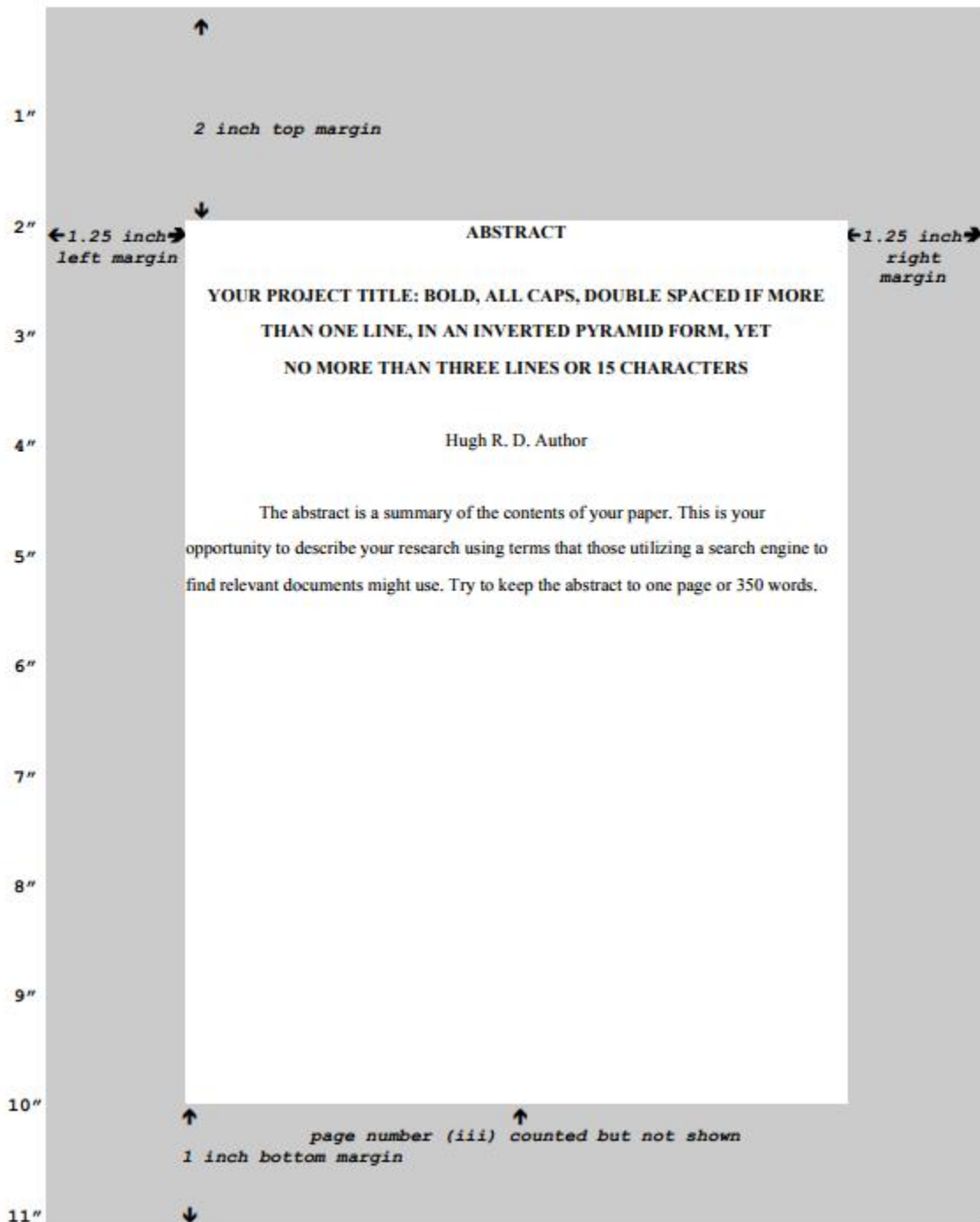
The diagram illustrates the layout of a title page with the following specifications:

- Top Margin:** 2 inch top margin (indicated by an upward arrow at the 1" mark).
- Left Margin:** 1.25 inch left margin (indicated by a double-headed arrow at the 2" mark).
- Right Margin:** 1.25 inch right margin (indicated by a double-headed arrow at the 2" mark).
- Bottom Margin:** 2 inch bottom margin (indicated by a downward arrow at the 11" mark).
- Page Number:** page number (i) counted but not shown (indicated by an upward arrow at the 10" mark).
- Content:**
  - Title:** YOUR PROJECT TITLE: BOLD, ALL CAPS, DOUBLE SPACED IF MORE THAN ONE LINE, IN AN INVERTED PYRAMID FORM, YET NO MORE THAN THREE LINES OR 150 CHARACTERS.
  - Separator:** A horizontal line.
  - Text:** A Doctoral Project  
Presented to  
the Faculty of Talbot School of Theology  
Biola University
  - Separator:** A horizontal line.
  - Text:** In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Ministry
  - Separator:** A horizontal line.
  - Text:** by  
Hugh R. D. Author  
Month Year
- Additional Note:** no comma (indicated by an upward arrow at the 9" mark).

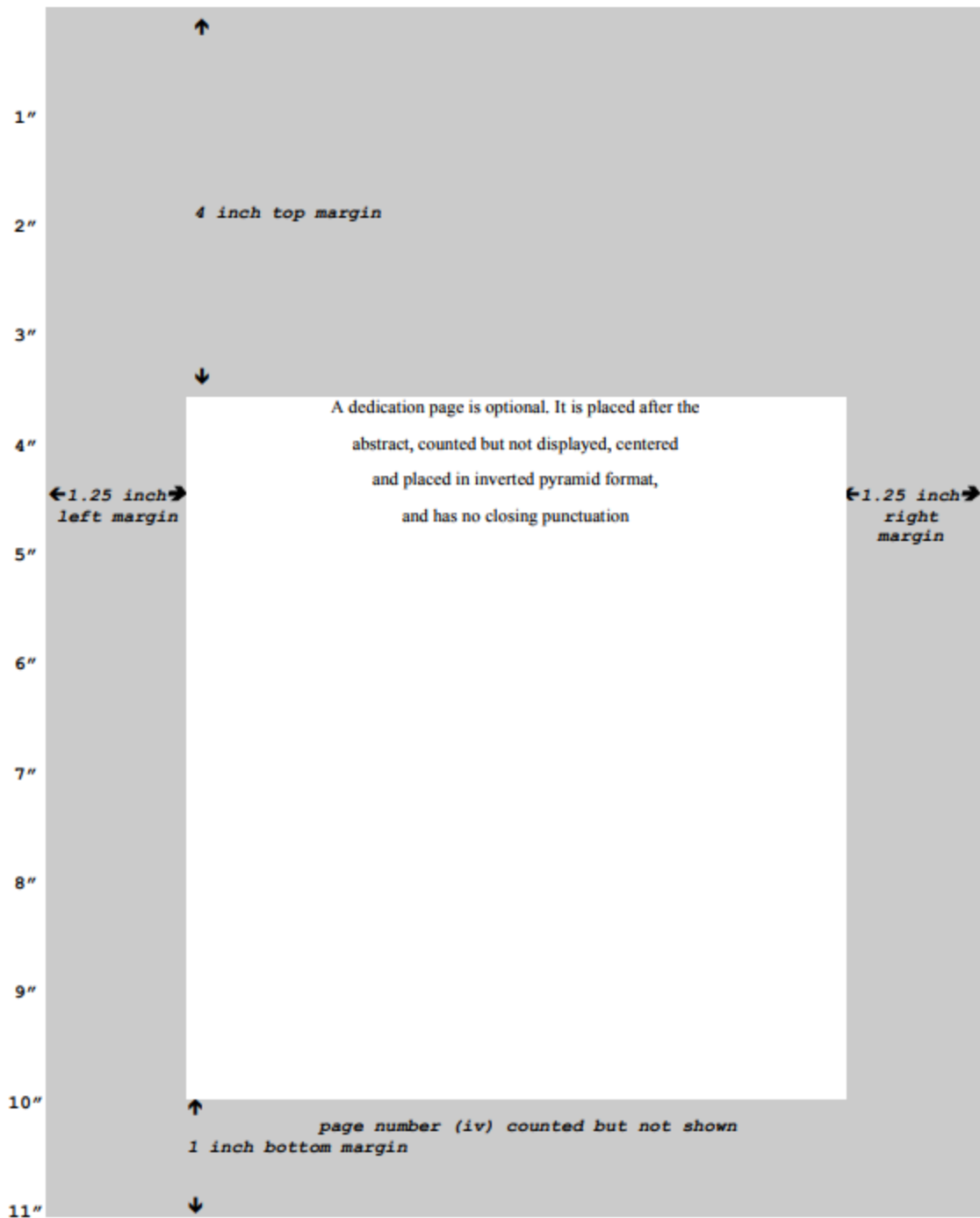
# COPYRIGHT PAGE



## ABSTRACT PAGE



## DEDICATION PAGE



## TABLE OF CONTENTS

1"	↑		
		<i>2 inch top margin</i>	
2"	↓	<b>CONTENTS</b>	
		←1.25 inch left margin	←1.25 inch right margin
		ILLUSTRATIONS.....vi	
3"		ACKNOWLEDGMENTS.....vii	
		ABBREVIATIONS.....viii	
4"		<b>CHAPTER</b>	
		1. TITLE OF FIRST CHAPTER.....1	
		Only Include First-Level Subheadings In Table Of Contents and If Longer Than Forty-Eight Characters, Must Run Over Single Space With A Half-Inch Indent.....3	
5"		Dot Leaders Must Be Spaced and The Right Ending Of The Leader Line Aligned Vertically.....4	
		Page Numbers Must Be Flush Right.....8	
6"		2. TITLE OF CHAPTER MAY RUN OVER WITHOUT INDENT ONTO A SECOND LINE IF TOO LONG.....17	
		3. ALIGN CHAPTER NUMBERS VERTICALLY ON THE PERIOD.....35	
7"		4. TITLE OF CHAPTER FOUR.....76	
		5. CONCLUSION.....123	
8"		<b>APPENDIX</b>	
		A. Title Of Appendix Formatted Like Chapter Title .....150	
9"		B. Title Of Second Appendix May Run Over Without Indent Onto A Second Line If It Is Too Long.....152	
		<b>BIBLIOGRAPHY</b> .....154	
		<b>VITA</b> .....173	
10"	↑	v	↑
		<i>page number in lowercase Roman numeral</i>	
		<i>1 inch bottom margin</i>	
11"	↓		



## LIST OF ILLUSTRATIONS

1" 2 inch top margin

2" 1.25 inch left margin 1.25 inch right margin

ILLUSTRATIONS

Figures

1.1 Carefully examine the document.....4

2.1 Number the figures with chapter dot sequence.....51

3.1 Line up figure number periods on the first tab.....80

Tables

1.1 Use vertical and horizontal lines.....4

2.1 Number the tables with chapter dot sequence.....61

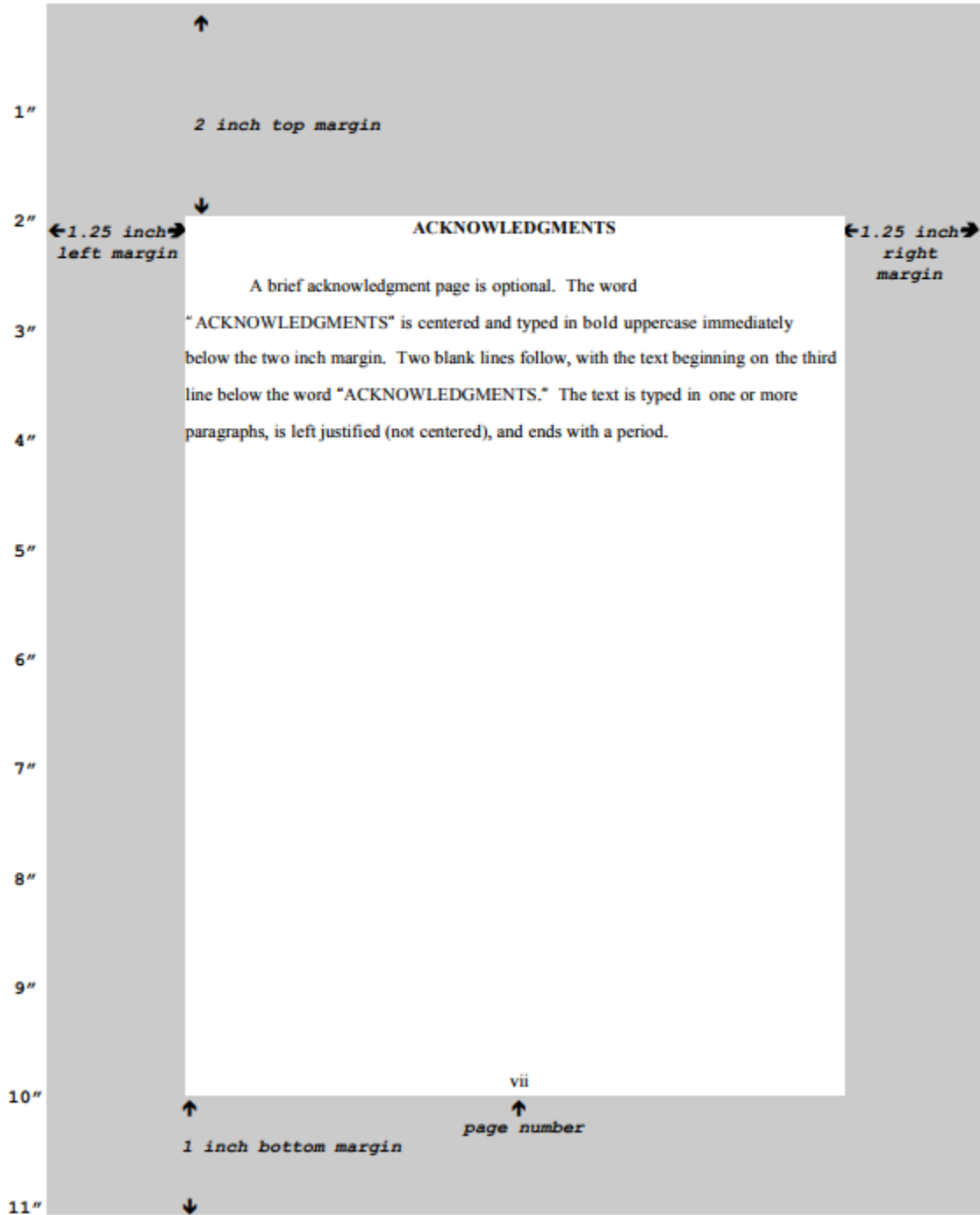
3.1 Line up table number periods on the first tab.....70

vi

page number

1 inch bottom margin

## ACKNOWLEDGEMENTS



## ABBREVIATIONS (if necessary)

1"	↑			
		2 inch top margin		
2"	↓			
	←1.25 inch→	ABBREVIATIONS	←1.25 inch→	
	left margin		right margin	
		ATS	Associations of Theological Schools in the United States and Canada	
3"		EHS	Evangelical Homiletics Society	
		ISF	Institute for Spiritual Formation	
4"		TST	Talbot School of Theology	
5"				
6"				
7"				
8"				
9"				
10"	↑	viii	↑	
		1 inch bottom margin	page number	
11"	↓			

## Body

### FIRST PAGE OF CHAPTER

The diagram illustrates the layout of the first page of a chapter. It features a central white rectangular area representing the text, surrounded by a gray border representing the margins. The margins are labeled with arrows and dimensions: a 2-inch top margin, 1.25-inch left and right margins, and a 1-inch bottom margin. The text within the white area is formatted as follows: the chapter title 'CHAPTER 1' is centered at the top; the chapter title is followed by a paragraph of text; a first-level subheading is centered; a paragraph of text follows; a list of two items is presented; a second-level subheading is centered; a paragraph of text follows; and a footnote is placed at the bottom of the page. The page number '1' is centered at the bottom of the page.

1" 2 inch top margin

2" 1.25 inch left margin CHAPTER 1 1.25 inch right margin

3" CHAPTER TITLE CENTERED, ALL CAPS, DOUBLE SPACED, AND IN INVERTED PYRAMID FORM

4" Major headings are centered at the top of the page immediately below the two inch top margin. The page number on the first page of each new section of the body and back matter is centered at the bottom of the page immediately inside the one inch margin. Except for the CHAPTER number and its title, avoid putting two levels of headings or subheadings together without intervening text.

5" First-Level Subheading

6" Subheadings vary in format, depending on the level. Key format requirements for subheadings include:

7" 1. Two single-spaced blank lines precede a subheading, and one single-spaced blank line follows. Note that fifth-level subheadings are preceded by two blank lines but followed immediately by text.

8" 2. A centered subheading longer than 48 characters must be divided into two or more lines in inverted pyramid form; a side subheading longer than half a line must be divided into two or more lines of equal length. See the sample subheadings on the next page.<sup>1</sup>

9" Placement of Footnotes

10" A footnote must be at the bottom of the page on which it is referenced. The content of long footnotes should be moved into the text. All footnotes should be the same size font as the text.

11" <sup>1</sup>Kate Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 8th ed. (Chicago, IL: University of Chicago Press, 2008), 11-12.

1 inch bottom margin page number

## ADDITIONAL PAGES

The diagram illustrates a page layout with the following specifications:

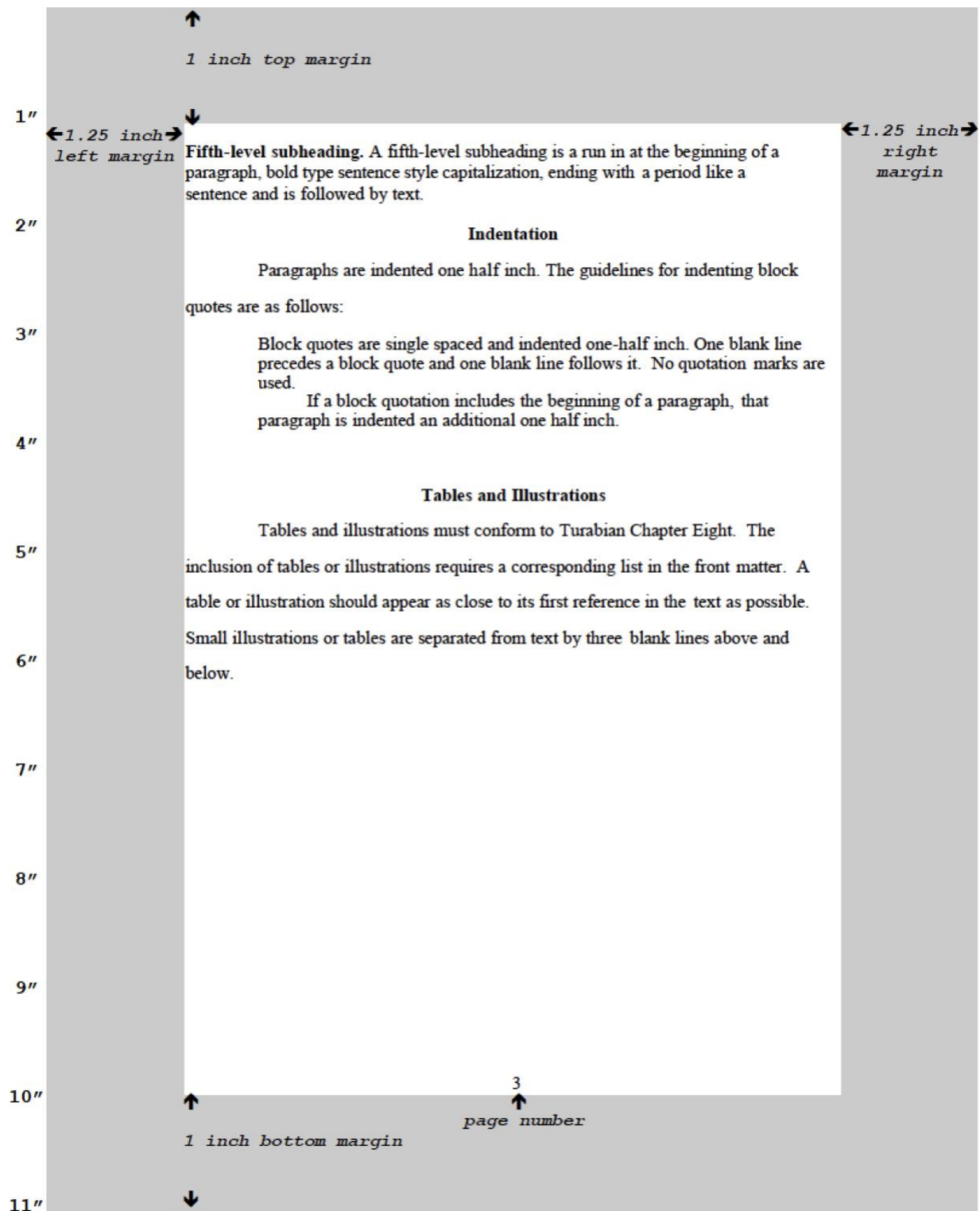
- Top Margin:** 1 inch, indicated by an upward arrow and the text "1 inch top margin".
- Left Margin:** 1.25 inch, indicated by a double-headed arrow and the text "1.25 inch left margin".
- Right Margin:** 1.25 inch, indicated by a double-headed arrow and the text "1.25 inch right margin".
- Bottom Margin:** 1 inch, indicated by a downward arrow and the text "1 inch bottom margin".
- Page Number:** 2, indicated by an upward arrow and the text "page number".

The content on the page includes:

- A paragraph: "note is long.<sup>2</sup> Separate text and footnotes with twenty underlines (a two-inch solid line) and one blank line. The first note begins on the third line below the text.<sup>3</sup> Footnote numbers in text and footnote should be 12 pt and at least 10 pt."
- A section heading: "Second-Level Subheading, Centered And Capitalized Headline Style But Not Italicized".
- A paragraph: "A second-level subheading is centered but not italicized. If the subheading is longer than forty-eight characters, it is divided into two or more single spaced lines in inverted pyramid form."
- A section heading: "Third-Level Subheading Flush Left, Bold, And Headline Style".
- A paragraph: "A third-level subheading is set flush with the left margin, bold with headline style capitalization. If the subheading is longer than half a line, it is divided into two or more equal lines and single spaced."
- A section heading: "Fourth-level subheading flush left, not italicized, and sentence style capitalization".
- A paragraph: "A fourth-level subheading is set flush with the left margin and is not italicized. If the subheading is longer than half a line, it is divided into two or more equal lines and single spaced."
- Footnote 2: "<sup>2</sup> Turabian, *A Manual of Style*, 124."
- Footnote 3: "<sup>3</sup> Turabian, *A Manual of Style*, 248-49. Footnotes are numbered consecutively within a chapter. But each chapter begins over again with footnote number one. Once a reference is cited in complete form, use shortened form thereafter. Do not use endnotes. Do not use *ibid.*, *cf.*, *e.g.*, *i.e.*, *viz.*, etc., or any other Latin abbreviations."



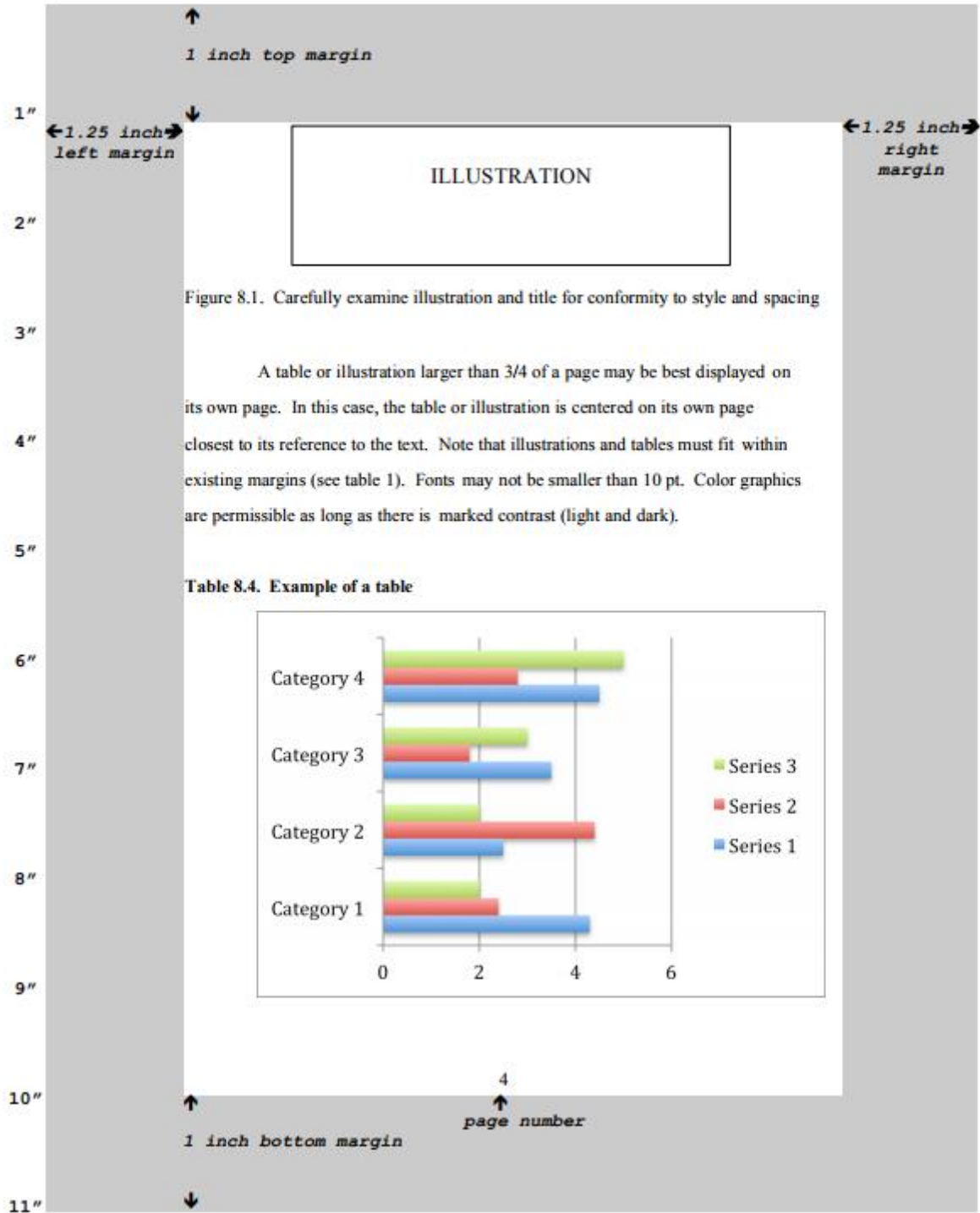
## ADDITIONAL PAGES





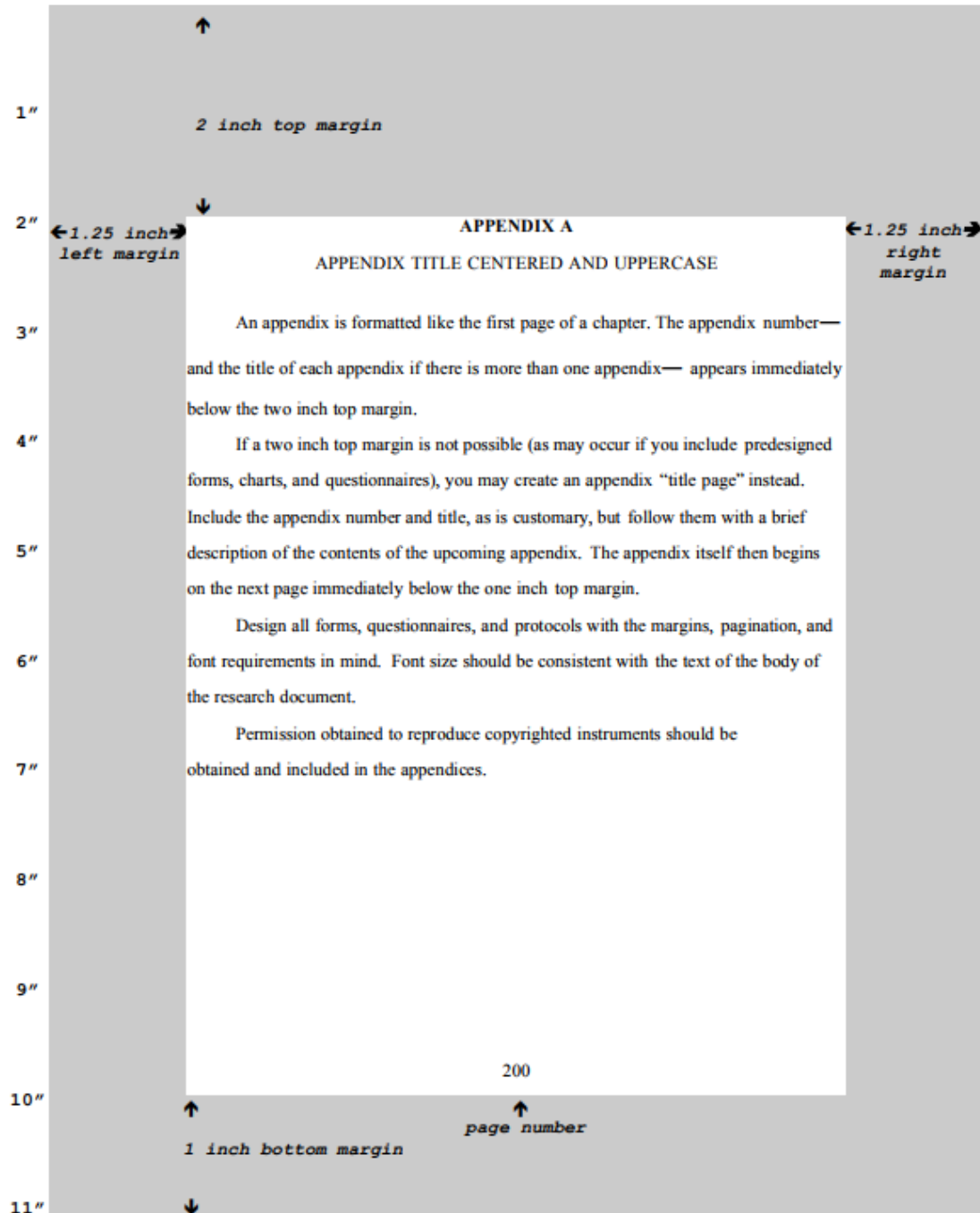


## ADDITIONAL PAGES



## Back Matter

### APPENDIX



## BIBLIOGRAPHY

The diagram illustrates a page layout with a central white area representing the text and a surrounding gray area representing the margins. The page is numbered 224 at the bottom center. The margins are defined as follows:

- Top margin:** 2 inch top margin (indicated by an upward arrow from the top of the page).
- Bottom margin:** 1 inch bottom margin (indicated by a downward arrow from the bottom of the page).
- Left margin:** 1.25 inch left margin (indicated by a double-headed arrow from the left edge of the page).
- Right margin:** 1.25 inch right margin (indicated by a double-headed arrow from the right edge of the page).

The central white area contains the following text:

**BIBLIOGRAPHY**

Barclay, William. *The Letters to Timothy*. Philadelphia, PA: Westminster Press, 1956.

Chapell, Bryan. *Christ-Centered Preaching*. Grand Rapids, MI: Baker, 1994--joe.

3 em dash → ———. *The Hardest Sermons You'll Ever Have to Preach*. Grand Rapids, MI: Zondervan, 2011.

Geisler, Norman. *God; Creation*. Vol. 2 of *Systematic Theology*. Minneapolis, MN: Bethany, 2002.

Hauerwas, Stanley. "Discipleship as Craft, Church as Disciplined Community." *The Christian Century*, October 1, 1991.

Hunt, Thomas and Monalisa Mullins. Introduction to *Moral Education: A Handbook*. Edited by F. Clark Power, Ronald J. Nuzzi, Darcia Narvaez, Daniel K. Lapsley, and Thomas C. Hunt. Westport, CT: Praeger Publishers, 2008.

Johnson, Phillip E. "Focus on Origins: Darwinism: An Interview with Phillip E Johnson: University of California, Berkeley." Video interview, 57:58, uploaded by IDquest. March 23, 2011. Accessed July 9, 2013. <http://www.youtube.com/watch?v=ww6T8xjp9Vo>.

3 em dash → ———. "Defending Intelligent Design," *NOVA*. October 1, 2007. Accessed July 10, 2013. <http://www.pbs.org/wgbh/nova/evolution/defense-intelligent-design.html>.

Luther, Martin. *First Principles of the Reformation, Or, The Ninety-five Theses and the Three Primary Works of Martin Luther*. Translated and edited by Henry Wace and C. A. Buchheim. London, UK: John Murray, 1883.

224

page number

## BIBLIOGRAPHY - ADDITIONAL PAGE

↑

1 inch top margin

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7"

8"

9"

10"

11"

↓

←1.25 inch left margin

3 em dash→

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Luther, Martin. *Luther's Works*, Vol. 46: *The Christian in Society III*. Edited by Helmut T. Lehmann and Robert C. Schultz. Philadelphia, PA: Fortress Press, 1962.

\_\_\_\_\_. *Selected Writings of Martin Luther 1529-1546*. Edited by Theodore G. Tappert. Translated by Albert T. W. Steinhaeuser. Revised by Walther I. Brandt. Minneapolis, MN: Fortress Press, 1967.

Pritchard, G.A. "Willow Creek Seeker Services: Evaluating a New Way of Doing Church." PhD diss., Northwestern University, 1994.

Schaeffer, Francis. "Francis Schaeffer on Education." Lecture at the L'Abri Mini-Seminars, 1982. Accessed September 24, 2011. <http://www.gbt.org/text/f.html>.

\_\_\_\_\_. *How Should We Then Live?: The Rise and Decline of Western Thought and Culture*. Old Tappan, NJ: Revell Company, 1976.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. Chicago, IL: University of Chicago Press, 2013.

Wolterstorff, Nicholas. "Letters from a Friend." In *Pledges of Jubilee*, edited by Lambert Zuidervaat and Henry Lutti Khuizen, xii-xx. Grand Rapids, MI: Eerdmans, 1995.

Zacharias, Ravi. *Can Man Live Without God?* Nashville, TN: Word Publishing Group, 1994.

\_\_\_\_\_. *Jesus among Other Gods: The Absolute Claims of the Christian Message*. Nashville, TN: Word, 2000.

→1.25 inch right margin

↑

↑

1 inch bottom margin

page number

225

## VITA

1"	↑	1 inch top margin		↓
		VITA		
		NAME:	Hugh Reedley DeBess Author	
2"	←1.25 inch→	BIRTH:	December 21, 1962, Dallas, Texas	←1.25 inch→
	left margin	EDUCATION:	Biola University La Mirada, California	B.A. 1993-1997 (Christian Education)
3"			Trinity Evangelical Divinity School Deerfield, Illinois	M.Div. 1998-2003 (New Testament)
4"			Talbot School of Theology Biola University, La Mirada, California	D.Min. 2009-Present (Candidate)
		EXPERIENCE:		
5"			First Baptist Church, Victorville, California Youth Pastor	1996-1998
6"			Second Baptist Church, Glenview, Illinois Assistant Pastor	1999-2003
			Third Baptist Church, Yucaipa, California Senior Pastor	2004-Present
7"				
8"				
9"				
10"	↑		226	↑
			page number	
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# PH.D./ED.D. EDUCATIONAL STUDIES PROGRAM HANDBOOK



**TALBOT**  
SCHOOL OF THEOLOGY  
BIOLA UNIVERSITY

## SECTION 1: INTRODUCTION

The purpose of this handbook is to provide a helpful and accurate explanation of the policies and procedures that govern the Ph.D. and Ed.D. in Educational Studies programs at Talbot School of Theology, Biola University. The current university catalog, the decisions of the Doctoral Programs Committee, or decisions by any other committee or office with jurisdiction over the doctoral programs will take precedence over any statements in the handbook. Students should always refer to the current university catalog for statements of current policy, including, but not limited to, admission requirements, tuition, fees, services, and graduation requirements. Students beginning the dissertation phase of the program should consult the Dissertation Guidelines handbook available in the doctoral office.

The doctoral programs facilitate both academic---research and professional development. Our professors will show you how to enhance your leadership role, integrate synthesis of Scripture and social science data, prepare original research, and minister to people in various stages of life. You will gain an appreciation for strong academic rigor as you engage some of the sharpest minds in the field of Christian education. Small class sizes of 5-15 students typically follow a seminar format allowing significant participation in class discussion, an important element for promoting critical and integrative thinking. Doctoral students are expected to 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.

### ***Importance of Communication with the Ph.D./Ed.D. Office***

It is important that we keep in good communication with each other regarding changes in the program, changes in your situation that impact your ability to keep up with coursework, etc. Please contact us by e-mail or phone regarding your questions, concerns, changes impacting your study, etc. You can reach us at: **562-944-0351 x5525**

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### ***Degree Distinctives***

The Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) degrees in Educational Studies, established in 1984, are offered within the Department of Christian Ministry and Leadership (CML) at Talbot School of Theology. Western Association of Schools and Colleges (WASC) and The Association of Theological Schools (ATS) accredit the degrees.

Students selecting the Ph.D./Ed.D. in Educational Studies degree are interested in combining educational ministry leadership and teaching with a strong emphasis in developing a competency in research and the contribution of theory to the practice of educational ministry. Research training in the Ph.D. program is strong in selected areas of ongoing faculty research. The Ph.D. degree requires the completion of a minimum of 45 semester units of approved course work and passing the qualifying examination; culminating in the development and defense of a dissertation presenting original research that makes a contribution to educational ministry.

Students selecting the Ed.D. in Educational Studies degree are generally focused on improving their educational leadership and teaching in their practice of ministry leadership, while also developing knowledge and skills of research. The Ed.D. degree requires the completion of a minimum of 41 semester units of approved course work and passing the qualifying examination; culminating in the development and defense of a dissertation applying research to new educational issues and/or contexts.

### ***Doctoral Programs Director, Hybrid Distance Coordinator & Program Advisors***

The program director serves as the residential students' program advisor and the Hybrid Distance Coordinator serves as the hybrid distance students' program advisor, while these students are in coursework. The Program Director/Hybrid Distance Coordinator will assist with the development of a program plan, and their approval of that plan is required. They will work with the student to make progress in the program within the approved policies and procedures. Students should feel free to make an appointment to discuss program or other matters with the Program Director or Hybrid Distance Coordinator by contacting the doctoral office.

### ***Doctoral Programs Committee***

The Doctoral Program Committee is responsible for approving program design and requirements of the Ph.D. and Ed.D. programs, admissions to the programs, and decisions regarding student petitions. The committee is chaired by the Program Director with membership composed of the Hybrid Distance Coordinator, faculty teaching in the doctoral programs, as well as the chair of the Department of Christian Ministry and Leadership. Students may petition the Doctoral Committee for exceptions to program requirements by submitting a letter explaining the proposed request, along with the rationale, to the doctoral office.

## **SECTION 2: ACADEMIC POLICY**

The Ph.D. and Ed.D. programs require the joint effort of faculty, students, and staff in attending to the values and standards of the programs. This involves a high level of responsibility and initiative by the student. All research and writing in course, seminar, and research components of the doctoral programs are to be conducted in an ethical manner. Informal relationships, as well as courses, seminars, and research projects are to be characterized by respect and concern as faculty and students cooperate in the highest level of academic work in Christian education.

### ***MEMO: Individual and Group Work Policy for the Doctoral Program***

To: All faculty and students in the Ph.D. and Ed.D. programs in Educational Studies  
From: Kevin Lawson, programs Director  
Date: 8/29/07



Over this past year I have become concerned that there may be some confusion regarding what is acceptable in terms of collaborative work or helping fellow students in their studies. We desire to create and encourage a supportive climate in our doctoral programs, but there is also the necessity of students completing their work in ways that allows them to receive feedback on their own developing knowledge and skills.

It can sometimes be difficult to know what kind of collaborative work is appropriate and what is not. I wanted to take the beginning of this new academic year to clarify some guidelines for everyone in these programs, faculty and students alike, regarding expectations when it comes to completing course assignments. Please let me know if any of this is not clear, or if you have a question that is not addressed below.

***Course Assignments Assistance Policy Statement: 8/29/07***

It is our desire to provide a learning experience in our Ph.D. and ED.D. programs characterized both by the personal growth of knowledge and skills and the development of skills for collaborative work. Different course assignments will focus on one or the other of these areas and students need to understand when and where individual or collaborative work is allowed in their coursework. While encouraging a supportive fellowship of scholars, we must also require integrity in individual work. Toward these ends, the following policy will be enforced in our doctoral programs pending Doctoral Committee approval at the September meeting, and will be included in the doctoral student handbook:

1. Unless the course instructor gives specific permission, all course assignments are to be done by students on their own without direct assistance, loaning work, comparing work, inappropriate discussion of the assignment, or other collaborative efforts.
2. Students may ask their professors for permission to carry out collaborative work on specific assignments. The professor's decision is to be followed. If permission is given, students need to follow the directions on the extent of collaborative work allowed.
3. When group assignments are given, students are to follow the directions given by the course instructor regarding how the workload is shared. Each member of the group must participate and contribute in ways consistent with the instructor's directions.
4. Students should not request examples of course assignments from students who took the same course in previous semesters. If the work is different and the goal is to see how something was done (e.g., a research paper on a different topic), that is allowed, but if it is the same exact assignment, this is not allowed.
5. We do encourage study groups where students help each other learn course material, including voluntarily offering to share notes from class with someone who missed the session, developing summary notes of readings to share, reviewing material together before exams or classes, and other ways of helping each other learn. These forms of mutual assistance are permitted, but no student should be expected or pressured to do so.
6. However, sharing assignments or comparing work on assignments that are meant to be their own work is not allowed. If there is any question regarding whether or not some form of collaboration is permissible, please consult your course instructor before doing it.

### ***Consequences for Violating the Course Assignments Policy Statement***

1. First-time offense: Students involved in inappropriate collaborative work on individual assignments (as described above) will receive a grade of zero for the assignment and will not be allowed to make up the work. This applies both to the person who sought the assistance and the person who gave the assistance.
2. Repeated violation: A second violation of the policy will result in a student being reviewed for possible academic probation or dismissal from the doctoral program

## **SECTION 3: GENERAL ACADEMIC INFORMATION**

### ***Classification of Students***

#### **PROVISIONAL STATUS**

At times, students are given “provisional acceptance” into the doctoral program with certain prerequisites to complete within the first year of study in the program. In some cases, a student might be given provisional admission with the need to complete the Graduate Record Exam or TOEFL exam.

#### **PREREQUISITE COURSEWORK**

After a review of the applicant’s transcripts, any prerequisites identified in the areas of biblical and theological studies must be completed prior to entry into the doctoral program. These can be taken in accredited graduate programs, either locally or through distance education opportunities. Prerequisites in the “Christian education” area will also be assessed by the doctoral programs director. Some may need to be addressed prior to entry into the program. In other cases, it may be possible to use up to two of the doctoral electives to cover the needed coursework. The program director will let you know what is possible in your case. In cases where courses are to be taken at other institutions, when the coursework is completed, official transcripts should be sent to the doctoral program office to verify completion and an acceptable grade.

#### **GRADUATE RECORD EXAM**

If you are provisionally accepted into the program but must still complete the GRE exam, schedule this as soon as possible and have the scores sent to Biola University Graduate Admissions. If the scores are lower than expected (**500 on Verbal, 4.5 Analytic**), you may be placed on academic probation. You must earn a GPA of **at least 3.25** during the entirety of your determined probation period to have the academic probation removed. **Biola University’s school code for the GRE exam is 4017.**

#### **REGULAR GRADUATE STUDENTS**

Students meeting all entrance requirements will be classified as “regular graduate students.”

#### **LEAVE OF ABSENCE**

Inactive students are those who have been granted a Leave of Absence from the program by petition to the Doctoral Committee. A Leave of Absence is granted only if there is sufficient reason for interrupting the program and intention to return to active enrollment. A Leave of Absence must be renewed each semester and may not exceed two consecutive semesters. Students on leave are required to register for TTDE 897 Leave of Absence. A one-unit fee may be assessed.

#### **CANDIDACY**

*“Doctoral candidacy”* is awarded upon the completion of all required course work and successful completion of all candidacy examination requirements.

#### **WITHDRAWN**

A student who fails to register in any given semester without arranging for a Leave of Absence or formal withdrawal is dismissed from the program by default. It is the student's responsibility to be aware of pre-registration and registration procedures and deadlines.

#### **READMITTED**

A person who has withdrawn or been dismissed from the Ph.D. or Ed.D. program may make 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 (short form); at least one current reference and any desired supporting material. The letter should be addressed to the Doctoral Committee stating the reason for requesting re-admittance as well as any other issues deemed relevant to the applicant. The letter should directly address the causes for withdrawal or dismissal. The application will be considered with the regular admissions pool. Readmitted students may be required to pay continuation fees for semesters during which they were not enrolled, and may be subject to curriculum changes and graduation requirements instated during their program inactivity.

#### ***Full-Time/Part-Time Student Status***

##### **DURING COURSEWORK**

Full-time study is defined as enrollment in 6 units (two doctoral courses) per semester. International students must fulfill the Biola University full-time course requirement by completing a total of at least 6 units each semester. (The F-1 for full-time status is at least 6 units each semester.)

##### **DURING CANDIDACY & DISSERTATION**

Ph.D. & Ed.D. Students - During TTDE 877 Candidacy Capstone, (one semester only)

Ph.D. Students - During the first five semesters of TTDE 891 Dissertation

Ed.D. Students - During the first three semesters of TTDE 891 Dissertation

##### **LESS THAN HALF-TIME STATUS**

Ph.D. & Ed.D. Students - If a program extension is necessary, the student requests the extension, and if approved, enrolls in TTDE 8970 Dissertation Extension. Specific scholarship, grant, and loan deferment requirements may vary from this policy. Please inquire concerning the enrollment requirements established by the providers of any type of financial aid that you receive.

#### ***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 (approximately a B+) on a 4.0 scale is required. A student earning a grade of B- or lower will be placed on academic probation. A second grade of B- or lower will result in a review by the Doctoral Committee and decision regarding that student's continuation in the program, and if so, under what conditions. Only grades of A, B, and C earn graduate credit.

### ***Official Style Manual***

All papers must conform to the Publication Manual of the American Psychological Association (Sixth Edition), unless so indicated by the course instructor.

### ***Time Limit for Course Work***

All students must, within 24 months of enrollment in the Ph.D. or Ed.D. program (not including prerequisite course work); complete at least 21 semester units of credit in addition to any transfer credit approved. During the course work phase of study, enrollment at the rate of at least 12 units per academic year (summer, fall, interterm, spring) is expected. Failure to complete 12 units in an academic year will result in committee review of the student's status in the program.

### ***Time Limit for Degree***

All course and academic requirements must be completed within seven years from the date of the student's first registration for graduate study in the Ph.D. program, and within six years in the Ed.D. program, unless the Doctoral Committee has granted an extension. Due to regulations regarding qualification for full-time student status, the Ph.D. dissertation should be completed within 1.5-2 years after passing the Candidacy Exam Capstone course and the Ed.D. dissertation should be completed within 1-1.5 years after passing the Candidacy Exam Capstone.

### ***Transfer of Credit***

Students wishing to transfer units into the Talbot doctoral programs should receive written permission from the Program Director prior to enrollment in any course at another institution. Transfer of units must fulfill all requirements for any corresponding course in the doctoral programs. Students may transfer up to three semester hours of applicable doctoral-level courses from an accredited graduate school or theological seminary. Transferred course work is normally completed after beginning the Ph.D. and Ed.D. programs. It is the student's responsibility to provide documentation assuring doctoral-level status of the course and that the course qualifies for credit in a doctoral program at that institution. Documentation may include catalog descriptions, syllabi, and other supporting materials from the professor of record or department, as deemed necessary.

Students who have completed major components of a doctoral-degree program at another institution and who wish to be considered for transfer into the Talbot Ph.D. or Ed.D. program are subject to administrative review. Approval is normally based upon extreme hardship. In no case will a degree be awarded with less than 24 units of course work taken in the program at Biola University. All requirements for the doctoral degree must be fulfilled, including the Candidacy exam capstone and preparation of a dissertation, which may require acceptable revision of a previously written document.

## **SECTION 4: FINANCIAL INFORMATION**

### ***Introduction***

Talbot School of Theology is aware of the ever-increasing costs that affect individuals who continue their education at the graduate level. Financial aid is best approached and understood as a package developed from a variety of resources. Reliance on one resource alone may not be sufficient to provide for your education. However, a number of resources can be combined into a package to help meet your expenses.

Our goal is to advise students regarding as many resources as possible so they can make wise choices in meeting their financial obligations. For further assistance, the Admissions Office offers counseling to assist in determining the most appropriate forms of financial aid for each student.

### ***How Do I Get Started?***

- Complete the **Free Application for Federal Student Aid (FAFSA)**. This is the starting point for determining all financial aid, whether scholarships, grants, a federal loan or other forms of assistance (only U.S. Citizens may file the FAFSA). The FAFSA is available in December of each year and ***should be submitted as early as possible after January 1***. Completing the FAFSA does **not** obligate you to take out a loan. *But without it, you will not have access to other available financial aid for which you may qualify!*
- Complete your application for admission as soon as possible. Acceptance into Talbot School of Theology is essential when pursuing aid.
- Explore all resources for financial assistance (see following pages).

#### **IMPORTANT NOTE**

Before reaching the decision to attend, applicants should make a careful and realistic assessment of their resources for financing graduate study in view of graduate tuition and overall program costs, fees, and the cost of living in Southern California. Discussions with a mentor or financial advisor can be very helpful.

### ***Resources Students Use to Finance Their Education***

Savings

Employment or Field Internships

Sponsor and Church Support

Institutional Scholarship and Grants

Government Loans

### ***Employment or Field Internships***

Varied employment opportunities are readily available in the greater L.A./Orange County area for students and their spouses (see below for restrictions pertaining to International students). To assist students in finding employment, the University lists job opportunities in the Office of Student Employment, located on campus.

Students may seek off-campus employment by contacting local offices of the State of California Employment Development Department (EDD) following all applicable Immigration and Visa limitations. The Talbot Placement Office is also available to assist students in seeking part-time, paid internship positions in local churches (U.S. Citizens only).

### ***International Student Employment***

Please note that there are Federal work restrictions for students with F-1 visas, and that these are adhered to strictly by the University. International students with F-1 visas are reminded that pay\* for off-campus employment is prohibited by U.S. immigration law. Please see the Office of Immigration Services (Metzger Hall) for related questions. If there is any question or uncertainty, you must be sure to inquire. (\*Students doing voluntary ministry in a church may be reimbursed for mileage to and from

church, and for expenses or direct costs spent on doing the ministry. Neither pay, nor scholarships sent to the school in return for ministry, are legally allowed.)

International students seeking employment as a means to supplement their support are encouraged to apply for on-campus employment positions through the Office of Student Employment, located in the Office of Human Resources. It is best to do this prior to the beginning of the academic year, if possible, before limited job openings are filled.

### ***Sponsor Support***

Many students contact their home churches or individuals who may want to support their ministry preparation. Financial assistance through grants administered by church denominations or community organizations is another possibility.

### ***Institutional Scholarships***

Most university financial aid is awarded on the basis of financial need. A FAFSA (Free Application for Federal Student Aid) must be filed as early as possible after January 1 of each year to qualify for the maximum possible aid. Completing the FAFSA does not obligate you to take out a loan. **All scholarship aid at Biola University for Ph.D. and Ed.D. program doctoral students is now awarded from a single fund. No other aid is available from the university. Please complete the scholarship application available on Canvas in the Talbot Educational Studies Programs folder and submit it to the doctoral office no later than April 1st for the following academic year.**

### ***Government Loans & Talbot Statement Regarding Student Debt***

Talbot School of Theology strongly encourages its students to make focused efforts to graduate without accumulating debt. If debt is necessary, however, Talbot recommends that a combined total no greater than \$25,000 in undergraduate, seminary, and personal debt be accumulated.

Accordingly, while loans should be avoided as a primary educational resource, they may be considered and are best utilized to "round out" your financial aid package. All loans listed below require completion of the FAFSA. Eligibility restricted to U.S. Citizens.

### ***Subsidized Stafford Loan***

Perhaps the most readily available of all resources is the Stafford Loan. Students who demonstrate need are eligible for the subsidized Stafford. The program allows graduate students to borrow up to \$8,500 per year. Interest is charged at a variable rate of up to 7.22% per year. Interest in the subsidized loan is paid by the government while the student is in school. Repayment begins 6 months after the student withdraws or ceases to be enrolled at least half time. The student has between five and ten years to repay the loan, depending upon the amount borrowed.

### ***Unsubsidized Stafford Loan***

Graduate students may borrow an additional \$12,000 annually at a variable interest rate (capping at 8.25%). However, the word unsubsidized means that the government does not make interest payments on your behalf. Interest begins accruing immediately. Student borrowers enrolled at least half time may defer payments until their status changes.

### ***Additional Information***

Additional information or general counsel concerning financial aid planning is available by calling or writing to arrange an appointment with the Admissions Office. Any of the loan applications and/or the FAFSA form are also available through this office.

## **SECTION 5: PH.D. PROGRAM REQUIREMENTS**

### ***Ph.D. Requirements***

The Ph.D. degree requires the completion of a minimum of 48 semester units of approved course work, passing the qualifying examination, culminating in the development and defense of a dissertation presenting original research that makes a contribution to educational ministry.

### ***Ph.D. Course Work***

A 48-semester unit minimum requirement for the degree includes 21 units of required course work, and 24 units of electives, with a minimum grade point average of 3.25 (on a 4.0 scale). Courses taken prior to entering the program are normally not eligible.

### ***Ph.D. Program Plan Approval***

During your first term of study, and in consultation with the Program Director or Hybrid Distance Coordinator, you will identify the electives that you will complete, along with the remaining core courses, to meet the 45-semester unit minimum requirement. At a meeting with the Program Director or Hybrid Distance Coordinator, you will present your doctoral program proposal. The proposal will include a listing of past and proposed courses, and a paragraph describing your vocational emphasis. Once approved, this schedule serves as your projected course of study. A copy will be placed in your student file. Guidelines for developing your course plan are available on Canvas. **Any modifications must have prior approval of the Program Director or Hybrid Distance Coordinator.**

### ***Candidacy Capstone (TTDE 877) 3 Units One Semester Only***

In the final semester of course work, you will complete TTDE 8950 Candidacy Examination Capstone before beginning work on your dissertation. The Candidacy Exam Portfolio is used to evaluate your attainment of program learning objectives. See the *Candidacy Exam Portfolio Guidelines* for full instructions.

### ***The Ph.D. Dissertation (TTDE 891) Up to 5 Semesters***

Upon completion of the Candidacy Capstone, the Ph.D. student enrolls in TTDE 891 Dissertation for a maximum of four more semesters. Candidates for the Ph.D. degree must conduct, under faculty oversight, an investigation of a significant problem or question related to Christian education. Candidates must prepare, to the satisfaction of a faculty committee, a dissertation based upon original research related to the theory or practice of Christian education. The dissertation must reveal mastery of the literature concerning the approved topic, demonstrate ability to conceptualize and design appropriate research based upon that literature, and apply the results of the research to the life of the church. The dissertation must make a significant contribution to Christian education. (See the Doctoral Dissertation Guidelines handbook for further information regarding the dissertation process.)

### ***PH.D. Program Progress Chart***

PHASE I: DOCTORAL COURSE WORK (Duration: two to three years)

1. FIRST SEMESTER IN DOCTORAL COURSE WORK  
(Completion of 24 units of core courses is first priority)
2. PROGRAM PLAN OF STUDY APPROVED  
(During first semester of studies)
3. COMPLETION OF ALL CORE (24 units)  
CORE: (TTDE 801, 806, 807, 866, 867, 868, 884, 877)
4. CANDIDACY EXAM (TTDE 877) SUCCESSFULLY COMPLETED: DOCTORAL CANDIDACY APPROVED

PHASE II: DISSERTATION (Must be completed within two and one-half years)

5. BEGINNING DISSERTATION  
(Enrolled in TTDE 891 Dissertation each fall & spring for up to 5 semesters)
6. DISSERTATION PROPOSAL APPROVED  
(Must be approved by end of 3<sup>rd</sup> semester of TTDE 891, by end of six years of study)
7. DATA CONSULTATION MEETING  
(Meeting with chair and 2<sup>nd</sup> reader to go over data analysis)  
Must be done by end of 4<sup>th</sup> semester of TTDE 891.
8. DISSERTATION SUCCESSFULLY DEFENDED  
(To be eligible to graduate in a specific term, a first full draft of the dissertation must be submitted to your chair no later than the first week and defended by the nine week.)
9. CLEARED FOR GRADUATION  
*Petition to Graduate* form submitted to doctoral office by the first week of the term of graduation.  
Graduation Check completed; all bills and fees paid; final copy has been submitted by deadline, revisions made; and final dissertation copies submitted to doctoral office by deadline.)

**\* Failure to meet these deadlines can result in delay of graduation one more semester, with additional tuition charges applicable.**

## **SECTION 6: ED.D. PROGRAM REQUIREMENTS**

The Ed.D. degree requires the completion of a minimum of 45 semester units of approved course work, passing the qualifying examination, culminating in the development and defense of a dissertation evaluating and applying research to educational or ministry issues.



### **Course work**

A 45-semester unit minimum requirement for the degree includes 20 units of required course work, and 24 units of electives, with a minimum grade point average of 3.25 (on a 4.0 scale). Courses taken prior to entering the program are normally not eligible.

### **Program Plan Approval**

During your first term of study, and in consultation with the Program Director or Hybrid Distance Coordinator, you will identify the electives that you will complete, along with the remaining core courses, to meet the 41-semester unit minimum requirement. At a meeting with the Program Director or Hybrid Distance Coordinator, you will present your doctoral program proposal. The proposal will include a listing of past and proposed courses, and a paragraph describing your vocational emphasis. Once approved, this schedule serves as your projected course of study. A copy will be placed in your student file. Guidelines for developing your course plan are available on Canvas. Any modifications must have prior approval of the Program Director or Hybrid Distance Coordinator.

### **Candidacy Capstone (TTDE 877) 3 units**

In the final semester of course work, you will complete TTDE 8950 Candidacy Exam Capstone before beginning work on your dissertation. The Candidacy Capstone is used to evaluate your attainment of program learning objectives. See the *Candidacy Capstone Guidelines* for full instructions.

### **The Ed.D. Dissertation**

Upon completion of the Candidacy capstone, the student enrolls in TTDE 8960 Dissertation for up to three semesters. Candidates for the Ed.D. degree must conduct, under faculty oversight, an investigation of a significant problem or question related to Christian education. Candidates must prepare, to the satisfaction of a faculty committee, a dissertation related to the theory or practice of Christian education. The dissertation must reveal mastery of the literature concerning the approved topic, demonstrate ability to evaluate appropriate research from that literature, and apply the results of the research to the life of the church. The dissertation must make a significant contribution to Christian education. Other dissertation models, including evaluation research, may also be considered. Contact the program director for details. (See the *Doctoral Dissertation Guidelines* handbook for further information regarding the dissertation process.)

### **Ed.D. Program Progress Chart**

PHASE I: DOCTORAL COURSE WORK (Duration: two to three years)

1. FIRST SEMESTER IN DOCTORAL COURSE WORK  
(Completion of 20 units of core courses is first priority)
2. PROGRAM PLAN OF STUDY APPROVED  
(During first semester of studies)
3. COMPLETION OF ALL CORE (21 units)  
CORE: (TTDE 8010, 8050, 8020, 8030, or 8040, 8060, 8800, 8950)
4. CANDIDACY EXAM (TTDE 8950) SUCCESSFULLY COMPLETED: DOCTORAL CANDIDACY APPROVED

## PHASE II: DISSERTATION (Must be completed within three semesters)

5. BEGINNING DISSERTATION  
(Enrolled in TTDE 8960 Dissertation each fall & spring for up to three semesters)
6. DISSERTATION PROPOSAL APPROVED  
(Must be approved by end of first semester of TTDE 8960, by the end of three and a half years of study)
7. DISSERTATION SUCCESSFULLY DEFENDED  
(To be eligible to graduate in a specific term, a first full draft of the dissertation must be submitted to your chair no later than the first week and defended by the ninth week.)
8. CLEARED FOR GRADUATION  
*Petition to Graduate* form submitted to doctoral office by the first week of the term of graduation.  
Graduation Check completed; all bills and fees paid; final copy approved; and final dissertation copies submitted to doctoral office by deadline.)

**\* Failure to meet these deadlines can result in delay of graduation one more semester, with additional tuition charges applicable.**

## SECTION 7: OPTIONS FOR COMPLETING PREREQUISITES

The Ph.D. and Ed.D. curricula is designed for individuals who have completed the equivalent of M.A.C.E. or M.R.E. degree programs. These are two-year graduate degrees that include emphases in educational ministry content as well as Bible and theology. A review of the student's transcripts will be completed to evaluate the equivalence of past course work to the Christian education, Bible and theology prerequisites. A variety of deficiency completion options are available. (See options listed below.) It is required to complete all prerequisites prior to enrollment in the Ph.D. and Ed.D. programs.

### ***Christian Education Prerequisites***

Applicants must normally have completed the following graduate-level courses or their equivalents: 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. Deficiencies in these prerequisites must be completed in addition to the required course work for the Ph.D. or Ed.D. program.

### ***Deficiency Completion Options for Christian Education***

After a review of the applicant's transcripts, any prerequisites in the "Christian education" area will be identified by the doctoral programs director. Some may need to be addressed prior to entry into the program by taking graduate level courses at an accredited institution, either locally or through distance education. In other cases, it may be possible to use up to two of the doctoral electives to cover the needed coursework. The program director will let you know what is possible in your case. In cases where courses are to be taken at other institutions, when the coursework is completed, official transcripts should be sent to the doctoral program office to verify completion and an acceptable grade.

### ***Bible and Theology Prerequisites***

Applicants must also have taken a total of 18 semester hours of approved graduate-level Bible and theology courses (grade of C or higher, normally) before advancing into the Ph.D. and Ed.D. programs. Graduate electives taken at any accredited institution, and courses taken as components of other degree programs may fulfill this requirement. These courses must be completed before enrollment in the Ph.D. or Ed.D. program. Deficiencies in these prerequisites must be completed in addition to the required course work for the Ph.D. or Ed.D. program.

### ***Deficiency Completion Options for Bible and Theology***

#### **COURSE WORK**

Bible and theology deficiencies may be fulfilled by means of approved master-level course work at Biola or other accredited graduate institutions. Master-level tuition is charged for any master course merely fulfilling a deficiency if it is taken prior to beginning the Ph.D. and Ed.D. programs. Doctoral-level tuition is charged for any course counting toward the required units or taken to address deficiencies after beginning the doctoral program.

#### **DIRECTED RESEARCH OR READING COURSES**

Bible and theology deficiencies may be fulfilled by means of approved master-level research and reading experiences at Biola or other institutions. This option is normally employed in cases where related undergraduate courses have been completed. Master-level tuition is charged for any master-level course merely fulfilling a deficiency if it is taken prior to beginning the doctoral program. Doctoral-level tuition is charged for any course counting toward the required units or taken to address deficiencies after acceptance into the doctoral program. Up to 9 units of graduate-level Bible and theology course work may be taken through accredited correspondence or independent study courses, such as the "Institute of Theological Studies" (ITS) program available through Talbot. Courses must be pre-approved by the doctoral programs' director.

## **SECTION 8: CURRICULUM**

The curriculum of the doctoral programs is organized into several parts: core courses, a Doctoral Internship, and elective courses from which the student will select those appropriate for a program of study. (For course descriptions, see the university catalog.)

### ***Core Studies***

Ph.D. students complete 21 units of required core coursework as well as elective courses.

Ed.D. students complete 20 units of required core coursework as well as elective courses.

These courses are designed for advanced level of study (assuming previous study at the master-level) in areas deemed by the faculty to be central to the field of Christian education. Completion of the core early in the program offers students the opportunity to meet colleagues in the program and to begin refining a topic for dissertation research.

#### ***Foundational Core: Ph.D. & Ed.D. 6units***

- TTDE8010 - Philosophical Issues in Christian Education Units: 3
- TTDE8050 - Theological Research & Integration for Educational Studies Units: 3

**Research Core: Ph.D. 9 units; Ed.D. 6 units**

- TTDE 8020 - Educational Research I: Descriptive Research & Statistics Units: 3
- TTDE 8030 - Educational Research II: Inferential Research & Statistics Units: 3
- TTDE 8040 - Educational Research III: Qualitative Research Units: 3

**Internship: Ph.D. 3 units & Ed.D. 3 units**

- TTDE 8880 Doctoral Internship (1-3) Arranged Course

**Candidacy Exam: Ph.D. & Ed.D. 3 units**

- TTDE 88950 - Candidacy Exam Capstone Course Units: 3

**Elective Courses**

**Ph.D. and Ed.D. students complete 24 semester units of foundations and elective course work. Ed.D. students complete 21 semester units of foundations and elective course work.**

In consultation with the program advisor, the student designs a program in light of educational background and vocational and research interests.

Students may select elective courses appropriate for their specialized program of study. Doctoral courses are numbered in the 800 series. Elective courses offered by doctoral faculty pertain to areas of expertise and continuing faculty study.

**Internship**

Three units of TTDE 884 Doctoral Internship are required for all doctoral students. Residential students normally register for at least two units of TTDE 884 in the spring semester and attend class sessions on college teaching. The remaining one unit may be taken in any semester in conjunction with, or subsequent to, the first two units, and involves significant teaching responsibility in a Christian higher education setting or administrative duties. Internships need to be planned ahead of time using guidelines available in the doctoral programs office and approved by the program director prior to pre-registration. Evaluation of the teaching experience will be based on a portfolio of documents 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. Guidelines for developing proposals are available in the program office.

**SECTION 9: DISSERTATION**

The dissertation is a large undertaking that generally requires up to five semesters (Ph.D.) or three semesters (Ed.D.) to complete. Since it is important to complete this within the three or five semester limit, planning ahead is important and can greatly improve your chances for success. The doctoral program has a “Dissertation Guidelines” handbook to assist you in preparing for and completing your dissertation. Plan on reading through the guidelines handbook during the candidacy exam semester. In addition, students may qualify for a “dissertation fellowship” if they achieve expected goals each semester.

## SECTION 10: STUDENT LIFE

An important part of the program is developing close relationships with colleagues from diverse backgrounds, interests, and countries, who also desire to improve the practice of educational ministry. You should take the opportunities available to deepen these relationships. Support during the doctoral program is especially helpful, but lifelong friendships are also forged. The informal interactions, activities, and programs occurring outside of the classroom play an integral role in your personal growth and development.

### **Awards**

The awards that follow are presented annually to qualified students on the basis of criteria indicated: *The Bill Bynum Memorial Scholarship Award* - To a graduate student in the field of Christian Education for outstanding academic and scholarship achievement; *The Society of Professors in Christian Education Award* - To a graduate student in Christian education for outstanding academic and scholarship achievement.

### **Chapels**

Participation in the chapels on campus is highly encouraged. **Talbot Chapel is held on Tuesdays at 9:30am**, in Calvary Chapel. On Mondays, Wednesdays, and Fridays, undergraduate chapels are also scheduled. The most updated version of the [complete chapel schedule](#) can be found online (biola.edu/chapel). The [Chapel Opportunities](#) page also lists the recurring weekly schedule.

*Special Chapels:* *The University Convocation Chapel*, scheduled at the beginning of each new term and is usually held the first Monday of classes during the chapel hour in the gymnasium.

*Fall Term:* Torrey Memorial Bible Conference, Talbot Lyman Stewart Memorial Lectures.

*Spring Term:* Missions Conference, Robert L. Saucy Lecture Series.

### **Immigration**

We are here to provide a basic knowledge of the U.S. government laws and service your concerns as an international student. We provide personal assistance with F-1 regulations, workshops on ITS regulations (e.g. Visas, practical training, extensions), and provide the Immigration Handbook for International Students. **Please see Ranjini Gnaniah in the Registrar's office immediately upon arriving at Biola to confirm and update your F1 Visa status.**

### **International Students**

We are here to provide a basic knowledge of the U.S. government laws and service your concerns as an international student. We provide personal assistance with F-1 regulations, workshops on maintaining F-1 status and optional practical training, and provide the "F1 Visa Students Workshop Canvas" course. **Please see your designated school official (DSO) in the Office of the Registrar immediately upon arriving at Biola to confirm and update your F1 Visa status.**

### **Retreats**

On occasion, the doctoral program holds a retreat for spiritual renewal. Students are strongly encouraged to make participation in this event a priority.

## ***Social Events***

The Ph.D. and Ed.D. programs sponsor several social events each year. The new student dinner and orientation are scheduled during the beginning of the fall term. At the beginning of each fall and spring term, a light buffet social is held during the second week of the semester. Finally, near the end of each semester, in December and May, the graduation reception is held for students and their families. Other social events may also be planned. Specific times, dates, and locations will be announced.

## **SECTION 11: STUDENT RESOURCES**

### ***Contact Information***

PhD & EdD Office Feinberg Hallway 2, Room 123, below Calvary Chapel  
562-906-4598

Dr. Issler	562-944-0351	<b>5534</b>
Dr. Eguizabal	562-944-0351	<b>3513</b>
Dr. Lawson	562-944-0351	<b>5528</b>
Dr. Esqueda	562-944-0351	<b>3530</b>

### ***Biola Department Phones and Extensions: (562) 944-0351***

Accounting	(562) 903-4760	Metzger Hall, lower level
Aquatics	(562) 906-4554	Adjacent to Chase Gymnasium
ID Cards	ext: 5817	Student Services Bldg., lower level
Campus Store	(562) 903-4883	Student Services Bldg., upper level
Campus Safety (Emergency)	(562) 777-4000 OR ext: 5111	Campus Safety Bldg., adjacent to Cafeteria
Campus Safety (Parking Permits)	(562) 903-4877	Campus Safety Bldg., adjacent to Cafeteria
Cashier	ext: 5054	Metzger Hall, Lower Level
Christian Education Journal.	ext: 5321	Metzger Hall, Upper East Level
Conference Services	(562) 906-4510	Adjacent to Common Grounds
Biola Counseling Center	(562) 903-4800	12625 La Mirada Blvd. Suite 202, La Mirada
Center for Marriage and Relationships	(562) 903-4708	Adjacent to Cafeteria and Campus Safety
Dining Services	(562) 903-4869	Cafeteria
Cafeteria	(562) 903-4869	Center of campus
Common Grounds	ext: 5986	Across from Campus Store
Eagle's Nest	ext: 5919	Across from Campus Store
Financial Aid Office	(562) 903-4742	Metzger Hall, lower level
Fitness Center	ext: 5944	Adjacent to Chase Gymnasium
Health Center	(562)-903-4841	Adjacent to library, across from Rose Hall
Housing (Graduate/Residential)	ext: 5814	Student Services Bldg., lower level
Human Resources (Student Jobs)	(562) 903-4757	Metzger Hall, upper level, west wing
I.T. Helpdesk, Tech Support	(562) 903-4740	Library, center desk, lower level
Library	(562) 903-4834	Adjacent to Metzger lawn and hall
Information Desk	(562) 903-4838	Library, center desk, lower level
Reception Desk	(562) 903-4712	Library, front desk, adjacent to entrance
Learning Center	(562) 906-4543	Tutoring, Academic mentorship etc.
Disability Services	(562) 906-4543	Library, Upper Level, Office U-124
Mail Services	(562) 944-0351 ext: 5475	Campus Store, across from Commons
Print Shop	(562) 903-4723	Campus Store, across from Commons

**Aquatics** - We offer a year round aquatics program to Biola students, staff, faculty and surrounding communities. Open recreation swimming (no charge to Biola faculty, staff, and students w/ID); Lap swimming (no charge to Biola faculty, staff, and students w/ID); USA swim team (ages 5-18); Water Safety Instruction classes; Life Guard Training classes; Scuba lessons; and Swimming lessons for all ages.

**Bookstore** - Bibles, books, music, greeting cards, school supplies, convenience items, Biola University clothing, and more are available at the Biola Campus store.

**Campus Safety** - Our mission is to protect and serve you during your academic career. The Campus Safety Department's main responsibility is to provide for the safety and protection of our students, staff and visitors. We are the primary law enforcement agency on campus and our officers have full police officer powers of arrest while on duty. We operate a safety escort service 24 hours a day, 365 days a year. An escort can be obtained by dialing '0' on any campus phone or at (562) 903-6000 from a cell phone. We have a depository for lost and found items. When circumstances warrant, Crime Alert Bulletins are released to warn the University community of special crime-related conditions. We provide Medical Services (CPR---certified officers always on duty), Parking Service (parking permits required for students parking on campus and other special parking arrangements), Rape Aggression Defense (RAD) Course (women's self---defense program, course fee applies) and Traffic Enforcement and Adjudication (traffic commission, parking citations, distribution and appeals).

**Career Center/Student Employment** - Biola's [Career Center](#) is now utilizing Handshake to connect you with on campus jobs, internships, part-time jobs and full-time post graduation job opportunities. Start Searching for On Campus Jobs today. Please use your Biola email address and Net ID for logging in. For assistance in your job (on or off campus) or internship search process, you are invited to [make an appointment](#) with a Career Advisor or Peer Internship Coordinator for additional guidance and search tips.

**Cashier -Fall and Spring semester hours** - The cashier offers services in tuition and student bill payments. To drop off your payment in person, deposit your check in the chute next to the cashier window. Be sure to make all checks payable to Biola University and include your student ID number in the memo line. Please note that all returned checks will be assessed a \$25.00 fee.

**Biola Counseling Center** - Each of us experiences difficult times in our lives. Sometimes it's helpful to talk these situations over with a trusted friend or family member. At other times, however, we may feel the need to talk to a professional to sort things out. The Biola Counseling Center offers professional counseling to students at a nominal fee. Group Counseling, Personal Counseling, and Psychological Testing.

**Dining Services** – Biola provides an excellent food service program for all students, employees, and guests. Bon Appetit, Biola's food service contractor, has won awards in the food service industry for being a trend-setter. They not only prepare the food for Café Biola, Eagles' Nest and Common Grounds, but also provide on-campus as well as off-campus catering. Students use their ID cards for all dining services. As a graduate student you may be required to purchase a meal plan.

**Disability Services** - A variety of services are available to students with learning, physical, and psychological disabilities to provide the support needed in and out of the classroom. Possible

accommodations by arrangement: Early registration privileges each semester; student note-taking available as needed, curriculum modifications, i.e., extended time, test assistance, assignment adjustments; housing accommodations to meet individual needs, as possible; facilities and grounds access (See Coordinator for guidelines); special parking accommodations available; Reading for the Blind resources and equipment; seminars and socials; support groups to provide encouragement and social activities; counseling; Campus Safety escort, as needed; and Library services (see Librarian or Coordinator of Disability Services).

**Financial Aid Office** - The Financial Aid Office provides counseling and assistance to students and their families in structuring the most appropriate package of financial aid. The University is committed to locating sufficient financial aid to permit enrollment of every student wishing to attend. This commitment is based on a partnership, which includes student and family support; federal and state grants and loans; and financial aid from Biola. Biola University does not discriminate on the basis of sex, race, color or national and ethnic origin in administration of its scholarship and loan programs.

**Fitness Center** – Students are able to access the Fitness Center (aerobic and strength-building machines). Hours of operation and availability are posted.

**Health Center** - The Student Health Center, adjacent to Campus Safety Bldg, provides confidential health services for all registered students. Packets of most over-the-counter medications are available should you need them and the medical staff at the Health Center are qualified to care for most medical concerns. Consultation with a physician or nurse is free, however there is a fee for medications or specific treatments. Payment by cash, check or credit card is required, at the time of each visit. Spouses of enrolled students are eligible for services at the Student Health Center for an office visit fee of \$35.00. No children can be examined or treated at the Health Center. Services include MD Appointments, nurse appointments, immunizations, free self-care products, health education, travel related services, and free pamphlets.

#### **Health Center Hours of Operation**

Monday – Friday, 8 am – 5 pm

#### **Emergency Medical Technician (EMT)**

Monday, Wednesday – Friday 5 pm – 1am, Tuesday 10 pm – 6 am

Campus Safety officers assist in emergency situations when the Student Health Center is closed. To contact Campus Safety in the event of an on campus emergency dial x5111 on campus, or from your cell phone dial 562-777-4000. For non-emergencies dial 0.

The following agencies are available for weekend illness or injury:

#### **Bright Medical Urgent Care**

(Walk-in facility)

15725 Whittier Blvd.

Whittier, CA

(562) 947-8478



**Presbyterian Intercommunity Hospital (PIH)**

12401 Washington Blvd.  
Whittier, CA  
(562) 698-0811

**Whittier Hospital Medical Center**

(Closest hospital ER)  
9080 Colima Rd.  
Whittier, CA  
(562) 945-3561

**Nearest Kaiser Permanente Facilities**

Downey Medical Center  
9333 Imperial Highway  
Downey, CA 90242  
Urgent Care 1-888-576-6225  
Appointments 1-800-823-4040

**Library** - The Biola Library is committed to outstanding service to our users, responsible stewardship of our resources and an enduring support of scholarship. We support the research needs of undergraduate and graduate students in all majors and courses.

**Mail Services** - Biola Mail Services is located at the Biola Store and exists to serve students and staff at Biola University. Our desire is to promptly and accurately process mail and packages for the recipient by using our new logistics software, Slingshot Logistics. When a recipient receives mail or a package, an email notification will be sent by Slingshot Logistics prompting the recipient that their items are ready to be picked up at the Biola Store. Mail and packages can be picked up during normal Biola Store hours by visiting a register, scanning and showing your Student ID or a photo ID, and a store associate will retrieve your items for you.

**Ph.D. And Ed.D. Office** - The following student resources are available through the doctoral office: Photo board (pictures and names of students in the program), past Ph.D. And Ed.D. Dissertations (office use only), Ph.D. And Ed.D. Faculty publications (office use only), Ph.D. And Ed.D. Course syllabi, book catalogs from various publishers, forms rack (includes pertinent information and program forms, Two-Year Tentative Course Schedule, books on research methods and statistics (which can be checked out).

**Print Shop** - We provide high quality services at affordable prices. Our services are varied, including a color copier, scanner, self-serve copier and a good selection of paper, binding, collating, stapling, carbonless copies, cutting, drilling, folding, term papers, thesis, dissertations, transparencies, prayer letters, letterhead and posters. Copyright Protection: The federal law prohibits reproducing any copyrighted materials without permission. The Print Shop strictly adheres to this policy.

**Grad and Family Housing** - In support of Biola University's educational mission and financial goals, Graduate & Family Housing contributes to the well-being and academic success of single graduate students and married graduate and undergraduate students by providing safe, affordable housing in a culturally diverse Christian community of learners.

Housing is limited and provided on a space-available basis to full-time Biola students. International and out-of-state students typically get highest priority.

## **SUGGESTED READING LIST**

Success in the doctoral program depends on the kinds of skills, experience, and knowledge that you bring to the program. All Ph.D. And Ed.D. Students have a common base of foundations (e.g., each has had at least three years of full-time ministry experience, and each has earned a master's degree--or equivalent--in Christian education). As indicated by your admission into the program we believe you can do well in your studies. Yet, students still come with differing academic strengths and areas needing improvement. To help you make the most of your studies, we list the following resources:

### ***Reading and Critical Thinking Skills***

Adler, Mortimer J. & Charles Van Doren. (1972). *How to read a book: The classic guide to intelligent reading*. NY: Simon & Schuster. 626pp. (ISBN: 671-21209-5) Classic book on how to approach and understand a text. Essential reading for graduate work.

Bloom, Benjamin, et al. (1956). *Taxonomy of educational objectives. Handbook I: Cognitive domain*. NY: David McKay. Standard categorization of the levels of critical thinking ability; schooling tends to focus on lower levels; our doctoral program aims to enhance student's thinking skills at the upper levels. The taxonomy is summarized in most educational psychology textbooks.

Kane, Thomas S. (1988). *The new Oxford guide to writing*. NY: Oxford University Press, 327pp. (ISBN: 0-19-509059-4)

Strunk, Jr., William & E.B. White. (1979). *The elements of style*. 3rd ed. NY: Macmillan, 85pp. [ISBN: 0-02-418220-6] Classic text on 70 guidelines for good writing.

### ***Library Skills***

Barber, Cyril & Krauss, Robert (2000). *An introduction to theological research: A guide for college and seminary students*. Lanham, MD: University Press of America. 172pp. Includes on-line research strategies and electronic resources in addition to traditional print research resources.

### ***Developing A Christian World View***

Three different theology texts, at varying degrees of scope:

Packer, J. I. (1993). *Concise theology: A guide to historic Christian beliefs*. Wheaton, IL: Tyndale. 267pp. [ISBN: 0-8423-1111-5] Brief readable treatments of various essential teachings of Christianity; primarily from a Reformed perspective

Erickson, Millard J. (1985). *Christian Theology*. Grand Rapids, MI: Baker, 1302pp. A one-volume standard theology textbook, used at Talbot.

Lewis, Gordon R. & Bruce A. Demarest. *Integrative Theology*. Grand Rapids, MI: Zondervan.  
Vol 1: *Knowing ultimate reality; The living God* (1987, 394pp)  
Vol 2: *Our primary need; Christ's Atoning Provisions* (1990, 574pp)

Vol 3: *Spirit-given life; God's people present and future* (1994, 576pp)

Presents a distinctive model for theological method; surveys various interpretations of critical issues and then defends an evangelical perspective; 3-volume set.

### ***Thinking about the Dissertation***

Bryant, Miles T. (2004). *The portable dissertation advisor*. Sage Publications, Inc.

Dunleavy, Patrick. (2003). *Authoring a Ph.D.* Palgrave MacMillan.

Roberts, Carol M. (2004). *The dissertation journey*. Sage Publications, Inc.

## **MASTER'S READING LISTING FOR CHRISTIAN EDUCATION - SOME SELECTIONS**

### ***General Orientation To The Field – (Talbot Ph.D. Faculty Publications)***

Anthony, Michael, ed., (2001). *Christian education: Foundations for the twenty-first century*, Baker. 301pp.

Habermas, Ronald & Klaus Issler. (1992). *Teaching for reconciliation: Foundations and practice of Christian educational ministry*. Baker. 410pp.

### ***Philosophical Issues in Christian Education (TTDE 801)***

Reed, James E. & Ronnie Provost. (1993). *A history of Christian education*. Broadman. 386pp.

Pazmiño, Robert. (2008). *Foundational issues in Christian education*, 3<sup>rd</sup> ed. Baker. 267pp.

Anthony, Michael J. and Benson, Warren S. (2003). *Exploring the history and philosophy of Christian education*. Grand Rapids, MI; Kregel.

### ***Human Development and Learning (TTDE 803)***

Aleshire, Daniel. (1988). *Faithcare: Ministering to all God's people through the ages of life*. Philadelphia: Westminster. 179pp.

Issler, Klaus & Ronald Habermas. (1994). *How we learn: A Christian teacher's guide to educational psychology*. Eugene, OR: Wipf & Stock, 235pp.

Newman, Barbara M. & Philip R. Newman. (1998). *Development through life: A psychosocial perspective*. 8th ed. Belmont, CA: Wadsworth, 672pp.

Wilhoit, James C. & John M. Dettoni. (eds). (1995). *Nurture that is Christian: Developmental perspectives on Christian education*. Wheaton, IL: Bridgepoint/Victor.

### ***Theories of Leadership and Management (TTDE 804)***

Anthony, Michael. (1993). *The effective church board: A handbook for mentoring and training servant leaders*. Grand Rapids, MI: Baker. 301pp.

Drucker, Peter. F. (1990). *Managing the non-profit organization*. NY: HarperCollins.

Gangel, Kenneth O. (1997) *Team leadership in Christian ministry*. Moody. 480pp.

Anthony, Michael J. and Estep, James. (2005). *Management essentials for Christian ministries*. Nashville, TN; Broadman and Holman.

Lawson, Michael S. & Robert J. Choun, Jr. (1992). *Directing Christian education: The changing role of the Christian education specialist*. Chicago: Moody.

### ***Teaching and Curriculum Theory (TTDE 805)***

Ford, LeRoy. (1978). *Design for teaching and training*. Nashville: Broadman.

Gangel, Kenneth O. & Howard G. Hendricks. (1988). *The Christian educator's handbook on teaching*. Wheaton, IL: Victor.

Habermas, Ronald & Klaus Issler. (1992). *Teaching for reconciliation: Foundations and practice of Christian educational ministry*. Baker.

Hendricks, Howard G. (1987). *Teaching to change lives*. Portland, OR: Multnomah.

Posner, George J. & Alan Rudnitsky. (1994). *Course design: A guide to curriculum development for teachers*. 4th ed. White Plains, NY: Longman.

Wilhoit, James & Leland Ryken. (1989). *Effective Bible teaching*. Grand Rapids, MI: Baker.

### ***Educational Research Methods (TTDE 807)***

Gall, Meredith D. Joyce P. Gall, & Walter R. Borg. (2006). *Educational research: An introduction*. 8<sup>th</sup> ed. Allyn and Bacon.

Best, John W. & James V. Kahn. (2003). *Research in education*. 9th ed. Allyn and Bacon.

Creswell, John W. (2006). *Qualitative inquiry and research design*. 2<sup>nd</sup> ed. Sage Publications, Inc.  
Seale, Clive. (1999). *The quality of qualitative research*. Sage Publications, Inc.

Seale, Clive. (1999). *The quality of qualitative research*. Sage Publications, Inc.

# Transliteration

Hebrew, Greek and Arabic words have been transliterated in accordance with the following system.

## Hebrew

א = ' <i>a</i>	ד = <i>d</i>	י = <i>y</i>	ס = <i>s</i>	ר = <i>r</i>
ב = <i>b</i>	ה = <i>h</i>	כ = <i>k</i>	ע = ' <i>e</i>	ש = <i>ś</i>
ב = <i>b</i>	ו = <i>w</i>	כ = <i>k</i>	פ = <i>p</i>	ש = <i>ś</i>
ג = <i>g</i>	ז = <i>z</i>	ל = <i>l</i>	פ = <i>p̄</i>	ת = <i>t</i>
ג = <i>ḡ</i>	ח = <i>h</i>	מ = <i>m</i>	צ = <i>z</i>	ת = <i>t</i>
ד = <i>d</i>	ט = <i>t</i>	נ = <i>n</i>	ק = <i>q</i>	

### Long Vowels

(ה)ֿ = <i>ā</i> ( <i>h</i> )	ֿ = <i>ā</i>
ֿ = <i>ē</i>	ֿ = <i>ē</i>
ֿ = <i>i</i>	
ֿ = <i>ō</i>	ֿ = <i>ō</i>
ֿ = <i>ū</i>	

### Short Vowels

ֿ = <i>a</i>
ֿ = <i>e</i>
ֿ = <i>i</i>
ֿ = <i>o</i>
ֿ = <i>u</i>

### Very Short Vowels

ֿ = <i>a</i>
ֿ = <i>e</i>
ֿ = <i>e</i> ( <i>if vocal</i> )
ֿ = <i>o</i>

## Greek

α = <i>a</i>	κ = <i>k</i>	τ = <i>t</i>	γγ = <i>ng</i>
β = <i>b</i>	λ = <i>l</i>	υ = <i>y</i>	γκ = <i>nk</i>
γ = <i>g</i>	μ = <i>m</i>	φ = <i>ph</i>	γξ = <i>nx</i>
δ = <i>d</i>	ν = <i>n</i>	χ = <i>ch</i>	γχ = <i>nch</i>
ε = <i>e</i>	ξ = <i>x</i>	ψ = <i>ps</i>	αυ = <i>au</i>
ζ = <i>z</i>	ο = <i>o</i>	ω = <i>ō</i>	ευ = <i>eu</i>
η = <i>ē</i>	π = <i>p</i>	ρ = <i>rh</i>	ου = <i>ou</i>
θ = <i>th</i>	ρ = <i>r</i>	• = <i>h</i>	υι = <i>yi</i>
ι = <i>i</i>	σ, ζ = <i>s</i>		

## Arabic

ا = ' <i>a</i>	خ = <i>h</i>	ش = <i>ś</i>	غ = <i>ḡ</i>	ن = <i>n</i>
ب = <i>b</i>	د = <i>d</i>	ص = <i>ś</i>	ف = <i>f</i>	ه = <i>h</i>
ت = <i>t</i>	ذ = <i>d</i>	ض = <i>d</i>	ق = <i>k</i>	و = <i>w</i>
ث = <i>t</i>	ر = <i>r</i>	ط = <i>t</i>	ك = <i>k</i>	ي = <i>y</i>
ح = <i>ğ</i>	ز = <i>z</i>	ظ = <i>z</i>	ل = <i>l</i>	ة = <i>t</i>
ح = <i>h</i>	س = <i>s</i>	ع = ' <i>e</i>	م = <i>m</i>	

## CAMPUS LANDMARKS

- 1. Gate House – LM Blvd.
- 15. Soccer Field/Track
- 18. Chase Gymnasium
- 20. Pool
- 23. Cafeteria**
- 26. Student Union Building**
- 27. Flour Fountain
- 28. Bookstore/Student Services**
- 32. Campus Safety**
- 34. Meyers Auditorium
- 35. Student Health Services**
- 39. Sutherland Hall
- 37. Library**
- 43. Metzger Hall**
- 44. Rose of Sharon Chapel
- 45. Talbot East**
- 46. Calvary Chapel/Feinberg Hall**
- 47. Myers Hall**
- 49. Gatehouse/Front Entrance
- 50. School of Business
- 52A. Print Shop**
- 52G. ISF Modulares**

