
Ph.D. & Ed.D. in Educational Studies Programs

Faculty

Director:.....Kevin Lawson, Ed.D.

Professors:..... Anthony, Dirks, Issler, Lawson

Associate Professors:..... Carr, Cunningham, Kim, Leyda

Objectives

Talbot School of Theology of Biola University offers graduate work leading to the Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.) degrees in Educational Studies. Talbot's doctoral programs are accredited by the Association of Theological Schools and the Western Association of Schools and Colleges. The doctoral degree, established in 1984, is offered within the Department of Christian Education at Talbot School of Theology.

The doctoral course of study is designed for men and women to enhance their leadership roles in a variety of educational ministries within God's Kingdom — the local church, educational institutions, parachurch, and ministry organizations throughout the world.

Students come to the programs already having completed a graduate degree and significant ministry experience in the field of educational ministry. In general, doctoral students are established within a particular ministry organization and return following completion of the program. A few students are in transition in their career path. The curriculum particularly encourages critical thinking, integrative synthesis of Scripture and social science data, and original research. Courses typically follow a graduate seminar format requiring student initiative for significant participation in class discussion. Small class sizes of 8-12 students permit such a dialogical format, an important element for promoting critical and integrative thinking.

Distinctives

An important component of the Talbot doctoral program is the integrative synthesis of social science data within a Christian worldview perspective. Since both education and theology address the human condition, the doctoral faculty believe there is a great deal to be gained by an interdisciplinary study of biblical and theological knowledge, philosophical issues, human development, the teaching-learning process, and issues of leadership. Consequently, students are expected to come to the program with a sufficient background of theological training. (A minimum of 18 graduate units of Bible and theology is required. For those lacking these prerequisites, distance learning courses are available from Talbot School of Theology. Contact the Graduate Admissions office for further information.) In addition, elective courses in theology may be included in one's program to study further the relationship of educational and theological conceptions.

As members of a Christian university community, program faculty believe that relating one's faith to an academic discipline goes beyond the theoretical and cognitive. Opportunities for fellowship, dialogue and worship are seen as vital parts of the total educational process. Talbot School of Theology sponsors a weekly chapel service. Various discussion times over meals, a student retreat and other social activities provide an opportunity for informal, out-of-class interaction with faculty and students. Students are also encouraged to become involved in one of the many local churches in the Southern California area.

Degrees Offered

Doctor of Education

Doctor of Philosophy

The Ed.D. and the Ph.D. programs generally share a common foundation of required core courses. Students selecting Talbot's Ed.D. in Educational Studies are generally focused on improving their educational leadership and teaching in their practice of ministry leadership, while also developing knowledge and skills of research. Those choosing Talbot's Ph.D. in Educational Studies degree are interested in combining educational ministry leadership and teaching with a strong emphasis in developing a competency in research and the contribution of theory to the practice of educational ministry. Research training in the Ph.D. program is strong in selected areas of ongoing faculty research.

Both degree programs are offered in the normal residential format, or with a minimum residential format.

MINIMUM RESIDENTIAL MODULAR OPTION

For those who cannot locally access a doctoral program in education with Christian perspectives, we offer both of our doctoral degree programs in a special format. The use of modular coursework makes it possible for students to continue ministering with their current organizations while completing their Ph.D. or Ed.D. in Educational Studies. Two distinct tracks are available for each degree.

Ph.D. — Current Faculty Track

The current faculty track is open only to full-time or regular adjunct faculty in Christian higher education who meet the regular qualifications for admission to our residential Ph.D. program. It serves the needs of faculty called to teach within the broad fields of Christian education and practical theology who cannot relocate to pursue a program.

Partnership with Your School: This track is designed to bring together resources and support from your school and from Talbot to help you complete your course of study. The application materials provide a full description of the support needed from your school for your participation in this program (e.g., a doctoral mentor, and reduction of workload during the coursework phase).

SAMPLE SCHEDULE: PH.D. IN EDUCATIONAL STUDIES

First Year		Second Year		Third Year		Fourth Year		Fifth Year	
<i>Fall (Even Years)</i>	<i>units</i>	<i>Fall (Odd Years)</i>	<i>units</i>	<i>Fall</i>	<i>units</i>	<i>Fall</i>	<i>units</i>	<i>Fall</i>	<i>units</i>
Theological Research & Integration	3	Qualitative Research	3	Comprehensive Examination*	0	Dissertation	3	Dissertation	3
Elective #1	3	Elective #7	3	Dissertation Orientation	0				
Elective #2	3	Elective #8	3						
	9		9		0		3		3
<i>Interterm</i>	<i>units</i>	<i>Interterm</i>	<i>units</i>						
Elective #3	3	Elective #9	3						
	3		3						
<i>Spring (Odd Years)</i>	<i>units</i>	<i>Spring (Even Years)</i>	<i>units</i>	<i>Spring</i>	<i>units</i>	<i>Spring</i>	<i>units</i>	<i>Spring</i>	<i>units</i>
Educational Research Methods	3	Philosophical Issues in Ed. Studies	3	Dissertation Proposal Development*	3	Dissertation	3	Dissertation	3
Elective #4	3	Statistical Methods in Ed. Research	3					Dissertation	3
Elective #5	3	Doctoral Internship	3					(Defense & Graduation)	
		Comprehensive Exam Orientation	0						
		Dissertation Orientation	0						
	9		9		3		3		3
<i>Summer</i>	<i>units</i>								
Elective #6	3								
	3								

- * Students with government loans or with international student visas must maintain full-time student status each fall and spring semester while enrolled in doctoral studies (minimum 9 units per fall and spring semesters). Students enrolled in TTDE 887 are considered full-time students for that semester only. During dissertation studies, students are given full-time status for one semester of TTDE 889 and up to four semesters of TTDE 891.

Note: Students in the Non-profit Leadership Emphasis will substitute core courses TTDE 804 and TTDE 818 for TTDE 803 and TTDE 805 listed in this sample schedule.

Ed.D. — Modular Track

The Ed.D. modular track is open to any person who meets the regular qualifications for admission to the residential Ed.D. program.

MODULAR DESIGN

Courses are offered in June (four weeks) and January (one week) each year. Preliminary and follow-up assignments are a part of each course. Students will need to transfer in certain advanced research methods coursework, specified for each track, from other accredited universities near where they live. Since coursework must meet certain requirements, approval is required prior to enrollment in any course to be transferred into the doctoral program. All other courses are taken on our campus, allowing face-to-face instruction and interaction with faculty and fellow-students. The course work phase is designed to be completed in three years (Ed.D.) or a little over three years (Ph.D.). Course requirements, comprehensive examination, and dissertation requirements are the same as for the respective residential program.

COHORT APPROACH

New groups of students begin the program every year in June. Students work through the core courses together, with some choice of elective options to fit their study interests. Contact the Graduate Admissions office for more information on the schedule.

APPLICATION FOR ADMISSION

Contact the Graduate Admissions office at Biola University for a more detailed brochure and application materials. Be sure to ask for informational materials regarding the specific program: the Ph.D. Current Faculty Track or the Ed.D. Modular Track doctoral program in Educational Studies at Talbot School of Theology.

Graduation Requirements

While the doctorate is not awarded simply for completion of stated course work, the Ph.D. degree requires 45-semester units including 18 units of core classes and 27 units of electives, plus the Comprehensive Examination and Dissertation, whereas the Ed.D. degree requires 36-semester units including 15 units of core classes and 21 units of electives, plus the Comprehensive Examination and Dissertation.

The doctoral program director serves as the student's advisor who assists in planning the schedule of courses and supervises the student's progress in the program and the development of an elective program based on the two-year projected schedule of courses being offered. Up to 6 units of graduate course work directly related to the specialization may be taken in other departments at Biola University or transferred in from other accredited graduate institutions.

SAMPLE SCHEDULE: ED.D. IN EDUCATIONAL STUDIES

First Year		Second Year		Third Year		Fourth Year	
<i>Fall (Even Years)</i>	<i>units</i>	<i>Fall (Odd Years)</i>	<i>units</i>	<i>Fall</i>	<i>units</i>	<i>Fall</i>	<i>units</i>
Theological Research & Integration	3	Qualitative Research or elective	3	Comprehensive Examination*	0	Dissertation	3
Elective #1	3	Elective #5	3	Dissertation Orientation	0		
Elective #2	3	Elective #6	3				
	9		9		0		3
<i>Spring (Odd Years)</i>	<i>units</i>	<i>Spring (Even Years)</i>	<i>units</i>	<i>Spring</i>	<i>units</i>	<i>Spring</i>	<i>units</i>
Educational Research Methods	3	Philosophical Issues in Ed. Studies	3	Dissertation Proposal Development*	3	Dissertation	3
Elective #3	3	Statistical Methods in Ed. Research or elective	3			(Defense & Graduation)	
Elective #4	3	Doctoral Internship	3				
		Comprehensive Exam Orientation	0				
		Dissertation Orientation	0				
	9		9		3		3

* Students with government loans or with international student visas must maintain full-time student status each fall and spring semester while enrolled in doctoral studies (minimum 9 units per fall and spring semesters). Students enrolled in TTDE 887 are considered full-time students for that semester only. During dissertation studies, students are given full-time status for one semester of TTDE 888 B and up to two semesters of TTDE 891.

DOCTORAL PROGRAM PROPOSAL

During the first term of study and in consultation with the program director, students identify the respective 27-unit (Ph.D.) or 21-unit (Ed.D.) electives program they will complete, along with the remaining core courses, to meet the 45-semester unit (Ph.D.) or 36-semester unit (Ed.D.) minimum requirement. Then, during the second term of study, at a meeting with the program director, students present their doctoral Program Proposal. Once approved, this schedule serves as the projected course of study. A copy of the Program Proposal is placed in the student’s file. Modifications must have prior approval of the program director.

COMPREHENSIVE EXAMINATION

During the final semester of coursework, the student also enrolls in TTDE 886 Comprehensive Examination Orientation to prepare for TTDE 887 Comprehensive Examination the following semester. Upon completion of all course work, the student completes the Comprehensive Examination before engaging work on the dissertation. The Comprehensive Examination evaluates the student’s attainment of program study objectives. Detailed information about the Comprehensive Examination is available in the Doctoral Program Handbook.

ADVANCEMENT TO CANDIDACY

Official candidacy for the doctorate signifies an advanced stage in the student’s progress and is characterized by self-directed research in the completion of a dissertation under the direction of a faculty dissertation advisor. In order to be admitted to candidacy, the student must have successfully:

1. Passed the Comprehensive Examination
2. Received approval of a dissertation proposal by the student’s dissertation committee.

DISSERTATION

After passing the Comprehensive Examination, the student will enroll in TTDE 888 B Dissertation Proposal Development (3 units) for one semester and then TTDE 891 Dissertation (3 units) for up to two semesters (Ed.D.) or four semesters (Ph.D.). A student must enroll for a minimum of two terms of TTDE 891 and must be enrolled in 891 or 895 Dissertation Extension the semester of graduation. Dissertation students are considered full-time for a maximum of one semesters of TTDE 888 B and two semesters (Ed.D.) or four semesters (Ph.D.) of TTDE 891 only.

Doctoral students must submit a dissertation evidencing high attainment in scholarship. Detailed information may be found in the Dissertation Guidelines Handbook.

FINAL DISSERTATION DEFENSE

The final examination is an oral defense of the dissertation before the student’s dissertation committee and other invited guests. Detailed information regarding the defense and final submission deadlines for graduation may be found in The Dissertation Guidelines Handbook.

GRADUATION REQUIREMENTS

All students must present an acceptable dissertation, satisfactorily pass their comprehensive examinations, and complete all coursework with a minimum 3.25 GPA to qualify for graduation. Beyond completion of academic requirements, Doctoral Program faculty must also recommend that the student is eligible for conferral of the degree on the basis of evidence of Christian life and character established during his or her course of studies. All financial obligations must be settled. Attendance at commencement ceremonies is required when the degree is granted unless approval has been received from the Dean to graduate in absentia (see the Doctoral Program Handbook for further details).

Admission Requirements

The doctoral program seeks to admit applicants whose background clearly demonstrate scholarly aptitude, a commitment to the historic Christian faith, personal character and integrity, a service-oriented motivation toward endeavors of educational ministry and a deepening relationship with God. Biola University does not discriminate on the basis of race, color, national origin, ethnic group identification, gender, age or physical disability.

Persons interested in attending should request the doctoral application form (the same form for both degree programs) for Talbot School of Theology from the Graduate Admissions office at Biola University. As in many graduate programs, enrollment is limited. In order to be admitted to full graduate standing, the applicant must comply with the following:

1. Have completed at least three years of full-time vocational experience in educational ministry with evidence of leadership gifts and abilities.
2. Have earned a Masters degree in Christian or Religious Education (MACE or MRE) or its equivalent from an accredited educational institution. Equivalence is defined as an earned master's degree of 36 semester units of graduate study in areas related to the Christian education ministry, including 18 units of graduate Bible and theology.

At least one course in each of the following areas should have been completed: Philosophy or History of Christian Education, Human Development or Educational Psychology, Educational Administration, Interpersonal Communication / Group Dynamics or Counseling, Curriculum Design and/or Methods of Teaching, Research Methods. A minimum GPA of 3.25 on a 4.0 scale in all previous graduate work is required.

Students whose formal educational preparation does not include all of the required prerequisite coursework may be admitted provisionally with a deficiency of master's level courses. See the Doctoral Program Handbook for several ways to address deficiencies.

3. Submit a completed Talbot School of Theology doctoral application form and \$45 application fee. The form will provide a place to indicate the program for which application is being made, either the Ph.D. or Ed.D., and which format, either the residential or modular.
4. Submit scores on the Graduate Record Examination (GRE) (expected verbal score of 500 and analytic score of 4.5). Information regarding GRE testing dates and location may be obtained by writing to the Educational Testing Service, Box 955, Princeton, New Jersey 08591 (www.gre.org), or call 1-800-473-2255 to register.

International students whose native language is not English are required, instead, to submit scores on the Test of English as a Foreign Language (TOEFL) and the Test for Written English (TWE). Preference in admission will be given to those who score 600 paper / 250 computer or over on TOEFL and 4.0 or over on TWE. Those scoring between 580 paper / 237 computer and 599 paper / 248 computer on TOEFL will be assessed on a case-by-case basis. The TOEFL and TWE are administered together on certain test dates. For more information call (609) 771-7100, Fax (609) 771-7500 or write: Test of English as a Foreign Language, Box 6151, Princeton, New Jersey, U.S.A. 08541-6151. (www.toefl.org)

Students should consult the general Biola University guidelines (see the Admission of Non-Native English-Speaking Students section at the beginning of the university catalog as well as the Admissions of International Students section at the beginning of the Talbot catalog section). Since doctoral seminars involve regular student discussion, it is expected that international students have the requisite ability with spoken English to be a contributing member of such discussions.

5. Present evidence of potential for original academic research at the doctoral level by submitting a sample of scholarly writing (with citations and bibliography), preferably related to education, of at least 10, but no more than 15 pages.
6. Applicants may be asked to be interviewed by the program director or the Doctoral Program committee as a requirement for admission.

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

APPLICATION DEADLINES

Residential Ph.D. & Ed.D.

There are two application deadlines in the residential program: for the fall semester it is April 30 and for the spring semester it is November 30.

Modified Residential Ph.D. & Ed.D.

There is only one application deadline for modular programs and it is November 15 of the academic year in which a new cohort begins. A cohort of doctoral students will enter their respective doctoral programs every year in the month of June, although coursework begins the previous March. Contact the Graduate Admissions office for more information on the schedule.

Since enrollment for both degree programs is limited and admission is on a selective basis, applications should be made as early as possible. The Doctoral Program committee will process completed applications on a monthly basis. Applications submitted after the

deadline will usually be considered for the following semester (residential program) or the next cohort (modular program).

Financial scholarship and dissertation fellowship applications are available in the Doctoral Program office (application deadline: April 1). Full-time, residential doctoral students are given priority for awards. Private sources of scholarships may be located on the website: www.finaid.org.

ADMISSION OF INTERNATIONAL STUDENTS & RESIDENT ALIENS

See Admission and Registration and Requirements section at the beginning of the catalog.

SPECIAL STUDY STATUS

Students actively enrolled in an accredited doctoral program in education may be eligible to take an elective class in Talbot's doctoral program either for enrichment purposes or transfer credit. An abbreviated application for such purposes would include a completed short special sessions form, a letter from the registrar of the school indicating good standing and a completed pastoral reference form.

Those wishing to explore the possibility of entering doctoral studies, who generally meet the doctoral admission requirements, may be able to enroll in one summer doctoral elective course as a special student. Contact the Graduate Admissions office at Biola University for more information.

General Academic Information

CLASSIFICATION OF STUDENTS

Doctoral students meeting all entrance requirements will be classified as regular graduate students. Students who do not fulfill all entrance requirements may be admitted with provisional status until they compensate for any deficiency. Normally all prerequisites must be satisfied with the first two semesters of doctoral study. Full-time study is defined as nine units per semester.

RESEARCH COMPETENCE

Specific research skills appropriate for proposed dissertation study are to be demonstrated. The doctoral program director will validate competence through review of examinations, completed research, or coursework. Appropriate research tools and methods include biblical languages, modern languages, statistical analysis and qualitative research methodologies applicable to educational problems and issues. Deficiencies in research competence may result in additional program specialization components.

GRADING SYSTEM

Students wishing to obtain a doctoral degree must maintain a consistently high academic performance throughout their program. An overall grade point average of 3.25 on a 4.0 scale, is required. Only grades of "A," "B," "C" earn graduate credit, although the course grade of B- or lower will trigger a review of the student's qualification to remain in the program, as noted below under Academic Dismissal.

Grades of all students are recorded in the Office of the Registrar. Grading is on the following basis:

Grade	Quality	Grade Points
A	Superior Achievement	4.00
A-	Significant Achievement	3.67
B+	High Standard of Achievement	3.33
B	Standard Graduate Achievement	3.00
B-	Low Standard of Achievement.....	2.67
C+	Minimum Passing Performance.....	2.33
C	Minimum Passing Performance.....	2.00
C-	Minimum Passing Performance.....	1.67
F	Failure	0.00
R	Dissertation Research in Progress	0.00
S	Satisfactory.....	0.00
An "S" indicates satisfactory completion for courses listed from TTDE 887-889.		
U	Unsatisfactory	0.00
W	Withdrawal	0.00
A "W" indicates an official withdrawal from a course and does not affect the student's grade average.		
UW	Unofficial Withdrawal	0.00
A "UW" indicates an unofficial withdrawal. Students who register for a class but do not attend it are automatically given the grade of "UW" which will influence the grade average the same as an "F."		
RD	Report Delayed	
A temporary mark of "RD" (Report Delayed) will be used in special cases of extreme hardship where an extension is warranted and approved by the dean. A student must appeal for an "RD" grade before the end of the semester. Such a grade incurred in one semester must be made up by the end of the first nine (9) weeks of the next semester or the grade will automatically become a "W." A "W" can be made up only by repetition of the course.		

No grade other than an "RD" may be altered once it has been reported to the Office of the Registrar unless an error was made in grading or recording. These changes can only be made upon written approval of the instructor, the dean and the registrar.

ACADEMIC PROBATION

A student failing to maintain the minimum GPA of 3.25 will be placed on academic probation. The following semester, should the student not meet the minimum cumulative GPA (3.25), the Doctoral Program committee will review the matter and the student is subject to dismissal from the doctoral program.

ACADEMIC DISMISSAL

Students who receive one course grade of "B-" or lower will be reviewed by the Doctoral Program committee and are subject to probation. For a second course grade of "B-" or lower, the Doctoral Program committee will review the matter and the student is subject to dismissal from the doctoral program.

TIME LIMIT FOR DEGREES

All course and academic requirements must be completed within five years (Ed.D.) or seven years (Ph.D.) from the date of the student's first registration for graduate study in the doctoral program, unless an extension has been granted by the Doctoral Program committee. The dissertation must be completed within 1.5 years (Ed.D.) or 2.5 years (Ph.D.) of passing the comprehensive exams. If a program extension is approved, the student will jointly register for TTDE 892 Program Extension and TTDE 895 Dissertation Extension.

TRANSFER CREDIT

Students may transfer up to six semester hours of applicable doctoral-level courses from an accredited graduate school or theological seminary, after seeking prior approval from the program director. Transferred coursework must be completed after beginning the doctoral program.

It is the student's responsibility to provide documentation assuring doctoral-level status of the course. Documentation may include catalog descriptions, syllabi and other supporting materials from the professor of record or department, as deemed necessary.

FAILURE TO REGISTER / UNOFFICIAL WITHDRAWAL

Students who fail to register or pay the necessary portion of their tuition bill in any given semester without arranging for a leave of absence or formal withdrawal are dismissed from the program by default since official registration for that semester was never completed. It is the student's responsibility to be aware of preregistration and registration procedures and deadlines, and program deadlines for paying tuition and fees.

Students who unofficially withdraw from the program and are later readmitted may be required to pay continuation fees for semesters during which they were not enrolled and are subject to doctoral program curriculum changes and graduation requirements implemented during their program inactivity.

LEAVE OF ABSENCE

Inactive students are those who have requested and been granted a Leave of Absence from the program. A Leave of Absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program.

A Leave of Absence must be renewed by petition each semester and may not exceed two consecutive semesters. Missionaries may peti-

tion to be exempted. A Leave of Absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. Each Leave of Absence must receive the approval of the student's dissertation advisor, if applicable, and the final approval of the Doctoral Program committee. Students on leave are required to register for TTDE 897 Leave of Absence each term (a one-unit fee is normally assessed).

READMISSION

A person who has been dismissed from the doctoral 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, at least two current references, and any desired supporting materials. The letter should be addressed to the Doctoral Program Committee, stating the reasons for requesting readmittance as well as any other issues deemed relevant by the applicant. The letter should directly address the causes for dismissal, and present a realistic plan and time schedule for completion of the program, should readmission be granted. The application will be considered with the regular admissions pool.

Curriculum

The curriculum of the doctoral program is organized into two parts: a series of common core courses taken by all students and elective courses from which the student will select those appropriate for a program of study. Doctoral courses are numbered in the 800 series. Up to six semester units of 600 or 700 series master's-level university courses may be included in the electives program.

PH.D. IN EDUCATIONAL STUDIES (45 UNITS)

Core Studies (18 units)

All students complete 18 semester units of required coursework. Students should pursue the completion of core courses early in their program.

Foundational Core (6 units)

TTDE 801	Philosophical Issues in Educational Studies.....	3
TTDE 806	Theological Integration for Educational Studies	3

Research Core (9 units)

TTDE 860	Qualitative Research.....	3
TTDE 807	Educational Research Methods	3
TTDE 808	Statistical Methods in Educational Research	3

Internship (3 units)

TTDE 884	Doctoral Internship.....	1-3
-----------------	--------------------------	------------

Electives Program (27 units)

In consultation with the program advisor, the student designs a program (27-semester-unit minimum) in light of educational background and vocational and research interests. Elective courses offered by doctoral faculty pertain to areas of expertise and continu-

ing faculty study and are numbered from 811 through 865. Recently an emphasis in Non-profit Leadership and Administration has been implemented and these elective courses are grouped together following the General Emphasis listing.

In selecting a program of study, students may incorporate any electives offered (consult the two-year projected schedule of courses). In addition, sufficient latitude in designing elective course assignments permits students to pursue a variety of research interests. Courses are usually offered on a rotating basis every two or three years.

ED.D. IN EDUCATIONAL STUDIES (36 UNITS)

Core Studies (15 units)

All students complete 15 semester units of required coursework. Students should pursue the completion of core courses early in their program.

Foundational Core (6 units)

- DE 801** Philosophical Issues in Educational Studies..... 3
- DE 806** Theological Integration for Educational Studies.. 3

Research Core (6 units)

- TTDE 807** Educational Research Methods 3
- TTDE 860** Qualitative Research
- OR **TTDE 808** Statistical Methods in Educational Research 3

Internship (3 units)

- TTDE 884** Doctoral Internship..... 1-3

Electives Program (21 units)

In consultation with the program advisor, the student designs a program (21-semester-unit minimum) in light of educational background and vocational and research interests. Elective courses offered by doctoral faculty pertain to areas of expertise and continuing faculty study and are numbered from 811 through 865.

In selecting a program of study, students may incorporate any electives offered (consult the two-year projected schedule of courses). In addition, sufficient latitude in designing elective course assignments permits students to pursue a variety of research interests. Courses are usually offered on a rotating basis every two or three years.

Courses (TTDE)

Normally, doctoral courses are available as term-length courses in the fall and spring and as one- or two-week intensive modules during January and the summer session. Recent visiting faculty who have offered Selected Topics seminars include: Robert Pazmiño, Warren Benson, Linda Cannell, Kenneth Gangel, Ted Ward.

- TTDE 801** Philosophical Issues in Educational Studies.....3
An advanced course in which students examine philosophical issues relevant to educational studies from a Christian worldview perspective. Emphasis is placed on enhancing critical thinking about educational issues primarily through

the preparation of several critical book reviews suitable for publication.

- TTDE 803** **Human Development and Learning3**
Advanced study of the processes of learning and life-span human development. Investigation centers on understanding of social science data within a Christian worldview. Students are challenged to develop implications for various teaching contexts.
- TTDE 804** **Management & Organizational Behavior in Non-profit Organizations3**
Advanced study of significant theories and principles of effective administration as applied in selected non-profit organizations. Emphasis is upon the integration of management theory and biblical concepts for use within local and international educational and other non-profit institutions. (Core course: Non-profit Leadership emphasis)
- TTDE 805** **Teaching & Curriculum Theory3**
Advanced study of teaching within various educational settings. Students are challenged to enhance their personal repertoire of teaching skills and educational strategies through observation, discussion and practice. Includes an investigation of guidelines for curriculum design.
- TTDE 806** **Theological Integration for Educational Studies3**
An introduction to research method and relevant resources in biblical and theological studies to inform scholarly research of educational studies and ministry practice. Students prepare an integrative paper based on biblical and theological studies and social science findings.
- TTDE 807** **Educational Research Methods3**
Advanced study of a variety of methods for scholarly educational research. The course focuses on research evaluation and the literature review portion of a study, addressing research design, data collection methodology and results analysis.
- TTDE 808** **Statistical Methods in Educational Research3**
A practical, computer-based study of the concepts and techniques involved in the analysis and interpretation of quantitative research data based on descriptive and inferential statistics. Topics include describing data, correlation, regression, multiple regression, introduction to factor analysis, and analysis of variance.
- TTDE 811** **Introduction to Christian Spirituality3**
This course explores the means to developing a deep relationship with God. Based on scriptural teaching about knowing God, it is geared particularly for those preparing for or engaged in Christian ministry. Topics include barriers that hinder us and what spiritual disciplines and practices may be used to nurture a deeper friendship with God.

TTDE 812 Character Formation & Personal Renewal.....3

An exploration of the formation of Christian character with implications for the practice of teaching and learning in local church, parachurch and higher education settings. Related topics include relevant aspects of sanctification, the indwelling Holy Spirit, traditional spiritual disciplines, ethical theories (especially virtues ethics), and personal habit formation.

TTDE 813 Community & Friendship: Contexts for Growth.....3

An inquiry regarding Christian community and mature relationships from theological and social science perspectives. Concepts to be studied include the Trinity, Jesus and community, friendship and intimacy, interpersonal relationships, accountability, conflict, forgiveness, forbearance, and peace-making.

TTDE 818 Leadership in Non-profit Organizations3

A critical examination of contemporary leadership principles and practices with particular emphasis upon the application of how these are manifest in non-profit environments. (Core course: Non-profit Leadership emphasis)

TTDE 819 20th Century Christian Education Thought.....3

Examines the educational philosophies and theological perspectives of a variety of key Christian education leaders in the 20th century, the educational ministry approaches and practices they promoted, and their impact on the Church.

TTDE 820 Selected Topics in Educational Foundations.....1-3

Exploration of selected issues led by resident faculty or visiting professors.

TTDE 822 Jesus, the Master Teacher.....3

Detailed analysis of what Jesus taught and how he taught based on an exegetical study of various teaching episodes in the gospels (competence in exegetical skills and knowledge of TTNT Greek is helpful).

TTDE 823 Habits of the Excellent Teacher3

Pursues the question, "What constitutes excellence in the teacher and in teaching?" The course involves analyzing case studies of outstanding teachers.

TTDE 826 Studies in the History of Education3

Investigation of great teachers, great educational ideas or great educational systems in the history of education and the teaching ministry of the Church. A particular historical period may be treated or themes across historical periods (may be repeated).

TTDE 827 Contemporary Christian Education Thought.....3

An exploration and evaluation of recent Christian education writings representing a variety of educational philosophies and theological perspectives. Looks at the current state of

Christian education theory and how it is impacting educational ministry in the Church.

TTDE 829 Governance in Non-profit Organizations.....3

This seminar deals with roles of volunteer boards of trustees which govern non-profit organizations. Methods for the selection, motivation and training of volunteers for leadership and governance roles are examined and approaches to stimulating the active involvement of trustees in organizational affairs are explored.

TTDE 831 Administration of Christian Higher Education3

Exploration of major responsibilities in the administration of higher education with a view to broaden the student's awareness of the complexities involved in educational leadership. Emphasis is given to a discussion of the departments of faculty, shared government issues, student affairs, advancement, legal affairs, library, and support services.

TTDE 836 Current Trends in American Higher Education.....3

An examination of critical issues facing North American universities and discussion of the acquisition of viable premising data, relevant strategic planning issues, and future programmatic designs.

TTDE 841 Team Development & Leadership.....3

Exploration of the dynamics of effective work teams, the development, maintenance and benefits of leadership teams in educational ministry settings. Includes a focus on team assignment, strategies for team development, beneficial leadership practices, and the application of team strategies to various local and cross-cultural ministry settings.

TTDE 842 Volunteerism: Issues in Development & Supervision 3

An advanced study of volunteer management principles and practices within various local and cross-cultural ministry and non-profit settings. Examines a theological rationale for the role of volunteers in ministry and religious non-profit organizations, including key issues influencing volunteer motivation, recruitment, equipping, support, and supervision to enhance the experience and effectiveness of volunteers in ministry.

TTDE 843 Change, Power & Conflict Management3

An analysis of the change process, the role of power and authority in the development of change and conflict, and approaches to conflict management.

TTDE 844 Contemporary Issues in Non-profit Management.....3

Designed to change its substantive focus each year, this seminar deals with non-profit management and policy issues of current or continuing interest. Special focus is given to the dynamic nature of leadership and its relationship to social institutional contextualization.

<p>TTDE 845 Selected Topics in Educational Leadership & Administration1-3 Exploration of selected issues led by resident faculty or visiting professors.</p> <p>TTDE 847 Legal & Ethical Considerations in Non-profit Organizations3 Laws affecting the establishment and operations of non-profit organizations are identified and discussed, and the ethical questions and value dilemmas encountered by leaders of non-profit organizations are explored.</p> <p>TTDE 848 Multiple Staff Management3 Issues related to the complex nature of multiple staff management in the church and religious non-profit organization settings are identified and discussed. Topics include methods of structuring administrative and program staff, fiscal management, technological innovations, and staff development.</p> <p>TTDE 849 Fund Raising & Institutional Advancement3 An overview of the principles involved in the administration of philanthropic organizations. An examination of various types of fund-raising including annual fund, corporate fund raising, grant writing, planned giving, capital campaigns and individual solicitation.</p> <p>TTDE 851 Curricular Materials Design & Development3 An advanced study of the rationale for and guiding principles of curriculum design and development. Students may direct their assignments to local church, parachurch or higher Christian education settings.</p> <p>TTDE 853 Curriculum Innovation & the Change Process3 An examination of the principles underlying effective change strategies as these relate to the improvement of curricular elements of educational ministry.</p> <p>TTDE 854 Effective Teaching Research3 An introduction to and examination of current research on effective teaching as it relates to the objectives and ministry models of Christian education. The emphasis will be on evaluating, synthesizing and applying major research findings to the unique purposes and contexts of the Church's educational efforts, including local church and parachurch ministries, Christian schools, cross-cultural ministries and higher education.</p> <p>TTDE 855 Selected Topics in Curriculum Theory & Teaching1-3 Exploration of selected issues led by resident faculty or visiting professors.</p>	<p>TTDE 856 Non-profit Financial Management & Control3 Business principles applied to the financial accountability and fiduciary responsibilities of those in the non-profit administration. This course introduces the student to basic financial management controls and techniques required for effective management of non-profit organizations. Topics discussed include fund accounts, budgeting, revenue forecasting, financial statements and reports, cash-flow management, and capital financing.</p> <p>TTDE 860 Qualitative Research3 An advanced course on qualitative data collection and analysis methods, emphasizing rigorous research design and quality control with a focus on educational settings, both formal and non-formal.</p> <p>TTDE 861 Educational Psychology in Educational Ministry3 An advanced exploration of learning, learning styles, and student motivation with implications for the practice of teaching and learning in local church, parachurch and higher education settings.</p> <p>TTDE 862 Faith Development3 Analysis of various aspects of faith development. Particular investigation of the relationship of this literature to human development theory and research and to biblical understandings of growth toward maturity in Christ.</p> <p>TTDE 865 Selected Topics in Human Development & Learning1-3 Exploration of selected issues led by resident faculty or visiting professors.</p> <p>TTDE 874 Writing for Publication3 A study of research and writing in the field of Christian education with an emphasis on preparing manuscripts for publication as journal articles.</p> <p>TTDE 875 Selected Topics in Educational Research1-3 Exploration of selected issues led by resident faculty or visiting professors.</p> <p>TTDE 884 Doctoral Internship1-3 An opportunity to implement educational theory into practice in an applied setting. Students may emphasize educational leadership or teaching or both. A detailed Growth Contract must be developed and approved by the supervising faculty member, field supervisor, and student; the contract must be filed in the doctoral program office prior to receiving a registration signature for the course. Evaluation of the experience will be based on a portfolio of documents, etc., developed by the student during the internship term, as well as formative and summative written evaluations submitted by the field supervisor and additional persons identified from</p>
---	---

the ministry context. A minimum of three units is required for all students. The course may be repeated for up to six units of credit. Students preparing for college teaching may substitute two of the three required units of internship with an advanced course on teaching.

TTDE 886 Comprehensive Examination Orientation0

Involves attendance at a seminar designed to orient students to the Comprehensive Examination components (exam to be taken the following semester) and submission of preparation assignments. Required for Ph.D. & Ed.D. students as a prerequisite for TTDE 887 Comprehensive Examination. No fee.

TTDE 887 Comprehensive Examination0

Following the completion of all coursework or, in the final term of coursework, the student completes the various components of the Comprehensive Exam. Certain components must be identified and approved prior to receiving a pre-registration signature. The student is considered full-time while enrolled for TTDE 887. Fee: \$100.

TTDE 888 A Dissertation Orientation Seminar0

Required of both Ph.D. and Ed.D. students. The seminar includes attendance at sessions designed to orient the student to prepare for work on the dissertation proposal. To be taken twice: during the last semester of coursework, and during the comprehensive exam semester (DE 887). The second time includes follow-up assignments during the comprehensive exam semester. Required for Ph.D. and Ed.D. students as a prerequisite to TTDE 888 B. No Fee.

TTDE 888 B Dissertation Proposal Development.....3

Required of Ph.D. students only. After successfully completing the Comprehensive Exam (DE 887) and Dissertation Orientation Seminar (DE 888 A), the student begins dissertation studies with enrollment in TTDE 888 B for one semester to work through initial issues in the development of the dissertation proposal. Students are considered full-time for one semester, then move on to TTDE 891.

TTDE 891 Dissertation3

Following successful completion of TTDE 888 B, students enroll in TTDE 891 for fall and spring terms for up to two terms (Ed.D. students) or four terms (Ph.D. students), during which they are considered full-time students. A student must register for at least two terms of TTDE 891 and must be enrolled in TTDE 891 or 895 the semester of graduation.

TTDE 892 Program Extension0

Students enrolled in TTDE 895 Dissertation Extension will also be enrolled in TTDE 892 Program Extension upon the approval of the Doctoral Program committee. Fee: \$100.

TTDE 895 Dissertation Extension3

If a student has not graduated after completing two terms (Ed.D) or four terms (Ph.D.) of TTDE 891, upon approval from the Doctoral Program Committee, the student must enroll in TTDE 895 each fall and spring term until the student graduates. The student will be considered less than half time.

TTDE 897 Leave of Absence0

For students who have been granted an official leave of absence from the doctoral program. A fee equivalent to one unit of tuition is normally charged.

UNIVERSITY COURSES AS ELECTIVES

Up to six units of elective graduate course work directly related to the program of study may be taken in other departments at Biola University or transferred in from other accredited graduate institutions. For example, the following university courses may have some relevance for a student’s program. However, since enrollment may be limited, the student must obtain permission from the instructor and the dean of the school in which the course is offered.

Talbot School of Theology

TTH 717 Theology of Human Nature..... 2

School of Intercultural Studies

ISCL 721 Cross-cultural Teaching / Learning Strategies for Curriculum 3
ISCL 765 Cross-cultural Leadership..... 3

Rosemead School of Psychology

RSPY 610 Development of Religious Understanding in Children & Adolescents..... 2
RSPY 733 The Self: Theological, Philosophical, Psychological & Cross-cultural Perspectives 3
RSTP 745 Maturity: Psychological & Theological Perspectives 2

Independent Studies

Up to four units of directed study opportunities may be arranged with resident faculty.

TTDE 880 Directed Research..... 1-4
TTDE 881 Directed Readings 1-4

COMPREHENSIVE EXAMINATION

See current Doctoral Program Handbook for a detailed explanation.

DISSERTATION

See the current Dissertation Guidelines for a detailed explanation.