



BIOLA
UNIVERSITY

The Cook School of Intercultural Studies

Department of Intercultural Studies

DOCTOR OF MISSIOLOGY



**PROGRAM
HANDBOOKS**

Cook School of Intercultural Studies

Department of Intercultural Studies: Doctor of Missiology

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STATEMENT OF MISSION

SECTION 1.1

STATEMENT OF MISSION

The mission of the Cook School of Intercultural Studies is to equip students to communicate, live and work successfully in culturally diverse societies through applied programs in anthropology, missiology, intercultural studies, linguistics and education so that they can more effectively impact the world for Jesus Christ.

Through the scholarly activities of its faculty and graduate students, the school endeavors to engage in continuing research, which will contribute to the knowledge bases of the disciplines, which support the program emphases of the school.

The key objective of CSICS is to provide educational opportunity at the graduate level for mature, experienced students to reflect upon their cross-cultural experience and develop further capability in cross-cultural ministry through exposure to missiological concepts, social science methodologies, language specialization and the refinement of ministry related research skills.

The Cook School of Intercultural Studies serves the mission of the university in two very distinct ways. Its graduates have a broad exposure to the ideas that have shaped human thinking, specifically in the theoretical contributions pertinent to our fields of knowledge. The school also supports the university's General Education curriculum at the undergraduate level by offering cultural anthropology as a part of the required social science requirement, physical anthropology for the science requirement and TESOL as an undergraduate minor.

In order to foster the university's emphasis on developing critical thinking and encouraging sound Biblical faith, all CSICS course offerings are highly integrative in nature. All students are challenged to critically evaluate and test various theoretical models and to subject them to theological and Biblical examination. The emphasis is on the integration and application of concepts for the purpose of service and ministry in the world.

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ORGANIZATIONAL STRUCTURE OF CSICS

SECTION 1.2

ORGANIZATIONAL STRUCTURE OF CSICS

The Cook School of Intercultural Studies consists of three departments: The Undergraduate Department of Anthropology and Intercultural Studies; the Department of Anthropology, Intercultural Education and Missiology (AIM); and the department of Applied Linguistics and Teaching English to Speakers of Other Languages (ALT).

The AIM department has six graduate programs: the Master of Arts in Intercultural Studies, the Master of Arts in Missions, the Master of Arts in Anthropology, the Doctor of Missiology, the Doctor of Philosophy in Intercultural Education, and the Doctor of Philosophy in Intercultural Studies. The ALT department has five graduate programs: the Certificate in TESOL; the Master of Arts in TESOL; the Certificate in Linguistics; the Master of Arts in Applied Linguistics; and the Master of Arts in Linguistics and Biblical Languages. SICS Undergraduate Programs include the undergraduate majors of Intercultural Studies and Anthropology and the minors in TESOL, applied linguistics, archaeology, anthropology and intercultural studies.

Note: A recent restructuring of the school in 2009 creates four departments. While ALT remains unchanged, there are three new departments with some names yet to be finalized: Intercultural Studies (BA ICS, MA Missions, MDiv. Misions with Talbot, DMiss); Anthropology (BA and MA Anthropology), and International Studies (BA International Affairs to be developed; MA ICS, Ph.D. ICS, Ph.D. ICE).

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PROGRAM OBJECTIVES

SECTION 1.3

PROGRAM OBJECTIVES

The program objectives of the School of Intercultural Studies are to:

1. Sustain a core faculty to prepare students in the study of language, culture and cross-cultural communication as they impact the ministry of worldwide mission.
2. Maintain specializations in areas that represent the vanguard of contemporary mission strategy: social and cultural anthropology, cross-cultural communication, professional service, mission strategy, Bible translation and linguistics, urban research and ministry, church planting and development, teaching English as a second language and international development.

Maintain area orientations, such as Africa, Asia, Europe, Latin America, North America and the South Pacific.

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HISTORY OF CSICS

SECTION 1.4

HISTORY OF THE COOK SCHOOL OF INTERCULTURAL STUDIES

From its inception in 1908, Biola has had an enduring commitment to the world, equipping students for effective cross-cultural careers in missions, medicine, education and other related areas. The birth of Biola University, then known as the Bible Institute of Los Angeles, took shape as an outgrowth of an evangelistic outreach known as the Fishermen's Club. In the early years, teams of students from the Bible Institute were frequently seen witnessing in downtown Los Angeles.

In 1916 Biola, through the efforts of Lyman and Milton Stewart who initiated a China project in 1909, expanded its outreach by opening the Hunan Bible Institute in South China. This school trained Chinese nationals for Christian service and continued to operate until it was forced to close its doors and transfer to Hong Kong in 1952.

Beginning in 1929, the Bible Institute began its annual Missionary Conference, which continues today. The Student Missionary Union is responsible for conducting the largest student-run missionary conference of its kind on the West Coast. SICS faculty serve as advisors to SMU.

In 1945, the School of Missionary Medicine was opened. The School graduated 25 classes from 1945 to 1966 before it was phased out to make way for a baccalaureate Department of Nursing in response to requests from mission boards for certified RNs on the mission field. Eighty percent of the School of Missionary Medicine graduates served or are serving in cross-cultural ministries. The Nursing Department continues to graduate students in significant numbers who intend to become involved in cross-cultural service.

Beginning in 1968, the Missions Department was restructured to offer a Bachelor of Arts degree in Social Science/Missions. This was modified in 1978 to the present Bachelor of Arts in Intercultural Studies and in 2000 a B.A. in Anthropology became the second undergraduate degree. Graduate degrees in Missions were developed in Talbot School of Theology. These presently include a Master of Divinity with Missions Major, Master of Arts in Ministry with Missions Emphasis, and Master of Theology with a Missions Major.

In 1982, the University brought Dr. Marvin K. Mayers from a career with Wycliffe Bible Translators to lay the foundations for establishing a separate School of Intercultural Studies within the University, which would offer graduate degrees at the masters and doctoral levels in cross-cultural studies. The school was inaugurated in 1983 and began by offering the MA in Intercultural Studies and the Doctor of Missiology degrees. In 1988, the Ed.D. degree program, with an emphasis in intercultural educational studies, was added in cooperation with Talbot School of Theology's faculty of Christian Education. A year later, the SICS instituted the Field Course Program. This distance education program allows graduate students to take courses off-campus.

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In 1991, William Carey International University's Applied Linguistics and TESOL program under the leadership of Dr. Herbert Purnell moved to Biola and became the Applied Linguistics and TESOL department within SICS. Further strengthening the school's linguistics offerings, the Summer Institute of Linguistics began a cooperative program within SICS, eventually joining the Department of Applied Linguistics and TESOL.

By 1997, the Ph.D. degree in Intercultural Education was approved and the Ed.D. degree discontinued. Today the school has over 16 full-time and part-time faculty, and several adjuncts, serving over 500 undergraduate and graduate students. SICS offers the following degrees: BA in Intercultural Studies and Anthropology; Certificate in TESOL and Linguistics; MA in Intercultural Studies, Missions, Applied Linguistics, Linguistics & Biblical Languages, TESOL, and Anthropology; Doctor of Missiology; and Doctor of Philosophy in Intercultural Education, and Intercultural Studies.

Over the years, three deans have provided leadership to the school. In 1989, the founding dean, Dr. Mayers, returned to his work with Wycliffe, and Dr. Donald E. Douglas was installed as second Dean of SICS. Dr. Douglas served abroad with SEND International, English Language Institute/China and World Vision International and taught in the Philippines, at Missionary Internship, and at the University of Michigan before coming to Biola University. Dr. F. Douglas Pennoyer was selected as the third dean of the school in 1998. Dr. Pennoyer was the Executive Director of the Small Tribes Organization of Western Washington (1978-1982), Seattle Pacific University's Director of the Intercultural Institute of Missions (1983-91), and the Senior Pastor of the Snohomish Free Methodist Church in Washington.

During the school's 25th anniversary in Spring 2009 SICS was renamed the Cook School of Intercultural Studies, after former president emeritus, Clyde Cook and his wife Annabelle. Dr. Cook -- a former missionary to the Philippines who became Biola's president in 1982 -- was the founder of the school as he took part of the money sent by the PRC in payment for confiscation of the Hunan Bible Institute and established the School of Intercultural Studies. His goal of giving students the practical and academic training needed to make a cross-cultural impact for Christ continues today through the school's many degree programs and world wide activities.

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CSICS OFFICE PROCEDURES

SECTION 2.1

CSICS OFFICE PROCEDURES

The office for the School of Intercultural Studies is located in Marshburn Hall. If you have any questions with regard to appointments with faculty or with the Dean, or need information that is not available in the Handbook, you may stop at the main desk and ask the receptionist.

The School of Intercultural Studies utilizes two primary channels of communicating with our students: e-mail and in-house mailboxes. Occasionally, there may also be a need to call you or to send something to your local address. ***Accurate, updated information is essential in our ability to provide you with the best service possible.*** The student's responsibility is to keep both the Biola Registrar's Office and the School of Intercultural Studies Office informed of all name, phone number, e-mail and address changes.

E-MAIL: Every Biola student must obtain a free e-mail address and access to the Biola University Bulletin Board Services, otherwise known as BUBBS. Every graduate student is expected to have a BUBBS e-mail account for correspondence with and updates from faculty and staff. If you prefer an alternate email, you can have your BUBBS mail forwarded to another address, but the primary means of communication with SICS should be through your BUBBS account.

Please refer to the following section for instructions on how to access your BUBBS account.

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BUBBS & BLACKBOARD INSTRUCTIONS

SECTION 2.2

BUBBS INSTRUCTIONS

1. What is BUBBS?
 - a. BUBBS is Biola's main form of communication. It is a communication system in which you can send and receive email, share files and use electronic conferencing to exchange ideas and announcements. It is an important tool for you while you are a student at Biola.
2. How do I get access to BUBBS?
 - a. Accessing BUBBS can be done in two ways.
 1. Accessing BUBBS via the internet
 2. Accessing BUBBS via First Class software
 - b. As soon as possible, you will need to obtain your password and login information from Network/Computer Services, located in lower Metzger Hall. This will allow you to access your BUBBS account. You can also obtain a "PPP account" if you have a laptop computer or live close to Biola's La Mirada campus. This will allow you to access the Biola network from your personal computer.
 - c. NOTE: All computers on campus have the First Class software installed, so you may access your account from on campus.
 - d. Once you have your password, login information (your login name is your student ID number) and PPP account (if applicable), you are ready to access BUBBS.
 1. **Accessing BUBBS from the Web:** Go to <https://webmail.biola.edu/login> to log into the BUBBS network. You will be prompted to enter your ID number and password. Next, click the "login" button. This will bring you to your "Desktop."
 2. **Accessing BUBBS from the First Class software:** Once you have obtained your "PPP account," go to http://www.fc.biola.edu/client_downloads.html to download the First Class software from your personal computer. Follow the instructions on the website to download and install the software and the instructions given to you by Network/Computer Services to set up the Internet connection to Biola. If you have any questions, please contact Network Services at the number provided with your login information.

When prompted, enter your ID number and password. Next, click the "login" button. This will bring you to your "Desktop."

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BUBBS & BLACKBOARD INSTRUCTIONS

SECTION 2.2

3. Now what?

- a. Once you have accessed the BUBBS network, you will see your “Desktop.” Your desktop consists of a group of icons and folders and a toolbar on the left hand side of the page (in web access). The group of icons is the directory of the areas you have access to in BUBBS. The toolbar (in web access) consists of the functions for each area. Click on any one of the icons to access the different areas of BUBBS.

4. Mailbox

- a. Click on the “Mailbox” icon to access your Internet email function. You can send and receive emails from within and outside of Biola’s network. Your email address can be found on the sheet containing your password and other BUBBS information.
- b. Use the toolbar functions to send new messages, receive messages and organize your mailbox. Some of the functions may not be available for you to use. Click on the desktop option in the toolbar to return to your desktop at any time (in web access).

5. Conferences

- a. You will find Biola news, SICS news and other announcements in the Conferences folder.
- b. Click on the “Conferences” icon on your desktop to access the SICS Conference. Next, select the “Marshburn/SICS” icon (it looks like a red house). Next, select the “School of Intercultural Studies” icon. You are now in the SICS Conference.
- c. Take some time to familiarize yourself with the various folders and conferences available to you. If there is a folder or conference of particular interest to you, you can choose the “Add to Desktop” option under the “Collaborate” menu (in First Class access). This icon/folder will then appear on your “Desktop” when you login to the network.

6. Help

- a. BUBBS has a very valuable and extensive Help file. Click on the “Help Contents” option on the toolbar to access the Help function (in web access) or click on the “Help” icon on your desktop (in First Class access). Please read through the guides and familiarize yourself with the BUBBS network.
- b. Remember to check your BUBBS account on a regular basis in order to stay up to date on all SICS and Biola news and information.

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BUBBS & BLACKBOARD INSTRUCTIONS

SECTION 2.2

If you have any questions that cannot be answered by the Help function on BUBBS, please contact the Network/Computer Support services on Biola's campus.

BLACKBOARD INSTRUCTIONS

Please refer to the following link for instructions on how to navigate Blackboard:
http://csci.biola.edu/csci104/blackboard_start_sheet.html

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MAILBOXES

SECTION 2.3

MAILBOXES

Every graduate student is assigned a mailbox in the Marshburn Hall lobby. To obtain your box key, pay the deposit for the key upon your registration at the SICS office. All inter-campus mail will be sent to you at your box. It is important, therefore, that you pick up your key and check the box regularly to get bulletins and announcements from SICS. **If you leave your SICS program for any reason, THE KEY MUST BE RETURNED.** Failure to do so means the school must pay \$8.00 for a new key.

This mailbox may also be used to receive off-campus mail when the following address is used:

Your Name
Biola University
SICS Box #(your number)
13800 Biola Ave.
La Mirada, CA 90639

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SICS/ALT COMMUNITY EVENTS

SECTION 2.4

SICS Graduate Student Association: The School of Intercultural Studies has established the SICS Graduate Student Association (SICS-GSA) to serve as the official body representing all SICS graduate students to the office of the Dean of the School. The SICS-GSA is comprised of students—both full-time and part-time—enrolled in graduate programs in SICS. The mission of the SICS-GSA is:

“To foster an environment where graduate students would be challenged to excel in the pursuit of academic studies, to deepen their spiritual commitment to God, and to build community in the School of Intercultural Studies.”

The SICS-GSA offers several community events throughout the year for graduate students to attend.

ALT Socials: Several times a year ALT students and faculty gather informally on campus, usually during the late afternoon before evening classes.

ALT Student Socials: Students are encouraged to get together themselves for fellowship, fun and mutual support. In the past, these monthly student-organized socials have included ice-skating, treasure hunts and other fun activities. Please take initiative to organize whatever would be meaningful for you.

ALT Forums: Several times a year ALT faculty members or guest speakers present on topics of interest. (Past topics have included critical pedagogy in TESOL, Quechua orthography and language shift in Borneo.) *Graduate students are strongly recommended to attend these forums.*

SIL International Dinners: SIL sometimes sponsors international dinners— good times of fellowship, food and prayer which are open to all interested students.

Biola Chapels: There are several regular University chapels scheduled on campus during the week. Undergraduate chapels are held in the gymnasium Mondays, Wednesdays and Fridays at 9:30 a.m. You are invited to attend any or all of these chapels. Talbot School of Theology conducts graduate chapels at 9:30 a.m. on Tuesdays and occasionally other days throughout the semester. These are held in Calvary Chapel. Rosemead School of Psychology has a graduate chapel each Tuesday held in Mayers Auditorium.

Biola Fellowship for Graduate Students: The International Graduate Student Association (see <http://igsa.christian.net/>) sponsors regular social events and a Wednesday afternoon prayer and fellowship meeting. All are welcome.

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SICS/ALT COMMUNITY EVENTS

SECTION 2.4

Collegium: The Collegium (see <http://studentlife.biola.edu/campus-life/commuter-life/the-collegium/>) is a how-away-from-home for commuter students. The comfortable furniture, kitchen, computers and printers, and regular events are worth the membership price for students who live at a distance and spend long hours on campus.

Biola Art and Music: There are many other special events offered on campus during the academic year. The Conservatory of Music offers a wide variety of concerts and special musical events, some of which are free and others of which charge admission. The Art department also offers special exhibitions of both local and visiting artists.

Biola Sports: As a member of the National Association of Intercollegiate Athletics (NAIA), Biola University fields 14 men's and women's teams. The Eagles are part of the Golden State Athletic Conference (GSAC), which is comprised of 11 Christian colleges in the southern California area. There are many games, tournaments and other events held throughout the semester, which graduate students are invited to attend. Intramural Sports, a department of Biola's Associated Student Government (AS), allows all students to participate in various sports throughout the year such as flag football, basketball, volleyball and softball. Please contact AS for a list of events and intramural teams.

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BIOLA SPIRITUAL LIFE CONFERENCES

SECTION 2.5

BIOLA SPIRITUAL LIFE CONFERENCES

Each year Biola University offers special conferences to encourage personal spiritual growth and commitment to ministries of the church and school. During each semester there is one day that is set aside as a day of prayer and there are numerous activities scheduled during that day to encourage group and personal prayer.

In the fall semester each year, the Torrey (undergraduate) and Lyman Stewart (graduate) Bible Conferences are scheduled for a period of three days at approximately mid-semester. The University invites to campus gifted Bible teachers who present a special series of messages during the conferences. Classes are dismissed during the Torrey Conference, and students are encouraged to attend as many sessions as possible.

During the Spring semester of each year, the University Student Missionary Union (SMU) schedules an annual Missions Conference which runs for three days, during which classes are suspended. Special speakers are invited to campus as well as representatives from various mission agencies. The conference provides opportunities for SICS graduate and undergraduate students to discuss career opportunities with representatives of various mission agencies. For those who are already field workers, it is a time to renew acquaintances and make new ones, as well as hear top speakers who update the campus on the current pulse of missions.

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FINANCIAL AID & SCHOLARSHIP ASSISTANCE

SECTION 2.6

There are some scholarships available for ALT graduate students. Students cannot be awarded more than their full tuition. Some scholarships may affect the amount received from other scholarships. U.S. students need to fill out a FAFSA form every year.

A. All students

1. **SICS financial aid:** Limited financial aid is available through the School of Intercultural Studies designed to assist graduate students complete their programs in a timely manner. To be considered for financial aid administered by the school, graduate students must complete a financial aid form indicating the extent and duration of their need. Forms are made available from the SICS office at specific times during the year. Some scholarships may affect the amount received from other scholarships.
2. **Church Matching Scholarship:** Please see information online at: http://biola.edu/sics/admission_financialaid.cfm
3. **Restricted Scholarships:** Contact a Financial Aid advisor for these. Can be adjusted based on other awards given.
4. **ALT Scholarship:** Up to \$500 may be available from a small fund administered by the department.
5. **SIL Tuition Reduction:** Contact Dr. Steve Barber for details about this aid available for students pursuing Bible translation.

B. United States students

1. **Graduate Grant:** Please see information online at: http://biola.edu/sics/admission_financialaid.cfm

C. International Students

1. **International Student Aid Grant**
2. **International Leadership Grant**
Please see information pertaining to both online at: <http://biola.edu/grad/international/>

Further details of financial aid programs may be obtained from the Biola Financial Aid Office.

Teaching and research assistantships, which are ordinarily contracted for one term at a time, involve nomination by the faculty member with whom the student will work. Students should discuss the possibility of becoming a Teaching Assistant or Research Assistant with school faculty members prior to the term in which they wish to become an assistant. Since TAs and RAs are considered employees of the university during the duration of their appointment, they must complete university employment forms. Stipends are paid bimonthly.

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BEHAVIORAL STANDARDS

SECTION 2.7

BEHAVIORAL STANDARDS

Making Choices

In all these standards, the intent is that students will learn to exercise individual discernment as demonstrated in thoughts, actions and lifestyle.

What is the Biola Community?

Biola University is a unique environment committed to following Christ. "Love your neighbor as yourself" therefore becomes the foundation stone of community. We believe that community is born of other-centered practices, strengthened when members:

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

As we seek to follow God and His commands to love, we can identify certain attitudes that help build and preserve community: a respect for others as they make decisions contrary to ours; a readiness to listen carefully to those who represent situations or cultures unfamiliar to us; and a concern for how our preferences affect the lives of those around us. In keeping with these attitudes and the scriptural guidelines that support them, we provide here the Life Together standards of the Biola Community.

We, as members of the Biola Community, understand that the journey of life can be hard; at times, members will stumble, fall and fail to uphold these standards. As men and women of Biola, we do not ask each other to be perfect people, but rather to be people in active pursuit of integrity and growth, in dynamic relationships with the living God and with others in community. We acknowledge that our choices as individuals affect that community. We are eager to serve by coming alongside you and offering grace, support, accountability and, when necessary, loving discipline, in order to help you grow through the struggle. We affirm our commitment to serve you with your best in mind.

Biola students have chosen, freely and willingly, to abide by the following standards. We regard any violation of these standards to be a breach of integrity, since each member has voluntarily chosen to associate with the Biola community and to accept, uphold and live by the following standards.

When do They Apply?

1. The Life Together standards apply to all students:

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BEHAVIORAL STANDARDS

SECTION 2.7

While enrolled in classes for the Fall Semester (including Thanksgiving), Interterm, Spring Semester (including Spring Break), and Summer Term.

2. Who are representing the Biola Community in any off-campus events, such as mission trips, internships, study abroad and athletic or academic activities.
3. Who are not enrolled in classes but are living on campus.

What are the Standards?

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

We at Biola recognize that Scripture condemns sins of the heart, such as covetousness, selfishness, ambition, envy, greed, lust and pride. By their very nature, these sins are more difficult to discern but because they lie at the heart of relationships, they are of central concern to the Biola community. We confess and repent of these sins as we become aware. We also do not condone practices that Scripture forbids, such as occult practices, sexual relations outside of marriage, homosexual behavior, drunkenness, theft and dishonesty. Members of the Biola Community have committed to abstain from these practices.

We at Biola recognize that the abuse of tobacco products and alcoholic beverages presents a danger to personal and communal health. Biola students have committed not to use or possess these products while enrolled at our institution.

We at Biola willingly put ourselves under the authority of the people in leadership and agree to abide by these and other standards the University deems necessary for the betterment of our community and the fulfillment of the University's mission before God. We understand that as people in authority, they are still fallibly human, prone to making mistakes. However, we trust that these servants of Biola will always seek to be loving and humble, and are working to provide the best possible environment for all members of the Biola community.

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GENERAL BIOLA POLICIES & PROCEDURES

SECTION 2.8

GENERAL BIOLA UNIVERSITY POLICIES & PROCEDURES

Advertising

Advertisements are divided into permitted and non-permitted categories, either commercial or non-commercial.

- Permitted commercial advertising is permitted only in the Chimes, on KBBK radio or in the Biolan (this includes banks, restaurants and coffee houses, theaters or other entertainment establishments, housing rentals and merchants).
- Permitted non-commercial advertising is permitted through campus flyers and posters (this includes all University based/sponsored events, churches, faculty/staff/student personal sales and services, University sponsored political and government groups and charitable organizations).
- Non-permitted, non-commercial advertising includes those representing non-Christian/religious groups/cults and non-faculty/staff/student sponsored political groups or organizations.

Grievance and Appeal Process

It is the desire of the University that grievances be resolved at the lowest level possible and that the grievance procedure be as expeditious as possible. In accordance with the Biblical injunction (Matthew 18:15), there should be an attempt made to resolve any grievance informally with the person or office with whom the grievant has a complaint.

There are two distinct grievance and appeal processes open to the student, and the process used will depend on the nature of the grievance. The first type of appeals relates to academic matters—grades, academic dishonesty, classroom procedures, tests, assignments and related matters. The second type relates to general grievances and appeals, including alleged sex, race, handicap or age discrimination and appeals of disciplinary actions taken by Biola.

A complete copy of the SICS Grievance and Appeal Process Statement is available in the SICS Dean's office.

Pornography Issues

The possession or display of pornographic material in any form on University premises is unacceptable. The use of institutional or personal computers for the transmission, retrieval and/or storage of such material is a violation of University community standards and will result in disciplinary action.

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GENERAL BIOLA POLICIES & PROCEDURES

SECTION 2.8

Posting Materials (posters and flyers)

(See the Student Affairs Receptionist Desk, ext. 4874. For Talbot Postings, see the Talbot Receptionist, ext. 4814. For Marshburn Postings, see SICS Secretary, ext. 4844).

- All flyers or posters (maximum 50) must be submitted to the Office of Student Affairs 24 hours in advance of desired posting date(s). Student Affairs will not allow the posting of any materials that are contrary, in appearance or content, to the Doctrinal Statement and Standards of the University.
- All approved flyers or posters must be stamped "Approved" before posting. Approval for posting does not imply endorsement. Any flyers or posters posted without approval will be removed.
- Posting is allowed on bulletin boards or designated areas only. Poster putty is not to be used. Use tacks/pushpins and/or masking tape only, which may be purchased at the University Bookstore.
- One (1) copy of the poster will be retained by Student Affairs, along with the name and phone number of the person/agency posting.
- The person/agency posting materials is responsible for the removal of the material(s) after the date of the event (maximum posting of 2 weeks).

Restrictions for Posting

- No posting at the Bell Tower, Bookstore, Café outside walls, Chase gymnasium, in restrooms, on windows, glass, pillars, street signs or outside of any University buildings and/or residence halls.
- Café: Bon Appetit management must approve posting "inside" the dining hall. Student Affairs may approve posting in the lobby, but "No Posting" areas must be observed.
- Library: See the Librarian for limited posting.
- Metzger: Posting is limited to the bulletin boards located near the Registrar's Office and On-Campus Student Employment.
- Music Department: See the Secretary for limited posting.
- Residence Halls: See the specific Resident Directors for approved locations.
- Student Services: See the Receptionist for limited posting.
- Student Union Building: See Associated Students Receptionist for approved locations.
- Sutherland Hall: Bulletin boards are located in the hallways.

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- Housing/Rentals: The University does not approve posters or flyers that advertise off-campus housing. Rental opportunities may be registered with the Office of Auxiliary Services.

Social Dancing

No social dancing is permitted on campus at anytime. No University related or sponsored dances are permitted off campus at any time. This includes any activity, which involves any identifiable University group, is publicized on campus and/or has the appearance of being University related.

With respect to dancing off campus in non-University related and/or sponsored functions, each member of the Biola community is expected to exercise individual judgment, in accordance with the above noted guidelines and with full recognition that some dancing is morally degrading. Furthermore, faculty and staff should make their decisions with full recognition that they are role models for students and, in the eyes of outsiders, may be taken to be spokespersons for Biola University. Members of groups representing Biola traveling or studying abroad or participating in short or long-term mission trips should not participate in social dancing.

Self Harm Policy

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.

Danger To Self

Danger to self is defined as any direct act, or planned act, that places a person at reasonable risk of self-induced bodily harm or loss of life. This would include actual and/or planned acts of suicide, self-mutilation, substance overdoses, consistent purging, unhealthy dietary restriction, etc. Additionally, students posing danger to themselves through the use of weapons and/or substances may face other sanctions as imposed by the University and/or by law enforcement agencies.

Danger To Others

Danger to the health or safety of others is defined as any act, or planned act, that places another student, member of the faculty or staff or any campus visitor at reasonable risk of bodily harm, exposure to illness, loss of life or destruction of property. Further, a student may be considered to pose a direct threat to the health of others if current medical information indicates that the student's behavior and/or medical condition could reasonably expose others to illness or disease. This exposure risk must exceed that commonly found in community environments and would include a student's possession of a presently contagious illness or disease and/or failure to maintain appropriate hygiene.

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Jeopardizing the Educational Process

Jeopardizing the educational process of others is defined as any disruptive act that within reason impedes another student's reasonable attainment of his or her academic goals. A violation may include a single disruptive act or ongoing acts and will usually involve complaints from students, faculty or staff. In determining violations, an assessment will be made of the nature of the disruption, the content and frequency of the complaint(s) and the number of complainants.

While Biola University expects all students to meet the behavioral standards, it recognizes that some students possess medical or psychological conditions that may affect functioning within the behavioral rules of the University. Additionally, students may not be discriminated on the basis of verified physical or psychological disability as determined with regard to applicable federal and/or state law provided that they remain otherwise qualified, which is defined as being able to meet the fundamental academic and behavioral standards of the University. The University thus reserves the right to form at its own discretion, a multidisciplinary team to determine whether medical or psychological intervention (e.g. medication, counseling) is necessary in order for the student to meet the minimal behavioral standards. When composed, at least one member of this team must be a qualified health or mental health clinician. If medical or psychological intervention is determined able to assist the student in meeting the behavioral standards, the University may choose to offer the student the opportunity to comply with an intervention plan as a partial or complete substitute for disciplinary action for past and non-egregious violations. The student may also be placed on a contract that clearly identifies the behaviors of concern, the accompanying behavioral expectations, and the length of contract. If the student does not meet the behavioral standards after assenting to an intervention plan or if the student violates the contract, the University may take disciplinary action up to, and including, suspension or dismissal.

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ACADEMIC INTEGRITY

SECTION 2.9

ACADEMIC INTEGRITY

Integrity in academics is extremely important in all educational institutions. In SICS, as a community of Christian scholars, it is even more important that our academic behavior be characterized by honesty, trustworthiness and adherence to acceptable standards.

There are two kinds of academic dishonesty: cheating and plagiarism. *Cheating* is when you (1) get or try to get credit for academic work by dishonest or deceptive means; (2) get help on a test by means of notes, aids or other students outside what the instructor has allowed; and/or (3) allow another student to cheat off of your work. *Plagiarism* is when you represent ideas or words from someone else as your own by not citing the source.

Plagiarism is an especially challenging issue for international students and non-native speakers of English because definitions of acceptable and unacceptable behavior may vary from culture to culture. Culture “A” may say that copying another’s work is “acknowledging the superior mastery and expression of an expert,” while Culture “B” may say that the same behavior is “plagiarism.” This section of the handbook describes the expectations of the U.S. academic community regarding plagiarism.

What Is Plagiarism

Plagiarism is when you use material from a source (book, article, website, lecture, letter, etc.) and don’t acknowledge where it came from. This is considered disrespectful to the source and is the theft of the author’s intellectual property. It is also considered lying to the people who read what you have written and who are led to believe that the thoughts are yours. Acknowledging the origin of unique ideas, words and images gives credit to the creator and allows your reader to locate the source. If English is not your native language, it may be very tempting to copy another’s words. It may also be difficult to learn to paraphrase and express other’s ideas in your own words. Regardless of the difficulty, however, it is extremely important that you learn how to paraphrase well.

Different Types of Plagiarism

1. Handing in someone else’s work as your own. This includes getting papers off the internet and using another student’s paper or part of a paper.

Recommendation: Always do your own work. If you got even an idea from someone else, acknowledge that person. E.g., the idea of a garden as a metaphor for teaching came from Su-Chu Kim.

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2. Taking information from a source, even if you paraphrase it in your own words, without acknowledging it in a citation.

Recommendation: Keep track of where you get your information. Take careful notes on your sources, including page numbers. If you start by writing exact quotations in your notes, you can paraphrase later, and you will be less likely to mistake someone else's work for your own. Learn to use your department's style manual for citations.

3. Using a direct quotation, but not noting it as such with quotation marks (even if you acknowledge the source with a note).

Recommendation: Learn to paraphrase well. It is not enough to change one or two words in a sentence. If there is a unique phrase that you cannot express in another way, use it with quotation marks.

4. Quoting primary material from a secondary source. If for example, you read an idea in Jones which is taken from Hill, don't cite the idea as if it is from Jones.

Recommendation: One idea is to read the original idea in Hill. It is also possible to acknowledge this as (Hill 1807, cited in Jones 2003), following the details of your departmental style manual.

- Note that when you are dealing with political or historical facts, well-known ideas or common theories you don't have to cite a source.
- Writing a paper which consists of a string of quotations one after another is not considered acceptable, even though you've acknowledged sources and properly quoted material.

Examples of Academic Dishonesty and Plagiarism Deemed Unacceptable Within the Academic Community

- While taking exams, tests, quizzes, work done should be the sole effort of the individual student and should not contain any answers or responses that have been knowingly obtained from someone else.
- 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.

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- 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 the instructors.
- Deliberately using false citations to give the appearance of acknowledgement and research.
- Referencing Internet web sites without citation or paraphrase.

The Student's Responsibility

It is your responsibility to be familiar with what plagiarism is and to do whatever it takes to avoid it. If you have any questions about the possibility of plagiarism in a paper you are writing, see the instructor before you turn in the assignment.

Consequences of Academic Dishonesty

If a faculty member establishes that a student has been dishonest, he or she will first discuss the issue with the student. The consequence may be (1) a grade of "F" for the exam or assignment or (2) a grade of "F" for the entire course. The situation may be discussed with other faculty members to determine if the student has had a pattern of dishonesty in other courses. If necessary, the student will be referred to the Dean. Student appeals will be handled in accordance with the Grievance and Appeal Process which is available in the SICS Dean's office.

(Thanks to Kevin Lawson and the Talbot School of Theology for some of the ideas in this section.)

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MISCONDUCT ISSUES

SECTION 2.10

MISCONDUCT ISSUES

A violation of any published policy, rule or regulation may result in disciplinary action. This is a common, not a comprehensive, listing:

1. Dishonesty in any form, including, but not limited to, plagiarism, cheating on assignments or examinations, knowingly furnishing false information on University records, forgery, alteration or misuse of documents, records, or identification cards.
2. Failure to comply with written or verbal directives of University officials or law enforcement officers acting in performance of their duties and/or failure to provide identification to these persons when requested to do so.
3. Inappropriate Behavior:
 - a. Drunkenness, disorderly, lewd or indecent behavior
 - b. Disruption or obstruction of teaching, research, administration, disciplinary proceedings and other University activities, including its public-service functions on or off campus or other authorized non-University activities when the activity occurs on University premises.
 - c. Actions, language, or technological communication that constitute unlawful harassment, threats, intimidation, stalking or hate violence directed toward a member of the Biola faculty, staff, student body or toward a visitor to the campus.
4. Violation of federal, state or local laws on or off University premises or at University-sponsored or supervised activities.
5. Sexual harassment, sexual assault and discrimination. (See Federal/State Laws and Regulations)
6. Sexual activities, e.g. pre-marital, extra-marital, homosexual and other sexual acts outside the context of marriage, which are, or give, the appearance of being contradictory with Christian moral behavior (whether on or off-campus).
7. Pregnancies which occur outside of a marriage, while at Biola, are in violation of University standards. The University is committed to standing with both the father and mother of the unborn child as they consider their actions and experience the forgiveness that comes when Luke 17:3-4 and 1 John 1:9 are practiced by the believer.
8. Promotion, distribution, sale, possession or use of alcohol or narcotics or other controlled substances on or off campus regardless of the student's age. This will include the use or collection of non-alcoholic beers on campus and collections of containers used for the delivery or storage of alcohol beverages. (See Federal/State Laws and Regulations)

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9. Smoking on or off campus, possession or use of any tobacco products (e.g. cigarettes, snuff, cigars, pipe tobacco, chewing tobacco). Burning incense and candles are not permitted.
10. Hazing, 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, admission into, affiliation with or as a condition for continued membership in a group or organization. (See Federal/State Laws and Regulations)
11. Weapons possession and/or use of any types of weapons, including but not limited to, firearms, air and spear guns, knives, martial arts weapons, bows and arrows, swords, paint pellet guns, batons, clubs, tasers, stun guns and explosives of any type. It is a felony to possess firearms on campus. All individuals in possession of self-defense items must comply with applicable California State law regarding training and permit to use.
12. Theft, attempted or actual, and/or damage to property of the University or property of a member of the University community or other personal or public property.
13. Unauthorized access, theft or other abuse of computers, including but not limited to:
 - a. Unauthorized entry into a file to use, read or change the contents or for any other purpose
 - b. Unauthorized transfer of a file
 - c. Unauthorized use of another individual's identification and password
 - d. Interference with the work of another student, faculty member or University official
14. Unauthorized entry to, or use of, University premises.
15. Unauthorized possession, duplication or use of keys to any University premises.
16. Soliciting or advertising without prior approval from the Student Affairs Office and/or appropriate University departments.
17. The cost of repairs for damaged University facilities will be the responsibility of the student or group using them.
18. Fire equipment, tampered with or removed, is a misdemeanor and subject to fines or time in jail. These include automatic door closures, fire extinguishers, smoke detectors and fire alarms. Breaking the fire code and offenses such as pulling of fire alarms and propping open fire doors (except in case of an emergency) are subject to fines or other sanctions.
19. Use of skateboard/roller blades/skates and other similar devices are prohibited on campus.
20. Posting, exhibiting or distribution of material or representations deemed to be obscene or contrary to the moral standards and/or mission of the University. (See posting policy)

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21. Misuse of the disciplinary procedures, including but not limited to:
- a. Failure to respond to the request of a disciplinary committee or University official.
 - b. Falsification, distortion or misrepresentation of information before a disciplinary body.
 - c. Disruption or interference with the orderly conduct of a disciplinary proceeding.
 - d. Institution of a disciplinary proceeding knowingly without cause.
 - e. Attempting to discourage an individual's proper participation in, or use of, the judicial system.
 - f. Attempting to influence the impartiality of a member of a disciplinary body prior to, and/or during the course of, the disciplinary proceeding.
 - g. Harassment (verbal or physical) and/or intimidation of a member of a judicial body prior to, during, and/or after a judicial proceeding.
 - h. Failure to comply with the sanction(s) imposed by a disciplinary body.

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SEXUAL ASSAULT POLICY

SECTION 2.11

Biola University Sexual Assault Policy

Sexual assault is a criminal act that violates the standards of our community and is unacceptable at the University. Sexual assault can be devastating to the person who experiences it directly and can be traumatic to the person's family, friends, and larger community as well. This policy pertains to incidents of sexual assault between students as well as sexual assaults against students by non-student perpetrators. To report a violation of this policy, follow the procedures outlined below. For reference, sexual harassment is defined as unwelcome or offensive sexual advances, requests for sexual favors, unwanted or uninvited verbal suggestions or comments of a sexual nature, or objectionable physical contact. In some cases, sexual assault may also constitute sexual harassment. For information regarding reporting issues of sexual harassment, as opposed to sexual assault, see the University's Sexual Harassment policy.

Definition:

Sexual Assault (Category I) is defined as engaging in sexual intercourse with any person without that person's consent. Sexual intercourse is the penetration, however slight, of the vagina, or anus with any object or body part and of the mouth with a sexual body part or sexual object.

Sexual Assault (Category II) is defined as the act of making sexual contact with the intimate body part of another person without that person's consent. Intimate body parts include the sexual organs, the anus, the groin or buttocks of any person, or the breasts of a female. Sexual contact can occur over clothing.

Consent is defined as an unambiguous and willful participation or cooperation in an act or as an attitude that is commonly understood to be consistent with the exercise of free will. Consent requires participants who are fully conscious, are equally free to act, have clearly communicated their willingness, cooperation, or permission to participate in a specific sexual activity, are positive and clear in their desires, and are able to cease ongoing consensual activity at any time. Refusal to consent does not have to be verbal; it can be expressed with gestures, body language or attitude. A prior sexual history between the complainant and respondent does not constitute consent. Consent is not freely given if one of the following applies:

- a. The individual is unable to make an informed decision as a result of alcohol or other drugs (including but not limited to predatory drugs or prescribed medications); or
- b. The individual is unconscious, asleep, or suffering from shock; or
- c. The individual is under the age of eighteen and therefore legally unable to give consent; or

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d. The individual has a known mental disorder or developmental or physical disability, and therefore legally unable to give consent.

It is important to note that in the University process, use of alcohol does not diminish personal responsibility or act as a mitigating factor in disciplinary sanctions should a violation be found to have occurred.

College and Community Resources:

The needs of someone who has been sexually assaulted vary from person to person and may vary over time. The University offers services and external resources, many of which may be accessed 24 hours a day, so that a person may choose what she or he would find most helpful and healing.

The University urges anyone who has been sexually assaulted to seek professional support as soon as possible to minimize and treat physical harm, assist with processing the unique and complex emotional aftermath, and help preserve and understand options for legal recourse including criminal prosecution and/or civil litigation. Even if the victim does not wish to report the event to the police or pursue civil litigation or formal University action, seeking medical attention as soon as possible is important. At any point that an individual is ready to come forward, Biola is prepared to help her or him.

The University offers educational resources to the campus community through the Division of Student Development, the Department of Campus Safety and the Physical Education Department (Rape and Aggression Defense system.)

Biola Sexual Assault Crisis Response Team:

The University's Sexual Assault Crisis Response Team is available for referral and support services. Members of the team are trained to assist victims by providing information and discussing available resources and options (medical, legal, emotional, and academic), by making referrals and providing access to appropriate University and community services as needed, and providing on-going follow-up to the victim.

The contact members are:

Matthew Hooper, Associate Dean of Students x5839
Krista Roberts, Assistant Director of Residence Life x5872

Students who believe they have experienced a violation of the Sexual Assault Policy are encouraged to contact the Sexual Assault Crisis Response Team for assistance.

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Other Available Resources:

Biola Counseling Center: 562.903.4800
Information and resource referral, Professional Building

Biola Health Center: 562.903.4841
Medical and information resource, next to Library

Coordinator of Student Care
Information about the sexual assault policy, Student Services building

Biola Campus Safety Department: 5111
Emergency Response

Biola external emergency line: 562.777.4000

National Sexual Assault Hotline: 1.800.656.HOPE

Sexual Assault Crisis Hotline 24 hour: 714-957-2737

Local hospitals that have a SART (Sexual Assault Response Team):

Whittier Presbyterian Intercommunity Hospital
12401 Washington Blvd.
Whittier, CA 90602
562-698-0811

Long Beach Community Hospital
1720 Termino Ave.
Long Beach, CA 90804
562-4981000

Reporting:

Individuals are strongly encouraged to report alleged incidents of sexual assault immediately to the department of Campus Safety and/or other local law enforcement. Campus Safety personnel will assist and advise regarding the importance of preserving evidence for the proof of a criminal offense and to whom the alleged offense should be reported. However, it is the individual's decision whether or not to file a police report. Individuals will have access to support and referral services on-campus regardless of

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whether or not she/he decides to report the incident to local law enforcement. All reports of alleged violations of this policy received outside of the procedures described in the paragraph below will be investigated and appropriate disciplinary action will be taken regardless of whether a police report has been filed.

The University will evaluate allegations of sexual assault and, when appropriate, will take disciplinary action in accordance with the sexual assault hearing process set forth in this policy. Reports can be made directly to the Student Development office. If the alleged perpetrator is a University employee, reports should be made directly to the Director of Human Resources and further investigation with Student Development according to applicable faculty and/or staff personnel policies.

The Process:

The process described below applies to alleged sexual assault perpetrated against a student ("complainant") by another student ("respondent") (for all other alleged violations of the Biola Community Standards or other University policy, refer to the general policies and procedures section of the Student Handbook). Upon receipt of a report or complaint, whether oral or written, of an alleged violation, the Dean of Students (which, for all purposes described in this section, includes his or her designee) as well as the Chief of Campus Safety will begin a preliminary investigation of the incident. The Dean of Students in conjunction with the Chief of Campus Safety will meet with the complainant and the respondent separately to explain the process and obtain from each a written statement and list of witnesses, if any, who have information pertinent to the incident.

A preliminary investigation by the Chief of Campus Safety will be conducted. The information associated with the investigation will be forwarded to the Dean of Students who will determine whether "interim sanctions" should be invoked. This process seeks to assess the need to remove any person from campus deemed an immediate threat or danger to any member of the campus community or to take other temporary actions to protect the safety of the complainant.

Upon receipt of the investigation, and allegations, a determination will be made by the Dean of Students as to whether or not there is a sufficient basis to conduct a sexual assault hearing. Insufficient basis to conduct a hearing does not necessarily dispute the accuracy of the charges, but instead reflects the strength of the evidence available and does not imply that there is not a victim or there was no sexual assault.

If the Dean determines that a sufficient basis exists to conduct a hearing, he or she will gather all relevant information and prepare the matter to be heard by the Sexual Assault Hearing Committee (SAHC). The complainant and respondent will generally be given at least twenty-four (24) hour advance notice of the scheduled meeting time for the SAHC Hearing.

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Students are expected to participate in the hearing process when they are called as a complainant, respondent, or witness to a hearing. Should a student fail to appear for a hearing or fail to provide a written statement when proper notification has been given, the hearing will proceed without benefit of that student's input.

All individuals participating in the sexual assault hearing process are expected to tell the full and complete truth. In order to ensure this outcome, individuals participating in said hearings should expect the committee to exercise discernment and discretion regarding how to appropriately respond to other violations of the Biola Community Standards or University policy that may arise in the hearing process. Victims of sexual assault should not let fear of "getting in trouble" because of alcohol use keep them from reporting a sexual assault.

Rights of the Individual Alleging the Violation (Complainant)

The Complainant has:

- * The right to make a complaint that will initiate the hearing process.
- * The right to a timely hearing after filing a complaint (cases reported just prior to the end of a semester may be delayed by the semester break period).
- * The right to an advisor (defined later in this policy) of her or his choice, in consultation with the Dean (or the Dean's designee) who will assist the individual through the student discipline process.
- * The right to confront opposing evidence.
- * The right to provide witnesses and evidence pertaining to the case.
- * The right to be informed as soon as possible of the outcome of the hearing.
- * The right to confidentiality of the student hearing process to the extent possible.
- * The right to request academic schedule adjustments or other academic assistance for missed classes or exams, or help with rearranging coursework.
- * The right to request a change of on-campus housing if both you and the accused live on campus, or you may request that the accused be moved pending a sexual assault hearing.
- * The right to request an 'on-campus, no contact order' for the respondent as an interim measure.
- * The right to on-campus emergency counseling sessions with a member of the Biola Counseling Center staff.
- * The right to seek off-campus medical and counseling services.
- * The right to seek assistance from the Sexual Assault Crisis Response Team, a member of the Biola Counseling Center staff in a client relationship, or the Associate Dean of Spiritual Development in a confessor relationship.
- * The right to file a police report and/or take legal civil action separate from and/or in addition to student discipline action.

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Rights of the Individual Accused of Sexual Assault (Respondent)

The Respondent has:

- * The right to receive written notice of the charges.
- * The right to a timely hearing after being notified of the complaint (cases reported just prior to the end of a semester may be delayed by the semester break period).
- * The right to an advisor of her or his choice, in consultation with the Dean (or the Dean's designee) who will assist the individual through the student hearing process.
- * The right to pursue his or her educational experience while the hearing process is still pending free from harassment by the complainant or individuals connected to the complainant. Anyone who feels the complainant has inappropriately contacted them or individuals connected to the complainant should immediately contact Campus Safety.
- * The right to not be required to give incriminating evidence (the University may make negative inferences from the accused student's decision to not give testimony).
- * The right to confront opposing evidence.
- * The right to provide witnesses and evidence pertaining to the case.
- * The right to be informed as soon as possible of the outcome of the hearing.
- * The right to confidentiality of the hearing process to the extent possible.
- * The right to on-campus emergency counseling sessions with a member of the Biola Counseling Center staff.
- * The right to seek confidential assistance from a member of the Biola Counseling Center staff in a client relationship, or the Associate Dean of Spiritual Development in a confessor relationship.
- * The right to seek outside counseling support.

Advisors:

Both the complainant and the respondent involved in the hearing process have the option of choosing — in consultation with the Dean of Students — a faculty or staff member as an advisor to accompany them through the process. The advisor may not be a student, parent, relative, an attorney, or representative of an attorney. Members of the SAHC or individuals who will be serving as a witness in the case may not serve as an advisor. The advisor is not an advocate for the student in the proceedings and may not address the SAHC or speak on behalf of the student. The advisor may speak with the student privately and in a manner that is not disruptive to the hearing process. The respective student's advisor may be present at any time at which the student they are advising is meeting with the SAHC or other member of the University staff regarding the hearing process and at which the student wishes for them to be present.

The advisor is obligated to maintain the confidentiality of the nature of the allegation(s), the content of the hearing process, and the privacy of the complainant, respondent, and any witnesses known to the advisor.

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Sexual Assault Hearing Committee:

The sexual assault hearing committee is comprised of the *Dean of Student Development (Chair), Associate Dean of Residence Life or the Director of Residence Life, the Director of the Learning Center, the Chief of Campus Safety and one faculty member. At least four members must be present to convene the committee. The Dean of Students (or designee) serves as the discipline process facilitator for all sexual assault cases and may be present during the hearing. The facilitator's role is to assist the Chair and to ensure compliance with the process and procedures outlined below.

It is expected that SAHC members will exhibit the highest ethical standards and disqualify themselves if they believe they cannot be impartial or fulfill their obligation to maintain the confidentiality of the process and the dignity and privacy of the respondent, the complainant, and any witnesses before, during, and/or after the hearing. Both the respondent and complainant may raise issues of concern about the impartiality of a member of the SAHC convened for a particular case. The Dean of Students has the sole discretion to decide whether a SAHC member can be impartial and will remove anyone whom he/she determines is unable to be impartial and/or respectful of the confidentiality of the process and privacy of the individuals involved.

*The Dean of Student Development and Dean of Students are two separate positions.

Outline of Hearing:

1. SAHC proceedings are closed to all parties except the individual student(s), the SAHC members, the Dean of Students or designee, witnesses, and the respective student's advisor. The complainant and respondent will be absent from the room while the other party and any witnesses appear before the SAHC.
2. The Chair will convene the SAHC.
3. The Chair will introduce the SAHC members to the complainant and explain the process.
4. The complainant will be asked to make a statement and respond to questions from the SAHC members. The complainant will be excused until recalled for further questions and/or a final statement.
5. The Chair will invite the respondent into the hearing and will introduce the SAHC members to the respondent and explain the process.
6. The respondent will be asked to make a statement and answer questions from the SAHC members. The respondent will be excused until recalled for further questions and/or a final statement.
7. Any witnesses will individually be asked to make a statement and respond to questions from the SAHC.
8. All participants must be available for recall by the SAHC for additional questioning until the chair excuses them.

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9. The Chair will give members of the committee the opportunity to ask the respondent any follow-up questions, and will give the respondent an opportunity to make a final statement to the SAHC. The respondent is then excused from the proceedings.

10. The Chair will give members of the committee the opportunity to ask the complainant any follow-up questions, and will give the complainant an opportunity to make a final statement to the SAHC. The complainant is then excused from the proceedings.

11. The SAHC will deliberate in private and weighing all of the evidence, the SAHC must determine whether it is more likely than not that a sexual assault occurred. This level of proof is commonly referred to as a "preponderance of the evidence." This level is a lesser level than that in the criminal justice system, which requires that a case be established "beyond a reasonable doubt." The SAHC will determine one of the following appropriate findings by majority vote:

a. It is more likely than not that the alleged violation occurred and the respondent is responsible and impose sanctions, as appropriate; or

b. It is more likely than not that the alleged violation did not occur and the respondent is not responsible; or

c. There is not sufficient information available to make a determination.

Note: In the event of a finding of (b) or (c) is reached by the team, the finding is not necessarily based on the accuracy of the charges, but rather on the strength of the evidence available. The Chair of the SAHC and the Dean of Students will communicate the finding of the SAHC to the respondent and the complainant in writing and/or in person generally within seven (7) business days. Unavoidable delay in providing notice of outcome is not grounds for an appeal.

Sanctions:

Students found responsible for having committed a sexual assault (both category I and II) will be suspended for a minimum of one (1) semester and may be subject to other sanctions up to and including expulsion from the University.

Confidentiality:

The University will make every reasonable effort to preserve an individual's privacy and protect the confidentiality of information related to sexual assault. The degree to which confidentiality can be protected, however, depends upon the professional role of the person being consulted. The professional being consulted should make these limits clear before any disclosure of facts. An individual can speak confidentially with certain persons in legally protected roles. They include counselors at the Biola Counseling Center, medical clinicians, clergy and sexual assault counselors. Exceptions to maintaining confidentiality are set by law; for example, physicians and nurses who treat a physical injury sustained during sexual assault are required to report to law enforcement. Also, physicians, nurses, psychologists, psychiatrists and social workers must report a sexual assault committed against a person under 18 years of age to a child protective agency. Information shared with other individuals is not legally protected from being disclosed. For example, the Dean or the Associate Dean of Students or a Resident Director or Assistant may need to inform other

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individuals to protect their safety or rights, in fairness to the persons involved, or in response to legal requirements.

The University may issue a safety awareness alert, which is a brief description including time and location, to notify the community about the occurrence of a serious crime or pattern of crimes that might put the public at risk. As required by law, all disclosures to any University employee of an on-campus sexual assault must be reported for statistical purposes only (without personal identifiers) to the Campus Safety Department which has the responsibility for annually tabulating and publishing sexual assault and other crime statistics.

The confidentiality of disciplinary proceedings deserves special mention. Honoring the confidentiality of sexual assault proceedings and their outcomes is the responsibility of the accused, the victim, the institution, and all others participating in or privy to those proceedings. Unless disclosure is authorized by law, failure to respect the confidentiality of the proceedings and their outcome may result in disciplinary consequences within the University.

Because sexual assault is a serious crime that may threaten the community as a whole, the University may be obliged to pursue an alleged sexual assault through internal disciplinary procedures without the cooperation of the victim. In such instances, the University will inform the victim of its obligation to address a community safety issue.

Appeal Process:

This process applies to an appeal of a decision made by the SAHC. The complainant and/or respondent may submit an appeal of a SAHC decision.

Appeals must be in writing and submitted to the Vice President of Student Development's office (or his or her designee) within five (5) business days of when the decision is communicated to the parties. An appeal must be in writing and consist of a statement outlining and supporting the specific grounds on which the student is appealing.

An appeal must be based on one or more of the following grounds:

1. A process or procedural error was made that was significantly prejudicial to the outcome of the hearing as it affects the student appealing.
2. New information that was not available or known to the student appealing at the time of the hearing has arisen which, when considered, may materially alter the outcome. Note: Information that the appealing student chose not to present at the time of the hearing is not considered new information.

If an appeal is received from either the complainant or the respondent, the Vice President of Student Development will notify, in writing, the non-appealing student within five (5) business days of receipt of the appeal that an appeal has been filed and the ground(s) upon which the appeal has been made. Within five (5) business days of such notification, the non-

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appealing student may submit a written statement to the Vice President of Student Development that he/she wishes to be considered. During the consideration of an appeal, the Vice President of Student Development will determine if sanctions imposed by the SAHC will be temporarily suspended or modified.

The Vice President will consider the merits of an appeal on the basis of the information provided in the student's written statement, all the material or testimony previously presented, or a written summary of the previous proceedings. The Vice President will review appeals to determine whether the original decision is supported by substantial evidence. The Vice President will communicate his or her decision on the student's appeal in writing no later than seven (7) days following receipt of the appeal. The Vice President of Student Development's decision on the appeal is final and no other office will accept or review appeals.

We want to acknowledge The University of Chicago and Westmont College for allowing their institutions sexual assault policy to be primary sources of reference in creating our revised policy.

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It is the desire of the University that grievances be resolved at the lowest level possible and that the grievance procedure be as expeditious as possible. In accordance with the biblical injunction (Matthew 18:15), there should be an attempt made to resolve any grievance informally with the person or office with whom the grievant has a complaint.

There are two distinct grievance and appeal processes open to the student, and the process used will depend on the nature of the grievance:

1. Appeals Related to Academic Matters (Grades, Classroom Procedures, Tests, Assignments and related matters)

These appeals by students are handled first through a personal conference with the professor involved. If the matter is not resolved at this stage, the student may request a meeting with the appropriate department chair, unless that person is also the professor against whom the complaint is being raised, and then the student should consult with the Dean. If this is also unsuccessful in resolving the matter, the student may appeal in writing to the Dean who will review the matter with the relevant parties and issue a decision which will be the final decision of the University in the matter.

In order to facilitate the resolution of academic grievances, students should be aware of the following options also available to them:

Academic Departments:

In an effort to resolve grievances quickly and as close to the area of concern as possible, some academic departments may establish policies for those academic concerns relating directly to the major. This course of action may be elected by a student within the major, however, the grievance and appeal process as outlined above is open to all students at all times.

Scholarship Appeals:

Appeals on financial aid awards and policy decisions regarding student aid are to be made to the University Scholarship Committee. Contact Student Financial Services, Metzger Hall.

2. General Grievance and Appeal Process (for matters not addressed by the processes above).

Grievance procedures have two related functions:

- a. To determine whether or not an injury alleged by the student (grievant) was the result of an erroneous decision of the University regarding the implementation of university policies and procedures or their administration; and
- b. if error is established, to determine an equitable redress for the student.

NOTE: The interpretation or judgment of university administrators regarding the meaning of the written regulations of the University, or of the Implementation of the Mission Statement and Behavioral Standards, or the regulations themselves are not within the scope of the appeal process. Students are not immune from legal or judicial processes arising as a result of their actions and any disciplinary actions and/or proceedings taken by Biola do not replace federal, state or local law.

Informal Appeal Procedures

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The student and the appropriate university administrator or professor should first attempt to resolve the problem before an appeal to a formal mechanism is made. In cases where this informal appeal is unsuccessful in resolving the problem to the student's satisfaction, the student should share the grievance with the Dean of the School of Intercultural Studies. The Dean will make a personal effort to resolve the grievance, unless, of course, the problem is between the Dean and the student.

Formal Appeal Procedures

When informal procedures have failed to resolve a conflict, the student (grievant) may request a Dean's hearing. There are two formal appeal and hearing procedures: a Dean's hearing and a committee hearing. If the appeal is from a decision previously made by the Dean, the grievant may request a committee hearing. If the appeal is not from a decision previously made by the Dean, the grievant may request either a Dean's hearing or a committee hearing.

Dean's Hearing:

The steps to be taken by the grievant to initiate such a hearing are as follows:

- a) A written request for a hearing must be submitted to the Dean. If the grievance involves a disciplinary action taken by the University, this request must be submitted within ten (10) days from the time the student was informed that disciplinary action would be imposed. The Dean may choose which of the disciplinary sanctions are to be implemented while the appeal is in process.
- b) The grievant must also submit to the Dean a written statement including all of the issues and evidence to be considered, and a list of any witnesses. Issues omitted from this statement may not be considered in the hearing.
- c) The grievant will be notified in writing of the date, time, and place of the Dean's hearing.
- d) The Dean's hearing will be conducted in an informal manner to the greatest extent possible. The Dean will personally interview the grievant, any other witnesses, and will consider all other relevant evidence presented.
- e) The Dean will evaluate the testimony and evidence and prepare a written decision in the matter, which will be communicated, to the grievant within 10 days of the hearing. The decision of the Dean will be final and no further appeal is open to the student at Biola University.

Committee Hearing:

The steps to be taken by the grievant to initiate such a hearing are as follows:

- a) A written request for a committee hearing must be submitted by the grievant to the Dean. If the grievance involves a disciplinary action taken by the University, this request must be submitted within ten (10) days from the time the student was informed that disciplinary action would be imposed. The Dean may choose which of the disciplinary sanctions are to be implemented while the appeal is in process.

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- b) The committee will be composed of five (5) members, three (3) from University faculty or staff, and two (2) students selected as follows:

The grievant will select one University faculty or staff member, the Dean selects another, and the grievant and the Dean together select a third member. All members are to be selected from a list of faculty and staff members approved by the Provost.

The first two members are to be chosen not as advocates, but rather for their familiarity with the kinds of issues involved in the case. All three members are to be impartial and familiar with the policies and procedures of the University.

- c) The three-committee members so chosen shall select one of them to serve as the chair of the committee.
- d) The chair of the committee shall select two students from a list of SICS students.
- e) The grievant must submit to the chair of the committee a written statement including all of the issues and evidence to be considered, and a list of any witnesses. Issues omitted from this statement may not be considered in the hearing.
- f) The grievant will be notified in writing of the date, time, and place of the committee's hearing.
- g) The committee hearing will be conducted in an informal manner to the greatest extent possible. The committee will personally interview the grievant, the Dean (or other designated faculty member), any other witnesses, and will consider all other relevant evidence presented. The University may tape the hearing in its entirety. The committee will evaluate the testimony and evidence and prepare a written recommendation to the Provost or his/her designee for final decision. The Provost or his/her designee will consider the recommendation and make a decision, which will be final, and no further appeal is open to the student at Biola University.

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COMPLIANCE WITH NON-DISCRIMINATION... SECTION 2.13

COMPLIANCE WITH NON-DISCRIMINATION LAWS AND REGULATIONS ON DISCRIMINATION

The University deplores the unfair treatment of individuals based on race, gender, socio-economic status, age, disability or cultural differences, as well as attempts at humor which aim to elicit laughter at the expense of an individual or any group of individuals. Rather, members of the student body should embrace the expectation of Scripture to love God with all their being and their neighbors as themselves.

Biola University operates in compliance with all applicable federal and state non-discrimination laws and regulations in conducting its programs and activities and in its employment decisions. As a religious institution, the University is exempt from certain regulations relating to laws and discrimination on the basis of religion. Such laws and regulations include:

1. Title VI of the Civil Rights Act of 1964 which prohibits discrimination based on race, color and national origin in the programs and activities of the University. This policy of non-discrimination also complies with Internal Revenue Service Revenue Ruling 71-447 required for maintaining the University's tax-exempt status.
2. Title VII of the Civil Rights Act of 1964 which prohibits employment discrimination based on sex, race, color or national origin.
3. Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability in all programs and activities that receive federal financial assistance. It applies to the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of its programs and activities. Section 504 also provides for the receipt of reasonable accommodations by persons with disabilities who self identify and demonstrate need for such accommodations.
4. The Americans with Disabilities Act of 1990 (No other law here has the reference ID listed), which affords persons with disabilities equal opportunity and full participation in life activities and prohibits discrimination on the basis of disability in employment, public service, public accommodations, telecommunications and transportation.
5. The Age Discrimination Act of 1975 which prohibits age-based discrimination against persons of all ages in programs and activities of the University.
6. The Age Discrimination in Employment Act of 1967 which prohibits discrimination against persons aged 40 and over regarding employment decisions.
7. Title IX of the Education Amendments of 1972 which prohibits all forms of discrimination on the basis of gender (including sexual harassment) in programs and activities of the University, except where the University has been granted exemptions based on its religious tenets.

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DISCLOSURES AND COMPLIANCE WITH...

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DISCLOSURES AND COMPLIANCE WITH OTHER LAWS AND REGULATIONS

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA)

This act and provisions of the California Education Code set out requirements designed to govern the access to, and release of, educational records, to establish the right of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the FERPA Office (U.S. Dept. of Education) concerning alleged failures by Biola to comply with provisions of FERPA.

Biola University has adopted policies and procedures concerning implementation of FERPA on campus. Copies of the policy are available in the Registrar's Office.

Release of Student Directory Information Family Educational Rights and Privacy Act (FERPA)

1. "Privacy" students need to approve any releases of information about themselves, with the exception of certifying a student's loan or deferment of a loan that the student themselves initiated since that release is "in the best interest of the students and a benefit to the student". Even these forms would normally only be processed if the loan form was received in the mail from the loan agency for enrollment verification or if the form was brought in by the student for processing.
2. In the case of students who have "not" indicated "privacy" for their files, there is still "private information" that cannot be released about the student. This is especially true with regard to grades, academic standing, etc. The only thing that can be released concerning "non-privacy" students is "directory release information":
Name; Address; Telephone Number (though this is to be avoided when possible); Date and Place of Birth; Major Field of Study; Degrees awarded and dates received.
3. Outside of these data elements, nothing else about "non-privacy" students can be released.

For an expanded explanation of FERPA, see the Schedule of Classes booklet for each semester.

The Crime Awareness and Campus Security Act Of 1990

Public Law 101-883, the "Student Right-To-Know" and "Campus Crime Act" requires colleges and universities receiving federal funds to make available yearly campus security policies, crime prevention programs and specific campus crime statistics to current students and employees, as well as to any applicant for enrollment or employment, upon request. This includes making the community aware of crimes committed on campus within a reasonable amount of time. When crimes do occur, when appropriate, the campus community will be notified by one or more of the following methods: Campus Safety Alert Notices posted at all common building entry points, the Chimes, Inside Story and e-mail. In addition, all these policies and statistics are available at the Campus Safety Office.

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Student Right-To-Know Act Of 1990

This Act requires colleges and universities receiving student federal financial aid to disclose graduate or completion rates for the student body in general and athletes in particular, allowing students and parents to make informed choices in selecting an institution of higher education. The University will provide such information to students and prospective students upon request.

1976 Amendments to Higher Education Act of 1965

The Amendments require colleges to disseminate information on financial aid, tuition and academic programs as well as exit counseling to student borrowers. This information is disseminated through its catalog and other publications and mailings and is also made available to students upon request.

Drug-Free Schools and Communities Act of 1989

(Public Law 101-336) and Drug-Free Workplace Act of 1988 Biola University is operating in conformity with this law. The following summarizes Biola's policy and program:

1. It is the policy of Biola that the University be free of alcohol and illicit drugs. The unlawful use, possession or distribution of alcoholic beverages or illicit drugs by students and employees of Biola is prohibited and violates this policy as well as the University's standard of conduct.
2. The California Penal Code states that "Every person who possesses any controlled substance shall be punished by imprisonment in the state prison" (CPC 11350). And, "Every person who possesses for sale, or purchases for sale, any controlled substance shall be punished by imprisonment in the state prison for two, three or four years" (CPC 11351). In addition, the purchase, possession or use of alcoholic beverages is illegal for those under the age of 21 in the State of California and constitutes a misdemeanor under B & P Code 25658, 25658.5 and 25662.
3. Known health risks of alcohol and/or illicit drug use include the following: Damage to respiratory and immune systems, malnutrition, seizures, loss of brain function, liver and kidney damage and a variety of other possible consequences.
4. The Biola Counseling Center provides individual treatment and counseling programs for drug and alcohol abuse to members of the Biola community, at cost. Referrals of students are also made to external organizations providing substance abuse programs.
5. Students violating this policy are subject to disciplinary actions up to, and including, suspension or dismissal from the University in accordance with University policies and procedures.

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Hazing

All students and members of campus organizations are required to observe and fully comply with California's Education Code requirements on hazing and the University's regulations prohibiting hazing. State law mandates that no student or other person shall conspire to engage in hazing, participate in hazing, or commit any act that causes, or is likely to cause, bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to any fellow student or person attending the institution (Education Code, section 32051). Hazing includes any method of initiation or pre-initiation into a student organization or any pastime or amusement engaged in with respect to a student organization which causes, or is likely to cause, bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to any student or other person attending the University. (Education Code, section 23050) Serious violations of the basic provisions of this student code will place in jeopardy any scholarships and other assistance given to the student. Also, whether or not the student should continue to be enrolled at the University may be considered.

Research with Human Subjects

1. Any educational research/ survey investigator requesting the participation of students, either on and/or off-campus, must request permission from the Office of the Dean of Student Affairs, ext. 4871.
2. All research surveys must be approved by the Protection of Human Rights in Research Committee (PHRRC) prior to requesting permission from the Student Affairs office. (Written protocol for the PHRRC is available from the Rosemead School of Psychology, Receptionist Desk).

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CAMPUS SAFETY

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CAMPUS SAFETY

Biola's Campus Safety Office is concerned for the safety of individual students as well as the community as a whole. Campus Safety's primary responsibility is to protect the people and property of Biola University. This includes the responsibility for all persons at the University (e.g., students, faculty, staff and visitors) and for all property owned or operated by the University. Officers trained in law enforcement, CPR and first aid are on duty 24-hours a day and are willing to assist students in any way.

The Campus Safety Department offers special services, such as a campus escort service, a rape prevention program that includes several films and a seminar, a lost and found service, bicycle registration service and Operation Identification (engraving of personal property for positive identification in case of theft) throughout the year. Vehicle registration, traffic control, building security and assistance in medical emergencies are additional services handled by this department.

Recognizing that a Christian University is not exempt from crime and danger, students are asked to use common sense and caution in every aspect of their activities. Students who are stopped by Campus Safety officers are required to present their driver's license and student I.D. and to follow any directions given by the officer. Failure to cooperate with an officer's request may result in disciplinary action.

All Biola University students are responsible for the information contained in the *Campus Safety Handbook* which is distributed at registration time or may be obtained in the Campus Safety office.

Registration and Use of Motor Vehicles and Bicycles

All vehicles brought onto Biola property must be registered with the first 72 hours of that vehicle's presence on campus. All vehicles are registered each semester and are billed on the student account.

Vehicles that were registered and then sold should be reported to the Traffic Control Office so that they may be taken out of the system. Those students withdrawing from school for any reason should stop by the Campus Safety Office to remove their vehicle from the system.

Off-street vehicles (not equipped or licensed for use on public highways) may not be stored, parked or driven on Biola property. California state law now requires that all vehicles be covered by insurance or bond. Biola students are expected to abide by such laws. Generally speaking, vehicles belonging to resident students should be parked in appropriate parking lots and not on adjacent residential streets.

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The University reserves the right to ask that any vehicle owned or operated by an enrolled student be opened in the presence of the owner or operator and a member of the staff of the Student Affairs Office if there is reason to believe that the vehicle has been involved in a violation of city, state, federal law or school standard.

A vehicle code is available to all students at any time during the semester to inform students of all policies relating to motor vehicles and motorized bicycles. Vehicles not registered may be removed from campus at the expense of the owner.

Registration Fees

Per semester there is a registration fee for automobiles, motorcycles and motorized bicycles. Temporary permits are available at a prorated fee.

Bicycles

Bicycles may not be ridden on Biola University sidewalks because of possible injuries to pedestrians.

Skateboards and Skates

Skateboards and skates may not be used on campus. If sidewalks were to be used by skateboards or skates, there would be a clear danger to the visually disabled and others unable to avoid an accident. Use of the roads would also be hazardous because of heavy vehicular traffic.

Violations and Fines

Campus Safety has the responsibility and authority to administer safety and law enforcement policy for the institution. This function is defined in part as the supervision of all activities that lead to the prevention, apprehension and investigation of crimes and criminal activity on University property. We enforce a variety of criminal statutes originating from the federal, state and municipal levels of government. We are also responsible for enforcing several areas of student behavior under the University code of conduct. We may impose selected administrative fines in addition to criminal prosecution or academic discipline imposed by the Division of Student Affairs.

State and Safety Violations include:

1. Refusing to identify self to Campus Safety official
2. Unnecessary or loud noise between 10:00 pm and 6:00 am (La Mirada Municipal Code Section 9.04.010)
3. Harassing telephone calls (Section 653m of the California Penal Code)

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4. Throwing projectile at pedestrian or vehicle (Section 240/242 of the California Penal Code and 23110 of the California Vehicle Code)
5. Tampering with a smoke detector (Section 11.302 of the California Fire Code; 148.4 California Penal Code)
6. Possession of fireworks (La Mirada Municipal Code Section 16.12.020)
7. Disorderly conduct (La Mirada Municipal Code Section 9.04.030)
8. Tampering with or unlawful activation of a fire alarm (Section 1.302 of the California Fire Code)
9. Possession of firearms (Section 12001 of the California Penal Code, Section 626.9 of the California Penal Code)
10. Possession of drug paraphernalia (Section 11364 and 11364.5 of the California Health and Safety Code)
11. Possession or under the influence of alcohol (Section 23004 of the California Alcoholic Beverage and Control Code)
12. Details and explanations may be found in the Campus Safety Handbook

Safety and Traffic Citation Appeals

1. Citation appeals are to be made in writing within 7 working days of the violation and delivered in person or by mail to the office of Campus Safety. Citations not appealed within 7 working days will be billed to the student's account.
2. An appeal may be denied if it does not include the name, student number, campus box number, explanation, signature and date or is not appealed within 7 working days.
3. Results of the appeal will be mailed to campus box numbers from the Office of Campus Safety within 10 working days of making the appeal.
4. Service fees may not be appealed.
5. Ignorance of the regulations is not a valid excuse for violations.
6. Anyone dissatisfied with a decision may make an appointment with the Chief of Campus Safety. Appeals must be made in writing before an appointment is given.
7. Explanation of regulations is available for the Chief of Campus Safety during normal business hours.
8. An individual may file a late appeal by coming to the office or Campus Safety Building during normal business hours and filling out the request for a late appeal. This request will be either denied or granted by the Chief or Campus Safety.

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EMERGENCY PREPAREDNESS

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EMERGENCY PREPAREDNESS

Biola recognizes that parents and students may have concerns about safety given the events of September 11, 2001, and the possible threat of terrorist activities within our borders. In light of these concerns, Biola Campus Safety has taken steps to address these concerns in cooperation with local law enforcement. Biola University has adopted a comprehensive Disaster Plan to handle various kinds of disaster, accidents and crimes. This plan includes coordination with local and state emergency response agencies.

The Biola University Disaster Plan incorporates an extensive team of professionals trained to deal with potential campus-wide emergencies. In the event of an emergency, this team will be activated to address whatever contingencies that may arise. The University maintains a mutual aid agreement with the City of La Mirada. Biola Campus Safety and Residence Life staff maintains a supply of stores necessary in the event of a disaster. Campus Safety also can provide educational materials addressing various kinds of emergency. Biola community members are encouraged to consult the Biola Campus Safety Handbook or website for information regarding disaster response.

Biola Campus Safety continues to monitor local and national news reports and will respond appropriately should the need arise. Biola's emergency plans include contingencies for housing and feeding all of our students, if necessary. Biola maintains full-time medical emergency response staff as well as a full-time doctor and counseling resources. The Biola Power Plant has the ability to keep the campus self-sufficient in the event of a power failure and maintains on-call Facilities Services personnel to respond in an emergency.

Biola Campus Safety is developing a specific Disaster Website to keep parents and students informed in the event of an emergency. ***Information is also available on Biola's recorded Disaster Update Hotline. That number is (562) 903-4724.***

Are You Prepared?

This handbook is intended to help staff, faculty and students respond to emergency situations which may occur on the Biola campus. Such emergencies can occur at any time and without warning, but their effects can be minimized if proper emergency procedures are established and followed.

Biola University is committed to the safety and security of all members of the campus community. In times of emergency the University will provide an appropriate campus-wide response to assure life safety and minimize losses.

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Emergency preparedness is also an individual responsibility. This handbook will serve as a quick reference for efficient action during emergencies and should be kept in an easily accessible location at all times. All staff, faculty and students should take the time now to read and become familiar with the contents of this guide before an emergency occurs.

Reporting an Emergency

To report an emergency, call Campus Safety:

5111.....on campus

911.....off campus

State: "THIS IS AN EMERGENCY."

Give the dispatcher:

- your location
- the nature of the emergency
- phone number from which you are calling
- your name

Do not hang up until you are sure no further information is required, unless there is an immediate threat to your safety. After notifying emergency personnel, notify building staff. Watch for the arrival of emergency personnel and assist in directing them to the appropriate location.

Contacts:

5111 (all emergencies)

(Also, if any off-campus incident involves university property, please call Campus Safety.)

General Security/Safety Problems

Campus Safety Administrative Office 903-4877

Campus Safety Field Office 903-4812

Student Health

Health Center 903-4841

Office of Learning Disabilities 903-4542

Title IX Coordinators for Discrimination

Student Development 903-4874

Human Resources 903-4757

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Facilities Problems

Facilities Services	903-4898
Facilities Planning	903-4790

Alcohol/Drug Problems

Student Development	903-4874
Human Resources	903-4757

Crisis Intervention

Biola Counseling Center	903-4800
Residence Life	903-4874 or 5842

Medical Emergency

Report all on-campus medical emergencies immediately to Campus Safety (5111). Report the nature of the medical problem, the location of the victim and your name. The dispatcher will call paramedics, Safety Officers and Health Center personnel when applicable. Safety Officers are trained in CPR and basic first aid.

- DO NOT MOVE VICTIM UNLESS AN IMMINENT HAZARD MAKES IT UNAVOIDABLE.
- Keep the victim comfortable.
- Have someone meet and escort security staff and medical personnel to the victim. Provide all requested information.
- University employees should report injuries to their supervisor as soon as possible.
- All staff and students should attend a first aid training course (contact Student Health Center).
- Keep a first-aid kit and instruction book nearby for reference.

Crime in Progress

Call Campus Safety (5111). Give your location, nature of the crime, name and department. Advise them of the situation and remain where you are [if safe] until contacted by an officer.

Do not attempt to apprehend or interfere with the criminal except in case of self-protection.

If safe to do so, stop and take time to get a good description of the criminal. Note height, weight, age, sex, race, hair and eye color, tattoos or facial hair, clothing, weapons if used, method and direction of travel and name if known. If the criminal is entering a vehicle, note the license plate number, make and model, color and outstanding characteristics.

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Crime Prevention Tips

- Avoid walking alone.
- Do not open residence hall doors to strangers.
- Keep all doors closed and locked, and do not leave valuables unattended.
- Do not leave doors propped open.
- At night, LOOK inside your car before entering.
- Be aware of your surroundings.
- Stay in your car if you feel threatened when strangers are present.

Bomb Threat

IMPORTANT: REPORT ALL BOMB THREATS TO CAMPUS SAFETY: Dial x5111. All bomb threats must be taken seriously. After safety personnel have been notified, evacuation may be necessary.

When there has been a threat, if you see a package or unknown object in an unusual place, **DON'T TOUCH IT.**

If you receive a bomb-threat call, try to obtain the following information:

- When is the bomb going to explode?
- Where is it right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb? Why?
- What is your name?

Sex of caller _____ Age _____

Speech pattern/ accent _____

Background noises _____

Number at which call was received _____

Date and Time _____

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Chemical Spill

Any chemical spill should be reported to Campus Safety (dial x5111) and to the Occupational Safety Office at 903-6000, ext. 5207. Do not attempt to clean up a spill until it has been assessed by trained personnel. Offensive odors from ventilation systems should be reported to the Occupational Safety Office (x5207) and to Facilities Services (x4897).

Be prepared to evacuate the building. Following evacuation and stay up wind of the spill. Evacuation of the campus may be necessary. Be prepared to cooperate with traffic-control officials. For further information, see the Campus Safety Emergency Flip File located visibly on the walls in several departments on campus.

All laboratory personnel should be prepared to assist in assessment of spills within their area following a major earthquake. Steps should be taken now to restrain all chemical containers and gas cylinders against the effects of earthquake shaking.

Fire

ALL ALARMS SHOULD BE TAKEN SERIOUSLY. If you hear a fire alarm, evacuate. IF YOU DISCOVER A FIRE:

- ACTIVATE FIRE ALARM.
- Call Campus Safety (5111 or 903-6000) report type and location of fire.

Fire extinguisher instructions

P PULL safety pin from handle.

A AIM at base of the fires.

S SQUEEZE the trigger handle.

S SWEEP from side to side.

- In the event of a fire, alert others and GET OUT. Move everyone away from area of fire; close (but do not lock) all doors as you move in order to slow down spread of fire.
- Walk, do not run. Keep noise to a minimum. Walk carefully to avoid tripping.
- Do not use the elevator.
- On stairways, use handrails and keep to right. Check all doors for heat (top and bottom) with back of hand. If hot, do not open.
- Assist people with disabilities (refer to section on persons with disabilities).
- If you are caught in smoke, drop to hands and knees and crawl; breathe shallowly through nose and use blouse, shirt or jacket as filter.

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- Assist those leaving the building to move to safe areas away from falling debris.
- If you have relocated away from the building, do not return until you are notified that it is safe to do so.
- If your clothing catches fire, DO NOT RUN. STOP. . . DROP. . . ROLL.

If trapped by fire in room

Place (moist, if possible) cloth material around/under door to prevent smoke from entering. RETREAT-close as many doors as possible between you and fire. Be prepared to signal from windows, but do not break glass unless absolutely necessary. (Outside smoke may be drawn in.)

Prepare in advance

Thoroughly familiarize yourself now with all possible routes you could take to exit your building during a fire. Practice walking through alternate exit routes. Remember, during a fire, smoke may obscure normally visible exit signs.

Avoid creating fire hazards. Do not store things in corridors, overload electrical circuits, put up flammable decorations or prop open doors. Report any problems with smoke detectors, fire alarms or fire hazards to Campus Safety.

Utility Failure

Gas leak

When there is a possible gas leak within any building on campus, it should be reported immediately to Campus Safety (5111 or 903-6000). Personnel specifically trained in gas shut-off procedures will respond immediately. Do not light matches or turn on lights and evacuate the building.

Facilities Services personnel will recommend response procedures once they have confirmed the leak. Building occupants should evacuate if recommended by Facilities Services or Campus Safety. Windows should be opened to allow ventilation.

Elevator failure

- If you are in an elevator that has stopped functioning, use the elevator phone or alarm button to call for help, and facilities personnel will respond.
- If the elevator has stopped functioning in an earthquake, the phone may not work. Emergency plans have been developed for such an event, and Campus Safety personnel will respond.
- If the elevator has stopped functioning in an earthquake, the phone may not work. Emergency plans have been developed for such an event, and facilities personnel will be automatically dispatched to check on all elevators.

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- Never attempt to pry open the doors or overhead hatch of a stopped elevator. Such actions by unskilled personnel may result in injury. Specially trained elevator mechanics will take care of the problem.

Plumbing failure/flooding

- Alert Campus Safety and then call Facilities Services Work Order Office, ext. 4898.
- Report power failures immediately to the Facilities Services Work Order Office.
- Avoid any contact with electrical equipment or lines.
- During outdoor flooding, use caution when driving on flooded streets.

Earthquake Response

During the shaking

- Remain calm. Do not rush outside. Many earthquake injuries occur due to falling debris just outside doorways near outside walls.
- Duck, cover and hold. If indoors, take cover under a desk or table, and hold on. Stay away from windows, tall objects and overhead lights. If no cover is available, duck and hold near an interior wall. Shield your head and face from falling debris.
- If outdoors, move away from buildings, utility wires, trees and all other overhead obstructions.
- If driving, pull over to the side of the road and stop. Avoid overpasses and power lines. Stay inside your car. If you continue driving, watch for hazards such as damaged roadways, fallen objects and downed power lines.
- Laboratory occupants should seek shelter in hallways to escape possible toxic vapors.

After the shaking stops

- Be prepared for aftershocks. Move cautiously. Wear enclosed shoes to avoid injury from broken glass or other debris.
- Check for injuries. Administer first aid if necessary. Do not move seriously injured individuals unless absolutely necessary. Do not use elevators. Do not use telephones except in a lifesaving emergency.
- Note any facility damage. If safe to do so, extinguish small fires. If you smell gas, turn off any gas appliances, and do not light a match or turn on lights. Report all problems to university emergency response personnel.

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- Evacuate if the building is badly damaged, if there are gas leaks or fires or if directed to do so. During evacuation, close all doors and turn off all electrical equipment. Bring your personal emergency kit with you and use the stairway. Assist all individuals with disabilities (refer to section on persons with disabilities).
- Move away from the building to an open area free from overhead hazards. Do not return to the building until it has been determined to be safe by a competent judge of building safety. Keep streets and walkways clear for emergency equipment and personnel. Use extreme caution in rescue attempts if others are trapped. If possible, wait for trained university personnel to guide rescue efforts.
- Make note of any individuals who are missing. Provide all requested information to security and other response personnel. Turn on your radio for emergency information.
- Assist those individuals who experience anxiety in the aftermath of the earthquake. You will be helpful to them if you are sympathetic, yet positive. It may be calming for such individuals to be involved in helping others.

Earthquake Preparedness

Scientists project that a major earthquake will occur in Southern California's near future. Living with earthquakes requires preparation. Take simple steps now to minimize the potential for injury.

- **BE FAMILIAR WITH APPROPRIATE EMERGENCY PLANS AND PROCEDURES.** Familiarize yourself and others with the response steps listed above. Take a few moments now to identify evacuation routes and potential hazards to avoid. Identify the phone number of a contact person outside Southern California to act as a communication link with your family.
- **PUT TOGETHER A PERSONAL EMERGENCY KIT, INCLUDING:** Food and water, plastic eating utensils, basic first-aid supplies, flashlight, whistle, radio, spare batteries, change of clothes, enclosed shoes, gloves, spare eyeglasses, prescription medicine, plastic garbage bags, a blanket and personal hygiene items.
- **MAINTAIN AN EARTHQUAKE-SAFE ENVIRONMENT.**
 1. Move heavy objects down from high shelves.
 2. Restrain tall bookcases and cabinets firmly to wall studs.
 3. Anchor desktop computers down with anchor pads or Velcro.
 4. Cover glass windows with protective film.
 5. Relocate office desks away from windows.
- **PREPARE YOUR FAMILY.** If the earthquake happens while you are at work, you may be separated from your family for a period of time. They should be equipped with proper

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SECTION 2.16

emergency procedures. Schools should be prepared to care for children until parents can pick them up. Maintain a reserve of cash in case bank services are disrupted. Keep a mini-survival kit in your car and adequate fuel in your car in case gas stations are damaged.

Persons With Disabilities

Students, faculty and staff with disabilities have special needs and problems in the event of an emergency. Preparation is the key. Assign someone now to provide assistance for such individuals in the event of an earthquake, fire or bomb threat. Urge individuals with disabilities to maintain an extra supply of medications and spare equipment or supplies needed to cope with their disability.

Experience in past emergencies has shown that chances of survival for disabled individuals are usually quite good due to the fact that they have often learned to cope with obstacles on a daily basis. The campus community can help by assuring that disabled individuals receive emergency warnings and are not forgotten during the response effort. During evacuations, those with disabilities must not use elevators but must be assisted to evacuate using stairways.

Wheelchair Users

Frequently, wheelchair users have respiratory complications. Remove them from smoke or fumes immediately. Wheelchairs should not be used in stairwells, if at all possible.

Consult wheelchair users in advance as to their preference with regard to ways of being removed from the wheelchair, the number of people necessary for assistance, whether to extend or move extremities when lifting, whether a cushion or pad should be brought along, how they are carried on a flight of stairs and after-care if removed from the wheelchair.

Individuals using crutches, canes or walkers should be treated as if they were injured for evacuation purposes. They can be carried using a two-person lock-arm position or sitting in a sturdy chair, preferably with arms.

Visually Impaired Persons

In the event of an emergency, tell a visually impaired person the nature of the emergency and offer to guide him/her. As you walk, tell him/her where you are and advise of any obstacles. When you have reached safety, orient him/her to where s/he is and ask if any further assistance is needed. Remain with him/her as long as you are needed.

Hearing Impaired Persons

Persons with impaired hearing may not be aware of emergency alarms and an alternative warning technique may be required. It may be necessary to get the individual's attention by writing a note or turning the light switch on and off, then indicating through gestures or in writing what is happening and what to do.

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UNIVERSITY STATEMENTS

SECTION 2.17

UNIVERSITY STATEMENTS

Discrimination

The University deplores all forms of discrimination based on race, sex, socioeconomic status, physical disability or cultural differences. Rather, members of the student body should embrace the expectation of Scripture to love God with all their being and their neighbors as themselves. Attempts at humor which aim to elicit laughter at the expense of an individual or any group of individuals is a form of discrimination, which is not acceptable in this community.

Philosophy of Cultural Pluralism

Biola University is committed to producing students who understand and appreciate ethnic and cultural differences. Recognizing the rich contribution that each culture can make to campus life, the University supports the philosophy of cultural pluralism.

This philosophy of cultural pluralism, which is applicable within the University is defined as:

A state of equal co-existence in mutually supportive relationship within the boundaries or framework of one nation of people of diverse cultures with significantly different patterns of beliefs, behavior, color and in many cases with different languages. To achieve cultural pluralism, there must be unity within diversity. All must be aware of and secure in their own identity and be willing to extend to others the same respect and rights that they expect to enjoy themselves.

Biola students freely choose to become united to the body of Christ and committed to the distinctives of Biola University. A mutually supportive relationship between Biola students who are culturally different is not a relationship of toleration or patronization, but a relationship of respect and dignity that enhances the cultural identity and personal development of all students.

Resolution on the Sanctity of Human Life

The following resolution was approved by the Board of Trustees, in December 1984, as a statement of the University's position of the sanctity of human life:

Biola University is firmly committed in its official doctrinal position and its total work to an acceptance and proclamation of the Bible as a supernaturally-given revelation from God Himself, without error or misstatement. The Bible is clear in its teachings on the sanctity of human life. Furthermore, we believe the Bible and the observable medical and biological factors alike support the view that each individual's life begins at conception. It is our conclusion, then, that human intervention to terminate life after its conception is to be opposed vigorously by Christian people, both in their own practices and in their active involvement in promoting the establishment of societal and legal bans against such practices as abortion.

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THE DOCTOR OF MISSIOLOGY

SECTION 5.1

THE DOCTOR OF MISSIOLOGY

The Doctor of Missiology (D.Miss.) degree program is designed primarily to serve veteran missionaries by providing strong research training with a practical focus in crosscultural ministries. The degree attempts to develop careful relationships between theory, literature and field practice. The program seeks to:

- develop research professionals in linguistics, Bible translation, anthropology, church growth and crosscultural church planting to aid in the support of the world missionary enterprise;
- help prepare nationals of every nation for formal education service in their own culture and to prepare educators and scholars from every nation at the very highest levels of education to teach in schools of higher learning;
- train teachers for international education, development institutions and mission agencies; and
- train consultants for church planting, Bible translation, literacy and community development.

One major goal of the program is for students to produce a dissertation that will contribute to the ongoing knowledge of global missions. They will accomplish this by integrating personal ministry experience, academic studies, research and writing. Generally, the dissertation will include practical, strategic objectives with application for effective field ministries.

Students may gain admittance to the program twice a year through the D.Miss. application process conducted by the Admissions Office of Biola University. In addition to an approved masters degree, students of intercultural education are expected to have significant field experience, acquaintance with a second language and a cumulative grade point average of 3.3 in previous graduate work.

After the student's first semester, an interview is scheduled with the education committee to confer with the student concerning continuance in the program. This interview explores in some detail the student's emerging career interests, academic performance in program, capacity to conduct and write scholarly research and potential for successfully completing the program.

Admission to doctoral candidacy is achieved when one has completed all required coursework acceptably and has successfully passed the doctoral comprehensive examinations required of all students. Upon achieving candidacy, the student may engage in doctoral research and writing under

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THE DOCTOR OF MISSIOLOGY

SECTION 5.1

the supervision of an approved doctoral chairperson from among the SICS faculty. The student enrolls continuously for an additional eight dissertation research and writing units during this period.

The defense of the completed dissertation before one's doctoral committee is the final step in the doctoral process. Conferral of doctoral degrees is made twice a year at the winter and spring commencements.

At times students may need to interrupt their programs for a semester or more for a variety of personal or work-related reasons. This may be done with the consent of the D.Miss. program director. Students ordinarily do not remain enrolled during their absence. Upon return, with payment of a small fee, their enrollment may be activated again. All D.Miss. students must complete their degrees within a 10 year period following their initial matriculation in program.

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ADMISSIONS PROCEDURES

SECTION 5.2

ADMISSIONS PROCEDURES -- CLASSIFICATION OF ADMITTED STUDENTS

Each student admitted is classified in one of the following categories:

FULL GRADUATE STANDING: Applicants who intend to obtain a degree and who are admitted without reservation are granted full graduate standing. Only students with full graduate standing may become degree candidates.

PROVISIONAL STANDING: Provisional admission status may be awarded to a student whose academic record shows certain deficiencies. The student must demonstrate the ability to do graduate work at a high level of achievement before being considered for admission to a degree program. After completing two courses (or a semester of coursework), the record of a student with conditional standing will be reviewed by the D.Miss. faculty committee. The faculty may then grant full graduate standing or require the student to remain in provisional standing until specified requirements have been met. Provisional admission status may also be awarded to a student with deficiencies in the educational, theological or vocational foundational requirements for admission. A student may be required to take a maximum of 18 doctoral units and pass positive review by the D.Miss. faculty committee prior to the grant of full graduate standing.

INACTIVE STUDENTS: Inactive students are those who have dropped out of the program temporarily or who are at distance from the university for a period. In order to keep one's file current, doctoral students must pay the current continuation fee or a dissertation continuation fee annually.

WITHDRAWAL STATUS: Students who choose not to remain in current status are considered to have withdrawn from the program. They must apply for readmission to the program. When leaving the Biola campus, students must complete a departure card in the Registrar's Office to indicate their decision regarding status.

LANGUAGE REQUIREMENT

The School of Intercultural Studies expects D.Miss. candidates to be able to demonstrate competency in a second language. Students will conduct their doctoral research using the language of the indigenous peoples with whom they minister. Competency in the language may be demonstrated through a variety of different means: written letters from speakers of the language, written letters from mission colleagues, materials published in that language that you have authored or an examination administered. The objective of this language requirement is that you will be drawing upon the indigenous language for an understanding of the culture and thought processes of those people to whom you minister.

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ADMISSIONS PROCEDURES

SECTION 5.2

FIELD MINISTRY REQUIREMENT

The School of Intercultural Studies requires that each D.Miss. candidate have completed at least three years of ministry or its equivalent. Evidence documenting the field ministry may be a letter from the mission director or field area director verifying years of service. Letters of reference submitted by mission colleagues in your application file to Biola University (SICS) may serve to meet this requirement. This field ministry need not be completed before beginning study at Biola University but must be completed before the student can be admitted as a candidate for the D.Miss.

When the language of field research is English, the candidate must have a commitment to and experience in cross-cultural research and ministry. It is the obligation of the candidate to demonstrate to the SICS faculty that this is so. Some criteria to determine if this requirement has been met include:

- an extended period of learning by participant observation in a cross-cultural setting;
- first-hand experience and insight as a minority in another ethnic group;
- the experience of seeing life and interpreting experience through the eyes of persons in a different culture;
- a reflective critical perspective on his/her own culture stimulated by the cross-cultural experience;
- experience and practice in sorting and assessing the cultural dimensions of one's Christian practice from the essence of Biblical Christianity;
- the experience of becoming bicultural, that is having the ability to function with joy and a tolerance for ambiguity in another cultural setting.

For candidates who may be serving as mission pastors in the U.S., at least four years of ministry as mission pastor is required, along with evidence of direct involvement, supervision, and leadership in furthering the cause of world missions. Involvement in and commitment to cross-cultural ministry in the immediate vicinity of the mission pastor's local church is strongly encouraged.

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EXTENSION PETITION FOR THE D.MISS.

SECTION 5.3

EXTENSION PETITION FOR THE DOCTOR OF MISSIOLOGY

Petition for an extension of the D.Miss. program that exceeds the 10 year deadline will be decided by the SICS faculty on a case-by-case basis. The Biola catalog states: "All course and academic requirements for the D.Miss. degree must be completed within 10 years, beginning on the date of the student's first registration. Petitions for extension beyond 10 years will be considered on a case by case basis for students who may need extensive field experience or field research requirements." To apply for an extension, complete the questionnaire below and return it to the director of the D.Miss. program. Should your petition be accepted, you will have an additional 3-5 years to complete the program. It should be noted that there will be no further extension once one is granted.

Biola University
School of Intercultural Studies
Doctor of Missiology Extension Questionnaire

1. Explain why you were not able to complete the program within 10 years.
2. Request an extension for the D.Miss. program.
3. Provide an action plan with a timeline for completing the program.

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ADVISEMENT & REGISTRATION

SECTION 5.4

ADVISEMENT AND REGISTRATION

All students will be assigned a faculty advisor at the department's orientation meeting. These faculty members are available to the students to plan their academic study in order to achieve the most effective program possible for each student. It is our goal to give each student the best learning options possible at Biola for fulfilling his/her personal ministry objectives.

Registration for the first semester in residence occurs a few days prior to the beginning of the semester. The faculty will be available at that time to advise students for their first semester registration.

Prior to arrival each student will receive from the Office of Admissions a program evaluation sheet. This advises the student of credit requirements remaining for completion of the degree sought. Departmental tracking sheets are also included in this handbook. The Department tracking sheet should be brought with you each time you come for academic advisement. The faculty advisor will then work with you to help you work out each semester's schedule and a total program plan.

REGISTRATION

During the initial registration and orientation at Biola University, students will meet with a faculty advisor from the department and plan their first semester schedule. During each semester of your enrollment here, you are required to pre-register for the following academic semester. Pre-registration begins in late October during the fall semester and in late March during the spring semester. To plan your registration for those semesters, you should contact your faculty advisor for an appointment prior to pre-registration.

WEBREG

Active Biola students may process either their pre-registration (WebReg Phase I) or registration (WebReg Phase II) over the Internet. WebReg allows our students the convenience of completing their registration, seven days a week and nearly round the clock, without making an extra trip to campus.

In addition, WebReg allows our students to make changes to their registration, by either adding or dropping a course, without incurring the add/drop fee. WebReg is available for add/drops until the second week of either the Fall or Spring term.

You can access WebReg by going to www.biola.edu/webreg where you must input your Biola ID number and password.

If you have any question about advisement for your program, you should make an appointment with your advisor.

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COURSEWORK REQUIREMENTS

SECTION 5.5

COURSEWORK REQUIREMENTS

Doctor of Missiology students are required to complete a minimum of 35 semester units, including 18 units of missiology and intercultural studies, 3 units of theology and 14 units of dissertation research and writing. The objective of these courses is to provide the background necessary in the field and further missiological research.

Mastery of the content of these courses is necessary to successfully complete the required comprehensive examinations at the conclusion of one's studies.

The missiology/intercultural studies core courses for the D.Miss. program are:

- ISCL 601 Contemporary Anthropological Theory (3)
- ISCL 823 Crosscultural Teaching/Learning Strategies for Curriculum (3) **OR**
- ISCL 744 Narrative as an Educational Methodology (3)
- ISCL 727 Principles of Church Multiplication (3) **OR**
- ISCL 735 Principles of Church Growth (3)
- ISCL 765 Crosscultural Leadership (3)
- ISCL Elective (3)
- ISCL Elective (3)
- ISCL 865 Comprehensive Examination (0)

The Bible/theology core courses for the D.Miss. program are:

- ISCL 722 Spiritual Conflicts in Crosscultural Context (3) **OR**
- ISCL 724 Issues in Spiritual Warfare (1-3) **OR**

In addition, all doctoral students must complete the required research sequence, which includes:

- ISCL 803 Qualitative Research (3)
- ISCL 879 Research Design (3)
- ISCL 881 D.Miss. Dissertation Proposal (2)
- ISCL 880 D.Miss. Dissertation (1-8)
- ISCL 882 D. Miss. Continuous Enrollment (if needed) (0)

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D.MISS. PROGRAM CURRICULUM CHART

SECTION 5.6

DOCTOR OF MISSIOLOGY WORKSHEET

Program Prerequisites: An accredited master's degree in Intercultural Studies, or a related field, with a minimum 3.3 GPA; of which 18 semester units will be in biblical and theological studies, and 21 semester units in the courses listed below.

		Place/Credits/Date
ISCL 501	Dynamics of Religious Experience	3 _____
ISAN 761	Culture & Transformation	3 _____
ISAN 751	Social Anthropology	3 _____
ISCL 708	Intercultural Communication	3 _____
ISAN 507	Cultural Anthropology	3 _____
ISCL 742	History of World Christian Movement	3 _____
ISCL 751	Theology of Mission	3 _____
	Bible/Theology Courses	15 _____
ISCL 872	Foundations of doctoral research	3 _____

D.MISS PROGRAM: 35 Units

1. Missiology/Intercultural Studies		18	<u>Semester</u>	
ISAN 721	Anthropological Theory in Practice	3		C
OR ISCL 801	Method & Theory in Cross-cultural studies			
ISCL 765	Crosscultural Leadership & Followership	3		C
ISCL 727	Principles of Church Multiplication			
OR ISCL 735	Principles of Church Growth	3		C
ISCL 703	Instructional Design for Intercultural Contexts			
OR ISCL 744	Narrative/Educational Methodology	3		C
Elective	_____	3		
Elective	_____	3		
2. Bible/Theology:		3	<u>Semester</u>	
ISCL 722	Spiritual Conflicts in Crosscultural Context	3		C
OR ISCL 724	Issues in Spiritual Warfare			
3. Research & Writing:		14	<u>Semester</u>	
ISCL872	Foundations of Doctoral Research	3		
ISCL803	Qualitative Research	3		
ISCL879	Research Design	3		C
ISCL880	D.Miss. Dissertation	5		

Program Director Approval: _____ **Date:** _____

Comprehensive exam completed: _____

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D.MISS. COMPREHENSIVE EXAMINATIONS

SECTION 5.7

D.MISS. COMPREHENSIVE EXAMINATIONS

All students must pass the comprehensive exams before beginning dissertation writing. The content of the examinations is drawn primarily from core courses, individual student research and a core bibliography of resources that should be mastered by all D.Miss. students. The content of these examinations is based upon the core course requirements and a comprehensive bibliography covering all areas of missiology. Each student is responsible for all materials on the comprehensive bibliographies and core courses covered in the D.Miss. program. Check with the program director for updated bibliographies.

The questions on the exams are integrative in nature rather than testing recitation of specific knowledge of a particular course. Sample questions are available, which will assist you in preparing for the comprehensive exams. These may help you think about how to integrate your reading materials around specific issues germane to the subjects under examination. When preparing for the D.Miss. comprehensives keep the following questions in mind:

1. What is the history of the topic under discussion?
2. How has the topic evolved over time?
3. Who are the major proponents (cite)?
 - What theories drive their conclusions?
 - What contributions did they make?
4. Who are the major opponents (cite)?
 - What theories drive their conclusions?
 - What contributions did they make?
5. How do you view this topic?

All students will take seven comprehensive exams, at two hours for each. These include:

Part One

1) Anthropological Theory 2) Spiritual Warfare 3) Leadership & Followership 4) Church Planting or Church Growth or Translation.

Part Two

5) History of Mission 6) Crosscultural Education or Narrative 7) Dissertation Area of Specialization (question provided by mentor upon reception of proposal submitted through Research Design (see below).

Students will submit a proposal from the Research Design course that includes a weighty bibliography.

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D.MISS. COMPREHENSIVE EXAMINATIONS

SECTION 5.7

A select committee of the faculty reads the exams, with at least two persons reading each exam. If the student should fail to pass any question on the examination and the overall examination is deemed weak, he/she automatically fails the examination and will be required to respond to new questions at the next appointed comprehensive examination date. The student may only re-take the examination once more.

Failure of one question with satisfactory responses to the other questions will necessitate a plan to resubmit a satisfactory response to the question either in the form of another examination or submission of a paper that demonstrates the student's grasp of the content of the field.

Students are advised that retaking comprehensive examinations is a discretionary privilege that may not be granted if, in the estimation of faculty, the student manifests little likelihood of successfully completing the requirement. In such cases, the alternative may be termination of the student's continuance in the program.

Once all the comprehensive exams are successfully completed, the student is cleared to begin the dissertation process.

Resident Student Procedures

Normally, *resident students* will take the annual comprehensive exams over a two-week period on a Friday in November or May. If a student wishes to take the examinations during the summer or at another time, he/she must inform the Director of the D.Miss. program so that arrangements may be made.

1. During the first week, four exams are taken in one day, at two hours for each.
2. During the second week, three exams are taken in one day, at two hours for each.
3. Normal scheduled exam times (subject to change) are as follows: 8:00 a.m.-10:00 a.m., 10:30 a.m.-12:30 p.m., 1:30 p.m.-3:30 p.m., 3:45 p.m.-5:45 p.m.

The examination must be completed in printed form. You will use a campus computer assigned to you for the exam (personal computers are not allowed). You may bring a flashdrive to save your work. Help of any kind (books, notes, articles, computer files, etc.) is not permitted while taking the exams. You will submit, in total, seven separate exams, and return the exam questions back to the proctor.

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Department of Intercultural Studies: Doctor of Missiology

D.MISS. COMPREHENSIVE EXAMINATIONS

SECTION 5.7

Extension Center Student Procedures

*Coordinate with the D.Miss. Director in order to take your examinations. You must:

1. Include in your request the name and of your mentor/chair for the **Specialization** question.
2. Submit your proposal (from the Research Design course) and bibliography for your mentor to construct a Specialization question.
3. Select a proctor and submit his or her email address.
4. Request a date to start the comprehensive exam.
5. The program director will send you updated bibliographies from the appropriate professors.

Upon reception of the above information, the director will send your proctor the seven questions via email or Blackboard. You will have three weeks from the time the director sends you the questions to complete the exams, *at two hours per question*. Help of any kind (books, notes, articles, computer files, etc.) is not permitted while taking the exams. Once finished, immediately email the director your completed exams.

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D.MISS. SAMPLE BIBLIOGRAPHY FOR COMPS SECTION 5.8

1. Guidelines and Bibliography for Anthropological Theory

A. Guidelines

Your objective in preparing for the exam is two-fold.

First, to become familiar with the major theories and theoreticians within anthropological inquiry, including the following:

Early Anthropologists:

The Evolutionists: Herbert Spencer, Lewis Henry Morgan, Edward Tylor

Founding Anthropologists:

The Historical Particularists: Franz Boas, Margaret Mead

The Socio-Linguists: Edward Sapir, Benjamin Lee Whorf

The Personality and Culturalists: Ruth Benedict

The Structuralists:

French Structuralism: Emile Durkheim

Functionalism: Bronislaw Malinowski

Social Structuralism: Radcliffe-Brown, Mary Douglas,

Symbolic Anthropology: Evans-Pritchard, Levi-Strauss, Victor Turner

Cultural Ecologists/Materialists: Marshall Sahlins, Marvin Harris

Interpretive Anthropology:

Thick Description: Clifford Geertz

World View Studies: Kearney, Redfield

Culture Conflict and Change: Eric Wolf, Homer Barnett

Second, you will be expected to be familiar with the major missiological anthropologists and be able to describe the manner in which any of the above theories or theoreticians has contributed to or influenced their writings. The major missiological anthropologists that you should know include Sherwood Lingenfelter, Charles Kraft, Paul Hiebert, Louis Luzbetak, Marvin Mayers, Dan Shaw, and Donald Smith.

In addition to the following books that you can read in preparation for this assignment, note the bibliographic citations that they use to support their perspectives and the major theoreticians from whom they draw their inspiration. You may also want to check out the following website for interesting anthropological information: <http://www.indiana.edu/~wanthro/theory.htm>

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D.MISS. SAMPLE BIBLIOGRAPHY FOR COMPS SECTION 5.8

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DISSERTATION PROPOSAL

The D.Miss. is a professional degree with an emphasis on applied research; therefore the D.Miss. dissertation should be designed to research an area of ministry with the specific objective of evaluating past ministry effectiveness, designing and testing new ministry strategies or conducting research which has a practical end toward the furtherance of the task of world mission. Within this very broad scope of activities, the individual has the responsibility to identify specific problems of interest and specific areas of research they wish to pursue.

As part of the course of study the student has the requirement of six semester units in research design and qualitative research.

ISCL 803 Qualitative Research: 3 Units

This is a mentor-directed course that requires the student to read widely in the literature on the ethnographic method in order to determine which qualitative techniques would be useful to his/her dissertation research.

ISCL 879 Research Design: 3 Units

Research Design is a mentor-directed course which requires the development and refinement of the doctoral dissertation proposal through preparation, presentation and critique of proposal drafts and examination and discussion of issues related to dissertation research.

The student is required to complete a formal dissertation proposal and to present and defend it within the seminar. This is ordinarily one's first attempt at defining a specific subject for research and, as such, is the culminating course in the program.

Although completion of ISCL 879 does not mean that the student can proceed automatically to the creation of the committee and receive formal approval for the proposal, no proposals will be accepted without the student having completed the research design seminar.

By the time a student reaches the research design course, he/she should have an idea of which faculty members might be interested in the research. The most important step is to choose a committee chair with whom the student feels he/she can work in this process. Together with the chair the student will select two other members for the committee. Two of the committee members must be from the School of Intercultural Studies, but a third member may be an outside scholar or a faculty member

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from across the University. When a committee of three has been chosen and the student's mentor approves the proposal, he/she will circulate the proposal to the other members of the committee and call a meeting to discuss its merits with the committee. When the committee approves the doctoral dissertation proposal, the student is approved to begin doctoral dissertation research.

A student may not be cleared for field research and dissertation units until the comprehensive examinations have been successfully completed.

Protection of Human Rights in Research Approval

All doctoral research proposals at Biola University must receive PHRR Committee approval before field research begins. The PHRRC is a campus-wide committee of graduate professors who rule on the matter of human subjects research projects.

You should take this matter into consideration, particularly in Research Design when you formalize your dissertation proposal. Since university-wide committees seldom meet during the summer, you should plan to submit your proposal to the committee during one of the regular semesters.

This is to protect both you and the university in a time of increasing litigation and heightened awareness of the rights of those people with whom we work.

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GUIDELINES FOR ETHICS IN RESEARCH

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GUIDELINES FOR ETHICS IN RESEARCH

1. The dominant research paradigm of our school is qualitative, which relies heavily on participant observation as its main methodological tool. This research investigates behaviors in naturally occurring public circumstances.
2. In most cases our research is carried out among people with whom we have worked before rather than among strangers. This eliminates some of the tension inherent in social science research because we are known to people both by our religious faith and our personal character. Deceiving people by not informing them of our research activities is not an option.
3. Research is only carried out with the consent of the people we will be studying. This means that our colleagues must know what we are doing and that necessary permissions are secured to spend lengthy periods of time at places like schools or churches. The participation of people in our research activities shall only be on a voluntary and informed basis.
4. We insist on the provision that confidentiality shall be maintained wherever possible. Anthropological convention provides for this confidentiality in changing the names and places of research. However, the people we study must be made aware of the likely limits of confidentiality and must not be promised a greater degree of confidentiality than can be realistically expected under current legal circumstances in our respective nations. In some situations we must use names, especially when we are working in the Christian world where specific missions or personnel or schools are widely known. In those cases, we try to send a draft copy of the dissertation to the specific people to read and respond to. Because we also work in politically sensitive areas, sometimes our work must be reviewed by people who need to make a judgment on how something is presented. While we recognize that the above limitations may compromise some of the things we discover, our goal as Christians is not to embarrass or belittle anyone. We use the Philippians 2: 3-5 principle of thinking more highly of other people than we do ourselves as our guideline here.
5. In research that takes place within the U.S. we submit a formal PHRRC review form to comply with federal regulations. In research outside the U.S. we rely on the advice of colleagues in the field as well as the researcher's personal reputation. In situations where there might be a potential problem, the matter is brought up to the PHRRC.
6. The Society for Applied Anthropology contains a code of ethics that these guidelines expand or adapt. Guideline #2 is presented here in its entirety, because it says what we believe to be important: "To the communities ultimately affected by our actions we owe respect for their

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dignity, integrity, and worth. We recognize that human survival is contingent upon the continued existence of a diversity of human communities, and guide our professional activities accordingly. We will avoid taking or recommending action on behalf of a sponsor which is harmful to the interests of a community.”

7. Academics have sometimes been charged with “intellectual imperialism.” Researchers “use” other people in their study and thereby promote their careers with little thought of the usefulness of the completed research to the people studied. It is good and appropriate to make sure that the subjects of the research effort are informed of the results of the project and a copy or copies of the completed work should be left with them if at all possible.
8. Please refer to the following section for a detailed explanation and instructions for completed the required documents for the PHRRC.

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PROTECTION OF HUMAN RIGHTS IN RESEARCH COMMITTEE

(revised January 2004)

Research with Human Participants

Biola University is concerned with the protection of the rights and welfare of human participants in all qualified research conducted by faculty, staff and graduate students. This concern includes the protection of rights to privacy, the need for informed consent, protection of confidentiality of data and protection against physical, psychological, spiritual, social or legal risks. The safe-guarding and confidentiality of records and data collected on individuals and groups, the use of such data by the investigator conducting the original research or by other investigators and the use of the data at a later time are all considered within the scope of this policy. Research conducted as a class assignment only will not be reviewed by the PHRRC. However, the class instructor is responsible for the ethical treatment of participants as set forth in these guidelines.

The PHRRC is to ensure:

1. The protection of the rights of all human participants involved in qualified (i.e., beyond routine class assignments) research projects carried out by Biola faculty, staff and students.
2. That research conducted by Biola faculty, staff and students meets the standards required by governmental agencies.

A three-level structure has been established for the approval of research projects involving human participants:

- Level I:** Protocols for research that presents no risk to participants (see Guideline #2) are eligible for expedited review upon request. The chair of the PHRRC or a designee will review the protocol.
- Level II:** Protocols for all other research proposals will be submitted to two faculty members selected by the PHRRC from a pool of reviewers for blind review.
- Level III:** PHRRC will arbitrate any cases involving disagreement between the researcher and the reviewers.

All research projects must be cleared through the Protection of Human Rights in Research Committee (PHRRC) **prior to commencement of data collection.**

The PHRRC will not review a project unless a written protocol for the project has been submitted as detailed in guidelines 1, 2, 3 and 4 as applicable. It is the responsibility of the principal investigator

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to supply three (3) copies of the protocol (along with copies of questionnaires, interview schedules, informed consent documents and other supporting materials) to the PHRRC chair. The copies should be as follows:

1. one original with required signature and information;
2. two copies with all identifying names removed (blind copies).

Please include all attachments in all three copies but note that two of the copies should not have the name of the investigator, supervisor, department, phone numbers or any other identifying information. The proposal will not be accepted if these guidelines are not followed.

Research methodology will not be evaluated so long as it does not impact risk and ethical issues.

The primary purpose of the PHRRC is to protect research participants from unintended harm, especially in the areas of confidentiality and informed consent. The secondary goal is to assist faculty and student researchers, staff and administrative personnel and other involved university community members in avoiding errors or oversights that can result in justifiable complaints and actions, including lawsuits against the university and/or anyone acting in a university sanctioned capacity. These goals are increasingly challenging and important in avoiding risk in our increasingly litigious social climate.

As a result of the abovementioned considerations, failure to comply with the official policies of Biola University as stated in the PHRRC Guidelines could be considered a serious violation. Any or all of the following consequences listed below may be applied in cases of noncompliance, especially those deemed to be serious and/or continuing nonconformity to Biola University policy as contained in the PHRRC Guidelines and the PHRRC evaluation and feedback procedures.

The PHRRC may forward to the relevant department chair, to the Vice Provost for Faculty Development and University Assessment and to the funding agency (when relevant) documentation of any violations of the regulations of Biola University as stated in the PHRRC Guidelines or committee requirements, especially in those cases determined to constitute serious or continuing noncompliance. The PHRRC may make recommendations to university officials regarding consequences and possible disciplinary measures. These measures may include, but are not limited to:

1. requiring that the data be discarded
2. rescinding internal funding grants
3. restriction of research of the faculty member(s) and /or students involved for a specified period of time
4. sending a letter to the provost for inclusion in the offending party's personnel file
5. termination of employment

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6. any other consequence deemed appropriate by the offending party's structure of authority within the university.

The above listed items have been developed in consultation with faculty members from multiple disciplines and are not intended to be punitive, but rather to help ensure compliance with the policies of Biola University as stated in the PHRRC Guidelines, thereby reducing risk of harm and individual or corporate liability with regard to all persons involved in research projects that are subject to PHRRC evaluation at Biola University.

Guideline #1: Guidelines for the Preparation of a Protocol

A protocol is a WRITTEN STATEMENT, SIGNED BY THE PRINCIPAL INVESTIGATOR AND PROJECT DIRECTOR, which conforms to provisions 1 through 15 below.

The protocol, as approved by the PHRRC, becomes part of the agreement between Biola University and the researchers about the way in which a project will be conducted. Therefore, the protocol must be an accurate description of the research project. The protocol, informed consent documents and other supporting materials become part of the public record of the PHRRC's deliberations. Any change in the approved protocol, including supporting documents, must be approved by the PHRRC. In order to ensure the integrity of the research study, the protocol will not be available for review by the public until the research project is completed.

A protocol, in writing and suitably titled or identified, must contain the following information:

1. A title page that conforms to the format (see sample).
2. A summary of the nature and purpose of the research.
3. A full description of the human participants involved, their characteristics, the total number anticipated and how they will be selected. Indicate explicitly whether any participants are minors (under age 18) or are otherwise members of "vulnerable" populations (e.g., prisoners, hospital patients or inpatients in state hospitals, such as the mentally infirm or disabled or others whose ability or competence to give voluntary informed consent may be questioned). Populations' participant to "undue influence" (e.g., college classes, interest groups, clubs, Sunday School classes and/or Bible study groups) should also be considered "vulnerable." The reason for using minors or members of "vulnerable" populations, as participants should be stated clearly.
4. A full description of exactly how the participants will be used in the research.

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5. A full description and assessment of the potential benefits, if any, to the individual human participant and/or to the group or class of which the participant is a member and/or to society in general as a result of the research.

6. A description and assessment of the potential risks, if any, to the individual human participant and/or to the group or class of which the participant is a member and/or to society in general as a result of the research. Such risks may be physical, psychological, spiritual or social. Assess the likelihood, severity and duration of such risks. If the research methods create potential risks, describe other less risky methods, if any, which were considered and explain why they will not be used. See Guideline #2 entitled "Participants at Risk" and complete form entitled "Risk Level Determination," which should be included with your protocol. An explanation of whom to contact for answers to pertinent questions about the research and research participants' rights and whom to contact in the event of a research-related injury to the participant and the name and telephone number of the investigator. A statement that describes the plan for medical care in the case that an untoward event occurs.

7. A description of the means to be taken to minimize such risks, including the means by which the participant's personal privacy is to be protected and the confidentiality of the information obtained from the participant maintained. Assess the likely effectiveness of such precautionary measures.

8. A description of the procedures to be used in obtaining and documenting the prior informed consent of the participant. If participants are minors, participant "assent" must be obtained as well as parental/guardian informed "consent." If written consent forms are to be used, a copy of the consent form (and/or a verbatim copy of any accompanying oral instructions) should be attached to the protocol. For more information concerning elements included in informed consent, see Guideline #3 entitled "Informed Consent." A copy of suggested consent forms for adults and for minors are attached to these guidelines.

9. A description of how medical services will be provided if the participant suffers adverse health effects as a result of the research.

10. A "Waiver of Written Informed Consent" must be requested from the PHRRC if the researcher does not wish to use a written informed consent. If a waiver of the requirement for written informed consent is sought, the justifications for the waiver must be specified. See Guideline #4 entitled "Waiver of Written Informed Consent."

11. If cover letters, questionnaires, interview schedules or follow up communications are to be used in the research, a copy of each should be attached. If such are not available at the time of submission, an informative description of their content and manner of administration should be included in the protocol. The completed versions must be approved by the PHRRC PRIOR TO USE.

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12. An explanation of any special or unusual circumstances regarding the research that the principal investigator believes could be relevant to the PHRRC's decision in reviewing the project.
13. A copy of state and/or federal documents, which permit the investigators to proceed if a new drug or device is to be tested or used in the project.
14. A protocol signed by the principal investigator AND a responsible supervisor (e.g., department chair, dissertation chair or project director). The signature of the responsible supervisor indicates acceptance of responsibility that the research will be conducted in accordance with ethical principles concerning the protection of human participants. **NO PROPOSAL WILL BE ACCEPTED WITHOUT SIGNATURE OF RESPONSIBLE SUPERVISOR.**
15. It is the responsibility of the principal investigator to supply three (3) copies of the protocol (along with copies of questionnaires, interview schedules, informed consent documents, and other supporting materials) to the PHRRC chair. The copies should be as follows:
 - a. one original with required signature and information
 - b. two copies with all identifying names removed (blind copies)

Please include all attachments in all three copies, but note that two of the copies should not have the name of the investigator, supervisor, department, phone numbers or any other identifying information. The proposal will not be accepted if these guidelines are not followed.

Guideline #2: Participants at Risk

NO RISK: Research involves no risk to human participants if it includes only (1) observation of public behavior or the use of information available to the public and/or (2) data used in a manner that is strictly statistical and anonymous—information cannot be traced to a specific individual.

MINIMAL RISK: Research involves at least minimal risk to human participants when it includes non-public behavior or data and/or allows for connection of the response to the individual's identity. "Minimal risk" research includes no deception of participants and/or no sensitive, culturally taboo or socially controversial material or responses by participants. Also the research procedure is unlikely to impact or change the participants' physical, social, psychological or spiritual status.

MODERATE RISK: Research involves at least moderate risk to human participants if the procedure involves deception of participants; sensitive, taboo or controversial material; is physically intrusive; or may impact the physical, social, psychological or spiritual status of the participants. The use of organs, tissues or bodily fluids may create medico-legal risks or expose the participant to public embarrassment or humiliation through breach of confidentiality and invasion of privacy.

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Guideline #3: Informed Consent

Informed consent means the knowing consent of an individual (or his/her legally authorized representative such as parent, guardian, conservator, etc.) to participate in research. An investigator shall provide the prospective participant or the representative sufficient opportunity to consider whether or not to participate and minimize the possibility of coercion or undue influence. The information that is given to the participant or the representative shall be in language understandable to the participant or the representative. No informed consent, whether oral or written, may include any exculpatory language through which the participant or the representative is made to waive or appear to waive any of the participant's legal rights or releases, or appears to release, the investigator, the sponsor, the institution or its agents from liability for negligence.

The basic elements of informed consent are:

1. A statement that the study involves research, an explanation of the purposes of the research, the expected duration of the participant's participation, a description of the procedures to be followed and identification of any procedures which are experimental.
1. A description of any reasonably foreseeable factors that may be expected to influence a participant's willingness to participate such as potential risks, discomfort or adverse effects.
2. A description of any benefits to the participant or to others, which may reasonably be expected from the research.
3. A statement describing the extent, if any, to which confidentiality of records identifying the participant will be maintained and any limitations to confidentiality.
4. For research involving more than minimal risk, an explanation as to whether any compensation or medical treatments are available if injury occurs and, if so, what they consist of or where further information may be obtained. This should include information such as an explanation of whom to contact for answers to pertinent questions about the research and research participants' rights and whom to contact in the event of a research-related injury to the participant and the name and telephone number of the investigator. A statement should be included that describes the plan for medical care in the case that an untoward event occurs.
5. A statement that participation is voluntary; refusal to participate will involve no penalty or loss of benefits to which the participant is otherwise entitled; and the participant may discontinue participation at any time without penalty or loss of benefits to which the participant is otherwise entitled.

When appropriate, the following additional elements of informed consent shall also be provided to each participant:

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1. A disclosure of appropriate alternative procedures or courses of treatment, if any, which might be advantageous to the participant.
2. Anticipated circumstances under which the participant's participation may be terminated by the investigator without regard to the participant's consent.
3. Any additional costs to the participant that may result from participation in the research.
4. The consequences of a participant's decision to withdraw from the research and procedures for orderly termination of participation by the participant.
5. Details regarding authorization for access to the participant's personal records (school, university, hospital, employment or others).
6. Details regarding any recording of their voices or images for data collection unless the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm.
7. The amounts and terms of any proposed payments or other form of remuneration to participants.
8. When experimental treatments are used, clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payer will be sought.

Guideline #4: Waiver of Written Informed Consent

A waiver of the requirements for informed consent is granted only where research would not reasonably be assumed to create distress or harm and involves:

1. The study of normal educational practices, curricula or classroom management methods conducted in educational settings
2. Only anonymous questionnaires, naturalistic observations or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability or reputation and confidentiality is protected.

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3. The study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability and confidentiality is protected.
4. The study of situations in which the usual procedure for obtaining written informed consent would surely invalidate objectives of considerable, immediate importance. In this case verbal instructions should assure the fully informed and voluntary consent of each participant to participate in the research.

The PHRRC typically honors requests for waiver of written informed consent when the participants of the investigation are illiterate; when the risks (usually psychological risks) inherent in asking participants for their signatures outweigh the risks of not obtaining the signatures; or when requests for signatures demonstrably violate or distort the participants' perceptions of the nature and purpose of the investigation.

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APPROVED FORMAT FOR COVER PAGE OF PROTOCOL

(Specific Title of Research Project)

In Partial Fulfillment for the _____ Degree
Biola University
Department _____
Chair of Committee: _____

Chair Signature

Date

Principal Investigator

Street Address

City, State, Zip code

Phone number

Date

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CONSENT FORM: QUESTIONNAIRE OR PROCEDURE ADMINISTERED TO GROUP / INDIVIDUAL

Be sure to refer to Guideline #3 to assure that all elements of informed consent relevant to the specific proposed research project are covered, since only the basic articles are shown in the example below.

Informed Consent Form

Participant's name: _____

I authorize (name of researcher) of (department), Biola University, La Mirada, California, and/or any designated research assistants to gather information from me on the topic of (brief statement of research topic).

I understand that the general purposes of the research are _____, that I will be asked to (list activities—e.g., answering questionnaires, interviewing, group discussion) and that the approximate total time of my involvement will be _____.

I am aware that I may choose not to answer any questions that I find embarrassing or offensive.

I understand that my participation is voluntary and that I may refuse to participate or discontinue my participation at any time without penalty or loss of benefits to which I am otherwise entitled.

I understand that if, after my participation, I experience any undue anxiety or stress or have questions about the research or my rights as a participant that may have been provoked by the experience, (name of researcher) will be available for consultation and will also be available to provide direction regarding medical assistance in the unlikely event of physical injury incurred during participation in the research.

Confidentiality of research results will be maintained by the researcher. My individual results will not be released without my written consent.

The potential benefits of the study are _____.

Signature

Date

There are two copies of this consent form included. Please sign one and return it to the researcher with your responses. The other copy you may keep for your records.

Questions and comments may be addressed to (name of researcher), (department), Biola University, 13800 Biola Ave., La Mirada, CA. 90639-0001. Phone: (562) 903-6000.

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FORM USED WHEN PARTICIPANTS ARE MINORS

Be sure to refer to Guideline #3 to assure that all elements of informed consent relevant to the specific proposed research project are covered, since only the basic articles are shown in the example below

Consent for Child to Participate

Child's name: _____

Parent's/Guardian's name: _____

I authorize (name of researcher) of (department), Biola University, La Mirada, California, and/or any designated research assistants to gather information from my child on the topic of (brief statement of research topic).

I understand that the general purposes of the research are _____, and I understand that my child's participation will involve: (list activities--e.g., answering questionnaires, interviewing, play activity, class work). The approximate total time of my child's involvement will be _____.

My child and I have been assured that my child may refuse to discuss any matters that cause discomfort or that my child might experience as an unwanted invasion of privacy. I am aware that my child may choose not to answer any questions that my child finds embarrassing or offensive.

I understand that my child's participation is voluntary and that my child may refuse to participate or discontinue participation at any time without penalty or loss of benefits to which my child may be otherwise entitled.

This study is unlikely to cause my child distress. However, I understand that if, after participation, my child experiences any undue anxiety or stress or has questions about the research or their rights as a participant that may have been provoked by the experience, (name of researcher) will be available for consultation, and will also be available to provide direction regarding medical assistance in the unlikely event of physical injury incurred during participation in the research.

Confidentiality of research results will be maintained by the researcher. No individual results will be released without the written consent of the parents or guardians of the particular child.

The potential benefits of the study are _____.

Signature of Parent or Guardian

Date

There are two copies of this consent form included. Please sign one and return it to the researcher with your responses. The other copy you may keep for your records. Questions and comments may be addressed to (name of researcher), (department), Biola University, 13800 Biola Ave., La Mirada, CA. 90639-0001. Phone: (562) 903-6000.

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RISK LEVEL DETERMINATION

This protocol must be approved by the PHRRC prior to data collection.

It is the responsibility of the investigator to supply three copies of the protocol to the PHRRC chair as follows: the original with all information supplied; two copies with all identifying names removed (blind copies). Please include all attachments in all three copies but note that two of the copies should not have the investigator's name or supervisor or any other identifying information.

The proposal will not be accepted by any representative of the PHRRC until the above material has been submitted in its entirety.

Title of Research:

Justification of Risk Determination:

1. Describe participants (number of participants, age range, place of recruitment, etc.):
2. List assessment tools, if any (questionnaires, measures, etc.). Also append copies to the protocol:
3. How will consent be obtained?
 - Consent Form (append copy of form)
 - Verbal instructions (append verbatim instructions and describe how informed, voluntary consent to participate will be guaranteed to each individual participant):
4. How will anonymity/confidentiality be maintained?

Risks Due to Participant Population:

1. Minors—describe how you will obtain each child's assent (agreement to participate), as well as the informed consent from the child's legal guardian:

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2. Participants vulnerable to "undue influence" (See Guideline 1, number 3) — describe how the participant's right to decline participation without negative consequences will be preserved:

3. Other "vulnerable populations" — describe the vulnerability of the participants and how the risk caused by this vulnerability will be minimized:

Risks Due to Assessment Instruments:

1. Describe the sensitive nature of the instruments to be used:

2. Assess the risks to the participants:

- Published, standardized, widely used instruments—how do participants generally respond to the tools utilized in your study?
- Researcher-generated instruments—what has been done to minimize the risks to participants caused by the sensitive nature of the instrument?

Risks Due to the Procedure (attach the following):

1. Fully describe the procedure including an elaboration of the risks involved.

2. Describe the means to be taken to reduce the risks to the participants.

3. Describe the information given to the participants in obtaining consent to participate.

4. Describe the information given to participants regarding available remedial resources in the event of research-related injury. Often this will include the name and telephone number of the researcher. The participant is told to contact the researcher for referral to appropriate help or in case of questions regarding the research.

Risk Level (Refer to Guideline #2):

No Risk Minimal Risk Moderate Risk

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D.MISS. GRADUATION PROCEDURES CHECK SECTION 5.12

D.MISS. GRADUATION PROCEDURES CHECK

Upon completion of coursework, or at the end of one's full-time studies, an appointment should be arranged with the graduation counselor to make sure that all University graduation requirements have been fulfilled and to clarify remaining graduation expectations. This appointment should occur prior to sitting for the comprehensive examinations.

Failure to do this may result in problematic situations when you leave Biola University, so please remember to do it while you are here!

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ADMISSION TO CANDIDACY

SECTION 5.13

ADMISSION TO CANDIDACY

Once you have completed your coursework residency requirements, oral interview, comprehensive examinations, language requirement and field ministry requirement and after your committee has approved your dissertation proposal, you are formally admitted to candidacy for the Doctor of Missiology degree. This status indicates that you have completed all of the preliminary requirements and that you may proceed with your doctoral dissertation research.

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FIELD RESEARCH & DISSERTATION

SECTION 5.14

FIELD RESEARCH AND DISSERTATION

Once a student has completed the dissertation proposal, it is expected that the dissertation research and writing should be completed in a reasonable period within the statutory time limits establish for the degree. If a student is not able to complete the dissertation within this time frame, he/she must request an extension from the dissertation chairperson. Extension of the time limit is not automatic and must be approved by the entire school faculty as formally proposed by one's chair.

Upon reaching candidacy a student must register for ISCL 881, "D.Miss. Dissertation Proposal," for one semester, followed by ISCL 880, "D.Miss. Dissertation," for up to four semesters. Normally, a student must take a minimum of two dissertation units per semester to be considered full time. A student is considered full-time for four semesters while taking these dissertation units. In order to maintain active enrollment in the program, a student must register for ISCL 882, "D.Miss. Continuous Enrollment," (0 units of credit) upon completion of ISCL 880.

A student who fails to register continuously each semester is automatically discontinued in the D.Miss. program. For reinstatement, and before any course or dissertation work can be resumed, the student must make formal application for readmission to the School of Intercultural Studies at the Biola University Graduate Office of Admissions.

During the semester you plan to graduate, you will need to be enrolled at Biola. The university cannot graduate you if you are not on its list of active students. During the final semester you will need to schedule an oral defense of your dissertation with your doctoral committee. This will be a public defense so that others in the University who have an interest in your research may attend. No dissertation is complete until you have met all the formal University requirements for the dissertation and have submitted your dissertation to the SICS Format Checker and to the University librarian for final check according to the guidelines presented in the AIM APA 5th Style Manual (see below).

A copy of the AIM APA 5th Style Manual is provided for every doctoral level student, and is also available online through the SICS website. Wise students will learn to format their course research papers according to these guidelines during their studies so that when it comes to dissertation formatting, one will be thoroughly familiar with the procedure. All drafts of the dissertation should follow specifically the guidelines presented in this Manual. Minor revisions occur from time to time. This will greatly facilitate the completion of the dissertation and eliminate later unnecessary stylistic revision.

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GUIDELINES FOR DISSERTATION &...

SECTION 5.15

GUIDELINES FOR DISSERTATION AND THESIS SUPERVISION

The following guidelines stem from discussions between the Biola University Graduate Studies Committee and the library staff responsible for reading thesis and dissertation projects. It is hoped that the guidelines will clarify the responsibilities of the student, the faculty supervisor and the library reader in bringing a thesis or dissertation to completion.

The Responsibility of the Student

The committee reaffirmed that the ultimate responsibility rests with the student for producing a clean thesis or dissertation, that is, free of excessive spelling, grammatical, stylistic and form errors. While the faculty reader and the library reader can offer guidance, they cannot be expected to function as proofreaders. It will be important for the faculty to indicate clearly to the students that they will be expected to submit a clean copy of the thesis in the first instance.

1. Students should be required to purchase the appropriate form and style manuals.
2. Students who are prone to committing excessive spelling and grammatical errors should avail themselves of the services of the University's Writing Lab. They should also be encouraged to employ a proofreader prior to submitting a formal draft of their thesis or dissertation project.
3. Students are encouraged to meet with the appropriate member of the library staff before submission of the first draft to discuss matters of form and style.

The Responsibility of the Faculty Supervisor

The faculty supervisor has the primary responsibility for checking and insuring correct style (in the sense of noting spelling and grammatical errors, awkward wording, poor use of English and other such infelicities). The faculty supervisor should also be conversant with the appropriate form and style guide (e.g. APA, AA), especially to avoid making suggestions to the thesis writer that contradict the instructions of the guide. Members of a dissertation committee should also review the manuscript and submit suggestions regarding the editing of the manuscript to the candidate who will then be held responsible to make the appropriate changes.

1. Faculty should make students aware of their responsibility to produce a clean copy of the thesis or dissertation for formal submission. They should also warn students that a copy with an excessive amount of form and style errors will not be accepted, which, if not corrected quickly, could put their intended time of graduation in jeopardy.
2. The faculty reader should return a project draft to a student if it contains an excessive number of stylistic errors. As a general rule if the thesis or dissertation contains more than three errors

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per page in the first twenty pages read, it should be returned to the student immediately for proofreading and correction. The student will then be held responsible to correct not only the errors marked on the first twenty pages, but all others (esp. those of the same kind) throughout the thesis or dissertation.

3. The supervisor should encourage the student to meet with the appropriate member of the library staff to discuss matters of form very early in the writing process.
4. The supervisor should make the student aware of the services of the Writing Lab to assist in improving the student's writing style.
5. A clear delineation of the expectations for the thesis writer for submitting a clean draft should be made part of the student's program handbook.

The Responsibility of the Format Checker and the Library Reader

The format checker has the primary responsibility for checking the thesis for proper form (in the sense of insuring conformity to the appropriate form and style guide). The format checker may comment on matters of style (in the sense of noting spelling and grammatical errors, awkward wording, poor use of English and other such infelicities), but the responsibility for correcting them rests with the student and the faculty supervisor.

As a general rule, if the thesis or dissertation contains more than three errors per page in the first twenty pages read, it will be returned to the student immediately for proofreading and correction. The student will then be held responsible to correct not only the errors marked on the first twenty pages, but all others (especially those of the same kind) throughout the thesis or dissertation.

The library staff is willing and desirous of working with students in the initial stages of their projects to assist with the learning and application of the appropriate form to the thesis or dissertation project.

1. The format checker does two readings: the first reading is the defended, corrected and final form of the dissertation. This process takes up to two weeks, so do not expect that you will get it returned the next day. The checker red marks the problems, then the student picks up the dissertation, implements these changes, and returns the second draft along with the corrected first draft.
2. The format checker does NOT function as a proofreader. However, if the need for proofreading or editing arises, the student can negotiate editorial work with the format checker, paid for by the student.
3. At the second reading, the format checker checks the second draft to make sure all changes were implemented as required.

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4. When the format checker finishes, the paper is then passed on to the library reader, who checks on margins, paper quality and clarity for achieving archives and microfiche production.

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DISSERTATION STAGES & TIMELINE

SECTION 5.16

DISSERTATION STAGES & TIMELINE

1. **DISSERTATION PROPOSAL:** All Doctor of Missiology candidates must submit a dissertation proposal to the chairperson of their doctoral dissertation committee. After the mentor has approved the proposal, the candidate will submit copies to each member of his/her doctoral committee, and the chair of the committee is then responsible to convene a meeting of the committee to approve or recommend revisions in the dissertation proposal. Dissertation research must be based upon an approved proposal.
2. **THE FIRST DRAFT OF THE DISSERTATION:** The candidate must submit the first draft of the dissertation to the chairperson no later than the last day of the semester prior to the semester in which the candidate expects to graduate. For example, to even consider a December graduation, the first draft must be in to the chair by the last day of instruction in May. Meeting this deadline, however, does not mean that the candidate can start sending out graduation announcements because the length of time from first draft to completed draft depends upon the schedules of both the faculty and the student. This first draft should include case study data, summary tables that have been analyzed and discussed and a fully developed text. The chair will review the text and ask the student to re-organize the manuscript according to the critical suggestions offered. This draft does NOT go to the entire committee.
3. **SECOND DRAFT OF THE DISSERTATION:** After revising the complete first draft, the student will submit it again to the chair. At this point the dissertation will be criticized in relationship to its substantive data content and its argument. The goal of this draft is to see how to strengthen the argument and best present the data in a way that will be most meaningful to the reader. If the chairperson is satisfied that this draft is ready for examination by the complete committee, it will be circulated to each member of the committee and the library reader. Otherwise, it will be returned to the student for further work. When the committee reads the draft, they will communicate critical comments to the chairperson no later than the first week of the semester in which the student anticipates graduation.
4. **THIRD DRAFT OF THE DISSERTATION:** After incorporating the substantive suggestions of the committee members, the student is responsible for making sure the manuscript is written in good English form. Securing an English editor is probably the best way to accomplish this. It is NOT the responsibility of the committee chair to edit grammar and spelling! If the second draft was not circulated to the entire committee, then this one must be.
5. **DEFENDABLE DRAFT OF THE DISSERTATION:** The ideal scenario is for the student to submit his/her defendable draft of the dissertation during the semester BEFORE he/she plans to

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DISSERTATION STAGES & TIMELINE

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graduate. The reason for this is that once the dissertation has been successfully defended, it must go to the format checker, who has a minimum of two weeks in order to make the initial corrections. The dissertation is then returned and checked to see if all requirements have been incorporated. Then it goes to the library reader. Since many scenarios and schedules are less than perfect, the absolute guidelines we use are that the candidate must submit a defensible draft not later than 60 days prior to the expected graduation date. If this manuscript is acceptable to the chair, the chair will schedule a defense of the dissertation not later than 40 days prior to graduation. After the student has defended the dissertation successfully he/she will be approved for graduation.

6. **COMPLETED DISSERTATION:** The final dissertation, successfully defended by the student and incorporating all revisions suggested by the committee at the defense, shall be submitted to the format checker not later than 35 days prior to the date of graduation for a final reading. After the academic part of the dissertation is completed and all the persons involved have signed off, the student must see the SICS secretary to make sure that all administrative requirements are met. This includes duplicating three copies on 100% cotton bond paper, applying for the University Microfilms registration, and paying all fees. (Note: As cotton bond paper is not readily available everywhere, the Duplicating Center carries this in stock.) Please note that this latter schedule often can not be completed to comply with university deadlines, so plan to use the “semester before” guidelines to avoid unnecessary stress and strain.

Note: **EXTENSION CENTER STUDENTS** – Dissertation proposals and drafts may be conducted via email correspondence. The dissertation defense may be conducted on Biola’s campus, by telephone (at the student’s expense), or at another location agreed upon by all parties involved

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FINAL SEMESTER AT BIOLA

SECTION 5.17

FINAL SEMESTER AT BIOLA UNIVERSITY

As early as possible, please communicate with the SICS Dean's Secretary regarding your anticipated graduation date. During the first five weeks of the semester in which you anticipate graduating, you will need to complete the *SICS Graduation Information Form* and submit it to the SICS Dean's Secretary.

Working closely with the SICS Dean's Secretary after your defense with such activities as completing the UMI paperwork and submission of copies to the library for binding purposes will facilitate bringing proper closure to this journey with as little stress as possible.