This Handbook supersedes and replaces all previous versions of the Cook School of Intercultural Studies Graduate Student Handbook. Each student, by enrolling at Biola University, is responsible for reviewing and adhering to all published University policies, procedures and standards. While the policies, procedures and standards outlined in this Handbook provide students an effective set of guidelines for conduct, the University retains the right to enact additional policies, procedures and standards, correct errors, or to modify existing policies, procedures and standards as it determines. New, updated, or modified policies, procedures and standards are effective immediately upon publication (including online publication) unless otherwise noted. In the event of any conflict or discrepancy between a PDF or other written version and the online version (at http://cook.biola.edu/programs/linguistics-tesol/ma-tesol-online/) the online version shall be considered authoritative and take precedence. For information about this Handbook, please contact the office of the Dean at 562-903-4844.
COOK SCHOOL OF INTERCULTURAL STUDIES

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Cook School of Intercultural Studies is a part of Biola University – a community committed to following Christ. "Love your neighbor as yourself" therefore becomes the foundation stone of association. 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 women and men of Biola, we do not ask each other to be perfect people, but rather to be people in active pursuit of integrity and growth, in dynamic relationships with the living God and with others in community. Those in leadership at Biola are eager to serve by coming alongside you and offering support, accountability, and, when necessary, loving discipline, in order to help you grow. We affirm our commitment to serve you with your best in mind.

Graduate Student Standard of Conduct

Biola University is a community of Christians committed to the principles of Christian living found in the Bible and holds that these biblical standards are vital to our individual and corporate relationships.

Consistent with the example and command of Jesus Christ, we believe that life within a Christian community must be lived to the glory of God, with love for God and for our neighbors. Being indwelt by the Holy Spirit, we strive to walk by the Spirit, “crucifying the flesh with its passions and desires” (Galatians 5:24). To this end, members of the Biola community are not to engage in activities that Scripture forbids or advocate positions inconsistent or contrary to these standards of conduct or the University’s doctrinal statement. Such activities include, but are not limited to, dishonesty, thievery, fornication, adultery, drunkenness, unscriptural divorce, homosexual practice, and the destruction of innocent human life after conception through abortion on demand, infanticide, or euthanasia. Scripture also condemns other “deeds of the flesh” such as covetousness, jealousy, pride and lust-sins, which the maturing Christian should put off and replace with “fruit of the spirit”: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control (e.g., Luke 10:27; Galatians 2:20, 5:14-24; Ephesians 2:3; 1Corinthians 6:9-10).

As maturing Christians, the entire Biola community will strive for the holiness of God (1 Peter 1:13-19) and love Him with all our hearts, souls, and minds (Matthew 22:37). In addition, we are called to love our friends and neighbors as God has loved us (Matthew 22:39; 1 John 4:7-11). We will achieve this calling by walking by the power of the Holy Spirit and avoiding sins clearly forbidden in Scripture (Galatians 5:16-21; 1 Corinthians 6:9-11; Ephesians 5:1-14). Also, we will pursue the fruit of the Spirit from our Lord, with one another (Galatians 5:22-24).

When the Bible is not clear regarding a specific behavior, we will be guided by our desire to glorify God in our bodies as temples of the Holy Spirit (1 Corinthians 6:19-20), and will discern if any of our brothers or sisters in Christ would stumble in their faith (1 Corinthians 8; Romans 14). If our Lord is not glorified or another Christian is harmed or offended by our behavior, then we will freely abstain from that activity, both on and off the campus of Biola. We know that many behaviors are lawful, but not all are profitable (1
Corinthians 10:23-33). Therefore, we will constantly be teachable regarding those activities where the Bible is not clear and will evaluate them in light of our pursuit of holiness and love for our Lord and each other.

It is important to note that students studying at the Biola Campus in La Mirada are at various ages, varying levels of Christian maturity, and have varying levels of understanding regarding Christian conduct in neutral areas. As in the passages referenced above, some can practice liberties in good conscience while others following their example could be caused to stumble in their faith. The principle that regulates conduct in morally neutral matters therefore seems to apply: glorify God by seeking the welfare of others. This is imitating the self-sacrificing example of Christ (I Corinthians 10:31-11:1).

These standards apply to the student while enrolled in any of the schools or programs of the University on and off campus. Biola students have chosen, freely and willingly, to associate with the Biola community and to accept and abide by these standards. Any violation of these standards constitutes a breach of integrity.

The University reserves the right to refuse or revoke admittance and/or dismiss any person who does not conform either to the stated guidelines and regulations governing student conduct, or to the expressed principles, policies, and expectations of the University.

The University also reserves the right to take action against an individual for violating the Standards regardless of how much time has passed since the violation. The University also reserves the right to take disciplinary actions for violations of University standards by graduates awaiting degrees and students who withdraw from school while a disciplinary matter is pending.

**When The Standards Apply**

The Biola Graduate Standards of Conduct apply to all students:

1. 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, and not checked out of their room.

The fact that these standards only apply to students while they are enrolled or in residence in no way indicates that the University believes that contrary behavior is acceptable during non-enrolled periods. The University recognizes that it is inherently the responsibility of the individual to make such behavior decisions. The essential role of individual judgment, discernment, and recognition of personal accountability to God throughout the Biola community cannot be overemphasized. Behaviors while not enrolled may affect a student’s ability to re-enroll or continue at Biola University (see also below, “Violation Of Law And University Discipline”).

**Do the Standards Apply Off-Campus?**

Off-campus rights and freedoms of students involve the responsibility to display conduct and behavior that reflect favorably on them, the University, and the community. Accordingly, the University reserves the right to take disciplinary action in response to behavior off campus that violates University standards and policies or adversely affects the University community and/or the pursuit of its objectives. The University also reserves the right to take disciplinary actions for violations of University standards by
graduates awaiting degrees and students who withdraw from school while a disciplinary matter is pending.

**Violation Of Law And University Discipline**
The University reserves the right to review actions taken by civil authorities regarding any student or student organization. University disciplinary proceedings may be instituted against a student charged with violation of a law and may, at the sole discretion of the University, be carried out prior to, concurrently, or following civil or criminal proceedings. Violations occurring during non-enrolled periods may be considered by the University in determining whether a student will be eligible to continue his/her enrollment in the University and, if so, under what conditions.

**Reporting Misconduct**
Anyone may report a suspected violation of the Biola Community Standards by contacting the Office of the Dean at ext. 4844. The person reporting the violation may be asked to submit a written report. The report should be a brief written statement citing the section of the Standards allegedly violated and providing a summary of the facts deemed to constitute a violation. Reports should be submitted as soon as possible after the event takes place; however, the University reserves the right to take action against an individual for violating the Standards regardless of how much time has passed since the incident. Students living in the residence halls may also notify their Resident Director or Resident Assistant. For any campus emergency, call x5111 (from campus phone) or 562-777-4000 (from cellphone). Students who knowingly make a false report of misconduct are in violation of University policy.

**STUDENT DISCIPLINE**

In certain instances, a suspected violation of the Biola Standards of Conduct may be referred to the Dean, or to his or her designee, for appropriate action. At his or her discretion, the matter may be delegated to an Adjudicator. Disciplinary sanctions are based upon the nature and severity of the issue.

The Adjudicator shall gather and review all the relevant information on the situation, make a determination, and notify the student of any sanctions to be imposed.

It is also important to note that in respect to disciplinary proceedings, formal rules of evidence are not followed, and past conduct may be considered in the discipline process. No particular model of procedural process is required; however, the Adjudicator will attempt to structure the procedure so as to facilitate a reliable determination of the truth and be fair and reasonable.

A separate policy is followed for academic dishonesty/plagiarism/cheating.

**Sanctions**
Violation of University policies, including the Biola Graduate Student Standards of Conduct, may result in the imposition of one or more of the sanctions listed below. A sanction is a disciplinary action that requires the student to meet certain expectations and/or complete specific requirements within a stated time frame. Sanctions that may be imposed are not limited to those listed. In certain limited situations, University officials may impose a sanction but suspend or postpone its actual implementation.

Sanctions affecting the conduct of students are based on general principles of fair treatment. Sanctions will take into account the intent of the accused, the effect of the conduct on the victim
and/or University community, the student’s disciplinary history, whether sanctions such as education and community service are likely to change the student’s conduct, and the student’s needs and prospects for improvement. While attempting to be consistent in its disciplinary decisions, the University also seeks to be fair and sensitive to the facts and circumstances of each individual case. Some sanctions may need to be more punitive due to the seriousness of the offense.

Therefore, administrators responsible for disciplinary actions will seek to combine a Biblical and developmental approach to the student care process. It is important that we see ourselves as fellow sinners in need of God’s grace, and to encourage the whole campus community to remember Christ’s example of offering hope rather than condemnation.

Sanctions include, but are not limited to:

**Warning:** A restatement of the Biola Graduate Student Standards of Conduct is made to the student, together with an official warning concerning future behavior. May include loss of or restriction from certain activities or privileges.

**Campus Community Service:** Created to emphasize an educational response toward discipline. Students within the disciplinary process who are deemed good candidates for campus community service, as a means to make restitution for their behavior, are assigned an on-campus service project.

**Fines:** Payment of charges for violation of regulations. These charges will be added to a student’s account. These vary according to the violation.

**Probation:** The student is expected to show development in responsible actions toward Biola and members of the community for a specified period of time. May include limitations in or restriction from certain activities or privileges.

**Restitution:** Payment of financial compensation for loss, damage or injury. Failure to pay such charges may result in additional sanctions (including, but not limited to, denial of re-enrollment or refusal to release official transcripts and records).

**Interim Suspension:** In certain circumstances, the Dean or a designee may immediately impose a University or residence hall suspension. Interim suspension may be imposed:

- a) to ensure the safety and well-being of members of the University community or preservation of University property;
- b) to ensure the student’s own physical or emotional safety and well-being; or
- c) if the student poses a credible threat of disruption of or interference with the normal operations of the University.

During the interim suspension, the student will be denied access to the residence halls and/or to the campus (including classes) and/or all other University activities or privileges for which the student might otherwise be eligible, as the Dean or the designee may determine to be appropriate. The interim suspension shall extend only until such time as adjudication (see above) can be completed and other sanctions (if any) imposed.

**Suspension:** The student is involuntarily separated from the University for a specified length of time.
Absences from classes and chapels are not excused and academic work that is missed may not be made up.

**Administrative Withdrawal:** The student is required to withdraw from the University without the privilege of returning until a time specified by the Dean, or his or her designee.

**Expulsion:** The student is permanently separated from the University with a notation of the reasons for the termination in his/her file. No refunds are made and the student will suffer the academic consequences of his/her actions.

When students are suspended or expelled for disciplinary reasons, there will be no refund of tuition or room charges for the semester and financial aid may be canceled. Upon permanent separation from University housing, students may apply to Auxiliary Services for unused board charges.

**Sanctions for Student Organizations**

Student groups and organizations may be charged with violations of these Biola Graduate Student Standards of Conduct. A student group or organization and its officers may be held collectively and/or individually responsible when violations of this code occur either during an event sponsored by the organization or by an individual representing or associated with that organization or group. The following sanctions may be imposed upon groups or organizations: deactivation, warning, reprimand, probation, fines, loss of privileges, restitution, and other educational sanctions.

Deactivation includes loss of all privileges, including University recognition, for a specified period of time. Individual students are subject to other sanctions as described above.

**General Grievance and Appeal Process**

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 Biola Graduate Student Standards of Conduct, or the regulations themselves are not within the scope of the appeal process.

**NOTE:** The General Grievance and Appeal Process is not applicable to any Discrimination or Sexual Assault processes resulting from a grievance covered under those policies. Complaints arising from a Discrimination or Sexual Assault issue must be handled through the process designated for such complaints, and may not be brought under this policy.

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**

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 or his or her designee. The Dean or designee 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 or a committee hearing. If the appeal arises 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 a Dean’s hearing.

**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.

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 students approved by the Provost.

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 that will be final and no further appeal is open to the student at Biola University.

During periods other than regular semesters (summer, Christmas, Interterm), the Dean reserves the right to alter the timing of the appeals process as necessary, due to faculty/staff/student availability.

**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.

During periods other than regular semesters (summer, Christmas, Interterm), the Dean reserves the right to alter the timing of the appeals process as necessary, due to faculty/staff/student availability.

A separate appeal process is followed in cases of academic dishonesty; please see policy on “Academic Honesty” below.

**Interpretation And Revision**

Any questions regarding interpretation of these Biola Graduate Student Standards of Conduct should be referred to the Dean of the School. In these Standards, the School gratefully acknowledges the use and adaptation of model codes of student conduct published by the National Association of College and University Attorneys in *Student Disciplinary Issues: A Legal Compendium and Student Handbook Policies*.

Updated policies and regulations may be found under the Student Handbook section of the [http://cook.biola.edu/programs/doctoral/doctor-missiology/](http://cook.biola.edu/programs/doctoral/doctor-missiology/). New or modified policies are effective upon publication (including online publication); notice of these changes will be posted on the School website and placed in the relevant school newsletter for graduate students.

**ACADEMIC APPEAL**

**SECTION 1.3**

**General Process**

An academic appeal may be made in accordance with this policy when a student believes that an academic decision (e.g., a course grade, admission to a program or major, etc.) involving that student is unfair or erroneous. It is the intent of the University that appeals should be dealt with in a timely manner and moved toward closure with appropriate balance of deliberation and speed. During the regular semesters, the appeal will normally be brought under review by the relevant party within two (2) weeks of its receipt. The process will then move forward to the final decision as rapidly as is reasonably possible. During times between regular semesters (summer, January), review of the appeal may be delayed until the relevant people are available.

Course grades and decisions regarding admission to a program must be appealed within 90 days of the posting of grades or notification to the student of a decision regarding admission to a program.

**A. Appeal of Academic Decision by a Faculty Member**

**Step 1: Consultation with Faculty Member**

In order to appeal an academic decision made by a faculty member (e.g., course grade), the student must first interact with the relevant faculty member. This interaction may be made verbally or in
writing (letter or email) stating why the student disagrees with the decision. This level of interaction is likely to resolve the issue in most cases.

Step 2: Appeal to Associate Dean or Dean of School
If the situation is not resolved in Step 1, the student may appeal the faculty member’s decision to the Associate Dean or the Dean of the School. This appeal must be in writing and must set forth the reasons for the appeal. The Associate Dean or Dean will contact the student and the faculty member and may seek further information or consultation regarding the merits of the appeal. The Associate Dean or Dean’s decision will be provided to the student in writing.

B. Appeal of Academic Decision by a Department/Program

Step 1: Appeal to Chair of Department
In order for a student to appeal a decision made by a department or program, the student must first submit the appeal in writing to the Chair of the department setting forth the reasons for the appeal. If the original decision was made by a committee within the department, the Chair will forward the appeal to the relevant committee. The Chair or committee will contact the student to discuss the student’s concerns and the relevant departmental policies and practices. In most cases, this interaction will resolve the matter.

Step 2: Appeal to Dean
If the situation is not resolved in Step 1, the student may then appeal in writing to the Dean. The Dean will review the appeal, contact the relevant parties and gather information pertinent to the matter. The decision related to the appeal shall be made by the Dean and is final. The Dean’s decision will be provided to the student in writing.

C. Appeal of Academic Decision by the University

Step 1: Appeal to Registrar
In order for a student to appeal an academic decision made by the University (e.g., academic probation or dismissal), the student must submit the appeal in writing to the Registrar setting forth the reasons for the appeal. The appeal must be made within three (3) weeks of the posting of grades. In most cases, this interaction will resolve the concern.

Step 2: Appeal to Provost
If the situation is not resolved in Step 1, the student may appeal the decision to the Provost. The Provost will review the appeal, contact the relevant parties and gather information pertinent to the matter. The Provost may convene an advisory committee to review and make recommendations to the Provost. The decision related to the appeal shall be made by the Provost and is final. The Provost’s decision will be provided to the student in writing.

ACADEMIC INTEGRITY

Overview
We are committed as an institution to ethical practice in teaching, scholarship, and service. We practice academic honesty in our oral and written scholarship. This means that we take care to appropriately acknowledge the contributions of others to our work. This policy defines and provides examples of plagiarism and outlines the disciplinary actions that follow verified acts of academic dishonesty.

Definition
Academic dishonesty is the deliberate attempt to misrepresent individual efforts, whether in writing,
audio-visual representation, or oral presentation. Issues of plagiarism are specific examples of academic dishonesty. Basically, plagiarism is claiming someone else’s ideas, words, or information as your own without acknowledgement or citation. In minor cases, it can be the simple quotation of a sentence or two without quotation marks and without a citation, footnote, endnote or inclusive note to indicate the true author. Cutting and pasting from web material into a student’s written work without placement in quotation marks or block quotation format is plagiarism—even when the web source is listed in the bibliography. In the most serious cases, plagiarism reproduces a significant fraction of an entire work written by someone else. Examples of plagiarism consist of removal of the true author(s) name(s) and substituting the plagiarist’s name. Mere reformattting of a text does not constitute “original” thought, but merely juxtaposing someone else’s work and text.

Why is Plagiarism a moral offense?
The basic Judeo-Christian ethical mandate includes “thou shalt not steal” (Exodus 20:15). Plagiarism is first and foremost an act of theft and fraud. To claim others’ work as your own without acknowledgement or citation is an example of academic fraud. Laws in civilized societies protect individual expression as the property of the original author. Plagiarism—either by verbatim copying or paraphrasing without citation—is infringement of most nations’ copyright laws. Repeating words or thoughts of other people and claiming that those precise words are original to you is an example of lying, misrepresentation and theft. Expectations within the academic community assume the production of new knowledge, discoveries of new facts, or new ways of looking at previously known facts. Analysis of data expressed in written form must be attributed to the source of the analysis.

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 describes the expectations of the U.S. academic community (and Biola University) regarding plagiarism.

What must you do to avoid plagiarism?
You must put others’ words in quotation marks and cite your source(s) and must also give citations when using others’ ideas, even if those ideas are paraphrased in your own words. The “work of someone else” includes: original ideas, strategies, outlines, research, art, graphics, computer programs, music, media examples, and other creative expression. Unpublished source materials such as class lectures or notes, handouts, speeches, other students’ or faculty’s papers, or material from a research service must also be cited to avoid plagiarism. Faculty members who use student assistants for research and writing are required to acknowledge the contribution of the student worker in the citation portion of a faculty member’s academic work.

All students and faculty should be educated in appropriate forms of paraphrase and citation. Cosmetic changes in another work without citation is still plagiarism. Avoid single word substitutions (e.g. “less” for “fewer”), reversing the order of a sentence, or merely using an ellipsis mark (i.e., … ). You do not have to cite “common knowledge” facts. That Abraham Lincoln was the U.S. President during the Civil War is common knowledge; that Abraham Lincoln suffered from severe depression and migraine headaches may require a citation to support the claim.

Purchasing a previously written or provided research paper from an on-line computer service and
submitting it as your own work is morally reprehensible and constitutes plagiarism. Any time you use information from any source, you must provide a citation of acknowledgement of the original source. Internet web sites may be referenced for academic work, but cited by the date referenced.

Examples of Academic Dishonesty and Plagiarism

- 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.
- 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 acknowledgement.

Plagiarism in Media and Artistic Expression

It is Biola University’s policy that no copyrighted material may be included in media productions without the written permission of the copyright owner. This pertains to any media production produced by Biola, its students, staff or faculty. Copyrighted material is any material created by someone else that has not come into the public domain, whether or not there is a copyright notice. It is the responsibility of the one producing the media to ascertain if the material is in the public domain, or else to receive written permission.

Some copyright issues can be complex. A Beethoven sonata is in public domain because of its age, but a recording of it is copyrighted. The Grand Canyon is not copyrighted, but a picture of it is.

Performance or exhibition of copyrighted materials falls under different laws than inclusion of material in media productions. In general, copyrighted materials may be shown or viewed in classrooms without violating the law, under the provision of “Fair Use.” However, performance rights need to be cleared for material presented in public venues, especially those for which admission is charged.

Quotes or summarization of material from media productions when cited in scholarly papers should be cited in the same way any other material would be.
Detection of Plagiarism
Biola University authorizes individual professors and students to use any computer search mechanisms to validate and verify examples of plagiarism, prior to disciplinary action. Detection may also include verification of duplicated student work, current or previous.

Disciplinary Results from Plagiarism or Academic Dishonesty
Ignorance regarding appropriate paraphrase and citation is not an excuse warranting misrepresentation of original work. Individual professors may determine whether an isolated instance of plagiarism was due to faulty citation skills or misrepresentation with intent. In such cases, the professor may allow a student to correct the citation in a final assignment.

Dishonesty in a minor class assignment (e.g., test, short reaction paper, quiz, etc.) will result in a score of zero for the assignment, or possibly a failing grade for the entire course. Dishonesty or plagiarism of a major assignment (e.g., examination, prominent writing submission, term paper, term project, etc.) will result in immediate grade of “F” for the course and will be referred to the Dean. Individual departments or programs within the university may hold additional requirements for academic dishonesty (e.g., a graduate program policy of dismissal from the program).

If a faculty member discovers evidence of plagiarism or academic dishonesty, the instructor should confront the student with the seriousness of the charge and report the infraction to the department or program chair. The disciplinary action by the faculty member should follow the above guidelines. In addition, the faculty member shall provide a written report to the Dean of the School and the Office of the Registrar. The Office of the Registrar shall place a copy of the report in a sealed, confidential envelope in the student's file. At the receipt of a second report on the same student, the Registrar's Office will notify the program or department major chair and the Dean of the School for further disciplinary action. Multiple cases and disciplinary actions for academic dishonesty will result in academic probation or dismissal from the university.

In the case of a student denying commitment of academic dishonesty, but not to the satisfaction of the professor or Dean, the matter will be referred to the Provost for review and a final decision.

ADVERTISING, POSTING AND SOLICITATION

SECTION 1.5
Rev. April 2012

Advertising & Selling On Campus
The Office of the Dean will not allow the posting or distribution of any materials that are contrary, in appearance or content, to the Doctrinal Statement and Standards of the University. The decision of the Dean, or his/her designee, on these issues will be final.

In addition, the following agencies, organizations, or persons will not be allowed to advertise or solicit on the Biola campus through any means:
• day care services,
• credit card companies (except for those offered by banks during Orientation Week),
• political groups or organizations not sponsored by a Biola department or recognized Biola student group or club,
• religious or other groups not in accord with the mission, purpose, and doctrinal statement of the
University.

- housing/rental opportunities: Due to potential liability risks, Biola does not allow any direct soliciting of off-campus housing by homeowners, landlords, managers, etc. Rental opportunities may be registered with the Off Campus Housing Services website (http://studentlife.biola.edu/campus-life/commuter-life/off-campus-housing/).

**Solicitation/Selling On Campus**

To ensure the safety and privacy of all residents, solicitors (including students) are not permitted to canvass or market any product on campus without prior approval from the Director of Auxiliary Services, which controls all commercial sales on campus. Solicitors are never allowed into Residence facilities, including apartment complexes.

Items sold as part of fundraising for Biola departments or registered student clubs or organizations are allowed, as long as University protocols are followed (see “Fundraising Projects”). However, food sales as fundraisers are limited: health department regulations require that food sales either be pre-packaged or sold by a registered, approved food vendor.

Additionally, students may not operate multi-level marketing/business, selling merchandise or soliciting subscriptions/services (i.e. Mary Kay, Avon, Pampered Chef...) anywhere on university property.

**Political Advertising**

For additional information on political/partisan soliciting and posting, please see the Political Activity policy.

**Posting Policy: Who May Post**

For posting purposes, advertisers are divided into either commercial or non-commercial categories:

a) Commercial ventures may only advertise in the Chimes, on Biola radio and/or in the Biolan, at the discretion of those organizations. This includes banks, restaurants and coffeehouses, theaters or other entertainment establishments, housing rentals and merchants. Such for-profit endeavors may not post material on campus.

b) Non-commercial ventures may advertise through campus flyers and posters. This includes Biola club, hall, or team sponsored functions; University based/sponsored events; churches; government sponsored events; faculty/staff/student-club sponsored political groups and organizations; and charitable organizations.

**Approval Process**

All flyer/poster(s) must be submitted to the Office of The Dean 24 hours in advance of desired posting date(s). Each copy of the flyer/poster(s) must be stamped with both an “Approved” stamp and an expiration date before posting. Any flyer/poster(s) found posted without official approval will be removed and discarded. Only official Biola departmental postings are exempt from this requirement.

One copy of the poster will be retained by the Office of The Dean, along with the name and phone number of the person/agency posting. A maximum of 50 copies of any one flyer may be posted; a maximum of 5 posters (larger than 24” x 36”) may be posted; a maximum of 6 placards (posters staked into the ground) may be posted (see "Placard Policy" below).
COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

Removal
All flyers/posters/etc. shall be displayed no longer than 14 days or until the date of the event being advertised, whichever comes first. It is the responsibility of the person or organization posting to remove the material(s) before the expiration date or two days after the event, whichever comes first. The posting mechanism (tacks/pushpins/tape/stakes, etc.) must also be removed. Organizations that do not remove their signs by the deadline will be subject to disciplinary process, including paying restitution to Facilities Services for the cost of sign removal.

Materials Used
Poster putty or duct tape/packing tape/shipping tape are not to be used. Use tacks/pushpins and/or masking tape only, which may be purchased at the University Bookstore. Organizations causing damage to University property, facilities, equipment, furnishings, or landscaping will be billed for repairs and/or repainting. Additional information regarding placards (posters staked into the ground) is below (see "Placard Policy").

Placard Policy
Placards (laminated signs mounted to stakes and inserted in the ground) may be posted only in the 6 approved posting areas around campus. See the "placard posting map" [bottom of this section] for these locations.

Only one placard per group or event may be posted in each approved posting area. The placard must be inserted into the ground within 1 foot from the adjacent sidewalk containing the "APPROVED POSTING AREA" sign. Placards must not protrude into sidewalks or be higher than 36" off the ground at their top edge.

Placards placed in areas other than the approved posting areas will be removed by university staff. Additional placards for the same group/event will be removed by university staff. Placards that are not laminated will be removed by university staff.

Posting Locations
Posting of flyers/posters is allowed on bulletin boards or other designated areas. Posting is not permitted in restrooms, on windows, glass, pillars, light or sign poles, bollards, signage, and/or on the outside of buildings. For safety reasons, posting horizontally on sidewalks, roads or other walking surfaces is not allowed.
Bell Tower - No posting is allowed.
Bookstore - No posting is allowed.
Café - Café management must approve posting of materials inside the dining hall. The Dean may approve posting in the lobby but "No Posting" areas must be observed.
Chase Gymnasium - No posting is allowed.
Crowell Hall - See Music Department secretary for additional approval, ext. 4892. Limited posting.
Rose Hall - Posting is allowed on the bulletin boards located on the two pillars outside the front door. Metzger - Bulletin boards are located near the stairwell, ground floor.
Myers & Feinberg Halls - Posting must be approved in advance and stamped "Approved" by the Talbot receptionist, ext. 5500. Posting on official bulletin boards only. No materials of any kind may be posted on interior or exterior walls or windows.
Residence Halls - Resident Directors must approve location of posting (see below). Rosemead Office - See dean of administration for approval.
On Directional or Street Signs - No posting is allowed.
Student Services - See secretary for additional approval. Limited posting.
Student Union Building (SUB) – Approval from the Office of Associated Students required for posting on or in the SUB.
Sutherland Hall - Bulletin boards are located on exterior pillars. Interior bulletin boards are for official department postings only.

*Exceptions to these restrictions must be approved in advance by the Office of The Dean.*

**Posting in Residence Halls**
Posting is allowed in Residence Halls with the permission and oversight of the Resident Director, with the following instructions:
Adhesives: postings may be hung only by poster putty, masking tape, or painter’s tape.
Locations: postings may not be hung on fire doors or building entrance/exit doors.

**Chalking**
Chalking on sidewalks is permitted under limited circumstances, and is subject to removal at the discretion of the Director of Student Communications, Office of The Dean:

- **Media:** Only ‘sidewalk chalk’ or other temporary, washable chalk may be used.
- **Grounds:** Only cement sidewalks may be chalked. Blacktop or pavers may not be chalked.
- **Locations:** Only exterior sidewalks in ‘residential’ and ‘recreational’ areas may be chalked, such as areas around residence halls or near the SUB. Sidewalks surrounding academic or administrative buildings are not eligible. Interior surfaces are never to be chalked.
- **Removal:** Correctly applied chalking will either wear off or be removed after a few days during regular maintenance by Biola staff. If chalking is incorrectly applied, the student(s) or organization involved will bear the responsibility and cost of having the chalk removed.

**ALCOHOL, TOBACCO AND OTHER DRUG POLICY**

**Philosophy**
Biola University seeks to foster an alcohol-and-drug-free environment in which to work, live, learn, and grow. As a Christian University, we approach alcohol and other drug abuse with a combination of compassion, encouragement, directness, and concerned firmness. An aspect of this caring approach is the consistent enforcement of the regulations on alcohol and other drugs contained within this policy. The purpose of this policy is to ensure a safe environment that is consistent with the mission of the University and its goal to foster an alcohol-and drug-free environment. The use, possession or distribution of illicit drugs by students of Biola is prohibited and violates this policy as well as the Graduate Student Standard of Conduct. The use, possession or distribution of alcoholic beverages by students of Biola on the Biola campus, at off-campus University buildings or residence housing sites, or at Biola related functions is prohibited and violates the Graduate Student Standard of Conduct. Biola University is operating in conformity with the Drug-Free Schools and Communities Act of 1989 (Public Law 101-336) and Drug-Free Workplace Act of 1988. The following summarizes Biola’s policy and program:

**Health & Lifestyle Risks**
The use or abuse of alcohol and other drugs could increase the risk for a number of health related and other medical, behavioral, and social problems. These include the acute health problems related to intoxication or overdose (blackouts, convulsions, coma, death); physical and psychological dependence; malnutrition; long- term health problems, including cirrhosis of the liver; organic brain
damage, high blood pressure, heart disease, ulcers, and cancer of the liver, mouth, throat, and stomach; contracting diseases such as AIDS through the sharing of hypodermic needles; pregnancy problems including miscarriages, still birth and learning disabilities; fetal alcohol syndrome; psychological or psychiatric problems; diminished behaviors (hangovers, hallucinations, disorientation, slurred speech); unusual or inappropriate risk-taking, which may result in physical injury or death; violent behavior towards others, such as assault or rape; accidents caused by operating machinery while impaired; impaired driving resulting in alcohol and drug-related arrest, traffic accidents, injuries, and fatalities; negative effects on academic and work performance; conflicts with co-workers, classmates, family, friends, and others; conduct problems resulting in disciplinary actions, including loss of employment; and legal problems including imprisonment.

Sanctions Regarding Alcohol and Other Drugs
Students or employees 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. The University will involve local law enforcement officials when appropriate. Illegal possession, use, or distribution of illicit drugs, or illegal use or possession of alcohol is punishable under applicable local, state, and federal law. 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.

Assistance in Overcoming Alcohol and Other Drug Abuse
If you need help or know someone with a drug-related problem, please know that the Counseling Center, the Health Center, our resident directors, deans, faculty, and all other university personnel will provide assistance to those who come forward seeking help. The Counseling Center provides confidential consultations with trained psychologists and marriage & family therapists, at extremely low cost, and also makes referrals to outside counseling and treatment services.

Regulations Regarding Alcohol and Other Drugs
Students are responsible for conforming their behavior to Federal, State, and local law, and to the University’s Policy on Alcohol and Other Drugs. When violations of law or policy come to the attention of school officials, students may be referred for prosecution and University sanctions will be imposed. Harm to persons or damage to either private or University property arising from the actions of intoxicated individuals on the premises of the University will be the full and sole responsibility of such individuals.

1. It is a violation to promote, distribute, sell, possess, or use narcotics or other controlled substances either on- or off-campus regardless of the student’s age.
2. Graduate students age 21 and over are required to abstain from the use of alcoholic beverages while on the Biola campus, at off-campus University buildings or residence housing sites, or at functions (such as social gatherings, departmental meals, meetings, seminars, conferences, athletic competitions, etc.) where participants are primarily drawn together by nature of their relationship to Biola. Graduate students under the age of 21 are required to abstain from the use of alcoholic beverages at all times while enrolled.
3. Because we are a Christian community of believers, our choices impact each other.
Therefore, it is a violation to knowingly be and/or remain in the company of others who are using alcohol, tobacco, controlled and/or other mind-altering substances while on University property.

4. It is a violation to misrepresent one’s age for the purposes of purchasing or consuming alcohol. This includes possessing a fraudulent ID. Possessing a fake ID may result in University probation on the first offense.

5. Operating a motor vehicle while under the influence of alcohol or a controlled substance is a serious threat to oneself and the community and may result in immediate suspension, expulsion, or dismissal. Anyone who injures another person as a result of driving under the influence should expect to be permanently dismissed.

6. The attempt to obtain, use, possess, distribute, or sell, any amount of any potentially harmful or illegal drug (including marijuana) or drug-related paraphernalia is strictly prohibited. Anyone involved in the sale or distribution of drugs on or off-campus should expect to be permanently dismissed.

7. It is a violation to possess or use non-alcoholic beers on-campus.

8. Promoting the consumption of drugs or alcoholic beverages may not be undertaken within the confines of University properties or through University-sponsored or approved publications. No displays of any kind that promote a lifestyle of drinking or drug use are permitted, including in vehicles parked on campus. Examples include: alcohol brand advertisements or clothing; pictures or posters of drugs or alcohol; alcohol-carrying containers or bottle caps.

9. Any student or student organization found supplying alcohol at University-sponsored off-campus events will be subject to disciplinary action.

10. Hosting or in any way assisting or promoting an off-campus gathering that includes drunkenness is a violation of University policy and may result, minimally, in suspension.

11. Any student who encourages another to consume alcoholic beverages or any substance as a means to induce that individual to engage in behavior that would otherwise be against that person’s will is subject to dismissal.

12. Any student who sexually assaults another person who is intoxicated is subject to immediate dismissal.

Smoking and Tobacco Use Policy
Research demonstrates that tobacco smoke is a health hazard to both smokers and non-smokers. According to the Surgeon General, cigarette smoking is the leading preventable cause of illness and premature death in the United States. Non-smokers who are regularly exposed to second-hand smoke are also at increased risk of illness. In the interest of creating a safe and healthy environment, Biola University has adopted the following policy. This policy applies to all University facilities on the La Mirada campus. All persons using the facilities of the University are subject to this policy.

1. Students smoking, possessing and/or using any tobacco products (e.g., cigarettes, snuff, cigars, pipe tobacco, chewing tobacco) on campus are in violation of University policy.

2. Smoking is prohibited on all University facilities, either inside buildings or outside.

3. Smoking is prohibited in any vehicle owned, leased, or operated by the University.

4. The sale, distribution, or advertisement of tobacco products is prohibited on campus.

5. Clothing, posters, containers or other materials displaying tobacco product logos or trademarks are prohibited on campus.

DISCRIMINATION; SEXUAL HARASSMENT AND SEXUAL MISCONDUCT
Compliance with Non-Discrimination Laws and Regulations
The university deplores the unfair treatment of individuals based on race, color, national origin, sex, socio-economic status, age, disability, or cultural differences regardless whether such treatment is intentional or simply resultant from careless or insensitive behavior. Rather, employees and 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. 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, religion, color, or national origin.

3. Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of its programs and activities.

4. The Americans with Disabilities Act of 1990 (Public Law 101-336), the purpose of which is to afford the disabled equal opportunity and full participation in life activities and to prohibit discrimination based on disability in employment, public service, public accommodations, telecommunications, and transportation.

5. The Age Discrimination Act of 1975, which prohibits discrimination on the basis of age 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 sex (including sexual harassment and sexual assault) in programs and activities of the university, except where the university has been granted exemptions based on its religious tenets.

8. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC §1092(f)) (“Clery Act”) which requires colleges and universities to disclose information about crime on and around their campuses. This includes recent amendments to the Clery Act under the Campus SaVE Act and Violence Against Women Act, which deals with incidents of sexual assault, domestic and dating violence, and stalking.

As a religious institution, the university is exempted from certain provisions of the above laws and regulations relating to discrimination on the basis of religion.

Sexual Misconduct Policy
It is the policy of Biola University to maintain the university environment as a Christian community that provides a place for spiritual growth, work, and study free of all forms of sexual intimidation and exploitation. All students, staff, and faculty should be aware that the university is prepared to take action to prevent such intimidation and exploitation and that individuals who engage in such behavior are subject to discipline.

“Sexual misconduct” can include sexual harassment, sexual violence, domestic and dating violence, and stalking. Sexual harassment can vary with particular circumstances, but, generally, it 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. This includes suggestions that academic or employment reprisals or reward will follow the refusal or granting of sexual favors, or conduct that unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive work environment. Sexual violence as used in this policy refers to physical sexual acts perpetrated without the affirmative consent of the parties or where a person is incapable of giving consent and includes, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Incidents of domestic violence, dating violence, and stalking are also processed under this policy. For additional information and definitions on sexual assault, domestic violence, dating violence, and stalking, please refer to section VII of this policy.

None of these actions reflect a Christian attitude or commitment and adversely affect the working or learning environment. All forms of sexual misconduct constitute violations of the university’s spiritual expectations and standards of conduct for the university community; and such misconduct will not be tolerated. Any individuals engaging in such conduct may also be personally liable in legal action brought against them and/or prosecuted for criminal violations.

Under the direction of the appropriate administrator, the university will thoroughly investigate all reports of sexual misconduct and will take whatever corrective action is deemed necessary, including disciplining or discharging any individual who is found to have violated this prohibition against sexual misconduct. The reporting student or employee will be informed of the action taken. These university officials will also take action to protect the reporting student or employee to prevent further misconduct or retaliation, and as appropriate, to redress any harm done.

A student or employee who feels that he or she has been sexually harassed, assaulted, or the victim of domestic violence, dating violence, or stalking involving sexual assault or sexual harassment may meet with a person officially designated to receive reports of discrimination and to work for resolution in such situations.

Under Title IX, certain individuals employed by the university are considered “responsible employees.” These responsible employees are obligated to report incidents of alleged sexual violence that they become aware of to a Title IX Coordinator. According to guidance from the U.S. Department of Education, a responsible employee includes any employee who has authority to take action to redress sexual violence; has been given the duty of reporting incidents of sexual violence or other misconduct by students to the Title IX Coordinator; or whom a student could reasonably believe has this authority or duty. At Biola, responsible employees are defined as all regular and adjunct faculty members, academic department administration personnel, athletics personnel, all human resources employees, student development officers and their administrative assistants, resident directors (RDS), resident assistants (RAs), all staff personnel director level and above, and any employee who is supervising student employees. All other employees and all students are also strongly encouraged to share any incidents of alleged sexual violence that they become aware of to a Title IX Coordinator.
Procedure for Processing Complaints of Unlawful Discrimination, Including Sexual Harassment and Sexual Assault

I. Intent of the Procedure
Biola University is committed to maintaining the university environment as a Christian community that provides a place for spiritual growth, work, and study free of all forms of unlawful discrimination and sexual misconduct. The intent of this procedure is to implement all applicable civil rights legislation and to make a good faith effort to ensure that no person shall, on the basis of race, ethnic group identification, national origin, age, sex, color, or physical or mental disability be unlawfully subjected to discrimination under any program or activity offered under the control of Biola University. Complaints of sexual misconduct are included in the complaint procedures described below. It is the intent of these procedures to allow for the prompt and equitable resolution of all complaints. This policy and the procedures for the processing of complaints are intended to comply with Title IX, the guidance issued by the White House Task Force to Protect Students from Sexual Assault, the guidance issued by the Department of Education’s Office for Civil Right, and the requirements of the Campus SaVE Act (and the Violence Against Women Act).

II. General Provisions
A. Coverage:
These procedures apply to the processing of complaints arising from alleged unlawful discriminatory actions and sexual misconduct. Any student, applicant for admission, employee, or applicant for employment (administrative staff or faculty) who believes that he or she is a victim of discriminatory action may file a complaint under these procedures. Student or employee complaints based on grounds other than discrimination or sexual misconduct should be pursued under the grievance and appeal procedures contained in the student handbook or employee handbook.

B. Definitions:
1. Complainant: The complainant is an individual or group of individuals who believe that unlawful discrimination or sexual misconduct may have or has occurred.
2. Respondent: The respondent is an individual or group of individuals against whom an allegation of unlawful discrimination or sexual misconduct is made.
3. Complaint: A complaint is an allegation that a student, employee, or applicant for admission or employment has been subjected to unlawful discrimination or sexual misconduct.
4. Preponderance of Evidence: Standard of determining the validity/outcome of a complaint. Preponderance infers it is more likely than not, that the alleged incident did or did not occur.

C. Title IX Coordinator/s and Section 504 Coordinator:
The Title IX Senior Coordinator, Ron Mooradian, Sr. Director of Human Resources (Address: Human Resources, Biola University, 13800 Biola Avenue, La Mirada, CA 90639, (Metzger Hall) Phone: x4757, Email: ron.mooradian@biola.edu), maintains authority over the compliance and adjudication of all Title IX complaints and all other complaints of unlawful discrimination under this procedure with the exception of any complaint of unlawful discrimination based on disability which will be overseen by the Section 504 Compliance Coordinator designated below. However, depending on the complainant’s affiliation with the university, a specific Deputy Title IX Coordinator will oversee the investigation.

1. Title IX Deputy Coordinators for undergraduate students (or applicants):
Associate Dean of Students, Matthew Hooper (Address: Student Development, Biola University, 13800 Biola Avenue, La Mirada, CA 90639, (Student Services Building), Phone: x4874, Email: matthew.hooper@biola.edu).

Assistant Dean of Residence Life/Student Care, Sandy Hough (Address: Student Development, Biola University, 13800 Biola Avenue, La Mirada, CA 90639, (Student Services Building), Phone: x5807, Email: sandy.hough@biola.edu).

2. Title IX Deputy Coordinator for graduate students (or applicants):

Dr. Tamara Anderson (Address: Rosemead School of Psychology, Biola University, 13800 Biola Avenue, La Mirada, CA 90639, (Rose Hall), Phone: x4867, Email: tamara.anderson@biola.edu).

3. Title IX Deputy Coordinators for Biola University Faculty, Administration, and Staff:

Sr. Director of Human Resources, Ron Mooradian (Address: Human Resources, Biola University, 13800 Biola Avenue, La Mirada, CA 90639, (Metzger Hall), Phone: x4757, Email: ron.mooradian@biola.edu).

Assoc. Director of Human Resources, Susan Kaneshiro (Address: Human Resources, Biola University, 13800 Biola Avenue, La Mirada, CA 90639, (Metzger Hall), Phone: x4757, Email: susan.kaneshiro@biola.edu).

4. Title IX Deputy Coordinator for pre-college youth programs:

Director of Ministry Outreach, Mike Brimmage (Address: Ministry Outreach, 14540 San Cristobal Dr. (Building 10), La Mirada, CA. 90638, Phone: x4056, Email: mike.brimmage@biola.edu).

5. Section 504 Compliance Coordinator, Asst. Dean of Student Development/Director of the Learning Center, Dr. Kevin Grant (Address: Learning Center, Biola University, 13800 Biola Avenue, La Mirada, CA 90639, (Library), Phone: x4542, Email: kevin.grant@biola.edu).

The Section 504 Compliance Coordinator will be responsible for overseeing any complaint of unlawful discrimination based on disability under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. All references in this procedure to a Title IX Deputy Coordinator will apply to the Section 504 Compliance Coordinator.

6. Title IX Coordinator for Inter-Collegiate Athletic Programs: Assistant Athletic Director and Head Women's Basketball Coach, Dr. Bethany Miller (Address: Biola University, 13800 Biola Avenue, La Mirada, CA. 90639 (Gymnasium Building), Phone: x4082, Email: bethany.miller@biola.edu).

If the complainant does not meet requirements of the procedure, the Title IX Coordinator/Deputy Coordinator shall immediately notify the complainant of the specific deficiencies of the complaint.

D. Title IX Advocates:
The university’s Title IX Advocates are available for referral and support services for student complainants and respondents. Members of the team are trained to assist individuals 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 with the individuals involved. When a situation arises and multiple individuals are involved, there may be times when the Title IX Coordinator will designate Title IX Advocates to meet with each of the individuals involved and help them understand their resources and options.

The University Title IX Advocates are:

- Dawn White, Director of Residence Life, x5842
- Garrett Suhr, Associate Director of Residence Life, x5872

Students who believe they have experienced a violation of the Title IX/Sexual Misconduct Policy are encouraged to contact a Title IX Advocate for assistance. Also, students who are facing allegations of such violations are encouraged to contact a Title IX Advocate for assistance.

E. Related Violation of Standards of Conduct:
Sometimes an individual may be reluctant to report an instance of unlawful discrimination or sexual misconduct because of the fear of being charged with a violation of the university’s Standard of Conduct, such as the use of alcohol or drugs. The university encourages individuals to report instances of unlawful discrimination or sexual misconduct and will take into consideration the importance of reporting such instances in addressing a violation of Standards of Conduct. This means that, whenever possible, the university will respond educationally rather than punitively to a violation of the Standards of Conduct associated with an instance of unlawful discrimination or sexual misconduct.

F. Retaliation Prohibited:
Any retaliatory action of any kind by an employee or student of the university against any other employee, student, or applicant of the university as a result of that person’s seeking redress under these procedures, cooperating with an investigation, or other participation in these procedures is prohibited and may be regarded as the basis for disciplinary action. As such, if a student, parent, teacher, coach, or other individual complains formally or informally about sexual violence or participates in a university investigation related to sexual violence, the university is prohibited from retaliating (including intimidating, threatening, coercing, or in any way discriminating against the individual) because of the individual’s complaint or participation.

Also, the university recognizes that complaints of sexual violence may be followed by retaliation against the complainant or witnesses by the respondent or his or her associates. When the university knows or reasonably should know of possible retaliation by other students or third parties, it will take immediate and appropriate steps to investigate or otherwise determined what occurred, protect the complainant and witnesses, and ensure their safety as necessary. At a minimum, this includes making sure that the complainant and witnesses know how to report retaliation by school officials, other students, or third parties by making follow-up inquiries to see if there have been any new incidents or acts of retaliation and by responding promptly and appropriately to address continuing or new problems. Furthermore, the university will also inform complainants and witnesses that Title IX prohibits retaliation and that university officials will not only take steps to prevent retaliation, but will also take strong responsive action if it occurs.

G. Privacy:
The privacy and confidentiality of the parties shall be maintained to the extent possible during the processing of a complaint.

University response may be hindered and limited with a complainant desiring anonymity and/or inaction. The university may be obliged to pursue an alleged sexual assault through internal disciplinary procedures.
without the cooperation of the complainant. In such instances, the university will inform the complainant of its obligation to address a community safety issue.

H. Resolution Options:
Individuals are encouraged to use this procedure to resolve their complaints of unlawful discrimination or sexual misconduct. However, they may also file a complaint at the beginning, during, or after use of Biola’s complaint procedure with:

U.S. Department of Education
Office of Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105

or

U.S. Equal Employment Opportunity Commission
Roybal Federal Building
255 East Temple St., 4th Floor
Los Angeles, CA 90012

In addition, for complaints concerning the university, including complaints related to institutional policies or procedures, an individual may contact the Bureau for Private Postsecondary Education for review of a complaint:

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

III. Processing of a Complaint
Any person who believes he/she has been discriminated against, sexually harassed, or subject to domestic violence, dating violence, or stalking involving sexual assault or sexual harassment may file a complaint with the Title IX Coordinator or Deputy Coordinator. All individuals are encouraged to file a timely complaint. The university’s ability to investigate and respond effectively may be reduced with the passage of time.

If an individual requests that the university not investigate or seek action against the alleged perpetrator, the university will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all individuals, including the individual who reported the incident. The university will consider the following factors in weighing an individual’s request not to investigate or seek action:

1. Circumstances that suggest there is an increased risk of the alleged perpetrator committing additional acts of sexual violence, sexual harassment, sexual assault, domestic violence, dating violence, stalking, or other violence against the complainant or others in the university community, such as:
a. Whether there have been other complaints of sexual violence, sexual harassment, sexual assault, domestic violence, dating violence, stalking, or other violence about the same alleged perpetrator.

b. Whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence.

c. Whether the alleged perpetrator threatened further sexual violence, sexual harassment, sexual assault, domestic violence, dating violence, stalking, or other violence against the complainant or others.

d. Whether the sexual violence, sexual harassment, sexual assault, domestic violence, dating violence, stalking, or other violence was committed by multiple perpetrators.

2. Circumstances that suggest there is an increased risk of the alleged perpetrator committing additional acts of sexual violence, sexual assault, domestic violence, dating violence, stalking, or other violence under similar circumstances at a given location or by a particular group (e.g., whether the report reveals a pattern of perpetration).

3. Whether the sexual violence, sexual harassment, sexual assault, domestic violence, dating violence, stalking, or other violence was perpetrated with a weapon.

4. The age of the student subjected to the sexual violence, sexual harassment, sexual assault, domestic violence, dating violence, stalking, or other violence.

5. Whether the university possesses other means to obtain relevant evidence (e.g., security cameras, physical evidence).

Additionally, individuals are strongly encouraged to report alleged incidents of sexual assault, domestic violence, or stalking immediately to 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 or to pursue civil action against the alleged perpetrator. (See section VII of this policy for further guidance.)

Individuals will have access to support and referral services on campus regardless of whether or not he/she decides to report the incident to local law enforcement.

IV. Informal Procedures
The university has established the following informal process to resolve charges of unlawful discrimination or sexual misconduct (not including allegation of sexual violence). This informal procedure is not appropriate for cases involving alleged sexual violence.

A. The complainant or person who would like assistance in determining whether unlawful discrimination or sexual misconduct has occurred should be referred to the Title IX Coordinator or the appropriate Title IX Deputy Coordinator (hereinafter “Title IX Coordinator”). If the university becomes aware of a situation that may be considered a violation of our Title IX Policy and alleged victim has not come forward, the university will initiate a process with that person. If the situation involves an alleged incident of sexual
assault, domestic violence, dating violence, or stalking, Campus Safety will be notified to being an initial investigation.

B. The Title IX Deputy Coordinator or their designee (who is a person also trained to process such complaints), shall meet with the concerned individual to:

1. understand the nature of the concern;
2. give to complainant a copy of the Biola University policy and procedure concerning unlawful discrimination and sexual misconduct and inform complainant of his or her rights under any relevant complaint procedure or policy;
3. assist the individual in any way advisable.

C. If deemed appropriate, Title IX Coordinator or their designee shall meet with the respondent to inform him/her of the nature of the concern.

D. If the parties agree to a proposed resolution that does not include disciplinary action, the resolution shall be implemented and the informal process shall be concluded. At any time during the informal process the complainant may initiate a formal complaint.

E. The Title IX Coordinator shall keep a written log of discussions and a record of the resolution. This information shall become part of the official investigation file if the complainant initiates a formal complaint. A letter summarizing the informal investigation and the resolution agreed upon shall be sent to the complainant and the respondent and kept as part of the record.

F. Once a complaint is put in writing and signed by the complainant, the complaint is considered to be formal and the formal complaint procedures should be followed.

Whether or not the complainant files a formal complaint and/or the parties reach a resolution, if the Title IX Coordinator determines that circumstances so warrant, the Title IX Coordinator shall initiate a formal investigation and take appropriate actions as necessary to fully remedy any harm that occurred as a result of unlawful discrimination or sexual misconduct and to prevent any further unlawful discrimination or sexual misconduct.

V. Formal Procedures
In all cases involving sexual violence or in other situations where informal complaint procedures fail to satisfactorily resolve the matter, the complainant may file a complaint with the Title IX Senior Coordinator or a Deputy Coordinator. Similar to the Informal Procedures, if the university becomes aware of a situation that may be considered a violation of the Title IX Policy and the alleged victim has not come forward, the Title IX Coordinator or Title IX Student Advocate will initiate a process with that person. If the situation involves an alleged sexual assault, domestic violence, dating violence, or stalking Campus Safety will be notified to being an initial investigation.

A. On the Unlawful Discrimination or Sexual Misconduct Complaint, the complainant shall submit a detailed account of the alleged, unlawful discrimination or sexual misconduct and the action the complainant requests to resolve the matter. All written complaints shall, where known, contain at least the name(s) of the individual(s) involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged, unlawful discrimination or sexual misconduct. Names, addresses, and phone numbers of witnesses or potential witnesses should also be included, if possible.
B. Within five (5) working days after the receipt of the complaint, the Title IX Coordinator will review the complaint to determine whether it describes the kind of unlawful discrimination or sexual misconduct which is prohibited under these procedures and whether the complaint sufficiently describes the facts of the alleged misconduct.

If the complaint does not describe the kind of prohibited conduct the university investigates under these procedures, the complainant will be notified and will be referred to the appropriate process. If the complaint does not sufficiently describe the facts giving rise to the complaint so that a determination can be made regarding the alleged misconduct, the complaint will be returned and the complainant will be invited to submit an amended complaint providing enough factual detail to allow the above determination to be made.

C. Within ten (10) working days of receiving the complaint or amended complaint, the appropriate Title IX Coordinator shall act as investigator or shall appoint one or more investigators to act alone, together, or in conjunction with the Title IX Coordinator to investigate the charges and shall notify the appropriate vice president and the respondent that a written complaint has been received and a formal investigation has begun.

For allegations involving sexual misconduct, the appropriate Title IX Coordinator will determine whether “interim actions” should be taken. 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. The university will investigate claims of sexual misconduct even if the complainant does not wish to pursue disciplinary or legal action. Additionally, if the complainant desires to press legal charges, local law enforcement may also conduct a formal investigation.

D. The investigator(s) shall, within ten (10) working days of the complainant’s referral to the formal complaint process, commence an investigation of the alleged unlawful discrimination or sexual misconduct. The investigator(s) shall meet with the complainant to review:

1. the nature of the complaint, and
2. identify the scope and nature of the investigation.

The investigator(s) shall also meet with the respondent to:

1. present a copy of the complaint,
2. present a copy of the Title IX policy if needed,
3. receive the respondent’s answer to the complaint, and
4. review with the respondent the scope and nature of the investigation.

Any written response from the respondent shall be given to the complainant.

E. The investigator(s) shall thoroughly investigate the complaint. Prior to completing the investigation, the investigator(s) may meet again with the complainant and the respondent separately to give an overview of the steps taken during the investigation, to ask the complainant and the respondent for the names of any others the investigator(s) should speak with, and to request any additional information.
F. After completion of the investigation, the investigator(s) shall meet with the vice president designated below. The appropriate vice president shall be responsible for reviewing the report of the investigator(s), making factual determinations, and reaching a conclusion regarding the charges and appropriate disciplinary sanction, if any, in consultation with the Title IX Coordinator involved in the matter.

1. If both parties are students or if both are faculty – Provost/Senior Vice President.

2. If one both parties are administrative staff members – Vice President of Financial and Business Affairs, unless the complainant or respondent is a Financial and Business Affairs employee, in which case the Vice President of University Services.

3. Any case not covered above – Provost/Senior Vice President or other appropriate vice president designated by the Provost.

G. Within sixty (60) calendar days of receiving the complaint, the investigation shall be completed and a determination shall be made. A preponderance of evidence standard will be utilized. The Provost or other appropriate vice president shall concurrently forward to the complainant and respondent all of the following:

1. a summary of the investigative report; and

2. a written notice setting forth:
   a. the findings of the appropriate vice president as to whether unlawful discrimination, sexual misconduct, domestic violence, dating violence, or stalking did or did not occur with respect to each allegation in the complaint;

   b. a description of actions taken, if any, to remedy any unlawful discrimination, sexual misconduct, domestic violence, dating violence, or stalking that occurred and to prevent similar problems from occurring in the future;

   c. the complainant’s and respondent’s right to appeal the determination either as to the finding or to the appropriateness of the recommended actions.

VI. Appeal Rights

A. If the complainant or respondent is not satisfied with the results of the formal level administrative decision, the complainant or respondent may appeal the determination by submitting a written appeal setting forth his/her objections to the results to the Title IX Senior Coordinator within ten (10) calendar days of the receipt of the determination.

B. The appeal shall be considered by a committee comprised of five (5) persons selected from a standing list of faculty and administrative staff available for such purpose. The complainant and respondent shall each select one committee member. The two members so chosen shall select a faculty member (from the standing list) who shall be the third committee member. The appropriate vice president and the Title IX Coordinator involved in the matter shall each select one committee member. The committee members chosen shall select one member to be the voting Chairperson for the committee.

C. Within thirty (30) calendar days of receiving the appeal, the committee shall consider the objections presented, review and evaluate the investigative report and findings of the appropriate vice president and
any actions taken, reach its conclusion (by majority vote), and communicate its conclusion in the form of an advisory recommendation to the President.

D. The President shall issue a decision in writing to the complainant and respondent within ten (10) calendar days of the receipt of the committee’s recommendation, which shall be the final decision of the university in the matter.

VII. Sexual Assault, Domestic Violence, Dating Violence, and Stalking

Sexual violence is a criminal act that violates the standards of our community and is unacceptable at the university. Sexual violence 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. Situations involving sexual violence will follow the procedures set forth in the “Sexual Assault, Domestic & Dating Violence, and Stalking” section in the Annual Security & Fire Safety Report (http://www.biola.edu/offices/campus_safety/downloads/2014-ASFSR-09-24-14-FINAL.pdf#page=59) and in Section V of these policies/procedures. The Title IX Coordinator will request Biola University Campus Safety to work in conjunction with the Title IX Coordinator in the investigation of all matters involving sexual violence.

In addition to the above policy regarding sexual misconduct, the following information is meant as an additional resource for individuals involved in an incident of sexual violence. The Violence Against Women Act requires the university to follow certain disciplinary procedures in cases of alleged sexual assault, domestic violence, dating violence, and stalking. As such, in addition to the procedures described in Sections V and VI above, the procedures and information described below apply in cases of alleged sexual assault, domestic violence, dating violence, and stalking. For more information about the university’s policy and procedures regarding these offenses, please see the “Sexual Assault, Domestic & Dating Violence, & Stalking” section in the Annual Security & Fire Safety Report (http://www.biola.edu/offices/campus_safety/downloads/2014-ASFSR-09-24-14-FINAL.pdf#page=59)

A. Following an allegation of sexual assault, domestic violence, dating violence or stalking, the protective measure that the university may offer include:

• Moving a student’s residence
• Adjusting a student’s work schedule for university employment
• Changing a student’s academic schedule
• Changing a student’s transportation arrangements
• Allowing a student to withdraw from or retake a class without penalty
• Providing access to tutoring or other academic support
• Issuing a “no contact” directive
• Issuing a “no trespass” directive
• Written instruction on how to apply for a protective order
• Enforcement of the university’s anti-retaliation policy, which prohibits retaliation against a person for complaining of sex-based incidents

B. The university may impose any one or more of the following sanctions following the results of a disciplinary procedure for an allegation of sexual assault, domestic violence, dating violence, or stalking:

• Reprimand/warning
• Changing the respondent’s academic schedule
• Disciplinary probation
• Revocation of honors or awards
• Restricting access to university facilities or activities (including student activities and campus organizations)
In addition to above sanction(s) (except where the sanction is expulsion), the university may require the respondent to receive appropriate education and/or training. The university may also recommend counseling or other support services for the respondent.

C. When an allegation of sexual violence, domestic violence, dating violence, or stalking is involved, the procedures set forth in Section V will also include the following:

1) A prompt, fair, and impartial process from the initial investigation to the final result, which shall include a proceeding that is:
   a) Completed within reasonably prompt timeframes, allowing for an extension of timeframes for good cause;
   b) Conducted in a manner that:
      i) Is consistent with the university’s policies and transparent to the complainant and the respondent,
      ii) Includes timely notice of meetings at which the complainant or the respondent, or both, may be present, and
      iii) Provides timely and equal access to the complainant, the respondent, and appropriate official to any information that will be used before any disciplinary action or appeal hearing; and
   c) Conduction by official who do not have a conflict of interest or bias for or against the complainant or the respondent.

Definitions:
The following terms are used as defined below by the university in our policy and procedures.

Consent: The State of California has adopted an affirmative consent standard in the determination of whether consent was given by both parties to sexual activity. “Affirmative consent” means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

In addition, in the evaluation of complaints in any disciplinary process:
1) It shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:

   a) The accused’s belief in affirmative consent arose from the intoxication or recklessness of the accused.
   b) The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

2) It shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:

   a) The complainant was asleep or unconscious.
   b) The complaint was incapacitated due to the influence of drugs, alcohol, or medication so that the complainant could not understand the fact, nature, or extent of the sexual activity.
   c) The complainant was unable to communicate due to a mental or physical condition.

**Sexual Assault:** The term “sexual assault” is used to mean an offense that meets the definition if rape, fondling, incest, or statutory rape as used in the Federal Bureau of Investigation’s Uniform Crime Reporting program.

**Rape** is defined as the penetration, no matter how slight, of the vagina or anus with any body part or object or oral penetration by a sex organ of another person, without the consent of the victim.

**Fondling** is defined as the touching of the private parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

**Incest** is defined as non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

**Statutory Rape** is defined as non-forcible sexual intercourse with a person who is under the statutory age of consent.

**Domestic Violence:** The term “domestic violence” means a felony or misdemeanor crime of violence committed:

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred: or
- By any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

**Dating Violence:** The term “dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship
shall be determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

For the purpose of this definition:
- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence.

**Stalking:** The term “stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
- Fear for the person’s safety or the safety of others; or
- Suffer substantial emotional distress.

For the purpose of this definition:
- “Course of conduct” means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, devise, or means, follows, monitors, observes, surveils, or communicates to or about a person, or interferes with a person’s property.
- “Substantial emotional distress” means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
- “Reasonable person” means a reasonable person under similar circumstances and with similar identities to the victim.

**College and Community Resources:**
The needs of someone who has experienced sexual assault, domestic violence, dating violence, or stalking 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 he or she would find most helpful and healing.

The university urges anyone who has experienced sexual assault, domestic violence, dating violence, or stalking 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 him or her.

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

**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
Director of Student Care, Katie Powell x4874 or 562-903-4874
Information about the Title IX/Sexual Assault Policy, Student Services building
HAZING POLICY  

The law of California makes it a criminal offense for anyone to participate in hazing. Biola policy is based upon the proposition that students are entitled to be treated with consideration and respect. Biola regulations on hazing are synonymous with state law as stated below (Calif. Penal Code §245.6):  
It shall be unlawful to engage in hazing, as defined in this section.  

a) "Hazing" means any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university, or other educational institution in this state. The term "hazing" does not include customary athletic events or school-sanctioned events.  

b) A violation of this section that does not result in serious bodily injury is a misdemeanor, punishable by a fine of not less than one hundred dollars ($100), nor more than five thousand dollars ($5,000), or imprisonment in the county jail for not more than one year, or both.  

c) Any person who personally engages in hazing that results in death or serious bodily injury as
defined in paragraph (4) of subdivision (f) of Section 243 of the Penal Code, is guilty of either a misdemeanor or a felony, and shall be punished by imprisonment in county jail not exceeding one year, or by imprisonment in the state prison.

d) The person against whom the hazing is directed may commence a civil action for injury or damages. The action may be brought against any participants in the hazing, or any organization to which the student is seeking membership whose agents, directors, trustees, managers, or officers authorized, requested, commanded, participated in, or ratified the hazing.

e) Prosecution under this section shall not prohibit prosecution under any other provision of law.

IDENTIFICATION CARD POLICY

Each student is issued an official identification card that must be carried at all times; a current semester sticker for the card is issued at the beginning of each semester. This card is required for entry into various University facilities, as well as for participation in University services and functions, such as the food serves, library, Convocation/Chapel, and student elections.

The identification card is designed to last the duration of four academic school years. If a card is lost, damaged, or stolen, the cost of replacement is $20. If a card is malfunctioning because of normal wear and tear or electronic failure, a replacement fee is not charged. The Department of Auxiliary Services makes and replaces identification cards. The replacement fee must be paid by cash or check and cannot be charged to a student account.

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

MAIL SERVICES USE & PRIVACY POLICY

The Mail Services office is located on the south end of the Bookstore Plaza (next to Common Grounds). An auxiliary office, including student mailboxes, is located just north of the Student Union Building. Mail Services is for the convenience of the university and is not part of the U.S. Postal Service.

This system includes “Campus Mail” (in-house, internal mailings), and “Outside Mail” (USPS mail, delivery services such as UPS or FedEx).

Since important material and communication are often distributed through student mailboxes, students are required to check their mailboxes regularly. Tampering with another person’s mail is a federal offense as well as a violation of University policy.

Purpose and Use Restrictions

Use of “Campus Mail” must be in accord with University policy and applicable law. Campus Mail will be accepted only from current and emeritus Biola employees and students, and from university departments and recognized student organizations. Campus Mail service is restricted to those mailings directly related to (a) official university business, and (b) personal communication between members of the Biola community. It is not available to outside agencies, organizations, and
commercial firms for activities not directly sponsored or conducted by the university. Also, use of
Mail Services for the personal and private business of university students, faculty, and staff members
is subject to the discretion of the Mail Services office. This policy is designed to ensure compliance
with federal regulations and university guidelines relating to the use of U.S. and Biola Mail Services.

Privacy
Once “Outside Mail” comes to Biola University from the USPS or other delivery service, Biola
University is acting as an agent for the recipient (not as a “contract employee” of the USPS) and,
as such, inspection and delivery by Biola University is subject to the following provisions.

Biola University reserves the right to inspect the contents of any item, whether Campus Mail or
Outside Mail, and to withhold delivery of any inappropriate or suspicious items. While Biola Mail
Services will not routinely open mail, items will be opened by authorized Mail Services supervisory
personnel when:

- no other means can be used to determine recipient or, in the case of mail that must be
  returned, when the sender cannot be determined.
- material that is inappropriate or suspected to be inappropriate is found. Such material is
  subject to being opened. Mail Services personnel will withhold delivery of such material
  and notify the Dean of the School if mail items contain substances, materials or
  communication that violate the mission and policies of Biola University.
- suspicious mail items are found. Mail Services personnel will withhold delivery of
  such material; safety authorities may be called to investigate and these items may be
  opened to determine the contents.

Material is considered inappropriate or objectionable which (among other things) depicts, expresses or
deals with matters of nudity, sexual activity, sex, drug misuse or addiction, crime, cruelty or violence
in a manner that conflicts with the stated mission, standards, and policies of Biola University. Final
determination of inappropriateness shall rest with the Dean or his/her designee.

PEACEFUL ASSEMBLY POLICY

It is the desire of Biola University to promote appropriate expression of views that do not conflict
with the mission/identity of our unique Christian higher education community. To accomplish this,
provision is made for peaceful assemblies and forums by members of the Biola community, rather
than protests or demonstrations. The policy of Biola University with respect to peaceful assembly
and forums on all campuses, is as follows:

Time, manner, and place are subject to the approval of the office of the Dean or his/her designee. A
request by a Biola student group to assemble or hold any event that could be otherwise construed as an
assembly or forum must be submitted and written approval from the office of the Dean must be in
possession of those in charge at the time and at the location of the assembly/forum. Only sound
amplification that is officially authorized is permitted.

**Time and Place Guidelines: (subject to change)**

- Time: Limited between the hours of 8:00 a.m. and 8:00 p.m., Monday–Friday
  (excluding Chapel periods; M-W-F 9:15–10:30 a.m.)

- Place: The walkway between the Café and the gymnasium (or other approved
  locations) upon submission of request and written permission from the Dean or
his/her designee.

Such activities may not interfere or disrupt the orderly conduct of university business, events, or infringe on the rights of others. If an activity becomes disruptive, the university will take appropriate action to limit or terminate the activity. In the event the area is not restored to its original condition, the organizer will bear fiscal accountability.

Persons who are not students of Biola or otherwise affiliated with Biola may not participate in such assemblies or forums on campus.

Assemblies or forums that do not conform to these provisions may subject participants to temporary or permanent suspension from the university or other sanctions as outlined in the Student Handbook.

STUDENT POLITICAL ACTIVITY

As noted elsewhere, Biola University is a unique environment committed to following Christ. By enrolling at Biola, students have vouched that they have made a personal commitment to Christ; further, Biola University has a strongly evangelical Christian commitment and requires that to be accepted, the applicant must be an evangelical believer. While we hold these things in common, we recognize that within this community there may be a wide diversity of ideas and opinions on issues of the day, including, but not limited to, political perspectives. As part of our stated goal of “equipping men and women in mind and character to impact the world for Jesus Christ,” the University supports student efforts to be aware and become involved in the political process and campaign-related activities, both within the University community, and off-campus.

Important Limitations
However, as a non-profit, private institution of higher education whose activities are regulated in part by Section 501(c) (3) of the Internal Revenue Code, the University is prohibited from engaging in partisan political activity or permitting its resources to be used for support of such activities.

When endorsing or opposing a candidate for political office or taking a position on an issue, students and student groups within Biola University should undertake to make it clear that they are speaking only for themselves and are not stating a University position. Administrative officers, faculty, students and staff of the University are free to express their individual and collective political views provided they understand and make clear they are not speaking for or in the name of University.

Neither the University name nor that of any University entity (supported in part or whole by University funds), nor University insignia may appear on stationery or any other material used or intended for political purposes.

Political Postings and Advertising
Any and all political or partisan postings on campus are subject to the university Advertising and Posting policy, including but not limited to: posting locations, number of postings, approval process, etc. Placements of such postings shall be done by Biola students only.

Any and all political or partisan online communications are subject to the university Technology policy; including but not limited to: unsolicited emails, etc.
Display tables for political or partisan purpose are subject to the university *Advertising and Posting* policy. At least one Biola student must staff the table while it is in operation.

**Political Disagreement**
It is important to note that political discourse at Biola must be conducted in an atmosphere of civility and respect, an atmosphere that may be in stark contrast to the way politics are conducted elsewhere. Our eternal bonds as brothers and sisters in Christ cannot be set aside during the heat of partisan conflict; we can openly discuss and debate, civilly persuade and plead, but always aware that what we say must be said in love, and cognizant that at the end of the day we must be willing to respectfully ‘agree to disagree.’

Therefore, actions disrespectful to others, whether connected to political disagreement or not, will not be tolerated, including (but not limited to) the following:
- Personal attacks, whether in person, print, or online;
- Heckling, spamming, trolling, or other disruptions of another’s events or online communications;
- Removing or vandalizing others’ posters, flyers, or other signage. Signage that is in violation of Biola policies should be reported to the Office of The Dean, who will be responsible for its removal.

Such behavior by students or student groups is subject to disciplinary policies as outlined elsewhere in this Handbook.

**Non-Partisan Political Activities**
Certain nonpartisan political activities (such as properly organized voter registration activities, voter education programs, and candidate debates) are encouraged, but only if they do not evidence a preference for or opposition to a political party, candidates, or current ballot measure.

In order to ensure that all legal and University requirements are followed, advance approval for these events must be obtained from the Office of the Dean, which will, if necessary, provide further guidance to the organizer. Electronic resources may also be used for non-partisan voter education purposes. For example, a university web page with current election information may include a link to candidates’ web sites, if the web page (a) includes all legally qualified candidates and (b) excludes any commentary in support or against a candidate, express or implied. Again, a statement should be given that the university does not endorse nor oppose any of the candidates.

**On-campus appearances by candidates, their representatives, and/or ballot-measure advocates:**
As an important part of their educational experience, student clubs may invite speakers to campus representing a diverse range of views. In terms of political or partisan issues, it is important for all members of the University community to adhere to certain standards applicable to appearances on campus by candidates, representatives of candidates, and other representatives of political parties or political action committees.

If candidates or their representatives are invited on campus, all legally qualified candidates for the same office must be invited and given an equal opportunity to speak and participate. Therefore, all such appearances must be coordinated with the Office of the President, specifically the Vice President of University Communications and Marketing, who will help ensure that opportunities to appear on campus are extended to all viable candidates running for a particular public office.
Appearance of a candidate for public office (or their representative) on campus must be for an educational or informational talk to the university community and must be sponsored by a registered student organization and/or academic department. The speaker's appearance must constitute a speech, question and answer session, debate, or similar communication in an academic setting, and must not be conducted as a campaign rally or event. The appearance or presentation shall not be used to collect campaign or other political contributions or commitments from members of the audience.

The event moderator should make it clear that the institution does not support or oppose any candidate. At the beginning of each political event, after the event is fully convened, a moderator from the sponsoring University unit must deliver the following spoken disclaimer:

“This event is sponsored by ________. The use of the University’s facilities for this event does not constitute an endorsement by the University. The University does not endorse these candidates or organizations or any other candidates or organizations in connection with this or any other political campaign or election.”

Admission to speaker appearances must be open to the entire University community and, if the sponsoring organization chooses (in compliance with other applicable University policies), the general public, without regard to the attendees’ party affiliations or support of any particular candidate. Admission may not be controlled by speakers, campaign staff, or any other person or organization not affiliated with the University.

The University may choose to allow representatives of the news media to be present during a speaker's appearance, but only if access is permitted in a politically neutral manner. Media coverage may not be directed or controlled by speakers, campaign staff, or any other person or organization not affiliated with the University. Press conferences and other election-related media events managed by candidates and their campaign staffs generally are not permitted on University premises. Sponsoring groups anticipating or seeking media coverage are responsible for contacting the Office of the President, specifically the Vice President for Communications, in advance of any appearance.

Use of University Facilities and Resources
University-related organizations composed solely of members of the University community may utilize available University building space (University facilities regularly reserved for student use and other University space such as lecture halls and meeting rooms) to engage in partisan political campaign activities within the University community, provided that such organizations follow the standard University procedures for reserving such facilities, without preference or hindrance, and pay in full any rental fees for the use of such facilities that they would otherwise be charged. All use of University properties are subject to University policies regarding time, place, and manner. Organizations that are composed of non-University members, participants or employees, in whole or in part, are ineligible for use of University space to engage in partisan political campaign activities, except in contracted facility-rental situations under the auspices and policies of Conference Services.

Example: a meeting on campus with an organizer for a specific candidate or ballot measure that is focused on recruiting campaign workers from the student population would be a violation of these guidelines. On the other hand, a Biola graduate now working for a particular candidate speaking on campus to a group of students about what it has been like to be in the political arena, and what her/his particular experience has been, would be allowable.
Campus organizations and departments may use campus communications to announce political forums and discussions sponsored by officially constituted campus groups. However, use of campus communications — including those provided by University postal services, phone system, or its website(s) and computer networks — for partisan political activity is not allowed.

All on-campus political activities, including services and materials, must be paid for with non-University funds. Per the U.S. Supreme Court *(Rosenberger v. Rectors & Visitors of UVA, 1995)*, student ‘activity’ fees are not considered ‘University funds.’

Further, the following will not be used for political or partisan purposes:
- University-provided office supplies, office telephones, facsimile machines, copiers, etc. Residence hall room telephones are exempt from this restriction.
- University mailing lists—including the addresses and e-mail addresses of departmental offices or the offices of faculty or other employees;
- The University's sales tax exemption for purchases of goods and services.
- University office addresses and e-mail addresses may not be used as a return mailing address for partisan political mailings.

**Fund-Raising**
Funds or contributions for political candidates or campaigns may not under any circumstances be solicited in the name of University or on campus, and University resources may not be used in soliciting such funds. If University students, faculty, or staff make political contributions, they must do so as individuals and not on behalf of University.

Student groups may not use their student-fee allocations to make direct gifts, contributions, or donations to political campaigns or candidates. Student organizations may, however, choose to use their allocations to support their own expressive activities and views on public policy issues and other interests, within the bounds of this policy.

**In-Class Involvement**
University students may be asked to participate in political campaign-related activities as part of for-credit class coursework only to the extent that (a) such activities are genuinely aimed at educating students with respect to the electoral process, and (b) no student is required to be active in a campaign for a candidate or cause she or he does not support.

**SAFETY AND SECURITY**

Biola University's security policies and procedures are aimed at safety and welfare. Help maintain safety by following all security policies and by using common sense safety practices. It is the responsibility of each Biola community member to refrain from criminal activities and any other form of behavior that might endanger the safety and welfare of any community member.

**Campus Safety**
The Department of 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. Campus Safety enforces a variety of criminal statutes originating from the federal, state, and municipal
levels of government, and is also responsible for enforcing several areas of student behavior under the university code of conduct. Campus Safety may impose selected administrative fines in addition to criminal prosecution or academic discipline imposed by the Office of the Dean. Additional information about safety and security policies is available in the Campus Safety handbook (http://www.biola.edu/admin/Campus_Safety/handbook_index.cfm) or on the Campus Safety website (http://www.biola.edu/admin/campus_safety/index.cfm).

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, 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.

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. Students are expected to comply with requests to meet given by the Dean or his/her designee as it pertains to student care-related issues.

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 (see also policy on “Suicide Assessment”). 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.

Jeopardizing the Educational Process
Jeopardizing the educational process of others is defined as any disruptive act that within reason impedes another student's functioning within an academic or community life setting. 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.

University Response
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 against 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 determine whether medical or psychological intervention (e.g. medication, counseling) is necessary in order for the student to meet the minimal behavioral standards.

If medical or psychological intervention is needed 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. 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.

General Clearance Process
There may be times when a student is required to complete the General Clearance Process in order to live in residential housing and attend classes (i.e., harm to self, harm to others, hospitalization). The process is not limited to but may include the following:

1. Providing the Dean or his/her designee with appropriate documentation, addressing:
   • The student’s ability to live safely with self and others in an independent living environment and can reasonable endure the rigors of academic life.
   • Ongoing treatment recommendations and/or any appropriate reasonable accommodations.
2. Scheduling a personal support meeting with the Dean or his/her designee.

Upon the evaluation of the aforementioned items, the Dean or his/her designee will determine the student’s ability to return and if any required supportive structure is necessary.

Suicide Assessment Process
To assist in facilitating student safety and community wellness, the University administers a formal process of suicide assessment for students who evidence suicidal ideation or behavior. The Dean or his/her designee will evaluate incidents on a case-by-case basis and will require students who evidence suicidal ideation or behavior to undergo a required assessment through the Biola Counseling Center or other approved provider.

Students who are required to participate in the process will not be subject to disciplinary action unless violations of other behavioral or community standards have occurred, or unless the student fails to complete the assessment process. If a student is hospitalized for psychological evaluation, a clearance process may ensue. See General Clearance Process outlined above. More complete information regarding this policy can be obtained from the Dean’s office.
In keeping with our mission and our commitment to biblical fidelity, all members of the University community are expected to follow the teaching of Scripture. We believe that the only authoritative and trustworthy norm for proper moral judgments is what God has revealed in his Word. Therefore, Biola University affirms that sexual intimacy is designed by God to be expressed solely within a marriage between one man and one woman. This view of sexuality and marriage is rooted in the Genesis account of creation, reflected in the teachings of Jesus Christ himself, and is maintained consistently throughout Scripture. It is a view based on the biblical teaching of monogamy -- that God designed sexual union for the purpose of uniting one man and one woman into a permanent, lifelong, one flesh union in the context of marriage. Thus, God's design for marriage and sexuality is the foundational reason for viewing acts of sexual intimacy between a man and a woman outside of marriage, and any act of sexual intimacy between two persons of the same sex, as illegitimate moral options for the confessing Christian. Sexual relations of any kind outside the confines of marriage between one man and one woman are inconsistent with the teaching of Scripture, as understood by Christian churches throughout history. Therefore, as part of living out a consistent, biblical spirituality, one dedicated to the pursuit of Christ-likeness, all members of the University are expected to avoid sexual intimacy outside of marriage and to refrain from encouraging the same in others.

Biola's position statement regarding transgenderism, gender identity, and gender expression is grounded in our long-standing institutional religious identity. This identity, in turn, is grounded in the teachings of the Bible as understood in the Protestant Evangelical theological tradition. We follow Christ's example to love all persons, understanding such love in the context of God's revealed truth. We affirm that God's original and ongoing intent and action is the creation of humanity manifest as two distinct sexes, male and female. We also recognize that due to sin and human brokenness, our experience of our sex and gender is not always that which God the Creator originally designed, and yet affirm further God's capacity to heal and transform our brokenness. With this foundational understanding of creation, fall, and redemption, we do not affirm the resolution of tension between one's biological sex and one's experience of gender by the adoption of a psychological identity discordant with one's birth sex. Similarly we do not affirm attempts to change one's given biological birth sex via medical intervention in favor of the identity of the opposite sex or of an indeterminate identity. We will make institutional decisions in light of this. The full statement regarding Biola’s position on sexuality and transgenderism can be obtained from the Dean’s office.

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

**Pornography**
University policy forbids exhibition, possession, or distribution of material or representations deemed to be obscene or contrary to the moral standards and/or mission of the University, including, but not limited to, pornography. Further, the use of institutional or personal computers for the viewing, transmission, retrieval and/or storage of such material is a violation of the Biola Graduate Student Standards of Conduct and will result in disciplinary action.
As with other sexual conduct outside the confines of marriage, viewing of pornography is inconsistent with the teaching of Scripture. As with other sexual misconduct, we will seek to be redemptive in the lives of the individuals involved. Consequently, the University will offer counsel and assistance to support and strengthen the individual’s resolve to live consistently with Christian teaching on sexuality.

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

Graduate Student Pregnancy Policy
California state law prohibits discrimination based on pregnancy in postsecondary education institutions. Specifically, Assembly Bill 2350 addresses the needs of graduate students who are either pregnant or recently experienced a birth or whose partner is pregnant or recently experienced a birth. Institutions, including Biola, are prohibited from requiring a graduate student to take a leave of absence, withdraw from the graduate program, or limit his or her graduate studies solely as a result of pregnancy or pregnancy-related issues. Furthermore, post-secondary institutions are required to reasonably accommodate pregnant graduate students so that they may complete their courses and research. Under AB 2350, a graduate student who chooses to take a pregnancy-related leave of absence is allowed a period of up to twelve (12) months to prepare for and take preliminary or qualifying examinations, as well as an extension of at least twelve (12) months toward normative time to degree completion, unless a longer extension is medically necessary. A graduate student who is not the birth parent and chooses to take a leave of absence for the birth of his or her child is allowed a one month period to prepare for and take any preliminary or qualifying examinations, as well as an extension of at least one month toward normative time to degree completion, unless a longer extension is medically necessary to care for his or her partner or their child.

In addition, if a graduate student in good academic standing takes a leave of absence because she is pregnant or has recently given birth, the student will return to her program in good academic standing following the leave period, subject to administrative procedures. Likewise, if a graduate student in good academic standing who is not the birth parent and takes a leave of absence because of the birth of his or her child, the student will return to his or her program in good academic standing following the leave period, subject to administrative procedures.

If a graduate student feels she or he has been the victim of pregnancy discrimination, the student must bring the claim under the procedures for a Discrimination and Sexual Harassment complaint.

STUDENT RECORDS POLICY

Students are advised that the University maintains school and student records for no longer than a five-
year period beyond the student’s final term of enrollment, with the exception of the transcripts and the academic record.

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended
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 under FERPA
Students who choose the “privacy” option regarding their records 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.

Students who do not choose “privacy” can still only have limited information released. The only thing that can be released concerning “non-privacy” students is “directory release information,” consisting of Photo; 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.

TECHNOLOGY: NETWORK USAGE POLICY

This policy is a guide to the acceptable use of the Biola network. It is intended to address issues involved in the use of Biola's wired and wireless networks, as well as the Internet for transfer of information. This includes but is not limited to e-mail, file transfer, or use of applications which utilize the networks. In the case where electronic information is carried across other networks (i.e., outside Biola), users are advised that acceptable use policies of those networks also apply and may further limit use. Biola employees may be subject to additional guidelines as specified in the Biola University Employee Handbook.

The Technology & Network Usage Policy is maintained by the Information Services department and is available at: http://offices1.biola.edu/it/services/policies/network-usage-policy/.

EMERGENCY PROCEDURES

Emergency Number
For all on-campus emergencies such as FIRE, AMBULANCE, or SHERIFF, dial the Dept. of Campus Safety, x5111 (from campus phone) or 562-777-4000 (from cellphone). Residents should also contact their Resident Advisor immediately. Do not contact outside emergency assistance directly because they are unfamiliar with our campus and must be directed by the Department of Campus Safety. The following is a list of other emergency procedures.

Additional Information
Emergency Contacts:
x5111 (from campus phone) or 562-777-4000 (from cellphone) (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 for Disabilities
Director of the Learning Center, Dr. Kevin Grant (x4542).

Title IX Coordinators for Discrimination
Tamara Anderson: Phone: x4867, E-mail: tamara.anderson@biola.edu
Ron Mooradian, Senior Coordinator: Phone: x4757, E-mail: ron.mooradian@biola.edu

Facilities Problems
Facilities Services 903-4898
Facilities Planning 903-4790

Alcohol/Drug Problems
Dean’s Office 903-4844

Crisis Intervention
Biola Counseling Center (562) 903-4800

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 them where you are and advise of any obstacles. When you have reached safety, orient them to where they are and ask if any further assistance is needed. Remain with them 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.

**Shelter**
Some emergencies may require you to take shelter in your building. If you are notified to shelter-in-place or you find you cannot exit because of greater dangers outside the building:

- Move to an interior room or building space away from as many windows as possible.
- Do not use elevators.
- If possible, remain with your group, or join a group of people.
- If available, take a radio or television with you to monitor the news.
- Shut and lock all windows and doors.
- Keep calm and review evacuation procedures with others that are with you.
- Be prepared to receive information via the mass notification system.
- Stay where you are until otherwise notified to move. Wait for a campus safety officer or further directions.
- Follow instructions of emergency personnel.
- Do not leave your room until notified to do so by emergency personnel.

**Evacuations**

**Building evacuation will occur via one of the following mechanism:**
- When a building evacuation alarm (fire alarm) is sounded: or
- Upon notification by a Campus Safety officer, or by a Building/Floor Coordinator, RD, RC or RA.

**When a signal to evacuate the building is sounded:**
- If possible, take your personal belongings with you.
- Walk quickly to the nearest marked exit stairwell.
- Do **not** use the elevators.
- Assist people with disabilities or special needs in exiting the building.
- Once outside the building, move to your designated evacuation area.
- Stay at least 100 feet away from any affected buildings or structures.
- Keep streets and walkways clear for emergency vehicles and personnel.
- **DO NOT return to an evacuated building** unless directed to do so by a Campus Safety
Officer, Building/Floor Coordinator, RD, RC, RA or emergency response personnel.

*Under no circumstances should a student or any member of the university community unilaterally decide to ignore a fire alarm, fire drill, or a request for evacuation. Anyone found in violation of this standard may be subject to a fine and/or disciplinary action.*

### Evacuation Plans and Assembly Points

When evacuation orders have been given, it is important to proceed to the designated area in a quick but orderly manner. Evacuation sites are set up to be a safe distance from the building, but also so that all residents arrive in the same area. This is crucial if 'attendance' has to be taken, to make sure all residents have been evacuated and no one is still left inside the building. To view the assembly points for each building please navigate to: [http://studentlife.biola.edu/student-support/handbook/emergency-disaster/evacuation-assembly-points/](http://studentlife.biola.edu/student-support/handbook/emergency-disaster/evacuation-assembly-points/)
The Cook School of Intercultural Studies (CSICS) exists to equip students to communicate, live, and work effectively in culturally diverse contexts to make disciples of all peoples and impact the world for the Lord Jesus Christ. 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 and educational theories, 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.

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. Mayer’s 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.

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 faculties, 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, four 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. Dr. Bulus Y. Galadima was selected as the fourth dean of the school in July 2014. Dr. Galadima served for many years as the provost/president of the largest evangelical graduate school in Nigeria, ECWA Theological Seminary, Jos.
The Cook School of Intercultural Studies consists of four departments: the Department of Anthropology; the Department of Undergraduate Intercultural Studies, the Department of Graduate Intercultural Studies, and the Department of Applied Linguistics and Teaching English to Speakers of Other Languages (ALT). The Department of Graduate Intercultural Studies has five graduate programs: the Master of Arts in Intercultural Studies, the Master of Arts in Missions, the Doctor of Missiology, the Doctor of Philosophy in Intercultural Education and the Doctor of Philosophy in Intercultural Studies. The Department of Anthropology has one graduate degree, the MA in Anthropology. The ALT department has five graduate programs: the Certificates in TESOL and Applied Linguistics; the Master of Arts in TESOL; the Master of Arts in Linguistics and Biblical Languages, and the Master of Arts in Applied Linguistics. CSICS Undergraduate Programs include two undergraduate majors: the BA in Intercultural Studies, the Master of Arts in Missions, the Doctor of Philosophy in Intercultural Studies. CSICS also offers undergraduate minors in anthropology, archaeology, Social Justice, Human Rights and Conflict transformation, International development, Islamic Studies, Missions, applied linguistics, and an undergraduate Certificate in TESOL.

The program objectives of the Cook 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.
3. Maintain area orientations, such as Africa, Asia, Europe, Latin America, North America and the South Pacific.

The office for the Cook School of Intercultural Studies is located in Marshburn Hall. Student with questions regarding appointments with faculty or with the Dean, or need information that is not available in the Handbook, are invited to inquire at reception in the Marshburn Hall lobby.

The Cook School of Intercultural Studies communication with its graduate students primarily via e-mail. Occasionally, Cook faculty or administration may need to call you, text or send something to physical 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 Cook School of Intercultural Studies Office informed of all name, phone number, e-mail and address changes.

E-MAIL: Every Biola student receives a University e-mail address. The default email address used for communicating with graduate students is the University e-mail account. Student preferring an alternative address are encouraged to have their University e-mail automatically forwarded to that address.

Please refer to the following section for instructions on how to access your University e-mail account.
FINANCIAL AID & SCHOLARSHIP ASSISTANCE

Some scholarships are available to Cook 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 to be considered for financial aid.

A. All students
   1. **CSICS scholarships/grants**: Limited funds are available through the Cook School of Intercultural Studies designed to assist graduate students complete their programs in a timely manner. To be considered for scholarships/grants administered by the school, graduate students must complete an application form indicating the extent and duration of their need. Forms are made available from the CSICS office. Some scholarships may affect the amount received from other scholarships.
   2. **Church Matching Scholarship**: Please see information online at: http://offices.biola.edu/finaid/grad/cook/scholarships/
   3. **ALT Scholarship**: Up to $500 may be available from a small fund administered by the department.
   4. **SIL Tuition Reduction**: Contact Dr. Rick Floyd for details about financial aid available to students pursuing Bible translation.

B. United States students
   1. **Graduate Grant**: Please see information online at: http://offices.biola.edu/finaid/grad/cook/grants/

C. International Students
   1. **International Student Aid Grant**
   2. **International Leadership Grant**
      Please see information pertaining to both online at: http://offices.biola.edu/finaid/grad/cook/international/

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

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 Graduate Assistant with school faculty members prior to the term in which they wish to become an assistant. Since TAs and GAs are considered employees of the university during the duration of their appointment, they must complete university employment forms. Stipends are paid bimonthly.

GOOGLE APPS & CANVAS INSTRUCTIONS

1. What is Google Apps?
   a. Google Apps is a package of online tools that makes communicating and collaborating easier and more efficient. The cornerstone of Google Apps is Gmail, Google’s web-based email program, which integrates with Google Calendar, for coordinating schedules, and Google
Docs, for creating and sharing documents. All of these services are hosted online, so email, documents, and calendars are always accessible from any computer.

2. How do I get access to Google Apps?
   a. Before accessing Google Apps, you need to set your password using http://login.biola.edu/first-time. Once you have done this you will find instructions for logging in to your Google Apps account on the Welcome page of login.biola.edu.
   b. Once you know your e-mail address and password you can log in to Google Apps by going to http://mail.biola.edu. Use the first half of your e-mail address, the part before @biola.edu, as your user name.
   c. NOTE: You can access your University e-mail address from anywhere in the world by going to http://mail.biola.edu

3. Help
   a. Google Apps has a very valuable and extensive Help file. Click on the “Help” option on the top right toolbar to access the Help function. Please read through the guides and familiarize yourself with Google Apps.
   b. Remember to check your Google Apps account on a regular basis in order to stay up to date on all CSICS and Biola news and information.

If you have any questions that cannot be answered by the Help function on Google Apps, please contact the IT Helpdesk services on Biola’s campus.

Canvas instructions
Please refer to the following link for instructions on how to navigate Canvas:
https://sites.google.com/a/biola.edu/canvas/instructions/welcome-to-canvas

MY.BIOLA

The website my.Biola is Biola’s web portal—a personalized, first connection into Biola’s online tools, services, data, and community. It allows University members to have secure, single sign-on access to applications and services for their distinct roles. Students, faculty, staff, and alumni have access to a thriving educational and community services resource at any time and from anywhere.

This website is also a key part of internal Biola communications. It serves as a primary source for campus announcements and news, group communication, and also private, password-protected data, like finances, grades, etc. It also has the ability to automatically filter the announcements, news, and event information received, helping to reduce information overload. You can access my.Biola with your Net ID and password. For more information, visit this link.

BIOLA LIBRARY

All currently registered students have access to the Biola library. The Biola ID serves as the library card and allows entrance into the library. The Net ID and password (given upon matriculation) are required to access all online databases. Students can set up and access a library account via the library website. Students may also borrow resources utilizing Link+ and the Interlibrary Loan service [ILL]. The Biola Library allows up to $100 per student to be used for
any additional fees required to secure ILL resources. Also, the library covers all costs involved in securing resources for students working on their dissertation (i.e., there is no limit imposed on these fees). As well, the library will send articles anywhere, either by electronic format or two-day priority shipping. However, nonresidential students are encouraged to use their local libraries for borrowing books through interlibrary loan. For more information, consult the Biola Library website.
The Department of Applied Linguistics and TESOL began in 1981 as part of William Carey International University, founded by Dr. Ralph Winter, in Pasadena. Ralph Winter's vision included developing pilot programs for other schools to adopt and giving people professional skills that would enable them to enter and work in countries with limited access to traditional missionaries. The Department offered graduate certificate and MA programs in TESOL and an MA in Applied Linguistics.

In 1991, the department faculty moved to Biola University and became part of the School of Intercultural Studies. In addition to the graduate certificate and MA degrees, we offer undergraduate certificates or minors in both Applied Linguistics and TESOL.

During the first five years at Biola, ALT was primarily a TESOL department with three faculty members. Although the MA in Applied Linguistics (AL) program was listed in the catalog, only one student had completed the program because faculty resources were too limited to offer the number and type of courses needed for a complete AL degree. At the same time, however, several courses in linguistics and applied linguistics were being offered elsewhere in the School of Intercultural Studies through a cooperative agreement between Biola and the Summer Institute of Linguistics (SIL).

In 1996, the courses taught by the SIL-related faculty were incorporated into the ALT department. As a result, all linguistics courses in SICS were transferred to ALT; and the SIL-related faculty were attached to ALT. This move gave greater scope to the SIL faculty to be part of a regular department and to teach at both the graduate and undergraduate levels, and it enabled ALT to develop and implement not only the MA in Applied Linguistics degree in general but also to establish five concentrations within that degree program. ALT continues to serve the rest of SICS and other areas of the University with its courses in linguistics and with a larger faculty and better-established programs.

The agreement between Biola and SIL whereby three qualified SIL-related faculty plus several support staff would remain part of ALT was recently reviewed and extended.

The MA in Linguistics and Biblical Languages, taking advantage of the resources of Talbot School of Theology, was added in 2006. The MA TESOL Online was started in 2007, graduating its first students in 2012.

**ALT MISSION STATEMENTS**

The Department of Applied Linguistics and TESOL (ALT) focuses on addressing language-related problems and using language to solve a variety of human problems for the sake of God’s redeeming work among all peoples. We equip Christian professionals in language-related fields to serve with integrity. All ALT programs are premised on the values of professional preparation, contextual sensitivity, cultural appropriateness, and ethical service.

The MA TESOL and MA TESOL Online educate students to be competent Christian professionals who provide instruction, implement assessment, and engage in other educational endeavors for adults in all skill areas at all proficiency levels of English as a second or foreign language with contextual sensitivity and cultural appropriateness.
The **MA Applied Linguistics** educates students broadly in applied linguistics and its relationship with other disciplines, teaches students basic and advanced analytic skills in linguistics, and trains them in several specific subfields so that they can serve successfully as Christian professionals.

The **MA in Linguistics & Biblical Languages** educates students in Bible and linguistics to be skilled in exegesis and translation for Bible translation around the world.

**PROGRAM LEARNING OUTCOMES**

Upon completion of the Master of Arts in TESOL, students will be able to:

1. Identify concepts pertaining to the English language system and related theory and practice in language learning and teaching (ULO 1).
2. Analyze, evaluate, and apply research in English language teaching (ULO 1).
3. Examine and resolve real-life learning and teaching situations in light of best practices in TESOL (ULO 1).
4. Recognize the effects of various personal, linguistic, and sociocultural factors on learning processes and formulate pedagogical responses in accordance with biblical and ethical standards (ULO 2).
5. Devise a plan to be a life-long, global-minded Christian professional language educator (ULO 2).
6. Search for, select, and/or create lessons, materials, and tasks for effective learning (ULO 3).
7. Demonstrate the ability to adapt instruction to learner needs and cultural contexts (ULO 3).

**FACULTY BIOGRAPHICAL SKETCHES**

**Dr. Steve Barber**

My wife, Betsy, and I joined Wycliffe Bible Translators in 1980 as literacy specialists. We were assigned to the Slavey translation project, in Canada’s Northwest Territories. We discovered there that people in some cultures are just not very interested in reading their language — they really prefer their own language as an oral media, not a written one. We were shocked that even Christians shared this preference in regard to the Scriptures in their own language. Living and working with the Slavey, trying to understand their view of language, and trying to find ways to encourage their interaction with Scripture established my interest in the ways that culture, language, literacy, and Scripture use combine.

My wife, Betsy, also teaches at Biola University in the Institute for Spiritual Formation. We have three children, and six grandchildren. My recreational interests include cycling, mountain biking, backpacking, and bird watching. I won't try to explain the connections, but you're welcome to join me in any of them!

**Dr. Rick Floyd**

I became a Christian my senior year of high school, but vowed I would never be a missionary. So I went to North Texas State University where I graduated with a degree in Fine Arts. During my time there I heard about Wycliffe Bible Translators and their goal to translate God's Word into minority languages around the world — I could think of no better way to serve God while scratching a long-standing linguistic itch of mine. Through a long series of events I became convinced that God was leading me into Bible translation, so I began to study linguistics. I joined Wycliffe Bible Translators in 1975, and found out much to my surprise that I'd become a missionary in the process. In 1979 I married Melanie, a teacher interested in ESL and literacy, and we went to Peru in 1981 to begin working on a translation of the Scriptures for the Wanca Quechua people, which we finished in 2006. In the process, I completed a Ph. D. in linguistics from UC San Diego in 1993, where I focused my studies on Wanca’s evidential system. We still serve with Wycliffe & SIL and now also at Biola. I've taught courses in general linguistics, phonetics, field methodology, language acquisition, translation, and seminars in linguistics and exegesis. In addition I do translation consulting, train mother-tongue-translators and have served on the
board of SIL International. Likes? How about bike riding with friends, gardening, I Love Lucy and Fawlty Towers? And my idea of a perfect vacation is doing nothing so long as it’s at a beach. All three of our sons attended Biola: Erik graduated in painting and drawing; Ryan, in classical guitar; and Lucas in music composition.

Dr. Michael Lessard-Clouston
Since I’m from Toronto, Canada (U.N.-designated “world’s most multicultural city”), I can’t recall a time when the intercultural was not part of my pilgrimage. At York University’s bilingual Glendon College I studied French/English translation and minored in language and linguistics, and spent my third year at Université de Montréal. At an Urbana missions conference in my final year I was called into missions, first for two wonderful years in EFL education and teacher training in China, through the English Language Institute/China (ELIC). Next I enjoyed doing a Master’s in theology at Tyndale Seminary, during which I also completed a research fellowship on church-related community development in Ethiopia. Still set on Asia, however, I was pleased to meet my wife, go on to a Master’s in TESL at OISE/University of Toronto (OISE/UT), and return to China for two summers with ELIC – first by myself and later with Wendy after we were married.

While Wendy completed her MA I taught ESL in Toronto and served on the InterServe Canada board, and we had our first son and considered where to serve overseas. Then, as I studied for my PhD in second language education at OISE/UT, the Lord opened the door for us to become missionaries of the Presbyterian Church in Canada and enabled us to serve for 10½ years in Japan, between Kobe and Osaka. Our second son was born there and I worked as a missionary professor at Kwansei Gakuin University, first primarily teaching EFL. Later, though, I helped develop an M.A. program in linguistics, cultural studies, and language education, and enjoyed teaching various courses in applied linguistics and TESOL for five years. While our ministry was largely through relationships, it also involved weekly chapels and regular Bible studies. To be honest, life and work in Japan were challenging. Yet they were also fulfilling, and continued my experience of knowing God's faithfulness as I actively depended on Him.

In 2005 I completed my PhD, the Lord led me to Biola, and my family and I now enjoy life in California. I’m grateful for the opportunity to teach and learn from people in ALT and CSICS. Biola is a place where God is at work, and it’s great to be able to be part of what He is doing here. In 2010 I spent two wonderful months teaching EFL writing at Universitas Pelita Harapan outside Jakarta, Indonesia during its short summer semester. My research is mainly related to SLA, and vocabulary studies, but I am also working on a Christian theology of language (see http://biola.academia.edu/MichaelLessardClouston/About for downloadable copies of publications), and I am founding editor of the International Journal of Christianity and English Language Teaching, co-sponsored by ALT and the Christian English Language Educators Association. I love music, films, reading, and traveling, as well as spending time with my family.

Dr. John Liang
I began to be interested in teaching English as a foreign language when I was a college student. At that time, I did quite a lot of private tutoring as a student of English. Every tutoring job I had, I felt excited that I could help my tutees improve their English quickly. I began to have an ambitious dream. I thought I could perhaps make a fortune by running an English language school in the future. So, a year after I finished my undergraduate studies in English, I decided to come to America for further training in language skills and language teaching.

Like many of the international students here in the United States, I believed that I could find a way to riches and self-fulfillment. I did, but not the treasures on earth, nor self-fulfillment because of fame and
wealth! I found Jesus! With the Lord’s abundant blessings, I completed my Master’s studies in English at Indiana University of Pennsylvania in the summer of 1997; and three years later I obtained a Ph.D. in Foreign Language Education with a concentration on Teaching English as a Second Language from the University of Texas at Austin. As I was desperately looking for a job, the Lord blessed me with an opportunity at the University of California, Riverside (UCR), where I coordinated ESL programs in the University’s Learning Center. I did not realize that as an ESL Coordinator, I could do more than just teaching English. A year later, together with my wife, Kaiyan, I set out to develop a student ministry targeting the Chinese graduate students at UCR. Every Friday night we got together in my little apartment for Bible studies. Ever since then, I have not ceased to see God’s amazing work in the students and in the fellowship group. In 2001, the Lord led me to Biola for a new teaching function as a teacher trainer. Although teaching and research can be overwhelming, I have not lived any one day without His grace, His faithfulness, and His guidance. The Lord has also led me to new work of service in China, where once again I have not ceased to see the Lord’s grace in the lives of many of the Chinese teachers and educators that God has led to me.

I married my wife, Kaiyan, in 1996, and we have three children, Jason, Mercy, and Elise. We named our son Jason after the Jason in the Book of Acts, who protected Paul and Silas and courageously confronted the mobs and the city officials, hoping that our son Jason can grow to be a brave man for the Lord. We also gave Jason a Chinese name, Xueqian, which means “learning to be humble”, hoping that while being courageous for the Lord, he can also be humble before Him. Merci is our second child. We named her Merci in memory of God’s protection, grace, and mercy during the difficult pregnancy that my wife had. Her Chinese name also means mercy. Elise is our youngest child. She also has a Chinese name, Enci, which means “grace” in Chinese. So, I have two daughters, and have mercy and grace around me all the time.

Between work and family, I don’t seem to have a lot of free time. But when there is some spare time, I enjoy reading, watching movies, and playing with various computer programs and technology gadgets.

Dr. George Payton
My love for languages started my first year of life. I was born in Libya, where my military dad was stationed. I was exposed to English, Arabic, Italian and Berber during that time. Even though I was a baby when we left, the language part of my brain was forever impacted. We also lived in Germany for three years. God used those experiences of military life during my formative years to prepare me for my future as a missionary.

We eventually settled in Arizona after my father retired from the military. During my first year in college, I came to know Christ through the ministry of a Christian club on campus. After finishing there I transferred to Biola because I had a desire to serve in full time ministry. I also knew God was calling me to be a missionary, and the ICS major was a perfect fit for me. I felt the Lord leading me into a career with Wycliffe because of my interest in languages. I wanted to use the language abilities God gave me in ministry. I met my wife, Wendy, at Biola. We shared a common interest is serving with Wycliffe as Bible translators. We were married in 1981, then joined Wycliffe after graduating from Biola.

We worked in Kenya for many years translating the Scriptures among an unreached people group. In 1993 I completed my MA in OT at Talbot Seminary. Later I became a translation consultant, while continuing with the translation. Part of my consultant duties included training fellow missionaries and national translators in different aspects of translation. Eventually I turned the translation work I had started over to colleagues so that I could devote all my time to translation consulting and training.
In 2010 God opened the door for me to teach with the SIL program here at Biola. It was like coming home to the place I studied at so many years ago. I teach various linguistics classes, in addition to other mission’s courses. I also teach Swahili in the Modern Languages department. I love teaching, and I feel honored that God is using me to prepare the next generation to take up the task of translating His Word into the remaining languages that don’t have it. On school breaks I still return to Africa to work on translation projects so I can stay connected with Bible translation overseas. Recently I completed my Doctor of Ministry degree in Bible Translation. My wife and I have five children. Four of them went to Biola and are now married, our youngest studies at a local community college. We also have six grandchildren (and counting!!).

**Professor Lloyd Peckam**

I completed my B.A. in Anthropology at Cal State Fullerton, a Certificate from Multnomah School of the Bible, and my M.A. in Linguistics at the University of Texas Arlington. I’m affectionately known on campus as “Uncle Lloyd.”

My ancestors include French Huguenots who prayed that their descendants would be faithful in passing onward God’s Word. I did not realize this at age 7. But God nudged me to prepare for such a task. My wife, “Aunt Nancy,” and I met at University of Washington in Seattle in 1974 as we joined Wycliffe Bible Translators. We did Bible Translation in Indonesia and Philippines, training local Bible Translators. We moved around because I sampled most of the local diseases. God gave us three sons three years apart three years after marriage: “Diligent Daniel Does His Daily Duty” and lives near Biola and is a computer specialist (Scuba.com) and photographer (tracinglight.com). He and his wife Katie both attended Biola and have Naomi (2009) and Jacob (2012). “Jubilant Joseph rejoices in Jesus.” He and his wife, Jessica, attended Biola. He is training as a pilot and teacher of autistic children. She is a Nurse Practitioner. They live in La Habra. They have Aaliyah (2013). “Athletic Andrew Asks God for Agility.” He is a Medical Doctor doing his Residency in Internal Medicine and Pediatrics at U. Rochester in New York. His wife, Jen, is a Cancer Researcher. I commute by bicycle 18-21 miles to Biola, adding miles whenever possible. We also do hiking and rock-climbing. I usually teach Introduction to Language and Linguistics and Field Methods in Second Language and Culture Learning.

**Dr. Kitty Purgason**

The seeds were sown for my career and ministry in TESOL when I spent six of my growing up years as a missionary kid in north India, where my father was a doctor. After that it seemed natural to go overseas to work. My first experience as an EFL teacher was in Korea. Fresh out of Oberlin College, I went to Yonsei University for two years as part of an educational exchange program. I liked teaching EFL, but I decided I’d like it even more if I knew what I was doing; so I enrolled in graduate studies at the University of Pittsburgh, getting an MA in Linguistics and a Certificate in TESOL. I enjoyed teaching international students at the English Language Institute there. My next stop was China. In 1980, my small team and I (again, part of an educational exchange program) were the first Americans in Shanxi province since the revolution. I spent two years there teaching English and training teachers at an agricultural university.

Since 1982, I’ve been living in Pasadena, training teachers first at William Carey International University and then here at Biola. My association with Frontier Ventures (USCWM) as helped me move from being an MK simply interested in international adventure to someone convinced that at the core of God’s heart is the crossing of cultural boundaries to communicate the Good News. I got my PhD in Applied Linguistics from UCLA in 1991. I gained more international experience as a Fulbright Fellow, training teachers in Turkey in 1986, and in Turkmenistan in 1996. Since 2008 I have been doing short-term trips to do teacher training around the world. I have visited former students or have been a U.S. State Department English
Language Specialist in the following places: Mauritania, Indonesia, Kuwait, Oman, Tajikistan, China, Vietnam, and Spain.

My husband Lee is a member of the Frontier Ventures (USCWM). He previously directed the Perspectives Study Program and is now Director of Finance and Operations. We have two grown children, Cara and David. Between work and family I don’t have too much free time, but things I enjoy doing include reading fiction, taking walks, and listening to classical music. (But guess what? My family likes sports and rock music! Every day I get to practice what I’ve learned about cross-cultural communication!)

ALT WRITTEN COMPETENCY EXAM

SECTION 3.4

The purpose of the ALT Written Competency Exam

The ALT Writing Competency Exam is designed to measure students’ academic writing competence necessary for their success in their graduate studies. The ALT writing exam is mandatory for all students who enter ALT’s graduate or certificate programs. Students must demonstrate their command of academic English by fulfilling the ALT Written Competency Exam requirement.

The content of the writing exam

During the two-hour-long examination, students will read an article carefully selected from a professional journal in TESOL or Applied Linguistics, and then write an essay responding to an essay question based on the content of the given article. The content of the article is carefully screened so that it is general enough to comprehend and respond to without students having to resort to prior background or experience. The article is sent along with admissions material to admitted students for previewing. Students who do not receive the article ahead of time should contact the department’s graduate secretary.

Preparation for the writing exam

To better prepare for the writing exam, it is recommended that students browse one or two journal articles in TESOL or Applied Linguistics, such as TESOL Journal, Applied Linguistics, etc. A current or past issue of any of these journals can be easily found in the library. In browsing the journal articles, students may want to pay particular attention to how the authors summarize previous research, synthesize ideas from various sources, and present their informed argumentation.

In addition to browsing journal articles, students may also want to go over an English grammar book or a writing reference book. A quick review of grammar and punctuation is always of some help to the writing exam.

The evaluation of students’ written work

Students’ performance on the writing exam is evaluated according to an integrated holistic and analytical scoring rubric that lists the criteria for each level of basic academic writing competence (see the following page). Students’ scores on the writing exam are presented on a 1-5 rating scale. A score of 4 or 5 indicates a clear pass, a score of 3 a conditional pass, and a score of 1 or 2 a fail. Students should have received the scoring rubric along with the article that came along with their admissions material.

The reporting of score results
The writing exam is administered while students do the online orientation for MA TESOL in August. Students will receive a letter by e-mail in early September informing them whether their essay did or did not satisfy the ALT Written Competency Exam requirement.

Failure to satisfy the requirement with a clear pass score is not the end of the world. It only means a need to continue to improve writing skills for greater success in graduate studies. The letter will inform the student that he or she should schedule an appointment with Dr. John Liang and sign a learning contract with the department. Depending on the student’s performance on the exam, he or she may be advised to enroll in a writing course or work closely with a faculty. Students who achieved a fail score must present evidence of satisfactory work at the end of the term. A memo about the student’s performance on the initial exam and subsequent efforts to pass the requirement will kept in the student’s departmental file. Failure to fulfill the department’s written competency requirement will result in a bar on graduation. To summarize:

<table>
<thead>
<tr>
<th>Exam Result</th>
<th>Initial action taken</th>
<th>Subsequent action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear pass</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Conditional pass</td>
<td>Meet with Dr. Liang to discuss ways to improve writing.</td>
<td>Satisfactory writing in ALT courses; faculty can recommend further action.</td>
</tr>
<tr>
<td>Fail</td>
<td>Meet with Dr. Liang; may need to take one or more academic writing courses or sign a contract re other action such as tutoring.</td>
<td>Present satisfactory grade in required writing course(s) or Retake ALT WCE with a pass.</td>
</tr>
</tbody>
</table>
ALT Writing Exam Scoring Rubric

In holistic reading, the rater assigns each essay to a scoring category according to its dominant characteristics. The categories below describe the characteristics typical of papers at five different levels of competence. All the descriptions take into account that the essays represent two hours of reading and writing, not a more extended period of drafting and revision.

5 Insightful and mature

A 5 essay commands attention because of its insightful development and mature style. It presents a cogent response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 5 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.

Comments:

Introduction:

Analysis of text:

Development:

Grammar:

Word choice:

Mechanics:

4 Clearly competent

A 4 paper is clearly competent. It presents a thoughtful response to the text, elaborating that response with appropriate examples and sensible reasoning. A 4 essay typically has a less fluent and complex style than a 5, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English.

Comments:

Introduction:

Analysis of text:

Development:

Grammar:

Word choice:

Mechanics:

3 Satisfactory, though sometimes marginally so

A 3 paper is satisfactory, sometimes marginally so. It presents an adequate response to the text, elaborating that response with adequate examples and adequate reasoning though the ideas could have been better developed more logically and reasonably. Nevertheless, a 3 paper shows that although the essay may display occasional grammatical and mechanical errors, its writer can usually choose words of sufficient precision, control sentences of variety, and observe the conventions of written English.

Comments:

Introduction:

Analysis of text:

Development:

Grammar:

Word choice:

Mechanics:

2 Unsatisfactory

A 2 paper is unsatisfactory in one or more of the following ways. It may respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.

Comments:

Introduction:

Analysis of text:

Development:

Grammar:

Word choice:

Mechanics:

1 Shows serious weaknesses

A 1 paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent response to the text, one that may suggest some significant misunderstanding of the text or the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage.

Comments:

Introduction:

Analysis of text:

Development:

Grammar:

Word choice:

Mechanics:

Student Name: _____________________________________
Mailbox: _________ Score: ________________

Clear pass: 4, 5; Conditional pass: 3; No pass: 1, 2.
GRADES IN THE ALT GRADUATE PROGRAMS

SECTION 3.5

Graduate students are expected to do “B” and “A” work. Depending on the course, “A-” or “B+” will be given for average graduate level work. An “A”, of course, is reserved for outstanding work. A “B” signifies passing work. Individual faculty members will determine the precise standards for what constitutes an “A”, “B”, etc. in their courses.

No ISTE/ISAL course with a grade less than “B” (3.0) will be counted for the Certificate or MA programs. If you get a grade lower than “B”, you will need to take the course over again. Lower grades are acceptable in other courses, e.g., Bible; but a student’s overall GPA must be 3.0 or above.

ADVISEMENT & REGISTRATION

SECTION 3.6

Advisement

All students will receive initial advice from the faculty member who supervises the online Orientation. The faculty member will advise students for their first semester registration. He or she will also work out a tentative plan for students’ program of study. (Refer to the MA TESOL Online Curriculum Chart in Section 5.5 for details.) When school begins, all students will be assigned a faculty advisor, who will work with them throughout their graduate studies online.

Students can of course contact any faculty member for advice other than academic advisement and course registration. All of the faculty members are available to the students to plan their academic study and career 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

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.

Course registration

Active Biola students may process either their pre-registration or registration via my.Biola at http://www.biola.edu/registrar/registration/, where you will be asked to input your NetID and password.

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

If you have any trouble registering for courses online, contact our Graduate Administrative Assistant, Patti Colombo at mailto:csicsgrad@biola.edu. Be sure to provide your name, ID number, the course title, course number, and the CRN of the course.
GRADUATION REVIEW AND EVALUATION

SECTION 3.7

Each MA student is required to have a graduation evaluation with one of University's Admissions graduation counselors. Usually this evaluation is scheduled prior to one's last semester at the University. You are required to contact Indra Ragoonanan at indra.ragoonanan@biola.edu before you register for their final semester. If you fail to do this, you may find that you are unable to graduate as planned because you have failed to meet a required course or lack the required number of units. It is suggested that you do this well enough in advance so that any corrections that are necessary in your program can be made.

Please follow the steps below to schedule an appointment with a graduate graduation counselor:

Step 1: E-mail your completed MA TESOL Online Curriculum Chart to your faculty advisor for his or her review, who will then forward the reviewed chart to the department Chair for final approval.

Step 2: Following the review, the department Chair will then forward the approved curriculum chart to the graduate graduation counselor for her review. You can then e-mail the graduation counselor to schedule an online meeting to go over your final graduation requirements.

Certificate in TESOL

Normally, students who are completing the MA in TESOL are not given a Certificate upon completion of the foundational courses and the basic core courses in TESOL. However, if this would be helpful to you because you are taking time off before completing the MA and/or because of job demands, ask your advisor about getting a departmental or university Certificate along the way. Departmental certificates can be issued after one or more courses. A university certificate is issued after completion of the units specified in the catalog.

BIBLE/THEOLOGY REQUIREMENT

SECTION 3.8

All graduate students at Biola are expected to have at least six units of Bible/Theology in their programs as well as additional opportunities to integrate biblical knowledge and application with their specialties through their regular coursework. In the ALT graduate programs, three units are considered foundational, that is, they can be done before entering the program, and three are part of the program. Pre-program foundational units can be done at either the graduate or undergrad level. Program units must be at the graduate level.

Foundational Course in Bible/Theology

The Department of Biblical and Theological Studies at Biola University is now offering an increasing number of graduate courses online, such as TTBE 517 Hermeneutics & Bible Study Methods. Consult the schedule of the graduate Bible and Theology courses on Online Learning’s website at http://academics.biola.edu/online/.

Elective Course in Bible/Theology
Talbot, in conjunction with the Education Department, offers a special three-unit section of TTBE 732 The Life of Christ and His Teaching Ministry, which is appropriate for TESOL students. This course is offered in the fall, spring, and summer terms. However, due to the enrollment restrictions, be sure to contact the chair during the advising period. Dr. Liang will send a request to the School of Education for their approval.

"Perspectives on the World Christian Movement," taken for credit at the graduate level, counts for either the foundational or program units. For more information on where and when this class is offered, see http://www.perspectives.org/

Transferring Your Bible/Theology Courses

You may also take your Bible/Theology courses at an accredited theological seminary and have the credits transferred to Biola University. To get the courses transferred, be sure to have the transcript mailed to the Registrar’s Office. Also, submit a substitution request form to the department chair for approval. You may download the substitution request form at http://www.biola.edu/registrar/forms/.

SUCCESS IN ONLINE EDUCATION

GENERAL ACADEMIC EXPECTATIONS IN GRADUATE SCHOOL

• You are expected to do your own work. (See Section 2.9 on Academic Integrity.)

• You are expected to actively participate in any form of online learning activities as stipulated in the syllabus, whether it is asynchronous online discussion, instant text messaging, video conferencing, or any other forms of interaction online.

• You are expected to spend 3 additional hours for each credit unit of class for which you register in order to get the most of out the class you are taking. In other words, it is normal to spend 10-12 hours on a course per week.

• You are expected to complete your work on time. Follow your instructor’s guidelines for due dates in the course syllabus. Expect that your grade will be lowered or your assignment will not be accepted if it is late.

• You are expected to communicate with your instructor in a timely way if you are having any trouble with the class. Consult with the instructor in advance if you don’t understand an assignment or are having difficulty with anything related to the class.

• You are expected to be proactive in getting help if you need it. Take the initiative to take care of yourself and do what you need to do to succeed in graduate school.

GENERAL TIPS FOR SUCCESSFUL ONLINE LEARNING

In an online class it is vitally important that you start your study and preparation on the first day of the term. If you lag behind in your daily work it is very difficult to catch up. The following information will assist with successful completion of the class.
Order your Required Texts:
Most courses require texts except for the very last course, Portfolio. Be sure to order your books so you can have the required texts in hand before the course begins. You can see course descriptions posted on Biola Online Learning’s website at http://academics.biola.edu/online/. These course descriptions are usually posted in April for courses offered in the fall semester and in November for courses offered in the spring and summer. You can also email the professor of the course to ask.

Get to know the Course Layout and Function:
Familiarize yourself with where things are in the course and where you are to go to complete your work or submit papers. The Biola online class is designed to be as user friendly as possible, to make your online learning experience dynamic and collaborative/interactive.

Introductions:
Once you have read about the professor, read the syllabus, and viewed the daily class schedule, introduce yourself to your classmates. In some classes there will be a button for Introductions. In most class, the introductions will take place in the regular Discussion Board. PLEASE do this by the first day of class as it helps build a learning community. We learn from each other in these classes and this can only be accomplished as we get to know each other.

Discussion Board:
Depending on the class and what the instructor has set up, you will be discussing some things in small groups and some things as the whole class. Look for buttons that say "Discussion Board" for the whole class discussion board or "Groups" for discussion that occurs in your assigned small groups.

GENERAL BIOLA GUIDELINES FOR ONLINE DISCUSSIONS

1. Remember, there's a real person out there
   In online communication, it is easy to forget that you are dealing with a real person who has real feelings. The lack of face-to-face contact between members of the class can allow us to forget that we are communicating with people. A good rule before sending any communication is to ask,

   "Would I say this to the person's face?" If the answer is no, rewrite and reread. Repeat the process if necessary.

2. Respect one another
   Part of the richness of Biola University is having the opportunity of meeting and engaging with persons who come from church traditions and cultures other than your own. Inevitably, this means that you will interact with people who have very different perspectives and beliefs from yours. As the body of Christ, we are called to treat each other with love and respect. Find ways to express your opinion in such a way that you respect and honor your fellow classmates.
3. Choose your words well

When communicating electronically, you do not have the advantage of tone of voice, facial expressions or gestures to help to communicate your message. When participating in an online discussion group, it is easy to misinterpret the meaning of what has been said. So be careful in your choice of words -- and also be prepared to clarify what you have said if it becomes apparent that you have been misunderstood.

4. Do not "flame"

"Flaming" is a violent verbal expression of disagreement and disapproval. This rule does not mean that you cannot or should not respond to something that you disagree with, but take time to think through the most appropriate, loving and respectful way to enter into dialogue with a person with whom you disagree. "Flaming" rarely achieves the goal of showing a person why you disagree with them, and generally results in an end to any dialogue. "Flaming" is inappropriate and may result in your removal from a discussion group. Learn to deal with your anger and frustration in constructive ways.

5. Be prepared to apologize

In the online environment, disagreements and misunderstandings inevitably arise. Be prepared to not only clarify what you have said but also to apologize when you have unintentionally wounded someone. Think of this as a spiritual discipline!

6. Try to resolve conflicts within the group

If conflicts arise, try to abide by the Matthew 18 principle of talking directly to the person concerned. This can be done either by dialoguing with them in a threaded discussion in a thoughtful way and allowing the group to process the situation OR by privately e-mailing the person concerned. Only if you are unable to resolve the issue should you contact the course professor or teaching assistant.

7. Respond promptly and appropriately

Check discussions on a regular basis and respond promptly and appropriately, preferably within 48 hours to ensure that your comments remain relevant to the discussion. When you contribute to the discussion, use descriptive and specific subject titles so that people can see at a glance the subject matter of your comment.

8. Remain focused

When responding, ensure that you focus on one subject per message. If you are responding to a particular aspect of another person's post, copy into your message only the part that you are responding to so that everyone is aware of what you are referring to. Do not write long rambling posts - respect that others have time constraints and need you to get to the point.

9. Do not forward messages without permission

It is generally considered rude to forward someone's message to you without gaining permission to do so.

10. Keep capitalization to a minimum
Capitalizing your message makes it difficult to read. On the Internet, capitalizing words is generally understood as SHOUTING. So be circumspect in how and when you capitalize. Typically, capitalization is only used for particular emphasis or for titles. If you want to emphasize a word (and your program doesn’t have italics or bold) you can emphasize words with *asterisks* around it.

11. **Use humor carefully**

It is difficult to convey humor effectively, so be careful in your use of it in your communications. In particular, be wary of using satire. It is often difficult to tell the difference between serious statements and satire or sarcasm. It is hard to write humorously and even more difficult to write satirically. The absence of facial cues can cause humor to be misinterpreted as "flaming" or criticism. Try to be extra clear. Emoticons like :-) [smile] or :-( [sad] or :-o [surprise] can help a bit.

12. **Limit the use of acronyms**

While acronyms can be helpful when spending a lot of time communicating online, keep them to a minimum. If the acronym is necessary or especially useful, be sure to spell it out the first time you use it (e.g., "English for specific purposes (ESP)").

13. **Punctuation and spelling**

Chat times and e-mails can be quite informal in tone. Don't feel that you have to always be grammatically correct or spell perfectly to participate in online discussions.

**GUIDELINES FOR COMPLETING WORK ON TIME**

As a graduate student you have many responsibilities. These include job, church or other ministry, and family along with your studies. It can be easy to miss a deadline for an assignment. However, due dates should not be treated lightly. The ALT faculty urge you to complete your work on time. There are several reasons for this.

1. **Deadlines are set for a reason.** These include: (1) assignments build on each other for maximum pedagogical value, (2) your work is spread out over the semester in a reasonable way and you are not stuck doing everything at the end, (3) faculty can mark papers and give you feedback in a timely way. If you want to get the most out of your educational investment, you should keep to the deadlines.

2. **Faculty have individual policies about late work.** Some will not accept late work whatsoever. You will simply get a zero. Others will mark your grade down for late work. In either case, you can severely jeopardize your final grade by turning in assignments late. In some cases, you may not be able to get a grade that will count for your degree; this means you will have to take the class again, which is expensive and time-consuming.

3. **You will probably be asking faculty for letters of recommendation when you finish the degree.** We enjoy writing comments like, “Responsible and timely in all work” or “You can count on this person to be professional in all tasks.” However, when students have been late in turning in assignments, we
cannot write that and we may be forced to write something like, “A good student, but one who habitually ignores deadlines and requires follow-up.” That will not get you a job, I can guarantee!

4. You are at Biola because you care not only about educating your mind but also developing your character. Scripture urges, “Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.” Good work for a good master should include planning in advance, not taking on more than you can handle, seeking help early if facing challenges, being thoughtful of those around you (including faculty and classmates) and responsibly doing assignments on time and according to instructions.

We recognize both that human beings are fallible and that unexpected things happen. You may neglect to write a deadline on your calendar. You may get ill or have a car accident or experience a family emergency. It is the faculty members’ prerogative to stick to their late work policy no matter what. However, it may also be, especially if you have never missed a deadline before, that the faculty may give you an extension without penalty. If you receive the latter, consider it an undeserved blessing; if the former, you should not complain or hope for anything different.

It is inevitable that at some points in the semester, assignments for several classes may be due at the same time. This is not a reason to ask for an extension. You should put on your calendar all assignments for all classes and if there are several due at the same time, you need to get some done in advance.

If you have a major and unexpected emergency, such as a death in your immediate family, a debilitating car accident, or a severe illness which will prevent you from completing the semester’s work, a Report Delayed (= incomplete) form can be filed. This must be signed by both the faculty member and the dean of SICS so you can’t wait until the last minute to decide you need it. You may also benefit from connecting with Biola’s Office of Disability Services, which deals with short-term as well as long-term disabilities.

If late work is not a one-time occurrence but a pattern with you, this is a good opportunity to take steps to deal with the situation. This may mean you have to drop a class or, conversely, temporarily cut back on work or withdraw from a position of ministry responsibility for a season. It may mean that you have to act to solve a housing or transportation problem. It may mean counseling, if you find that procrastination is connected with personal issues. In any of these cases, we trust that God will be at work in your life on every level to prepare you for the next stages of work and ministry so that you can approach your teaching with confidence and professionalism, a good representative of the Lord Jesus.

To summarize the ALT Department policy:

1. The faculty will clearly communicate their deadlines and policy on late work in their course syllabi. In some cases, late assignments will not be accepted. In other cases, late work will be accepted with penalties. In rare cases the professor may decide to waive penalties. It is up to the individual faculty member, and students should not expect “grace.”

2. It is the student’s responsibility to weigh course load, work hours, ministry responsibilities, family tasks, and personal issues in such a way that assignments are turned in on time.
3. It is the student’s responsibility to be courteous and responsible. This means communicating clearly with their professor as soon as possible if they think they may be late or have been late in turning in an assignment. For example, you might e-mail, “I am going to be out of town for my brother’s wedding on such and such dates and don’t think I can turn my next paper in on time. I plan to have it ready two days later. I understand that points will be taken off because it is late.” Or, you might leave a voice-mail, “I missed class last night and didn’t turn my paper in because I came down with the flu. I hope to be well by next week and will give you my assignment on the 10th,” As noted in #1, even if you have what seems to be a good reason for being late, you should be willing to accept any penalty outlined in the course syllabus.

4. If the student is experiencing more serious workload issues, it is their responsibility to take action such as communicating with the faculty members, dropping a course in time to avoid academic penalty, contacting services at Biola which may provide help, and/or making an appointment with dean for an RD. You can’t get help if you don’t ask for it.

NOTE:

Students desiring accommodations on the basis of physical, learning, or psychological disability for this course are to contact Disability Services by calling 562-906-4542 or visiting http://www.biola.edu/offices/disability/.

LETTERS OF REFERENCE

SECTION 3.11

Do you need a letter of reference from an ALT faculty member? Perhaps it’s for a job, or a scholarship of some type, or a PhD program...

We are usually happy to write on your behalf. The first step is to talk to or e-mail the professor and ask, “Would you mind writing a letter of recommendation for me?” Occasionally a faculty member might feel that he/she doesn’t know you well enough to write a good letter, or you might have done rather poor work in her class and she feels her letter won’t be strong; in this case, he/she might suggest that you find another reference. If the answer is, “yes,” here are the next steps you should take:

1. Let us know the basics of what the reference will consist of, e.g., an open letter, a sealed letter, an online form, etc. and what deadlines you are working with.

2. The best reference letters are specific to a certain job or application. Some instructors prefer to write one generic letter and just give you several copies in advance. Other instructors find it easier to write a strong letter with one job or program in mind. If you are applying to several different jobs, ask the instructor if he or she prefers to write one (“to whom it may concern” letter or several specific letters. If the latter is the case: Provide details about the job or program, e.g., the job description and information on the type of work you will be doing and the qualifications the employer or scholarship-granting-organization is looking for. Provide the employer’s name and address to which the letter should be addressed. A copy of the notice for the job or program you are applying to may be helpful.

3. Some employers prefer to have open letters of reference included with the initial cover letter and resume. Other (the majority of?) employers prefer a reference letter submitted in a sealed envelope. Faculty members generally prefer to write confidential letters as well. Inform your instructor as to whether
you are gathering such letters and mailing them together with your application or whether it’s better for the
instructor to mail the letter directly. If the former, tell your instructor how to get the sealed reference letter
to you; if the latter, it’s a courtesy to provide an addressed envelope if possible.

4. You can help us write a strong letter by reminding us of certain things: when you started the program
and when you graduated, what classes you took with us, the topics of any special papers or projects you
wrote, where you did your practicum, any related extracurricular activities you were involved in here, and
anything else that will give us specific things to write about without making us rack our brains too hard or
thumb through old paperwork.

5. It’s also helpful for you to include in your request a current resume; a brief statement of your recent
personal, professional, or ministry experiences; and a brief statement of your goals. This is especially
important if it’s been a while since you’ve been in touch with the faculty member.

ALT DEPARTMENT STYLE MANUAL

SECTION 3.12

Writing Papers for ALT

Even though each term paper will be unique in content to the course for which it is required, there are
certain common stylistic features for all term papers. The Department of Applied Linguistics and TESOL
uses the Publication Manual of the American Psychological Association, 6th edition as its guide for
writing style. You may find samples and detailed descriptions of APA citations in the following ALT
Department APA Style Manual.

There are several reasons why you should carefully follow the stylistic requirements set down by the
various departments and/or schools at Biola:

1. The faculty grade term papers not only on the basis of content, but also on the basis of correct
form and organization of your ideas. For example, if the content of your paper is “A” material but
the form is not correct, you may get a grade of “A-” or even lower.

2. The format for typing the text, the reference citations, and the reference list is the same for all
papers that you will write for ALT, including final research papers.

For these reasons, you are advised to check with each professor to ensure that you will follow the
appropriate citation format for each discipline. In general, courses taken at Talbot or other courses in the
School of Intercultural Studies follow their own citation format. The citation format subscribed to by the
Department of Applied Linguistics and TESOL follows in the next few pages.

The Biola Writing Center offers a variety of services to student; contact extension 4826 for more
information.

General Format Information

General Appearance

Papers should be typed, double-spaced on standard-sized paper (8.5” x 11”) with 1” margins on all sides
in an easily readable font. For ALT papers, Times or Times New Roman, 12 pt is required. Also, your
paper should have a title page, which contains the title of the paper, your name, and the institutional affiliation. In addition, be sure to include a page header (also known as the “running head”), the shortened version of your paper’s title, at the top of every page. Finally, single space entries in the references list but double-space between them.

Double Spacing

Term papers should be double-spaced. Single spacing is used, however, in block quotations and the reference list.

Margins

There should be a one-inch margin on all sides.

Page Numbers

The page number should be placed at the top right of the page. Every page of the text will be numbered including the title page.

Title Page of Term Papers

For major term papers, center the title in full caps about one-third of the way down the page. At the bottom right put your name, the course number and name, the instructor's name, and the date. Summary-response papers or other small course papers do not need a title page, but your name, the course name, and the date should be placed at the top right of the first page.

Reference Citations in the Text

See the “The ALT Citation Method” below.

Appended Materials

If you want to add anything that is not an integral part of your paper, such as a questionnaire, a picture, a printed article, or other raw data, append it after the reference list.

Numbers and Measurements

Choosing whether to express numeric concepts with numbers, i.e. 15, or with words, i.e. fifteen, is a very tricky formatting issue. Here are the basic principles to follow. The examples are underlined.

   Principle 1: Use the numeric form if the number is part of an item’s identification, i.e. Chapter 5, page 5, participant 5, pp. 170-189, para. 5-8 etc.

   Principle 2: Use the word form for numbers zero through nine and use numbers for 10 and above, i.e. nine participants, 15 students, etc.

   Principle 3: Use the word form when the number is the first word in a sentence, title, or heading, i.e. Fifteen participants completed the survey.
Principle 4: Keep the form consistent within a phrase or series. See the examples below:

The participants included 350 students, 20 teachers, and 8 administrators….

Five out of thirteen participants declined to complete the survey….

Principle 5: Use the numeric form to describe sample, time, measurements, statistics, or arithmetical expressions, e.g., I interviewed 30 teachers over a period of 5 months.

The ALT Citation Method

In this section, two specific areas of the citation method adopted by ALT will be addressed: (1) references cited and (2) citations within the paper. The reference list at the end of your paper provides the full bibliographical information on each work you cite in the paper. All (and only) citations in the paper must be included in the reference list. A reference list differs from a bibliography in that the latter can include materials consulted but not directly cited in the text. The format for a reference list and a bibliography is exactly the same. The citation format within the paper provides the bare minimum of information needed to locate and identify a particular citation in the reference list.

I. REFERENCES

The reference section lists all of the references and only the references actually cited in the text. The purpose of the reference list is two-fold: (1) to provide full bibliographic detail necessary to find the item cited in a library, and (2) to provide a unique author and date for each item listed.

The following are general reminders regarding the listing of the names of authors, punctuation, capitalization, and publication information.

Listing the names of authors

- Single or multiple authors are always listed (a) last name followed by (b) first and other initials except when they are cited as author(s) of an edited volume which is the location of a particular chapter.
- Items are arranged alphabetically by the author's last name.
- Items under each author are listed in chronological order of publication, with the earliest first.
- If there are two or more items by the same author published in the same year, they are alphabetized by title and labeled "a," "b," "c," etc.

Punctuation

- Include a comma between the initials (or name) and Jr.
- When listing authors in a reference entry, always use an ampersand (&) for and.
- An ampersand is always necessary before the final name in a multiple-author entry.
- Always put a comma between the initial (or name) and the ampersand.
- An initial should always be followed by a period.
- Always write out page numbers in full (e.g., 267-276).
- The date should always be in parentheses.
- Always end the element with a period.
Capitalization

- Always capitalize the first letter of the first word of a title and a subtitle. Subsequent words should be capitalized only if they are proper nouns.
- The abbreviation for editor (Ed.) should always be capitalized and enclosed in parentheses.

The following are examples for your reference.

A. If the item is a single-author book or a joint-author non-edited book


B. If the item is a single-author or joint-author edited book


C. If the item is a chapter in a book

General reminder

In citing a chapter in a book, give the page numbers as: (pp. 123-456).

Examples


D. If the item is an article in a periodical

General reminders

- The volume number is always italicized.
- The journal title and volume number should be separated by a comma.
- The title, volume & issue numbers, and page numbers should all be separated by commas rather than periods.
- An issue number is only provided if the particular journal starts pagination over at page 1 at the beginning of each issue. If pagination does not start over for every issue, issue numbers are redundant.
- The journal title and volume number should be italicized. The issue number, if needed, should not be italicized.
- Journal and magazine article titles should not be italicized.
- The year should precede the month and day.
- Be sure to provide the doi if available. Also, do not end it with a period unless the doi ends in a period.

Examples


doi:10.1093/applin/ami002

E. If the item is a book review


F. If the item is a conference paper (see also O. on ERIC documents)


G. If the item is an unpublished work
H. If the item is from unpublished course notes

Purgason, K. B. (2004). Real world problems in teaching ESL/EFL. Course notes for ISTE 525 Introduction to TESOL, Biola University, La Mirada, CA.


I. If the item is from a secondary source

Occasionally you will read something quoted by someone else that you want to quote. You should make every effort to read the original source, but if you can’t your citation should be as follows:

Boaz (1889, cited in Richards, 1974, p. 3) writes about...

Or

In Lin’s research (1990, as cited in Lai, 2002), she studied...

...and your reference list should include only the source you actually read (that is, Richards, or Lai).

J. If the item has no author or editor named

Use titles:


...Your in-text citation will use a brief version of the title, with capital letters: ("Caffeine Linked," 1991).

K. If the item is a print journal or newspaper article retrieved online:


L. If the item is a document retrieved from online:

M. If the item is a website:


N. If the item is a thesis or dissertation abstract retrieved from a database:


O. If the item is an ERIC document


II. TEXTUAL CITATION

Footnotes or endnotes should be used sparingly; incorporate the material into the text whenever possible. Occasionally, however, you may need to explain a term or concept or make an aside which interrupts the flow of the text. To do this, use the standard style for footnotes or endnotes. All citations in either noting method must also be given in the References list.

For examples of footnotes, see articles in TESOL Quarterly. For examples of endnotes (called “Notes”), see articles in either Studies in Second Language Acquisition, which follows the ALT-approved APA format, or Applied Linguistics, which is slightly different but which also uses endnotes. ALT prefers that students use endnotes rather than footnotes because they are easier to format. See the section “Endnotes” below.

The basic textual citation consists of the author's last name and the date of the item cited. When citing quoted material, also include the page on which the citation is found. All citations are enclosed in parentheses:

A. For single citations

Note: The examples are highlighted.

Laufer and Hill (2000) were initially interested in how online lookup affects word retention. Seventy-two university students from Israel and Hong Kong were asked to read a 120-word text with 12 target words on the screen for a reading
comprehension test....

Last but not least, the present study adds to paper-based research regarding the existing gloss studies given that Jacobs et al. (1994) conducted the only paper-based experiment among the three previous studies.

B. For several references cited at the same point, arrange them in alphabetical order

Thus, making learners notice the target form is important. The richer the input in the learners’ environment, the better the potential for learners to convert the input into intake (Schmidt, 1990, 1993; Wong, 2005). For input to be more usable, it must be processed as intake. One requirement to convert input into intake is learner attention (Alcó, 1998; Jourdenais, Ota, Stauffer, Boyson, & Doughty, 1995; Wong, 2005). In this respect, glossing is one way of manipulating target vocabulary to be more salient in order to help learners convert input into intake.

C. For a citation by an author who has published more than one item in the same year, all of which will be cited in some place in your paper (and hence found in the References list)

(Oxford, 1985b)

D. For more than one author with the same last name, use first initials to distinguish them

(B. Kachru, 1993)

(Y. Kachru, 1989)

E. For short direct quotations, give the author’s name and date before the quote and the page number after the quote

These strategies are defined by Oxford (1990) as “actions taken by second and foreign language learners to control and improve their own learning” (p. ix).

F. For direct quotes four lines or more in length, use the block format:

Block format. Single space and indent 1/2 inch at the left for every line of the quotation, but do not indent the right margin. Also, do not use quotation marks. If a paragraph break occurs within the material quoted, indent the first line of the second paragraph another five spaces. The citation is placed at the end as in the following two examples:

When the reference is cited in the sentence immediately preceding the block quote, put only the page number at the end of the block:

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to
the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

When the reference is cited several sentences before the quote begins, include the author’s name and date along with the page number at the end of the block:

None of the learning differences …

(several lines of text)

… within any biographical subgroup. (Willing, 1988, pp. 150-151)

III. ADDITIONAL COMMENTS AND EXAMPLES

A. Comments

In your paper, do not indicate reference sources by using superscript numbers and putting the reference in footnotes or endnotes; instead, as mentioned above, place the reference citations directly in the text, giving the author’s name and date in parentheses (see examples 1-4 below). When several authors agree on the same topic, multiple citations can be used (see example 2).

When using a short quotation, the date and page number will be included (see examples 5 & 6). For long quotations, see the section on “block format” above. Note the position of the author’s name and date as well as the punctuation used in both types of quoted material.

Information gained through personal communication is cited in the text but not in the reference list. Provide as accurate a date as possible (see example 7).

Secondary sources should rarely be used, but if you do not have access to the original source, or if the original article is reprinted in an anthology, you may use a secondary source. For historical perspective, give the original date (if possible) as well as the date of the secondary source which you consulted (see examples 8 and 9).

B. Examples of text citation, including citations with quoted material

1. Stevick (1971) presents three qualities by which to evaluate language materials.


3. Materials can be evaluated according to three qualities: strength, lightness, and transparency (Stevick, 1971).

4. Notional-functional syllabi are concerned with the functions that are performed by language, such things as inviting, accepting an invitation, refusing an invitation, etc. (van Ek & Alexander, 1975; Johnson, 1982).

6. Stevick (1971) says that "transparency is primarily a cognitive problem" (p. 48).

7. Since 1980, there has been a great deal of emphasis placed on intercultural understanding in TESOL training programs and at conventions (B. Chastain, Personal communication, May 24, 1993).

8. Boaz (1889, cited in Richards, 1974, p. 3) writes about the difficulties that nineteenth century linguists had in perceiving sounds of new languages.

9. "This hypothesis states that a human infant is born with an innate predisposition to acquire language" (Corder, 1967, repr. in Richards, 1974, p. 21).

IV. ENDNOTES

Endnotes are used for additional information that might be interesting to the reader but which is not essential to the coherence of your paper.\(^1\) Number your notes consecutively throughout the text.\(^2\) Prepare a note page with the title NOTES in capital letters at the top. Four lines down from the title, list the notes consecutively by number.\(^3\) This page comes directly after the text of your paper and before your list of references. The following example of endnotes on a “Notes” page is based on the superscript numbers in this paragraph.

Notes

1. If putting such information in the text would disrupt your line of development and might lead your reader off on a tangent, then put that information in an endnote.
2. In the text, the number is written as a superscript. You can use a smaller font for it. A 12-point font has been for this text and a 9-point font for the superscript numbers.
3. The numbers on the "Notes" page are standard size. They are not raised above the line or reduced in size.

V. OTHER

Charts, tables, and appendices may also be part of your paper. See APA guidelines for how to do these.

PERIODICALS IN APPLIED LINGUISTICS & TESOL

The following is a list of professional journals that students and faculty of Applied Linguistics and TESOL often read in their studies. Students can access these journals online either on campus or at home via Biola library’s website at [http://wu5hh2eh8q.search.serialssolutions.com/](http://wu5hh2eh8q.search.serialssolutions.com/).

*Annual Review of Applied Linguistics*
*Applied Linguistics*
*Canadian Modern Language Review*
*CATESOL Journal*
*Computer Assisted Language Learning Journal*
*ELT Journal*
GIFT POLICY  SECTION 3.14

Students in SICS come from many different cultural backgrounds. We recognize that each culture has its own tradition and customs related to gift-giving and that one of the ways in which faculty and students may experience cultural clashes is in this area. For that reason, we’ve included in the handbook this section on gifts in the American academic context.

First of all, faculty members do not expect gifts. Most students go through their entire academic programs without giving any gifts to their professors.

Secondly, there are some situations in which gifts are considered to be inappropriate and would make a faculty person feel very awkward. In general, we suggest that you do NOT:

- give expensive gifts. A small, inexpensive token of appreciation can be accepted gratefully, but an expensive gift will make an American professor very uncomfortable.
- give any gift before asking a faculty member a favor or before you undergo something like an exam or dissertation defense. Gifts at such times have the appearance of bribes. Faculty members cannot respond to your request or change their evaluation of your work based on gifts. Even if there is no intent to change the outcome, the appearance is of a bribe rather than a gift.

There are some occasions on which a small gift is acceptable, though not required. They include:

- a faculty member has done something extra for you which required time and effort on their part, e.g., writing a large number of letters of reference on short notice, or helping you apply for scholarships. A small thank you gift after such a favor has been done would be appropriate (though not required). Usually faculty feel
that such activities are part of their job and don’t require special thanks, but occasionally you will sense that a faculty member has gone “above and beyond” for you and you would like to thank them.

- you have especially enjoyed your interaction with a particular faculty member during a course or during your studies. A small thank you gift after you finish the course or at the time of your graduation would be appropriate (though not required). If you think that other students in the class are also interested in expressing appreciation to a professor, a group thank-you is possible.

Remember that faculty are just as pleased to receive a memento of the class such as a card or a group photograph than to receive something more expensive.
Program Goals

Students who successfully complete the MA TESOL will:

- Gain foundational knowledge about language, how language is acquired and the English language system
- Be equipped with the knowledge and skills to become effective second language teachers (as well as administrators and trainers)
- Learn the skills to adapt teaching to individuals, contexts and cultures
- Become lifelong reflective teachers ethically integrating faith and profession

Overview of MA TESOL Online Courses

Foundational Courses (9 Units)

A total of three foundational courses are required: Introduction to Language & Linguistics, Intercultural Communication for Teachers, and Bible (e.g., N.T. Survey, O.T. Survey, Hermeneutics). Students who have not done these classes can do them concurrently with their MA, but will need to add them to their schedule. Students who have taken a course in intercultural communication may get 2 units waived and take a 1-unit arranged course to complete the requirement on cross-cultural issues in the language classroom. Students should contact an advisor if they have questions about how to meet these requirements.

The following is the course description of the Intercultural Communication for Teachers course.

ISTE 541 Intercultural Communication for Teachers (3 units)

This course enables you to examine the cultural contexts of English as an international language, culture in the language class, and intercultural communication, with the goal of increasing your intercultural understanding and teaching effectiveness.

Bible/Theology Elective (3 Units)

Biola requires that all graduate degrees include an additional Bible or theology component. A three-unit graduate level course is part of the MA TESOL. This course is not built into the sample schedules; students should speak with an advisor to determine when to fulfill this requirement. [Suggestions: A Biola online course, e.g. “Exposition of N.T. Themes: The Life of Christ” (3 units), or “Perspectives on the World Christian Movement” (http://www.perspectives.org), or a course such as N.T. Survey, O.T. Survey, Hermeneutics, or Systematic Theology at a seminary located near you.]
Basic Core Courses (16 Units)

Students who complete the basic core courses (16 units) beyond the foundational courses (9 units) can request a Graduate Certificate in TESOL. This may help students secure their working visa in a given country. Students may also use the certificate to petition for a salary increase. Students may also petition for a departmental certificate when complete a few of basic core courses, i.e. ISTE 505, ISTE 509, ISTE 525, and ISTE 527. Consult Dr. Kitty Purgason, Coordinator of Online MA TESOL Program, for details.

ISTE 509 Structure of English (3 units)

This course familiarizes ESL/EFL teachers with the grammatical structures of English, heightens their awareness of the common language difficulties of ESL/EFL learners, equips them with the knowledge and skill to explain grammar, and enables them to teach grammar effectively.

ISTE 525 Introduction to TESOL (3 units)

In this core methodology course, you will explore how to teach English to speakers of other languages, with a focus on the adult learner. The course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, reading, writing, and integrated skills; lesson planning; and classroom management.

ISTE 527 Materials Evaluation and Preparation for TESOL (3 units)

This course will equip you to evaluate and adapt published materials, as well as prepare your own materials to serve the needs of your students. You will explore principles of ESL/EFL materials design. You will also learn how to use various instructional media, both traditional and digital, to make your classroom teaching more effective.

ISTE 560 Communicating Values through TESOL (1 unit)

The purpose of this one-unit course is to allow Christian teachers of ESL/EFL to explore ways of raising issues of values and core spiritual truths with students while maintaining professionalism. You will be doing reading by professionals who are opposed to “missionary” language teachers as well as teachers who are Christians, writing a position paper in response. Assignments also include practical materials development.

ISTE 614 Second Language Acquisition (3 units)

In this class you will explore the various factors, especially individual, sociological, and psychological, which affect the process of acquiring a second language. In examining what we know about how people learn a second or foreign language, we will consider research evidence, the learner, the learning program, and the wider learning context, along with applications to language teaching methods.
ISTE 692 Practicum in TESOL (3 units)

This class allows you to work with a master teacher in a new kind of class to extend your teaching capabilities, or to engage in extensive reflection in your own classroom. Assignments include writing a statement of teaching philosophy, reviewing video recordings of oneself and a peer’s teaching, and doing reflective papers about classroom issues such as teacher talk, feedback, and decision-making.

Additional Core Courses (7 Units)

ISTE 632 Language Testing and Assessment (3 units)

You will learn how to assess your students, using both formal tests and alternative forms of language assessment, for different language skills in various classroom settings. As you examine the theory and practice of language assessment, you will also learn about standardized tests and how to help students succeed in them.

ISTE 621 Classroom Research in TESOL (3 units)

This course allows students to explore methodology issues through both library and classroom research. You will gain skills to solve classroom problems and make informed choices as you teach. Areas such as program administration and teacher training are also covered.

ISTE 693 Portfolio (1 unit)

This culmination of the MA documents how you have developed in the areas of teaching, research, and professionalism. Areas to cover include teaching philosophy, the process of teaching, teaching products, professional contributions, your resume, a statement on how you have met your goals, and your best academic paper. You will be led started on your Portfolio in the Foundations class, reminded of various sections in classes along the way, and encouraged to finish in your final semester.

Elective Courses in TESOL (6 Units)

Choose electives from among a variety of topics, in line with your personal and professional goals. Elective courses that are offered regularly include Course Design in TESOL, Vocabulary Learning & Teaching, Teaching Second Language Reading, and Teaching Second Language writing. Students may also take elective courses in topics such as Teaching EFL to Young Learners, Teacher Training, Content-Based Materials Development, etc. Since these courses are not offered regularly, students may take them as independent study courses. However, if there is enough interest, these courses may be offered as a class. Be sure to consult your faculty advisor before registering for these courses.
The following are brief course descriptions of the regularly-offered electives. While you may take these courses for 1, 2 or 3 units, it is highly recommended that you take 2 units. This enables students to take three two-unit courses.

**ISTE 627 Vocabulary Learning & Teaching (2 units)**
Study of English vocabulary, how it is learned, and best taught to non-native speakers. Research and theory inform learning issues and teaching practices. Examination of relevant materials and resources further supports vocabulary learning and teaching. Prerequisite: ISTE 525.

**ISTE 635 Technology for Language Learning & Teaching (2 units)**
Exploration through reading, discussion, and hands-on experience of how technology can be creatively exploited as a teaching, learning and assessment tool to support language learning. Prerequisite(s): ISTE 525.

**ISTE 642 Teaching Second Language Writing (2 units)**
Investigation of the nature of second language writing and characteristics of second language writers. Exploration of effective pedagogy for teaching academic writing at various levels in the ESL and EFL context. Prerequisite: ISTE 525.

**ISTE 646 Teaching Second Language Reading (2 units)**
Study of theory and practice in second language reading. Exploration of effective pedagogy for teaching academic reading at various levels in the ESL and EFL context. Prerequisite: ISTE 525.

**ISTE 665 Course Design in TESOL (2 units)**
How to develop a language program and design a language course, including needs assessment, methodology choices, goals specifications and implementation issues. Prerequisite: ISTE 52

**NON-NATIVE ENGLISH SPEAKERS**

First, we would like to extend a special word of welcome to those of you who are not native speakers of English. You represent the majority of English language teachers in the world; you provide motivating role models to your students; and you bring advantages to the classroom such as empathy and an awareness of learner difficulties (Medgyes 1996; Samimy & Brutt-Griffler, 1999; Tang 1997). But, in addition to these strengths, it is our experience that nonnative ESL teachers in our program have three main concerns: relevance, language proficiency, and future employment.

Let’s address the issue of relevance first. The TESOL program objectives in the catalog note that we prepare teachers for “a variety of settings.” We do not prescribe a single method for teaching English but rather provide students with the knowledge and skills which will enable them to choose appropriate methodology in whatever teaching or learning situation they find themselves. We are committed to preparing excellent teachers, whether they end up in Anaheim or Ankara, whether they have a small class
of motivated adults in a well-equipped private language institute, or whether they are teaching a group of 60 young people with nothing but national exams on their mind.

At the same time, we live with some limitations. We usually choose just one or two textbooks per class, and although faculty as a whole has a wide range of experience, we have not been in every kind of class. Thus, there may be times when you feel that what you read in a textbook or hear in class is not exactly relevant to your future teaching situation. If this is the case, we encourage you to talk to your advisor or any other faculty member. We can help direct your reading and assignments to be maximally useful for your future. Please don’t hesitate to come to talk with any of the faculty.

Regarding language proficiency, we believe that both native and nonnative teachers alike must commit to on-going language development. We regret that we do not offer a full-range of opportunities for you to improve your English in our online program; we do give the following suggestions:

1. Set annual priorities. While you are in graduate school, you may decide to work on your reading and writing skills. After you finish, you may choose to work on pronunciation. Another year your priority might be vocabulary development, and so on. If you need help in discerning which area of English would be most strategic for you to work on, ask a faculty member. Faculty can also help with diagnostic assessment or direct you to a qualified person who can do the assessment.

2. If you reside in the U.S., if possible, you may want to take courses at a community college near you that may offer some useful courses, such as “Pronunciation Improvement,” “Advanced Writing for the Non-Native Speaker,” and “Business Communication.”

3. A private tutor might be the best use of the time and money you have available for language proficiency development.

Again, if you have concerns about language proficiency, feel free to talk with any of the faculty.

Future employment may also be an issue on your mind. You may wonder if it is possible for you as a nonnative speaker to get a job in the U.S. If you are returning home or going to another country where English is a foreign language, you may wonder about meeting discrimination from employers who are blatant about their preference for native speakers or even for teachers who are Caucasian. We decry such prejudice and believe that teachers should be assessed by their teaching ability, not their status as native or nonnative or by their race (see Amin, 1997). Although we may not be able to change the unfortunately reality of discrimination in the workplace, we would be happy to talk with you about it and offer any assistance we can in directing you to employers who would welcome your skills.

In addition, you are strongly encouraged to join local, state, national, and international teacher associations, such as CATESOL and TESOL, and participate in their annual professional conferences so that you can network with other nonnative language teachers and teacher-trainees in the TESOL field. For instance, you can want to consider joining an interest group in CATESOL called Non-Native Language Educators’ Issues (NNLEI) at http://nnlei.wordpress.com/, or TESOL’s called Nonnative English Speakers in TESOL (NNEST) Interest Section at http://www.tesol.org/connect/interest-sections/nonnative-english-speakers-in-tesol.
Finally, some of our graduates have gone on to teach their native languages such as Chinese or Korean. You might want to talk to the faculty about this possibility, too.

**Books and Bibliographic Resources Recommended for Further Reading**

You may find an extensive bibliography on NNESTs on TESOL’s NNEST Interest Section at [http://nnest.asu.edu/NewBibliography1.html](http://nnest.asu.edu/NewBibliography1.html). The following are only a few bibliographic resources recommended for your initial reading.

**Selected Books**


**Selected Book Chapters**


**Journal Articles**
COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK


RESOURCES FOR TESOL STUDENTS

TESOL-Related Journals and Databases

E-Journals
Biola’s library has a good collection of journals relevant to TESOL, including *TESOL Quarterly, TESOL Journal, English Language Teaching Journal*. You can access these journals on the Library’s website at [http://wu5hh2eh8q.search.serialssolutions.com/](http://wu5hh2eh8q.search.serialssolutions.com/). You will be prompted to enter your NetID and password in order to access these journals in full text off campus.

**Databases**

The main database used to access TESOL-related material is ERIC accessible at [http://www.eric.ed.gov/](http://www.eric.ed.gov/). Use the advanced search option, i.e. entering “second language writing” and “writing strategies” as *keywords* to generate a refined list of bibliographic resources.

Other useful databases are Academic OneFile, Academic Search Premier, JSTOR, LexisNexis Academic, and ProQuest Research Library, with full text articles which can be downloaded and printed. These databases can be accessed at [http://library.biola.edu/research/databases](http://library.biola.edu/research/databases).

Google’s search engine, Google Scholar, also offers a great option though it may not allow users to customize their search. Google Scholar can be accessed at [http://scholar.google.com/](http://scholar.google.com/).
**Course** | **Credits** | **Term Completed**
--- | --- | ---
Foundational Courses (9 Credits) May be taken concurrently with program courses
ISAL 520 Introduction to Language & Linguistics | 3 | 
ISTE 541 Intercultural Communication for Teachers | 3 | 
Bible/Theology Course (e.g. NT/OT, Perspectives, Hermenutics, etc) | 3 | 

Program Credits (22 Credits)
ISTE 509 Structure of English | 3 | 
ISTE 525 Introduction to TESOL-Adult | 3 | 
ISTE 527 Materials Evaluation and Preparation | 3 | 
ISTE 560 Communicating Values Through TESOL | 1 | 
ISTE 614 Second Language Acquisition | 3 | 
ISTE 692 Practicum in TESOL II | 3 | 
ISTE 621 Classroom Research in TESOL | 3 | 
ISTE 632 Language Testing and Assessment | 3 | 

Bible, Theology or Perspective Elective (3 Credits)

ALT Electives (6 Credits) ISTE or ISAL Electives. Regular electives include Vocabulary Learning & Teaching, Course Design in TESOL, Teaching Second Language Reading, Teaching Second Language Writing, & Technology for Language Learning and Teaching

Portfolio Requirement (1 Credit)
ISTE 693 Portfolio | 1 | 

Approved Substitutions/Electives

Date ALT Writing Competency Exam completed: __________________________ Date:__________________

Faculty Advisor Approval: __________________________ Date:__________________
Cook School of Intercultural Studies
GRADUATE TESOL CERTIFICATE COURSEWORK TRACKING (2015-2016)
SECTION 4.5

Student Name _________________________________  I.D. ______________________

PROGRAM DESCRIPTION: The TESOL graduate programs require 9 credits of foundational work in language, culture, and Bible. Beyond the foundational credits, the Graduate Certificate in TESOL requires 16 credits of prescribed course work.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Foundational Courses (9 Credits)</strong></td>
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<tr>
<td>ISAL 520 Introduction to Language &amp; Linguistics</td>
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<tr>
<td>ISTE 541 Intercultural Communication for Teachers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Choose 1 Bible/Theology Course (e.g. NT/OT, Perspectives, Hermenutics, etc)</td>
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| **Program Credits (16 Credits)**          |         |                |
| ISTE 509 Structure of English            | 3       |                |
| ISTE 525 Introduction to TESOL-Adult     | 3       |                |
| ISTE 527 Materials Evaluation and Preparation | 3       |                |
| ISTE 560 Communicating Values Through TESOL | 1       |                |
| ISTE 614 Second Language Acquisition     | 3       |                |
| ISTE 692 Practicum in TESOL II           | 3       |                |

**Approved Substitutions/Electives**

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Date ALT Writing Competency Exam taken: ______________________

Faculty Advisor Approval: ______________________  Date: ______________________
The following is a tentative schedule of classes to be offered from 2014 to 2018. Refer to this schedule when you plan your program of study. Note that the elective courses in TESOL are italicized.

2015-2016

Fall 2015
ISAL 520 Introduction to Language and Linguistics (3) - Lessard-Clouston
ISTE 525 Introduction to TESOL (3) - Purgason
ISTE 509 Structure of English (3) - Liang
ISTE 621 Classroom Research in TESOL (3) - Purgason
ISTE 642 *Teaching Second Language Reading* (1-3) - Liang

Spring 2016
ISTE 527 Materials Evaluation and Preparation (3) - Liang
ISTE 692 Practicum in TESOL (3) - Purgason
ISTE 541 Intercultural Communication for Teachers (3) - Lessard-Clouston
ISTE 665 *Course Design* (2-3) - Purgason

Summer 2016
ISTE 560 Communicating Values through TESOL (1) - Purgason
ISTE 635 *Technology for Language Learning and Teaching* (2-3) - Liang

2016-2017

Fall 2016
ISTE 525 Introduction to TESOL (3) - Purgason
ISTE 509 Structure of English (3) - Liang
ISTE 627 *Vocabulary Learning and Teaching* (1-3) - Lessard-Clouston

Spring 2017
ISTE 527 Materials Evaluation and Preparation (3) - Liang
ISTE 692 Practicum in TESOL (3) - staff
Depending on the schedule students choose, students may complete the degree program within two years, three years, or five years. Note that the schedules below assume that students have not yet completed the foundational requirements – Introduction to Language & Linguistics, Intercultural Communication for Teachers, and a Bible foundational course. These are suggested schedules only. Because of faculty availability, the timing of courses may change.
### MA TESOL (Online) PROGRAM HANDBOOK

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Introduction to TESOL (3)</td>
<td>Materials Evaluation &amp; Preparations (3)</td>
<td>Communication Values Thru TESOL (1)</td>
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<td>Structure of English (3)</td>
<td>Intercultural Communications for Teachers (3)</td>
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<td>Introduction to Language &amp; Linguistics (3)</td>
<td>Second Language Acquisition (3)</td>
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<td>Classroom Rsrch in TESOL (3)</td>
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<td>Elective (2)</td>
<td>Language Testing &amp; Assessment (3)</td>
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<td>Bible Foundational (3)</td>
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#### 3-Year Schedule

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<td>Intro to Lang &amp; Ling (3)</td>
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<td>Intercultural Communications for Teachers (3)</td>
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<td>Language Testing &amp; Assessment (3)</td>
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<tr>
<td>Elective (2)</td>
<td>Second Language Acquisition (3)</td>
<td>Portfolio (1)*</td>
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<tr>
<td>Bible Elective (3)</td>
<td>Elective (2)</td>
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#### 5-Year Schedule

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<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Introduction to TESOL (3)</td>
<td>Materials Evaluation &amp; Preparation (3)</td>
<td>Communicating Values Thru TESOL (1)</td>
</tr>
<tr>
<td>Introduction to Language &amp; Linguistic (3)</td>
<td>Intercultural Communication For Teachers (3)</td>
<td>Elective (2)</td>
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<tr>
<td>Structure of English (3)</td>
<td>Practicum in TESOL (3)</td>
<td>Bible Foundational (3)</td>
</tr>
<tr>
<td>Classroom Research in TESOL (3)</td>
<td>Language Testing &amp; Assessment (3)</td>
<td>Bible Elective (3)</td>
</tr>
<tr>
<td>Elective (2)</td>
<td>Second Lang Acquisition (3)</td>
<td>Portfolio (1)*</td>
</tr>
</tbody>
</table>

*Note: Feel free to take the Portfolio class in the last spring term.*
TESOL students are required to take the course “Intercultural Communication for Teachers.” The focus of this class is on increasing intercultural awareness and teaching effectiveness while decreasing culture-based misunderstanding in the classroom. It also deals with English as an international language, English and development, and teaching (or avoiding) culture in the classroom. However, because this is a foundational course, students have often taken it, or something similar, as an undergraduate or at another institution, so people often ask about waiving the requirement.

It is important to consult with the department Chair on how you might count previous coursework but also get the TESOL emphasis the ALT department requires. You may be able to do an independent study for 1-2 units to cover missing material instead of having to do the entire 3-unit course.

See your advisor if you have any questions about Intercultural Communication for Teachers.

Online MA TESOL students are experienced and are usually engaged in teaching while they are studying. Nevertheless, a practicum course involving 50 hours of teaching is required to accomplish the following goals. Students will be able to:

- Consolidate and make personally useful the theory, methodological insights, and teaching techniques gained in other classes
- Expand their teaching experience to a new context or group of students
- Work under a master teacher to get feedback on their teaching.
- Learn how to do reflective teaching and engage in practices that will result in ongoing development as a teacher

Online students who have signed up for ISTE 692 will usually hear from their instructor a few months before their class begins in order to start the process of planning. Students are responsible for making arrangements to do 50 hours of in-class time. Those who are currently teaching and have no time to go to anyone else's class use their own class for a practicum site. Those who are in a location where it is possible, choose a respected mentor’s class and become an apprentice under that master teacher. Some students do a combination.

The following are relevant policies:

1. **Transfer Credit.** Official transfer credit will be granted only if a comparable course has been taken for graduate credit at an acceptable institution and has been recorded on the student’s transcript. Transfer credit, if granted, covers both the course requirement and the three units it carries.

2. **Challenge for Credit.** A student may petition to challenge the Practicum requirement for credit in accordance with the procedures set forth in the University catalog, if the following conditions have been met:

   a. at least 50 hours were spent in ESL/EFL teaching;
b. the teaching experience took place not more than two years before the date of challenge;

c. the teaching situation was structured and supervised;

d. the supervisor visited the class at least three times and gave the teacher substantial constructive feedback; and

e. the quality of the teaching was satisfactory in the opinion of the supervisor as expressed in a written evaluation.

In addition to these conditions, the student petitioning for challenge credit must submit to the department a written report covering (a) a detailed description of the teaching situation, including the materials and lesson plans used and techniques employed; and (b) a self-evaluation of the experience, especially in light of what the student learned in ISTE 525 “Introduction to TESOL.” Should the ALT department approve the challenge, the student will not have to take the course and will not have to take an alternative course to make up the equivalent number of units.

3. Reduction of Practicum Requirements. Normally, no reduction of teaching hours required for the Practicum (50) will be made; the Department strongly recommends that students gain as much experience as possible in a variety of situations. In certain cases, however, a limited reduction of teaching hours has been approved after a review and evaluation of a petition filed with the department via the Practicum instructor.

4. Master teacher/mentor. Sometimes, Practicum students teach in their master teacher’s class. Sometimes the Practicum student is in his or her own class. If possible, arrangements should be made for an outside evaluator to come in and observe/give feedback. The mentor must observe at least five hours, ideally spread out over the course of the 50 teaching hours. Master teachers should have an MA TESOL or the equivalent. If a master teacher is not available, the student will simply get feedback from the Biola instructor and classmates.

5. Honorarium. Students registering for ISTE 692 are charged a fee which is paid by the university to the master teacher/mentor. If more money is necessary to compensate the mentor (e.g., for transportation), it must be paid by the student.

6. Remuneration for Teaching during the Practicum. In most cases, host institutions do not pay students for their apprentice services. Should some remuneration (whether wage or honorarium) be offered, however, students are free to accept it. This would be strictly a personal matter.

7. Unusual circumstances. Online students may be in situations in which the policies set out here cannot be completely followed. The student and the Practicum instructor are to work out individual arrangements which ensure that course objectives can be met while dealing with practical constraints.

GENERAL INTRODUCTION

Portfolios Requirements & Timeline

The portfolio is the culminating assessment for your MA. It allows for integration and synthesis of ideas among classes, and between classes and experience. It helps you personalize your learning and development process. It encourages reflection and self-assessment, as well as self-responsibility and
collaboration. It enables you to demonstrate a combination of academic, pedagogical, and personal professional skills and also to illustrate your development over time. We also hope it will be useful as you prepare for interviews with employers or volunteer agencies.

Timeline for Completion

Resume begin during ISTE 692, revise at end of program

Statement of Teaching Philosophy begin during ISTE 525; develop throughout program

Teaching Goals and Chart one version at beginning of coursework
second version at completion of coursework

Professional Development during entire program

Teaching Products during entire program

Teaching Process usually toward the end of program; international students may need to do this during ISTE 692

Research Paper begin during any course; revise at end of program

The Portfolio is submitted online, with varying due dates for each section over the course of the semester. This allows students to pace themselves and finish with a high-quality product. The faculty member supervising the Portfolio may give you feedback on individual sections. At the end of the semester, you will submit the final and complete version.

Because students in their last semester are usually busy, i.e. taking the last few classes while looking for a job, making graduation plans, inviting family members for the commencement ceremony, etc., it is very important that you be committed to finishing the portfolio on time and with quality. This is easier if you have been working on the portfolio all along, adding to your folder each semester.

PORTFOLIO COMPONENTS

Your Portfolio will contain the following components:

1. Resume

2. Statement of teaching philosophy

3. Teaching goals chart

4. Professional development documentation

5. Teaching products

6. Teaching process
7. Research paper

You are to submit your Portfolio via Canvas. All of the documents must be properly labeled. Please refer to the following guidelines for preparing and submitting your Portfolio.

Preparing for Online Submissions

Step 1: Make sure your name appears on each page of the documents.

Step 2: Save each file in Word or in Rich Text Format (RTF) if you do not have Microsoft Word on your computer. Do not save your documents in PDF unless they are published articles, samples of your class handouts, worksheets, digital graphics, etc. Be sure to save your documents using the following filenames.

Section 1A_resume_secular.doc
Section 1B_resume_Christian.doc
Section 1C_full CV.doc (optional)
Section 2A_teaching philosophy_process descriptions.doc
Section 2B_teaching philosophy_long.doc
Section 2C_teaching philosophy_secular.doc
Section 2D_teaching philosophy_Christian.doc
Section 3A_teaching goals chart_program initial.doc
Section 3B_teaching goals chart_program final.doc
Section 3C_teaching goals chart_explanations.doc
Section 4A_professional development.doc
Section 5A_teaching products_1.doc*
Section 5B_teaching products_2.doc
Section 5C_teaching products_3.doc
Section 5D_teaching products_4.doc
Section 5E_teaching products_5.doc
Section 5F_teaching products_6.doc
Section 5G_teaching products_7.doc
Section 6A_teaching process_part1.doc
Section 6B_teaching process_part2.doc

Section 7A_research paper.doc

* Note: For your teaching products, if you have any pictures or authentic materials you are using for your lesson plans, take photos of these materials and insert them as images in your Word documents. If you would like, you can save these documents in PDF.

Submitting Portfolio via Canvas

To submit your portfolio, log into your Canvas account, click on the Portfolio course link, and submit the documents as directed, following the required due dates.

RESUME

1. Prepare a two-page version of a resume suitable to send to a potential secular employer. (This was usually started as part of your Practicum requirement.)

2. Prepare another two-page version suitable for a Christian employer.

3. Optional: Prepare a full CV (curriculum vitae, a longer more detailed version of your resume).

Notes: Examples of a difference between resume for secular and Christian employer:

International Study Experience

Secular:
University of the Nations, New Delhi, India, July – Dec 2000
Coursework included intercultural communication

Christian:
Discipleship Training School, Youth With a Mission, New Delhi, India, July - Dec 2000
Coursework included discipleship, character formation, & missions

Skills

Secular:
Experience with CALL
Conflict management/resolution skills
Cross-cultural communication skills
Christian:

- Experience with CALL
- Conflict management/resolution skills
- Cross-cultural communication skills
- Ability to integrate faith and learning

Review the information on writing a resume you receive in ISTE 692, Practicum.

Biola’s Career Center can also help with resume writing and formatting.

**STATEMENT OF TEACHING PHILOSOPHY**

**SECTION 5.3**

Include comments on two main areas:

**What**: What does teaching and learning look like in your classroom? What do you practice? What do you do? What happens when you teach?

**Why**: Why do you do what do? What are the sources of your beliefs and values? What is the theory underlying your practice?

Although your statement of teaching philosophy is a personal paper, not a literature review, there should be some citations in your long version. You should have references from significant sources that have informed your thinking and professional development. (This is not to say that you can't also use your own experience or intuition as a reason for doing what you do.)

Cover six topics

- Language
- Learning and learners
- Teaching and teachers
- Programs, curriculum, materials
- Context, institutions, communities, and culture
- Profession and ministry

Prepare three versions

1. Long version for Biola faculty (~ 15 pages, 5000 word maximum, no less than 3500 words)

Abridge this one to two additional versions:

2. 2-page (700 word maximum) version suitable for a secular employer

3. 2-page (700 word maximum) version suitable for a Christian employer

Prepare an accompanying process description, e.g.,
1. My statement started with the introductory paper assignment in Intro to TESOL, 9/13.

2. In light of the position paper I wrote for Communicating Values, I added several paragraphs, 2/14.

3. I skimed Reflective Teaching in Second Language Classrooms (Richards & Lockhart) during Practicum and took notes on additional questions to address, 4/14.

4. I wrote a new draft incorporating information from my SLA final paper, 5/14.

5. I showed a draft to my sister-in-law, who is a teacher, and revised it in light of input from her, 6/14.


7. I sat down in 1/15 and jotted down ideas related to the six topics. I re-read key textbooks (such as…..) and references from those texts to clarify my thinking. Etc.

This process description should show that your statement of teaching philosophy is the result of interaction with courses, reading, people, and experiences over the course of your MA TESOL studies, and is a thoughtful, polished, finished product.

Notes: Here are some additional ideas based on questions from students:

- Your statement of teaching philosophy will incorporate what you have learned in nearly every class, including Second Language Acquisition, Communicating Values, Intercultural Communication, Practicum, Intro to TESOL, and Classroom Research.
- It does not have to be organized in order of the topics mentioned above but should flow well as you are expressing your ideas.
- You will include references in the long statement, but not the short ones.
- It is fine, even desirable, to write in the first person, e.g., “I ask my students to…” or “I incorporate…” or “I believe…” This is a statement of your personal philosophy, rather than a treatise written in terms of “teachers should…”

A few examples of what you may address include:

- What do you believe about language? Is grammar the same as language? Does being “fluent” equal knowing a language? What exactly do you want students to learn?
- How does learning occur? What makes a good language learner?
- What role(s) should a teacher play? What characteristics does a good teacher have?
- What do you believe makes a good language program? Would you advocate a grammatical curriculum, a functional one, a lexical one, or a mixture? Do you believe in only authentic materials or do you use published textbooks too? You may refer to terms like communicative, learner-centered, integrated skills, intensive, immersion, content-based, tasks, lexical approach, critical pedagogy, etc. (These are not required terms, only examples of the types of ideas included in the “program-curriculum-materials” section.)
- How should we be aware of the context in which we’re teaching? What are ways that institutions support or detract from the teacher’s or students’ role? What role does community play in enhancing language acquisition? How do you as a teacher want to relate to the institution or community in which you teach? What role does culture play in your teaching? Are you a learner or teacher of culture?
What does it mean to be “professional” ESL/EFL teacher? How does teaching fit into what you see your purpose as a Christian is?

**TEACHING GOALS**

**SECTION 5.4**

**Self-Assessment and Planning for Self-Development**

The purpose of the goals chart (on the following page) is to encourage you to be responsible for assessing your individual strengths and planning for on-going self-development. Do one version of the chart at the beginning of the TESOL program, and do another one toward the end.

The first column is your “goals” column. It gives you a chance to identify what kind of teaching you plan to do. Leave blank the squares for areas you are not currently interested in pursuing. The second column is a place to note where you have had experience (in the pre-degree version) and/or where significant learning took place during the MA TESOL program (in the program-final version). The third column highlights areas from the first "teaching goals" column which are not yet checked in the second "confident" column and helps you create a plan to continue developing in those areas as a professional.

The chart should be completed not just with a simple √ mark in a relevant box, but with brief comments (e.g., "2 years experience with ELIC" or "perhaps in 4-5 years" or "no experience but lots of observations of and research about writing classes").

The program-final chart must be accompanied by a two- or three-page (~1000 word) prose document explaining previous experience, goals, strengths, areas for development, and a plan for undertaking that development. Thus, the three pieces you will submit are: pre-degree chart, program-final chart, and explanation of the program-final chart.

- You may feel that there’s some redundancy in the chart. Let’s say that you spent a summer teaching conversation to high school students in China. It can be noted in several different boxes, with different emphases, e.g.,

  - EFL Taught in **Xian, China**, summer of 2015
  - Secondary Taught Chinese **high schoolers**
  - Speaking Taught **conversation** in China

- You may feel that you need to develop in every area and you want to check *all* the boxes in the third column. Concentrate on those areas that will enable you to accomplish the goals you’ve established in the first column.
<table>
<thead>
<tr>
<th>Type of teaching</th>
<th>Teaching that is or may be possible for me</th>
<th>Areas where I am gaining confidence</th>
<th>Areas where I need to develop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL (i.e., in U.S. or other English speaking country)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFL/ESL (e.g., international students spending a short time in an ESL context)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFL (i.e., international) Name specific area(s) of the world __________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary, elementary (K-6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary (7-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College, university</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Adult</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Focus</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Daily life (e.g., adult ESL for immigrants)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proficiency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
<td></td>
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<tr>
<td><strong>Skill</strong></td>
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<tr>
<td>Speaking</td>
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<tr>
<td>Listening</td>
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<td>Reading</td>
<td></td>
<td></td>
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<tr>
<td>Subskill</td>
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<td>---------------------</td>
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<td>---</td>
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</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Pronunciation</td>
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<td></td>
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<tr>
<td>Vocabulary</td>
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<td></td>
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<tr>
<td>Grammar</td>
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<td></td>
<td></td>
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<tr>
<td>Discourse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Teaching and Classroom Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For example: lesson planning</td>
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<td></td>
<td></td>
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<tr>
<td>For example: classroom management</td>
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<td></td>
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<tr>
<td>Specialities, e.g.,</td>
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<tr>
<td>Literature</td>
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<td></td>
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<tr>
<td>Content-based</td>
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<tr>
<td>Business</td>
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<td></td>
</tr>
<tr>
<td>Other: ____________</td>
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<td></td>
</tr>
</tbody>
</table>

**PROFESSIONAL DEVELOPMENT**

**SECTION 5.5**

This section of the portfolio contains documentation of the student's professional development.

**Minimum requirement:**

Attend at least two professional conferences or attend one conference and do one of the following:

**Suggestions for other elements in this section:**

- Submit a proposal for a professional conference (whether or not it was actually accepted will not affect faculty evaluation of a quality proposal). (Follow conference guidelines exactly and submit your abstract and proposal to us as you did to the conference.)
- Present at a professional conference and submit the handout you prepared for your audience, or other documentation, along with your abstract and proposal.
• Serve a professional association in some other way, e.g., as publicity chairperson, and write a brief reflection paper on what you did and what you learned.
• Publish a book review or other article in a professional publication (paper or online) and submit a copy of the publication.
• Conduct teacher training in the form of an in-service for your institution or agency, or for a Biola group, and submit a brief description of what you did, including feedback from the group, if available.
• Other. If you have another idea for this section of your portfolio, ask the faculty.

**Documenting conference attendance:**

• Attend a professional conference (e.g., TESOL, CATESOL, IATEFL, CELT; ask for faculty approval if in doubt) and write a two-page reflection paper on which sessions you attended and what you learned. This paper should comment on the conference as a whole, not just be a summary of one or two sessions. (Receipts or other documentation are not needed.)

Begin this section with an *introductory list* of elements included, e.g., (1) Reflection on CATESOL 14, (2) Reflection on TESOL15, (3) Proposal and handout for presentation at KoTESOL 15, (4) Book review submitted for *CATESOL News*.

**TEACHING PRODUCTS**

This section of the portfolio contains products which demonstrate the your ability at teaching a variety of different students, skills, proficiencies, and contexts. These products should be chosen in light of the Teaching Goals Chart to exemplify as many as possible of the areas of your strengths.

Products **must** include items from these categories:

• Grammar error analysis (from ISTE 509)
• Lesson plans
• Language tests or assessment instruments
• Language materials (original or adapted) or course design
• Annotated bibliography
• Textbook evaluation

For example, a student might demonstrate strengths in the following areas by means of the products as noted:

• Academic writing for ESL students: annotated bibliography of current ESL writing texts [updated from ISTE 525 assignment] and copy of ESL student essay with written feedback [revised from ISTE 582 assignment]
• Speaking in an EFL context: lesson plan for month-long unit on oral presentations [started during ISTE 692, revised for Portfolio in light of additional reading] and accompanying evaluation rubric [revised from ISTE 632 assignment]
• Teaching literacy level adult ESL students: lesson plan and materials for teaching language associated with safety procedures on the job [started as 527 assignment, continued in ISTE 664]
The teaching products should be carefully selected to show a range of teaching abilities. The portfolio should contain at least six items, each from a different category. Feel free to add additional items from the categories of importance to you, but include not more than 10 items in total.

This section of the portfolio must be accompanied by a cover letter that explains which teaching strengths are being showcased, with reference to the Teaching Goals Chart, and why the products were selected (this can be elaborated in the introduction to each product). Also make note of the history of the products (e.g., date of origin, class of origin, any revisions, etc.)

The teaching products may have their start in assignments for courses or something done on the job but will be revised and polished before being submitted as part of the portfolio. Raw materials or first drafts are not acceptable. Each product should have an introduction with an explanation of the teaching context and students it was designed for. You may include citations (e.g., this test was designed in light of Hughes 2003...). You should also explain the process of developing the product. If you have several pieces that are linked as one “product,” you should list them in the introduction (e.g., assignment handout for students, evaluation rubric, sample of teacher notes on student paper).

You are encouraged to consult with their faculty advisor to ensure that the products you plan to submit are of sufficient breadth, depth, and quality.

Optional additions to this section of the portfolio include evaluations by supervisors or students.

TEACHING PROCESS

Whereas the previous section of the portfolio focuses on the products of teaching, this section focuses on the process, including classroom observation and self-reflection. It consists of (1) a commentary on a classmate’s teaching process; and (2) a report of you teaching an ESL/EFL class along with peer evaluation and self-commentary.

Part 1: Observation of and Commentary on a Classmate’s Teaching Process:

To encourage the role of collaboration in professional development, all students are required to observe a classmate teach and comment on it. A two-page (~700 words) version of your commentary is required for this section of the portfolio. It should include an introductory paragraph describing what you viewed, when, and how you discussed it afterwards with your classmate. The heart of it is a summary of things you noted and said to your classmate. It’s not supposed to be a glowing letter of recommendation—it’s simply a paper that describes what you saw, including strengths and areas for improvement.

Part 2: Reflection on Your Own Classroom Teaching:

In addition to observing a classmate’s teaching, you are to reflect on a teaching session of yours and prepare a report that includes your peer’s evaluation and your self-commentary. Refer to the following guidelines:

1. Choose a class you are teaching for observation and reflection. Ideally, this should not be your practicum class, but should be after that, so you can show greater development as a teacher. However, we recognize that international students and some others may only be able to use their Practicum class.
The class does not have to go perfectly, since this section of your portfolio also consists of your commentary on the class.

2. Invite a peer classmate to observe your class (in person or via video). You may choose to suggest a general observation or an observation focusing on a particular teaching issue.

3. After class, write up a description of and commentary on the class. Include an introduction describing the students, institutional context, curriculum/materials, and objectives. Include a log, with times, of the activities you did. Include reflection on what happened: what worked, what went wrong, why, and so on.

4. Your classmate should also write notes on the class, noting strengths and weaknesses.

5. Arrange to discuss the class with your peer. The classmate will provide you with a two-page (~700-word) written summary as well.

6. Write a paragraph stating your response to the peer feedback you received, and a concluding paragraph.

Thus, for Part 2, you will submit: your description of and commentary on the class, the peer feedback paper, your response, and a conclusion.

RESEARCH PAPER

This section of the portfolio represents the best academic work you have done and demonstrates your ability to read the professional literature and write about it or your ability to systematically investigate a teaching issue in the classroom setting. In other words, you may submit a library research paper or a classroom research paper for this section of the portfolio.

Choose a topic that you are interested in and that you have begun to explore in one of your classes. It could be a topic that you read an article about for Second Language Acquisition and that you want to read more on. It could be a grammatical issue that you got interested in during Structure of English. It could be the focus of classroom research that you did in Classroom Research in TESOL. Expand and/or revise your initial paper in light of your further questions, instructor feedback, up-to-date references, help with revision, and your own desire for high quality. This paper should be 12-15 pages long (~4000-5000 words).

Along with the paper, prepare a brief commentary about why you chose the topic for this part of your portfolio and the process of how it developed from start to finished portfolio product.

REMINDERS

- Consult the ALT Handbook, Style Manual section (or current APA guidelines) for how to do in-text citations and references.

- Adhere to length guidelines (don't skimp) and word limits, noting number of words in documents when required.
• Allow time for careful proofreading of everything. If you are a non-native speaker or a native speaker who is not strong in writing, make arrangements for someone to look over every element of your portfolio for accuracy.

• Use the Student Checklist and the Evaluation Rubric to ensure that you are meeting expectations.

STUDENT CHECKLIST  SECTION 5.10

☐ I have made sure that my portfolio includes all the required elements.

☐ Whenever word or page limits are set in the portfolio requirements, I have noted the number of words at the end of the piece.

☐ I have carefully proofread everything in the portfolio. If necessary, I have also had someone else proofread everything.

☐ I have followed the guidelines in the style section of the ALT Handbook to ensure that I have properly acknowledged other's ideas in my writing. If there is anything in any part of my portfolio that comes from another source, I have acknowledged it.

☐ I have carefully checked all references and reference lists. All in-text references conform to the style section of the ALT Handbook (APA). All items in any reference list conform to the style section of the ALT Handbook. I have checked to make sure that all in-text references are listed in the reference list and that the reference list does not contain items not referred to in the text itself.

☐ I have consulted resources to make sure my resume is as good as possible.

☐ I have carefully reviewed my portfolio in light of the evaluation rubric.

Signature _________________________________   Date _______________________

GENERAL EVALUATION CRITERIA  SECTION 5.11

The following are general guidelines for evaluating student portfolios. More specific rubrics will be given to students toward the end of their program of study.

☐ The resume/CV is such that an employer can easily see your qualifications and strengths. The two versions (secular and Christian) are appropriately worded.

☐ The long version of the Statement of Teaching Philosophy covers both main areas (what and why) and the six required topics (language; learning and learners; teaching and teachers; programs, curriculum; context and culture; profession and ministry). It integrates ideas from many classes and personal experiences. It is well written and includes adequate references. It is at least 3500 words and no longer than 5000 words.
The short secular version of the Statement of Teaching Philosophy is thorough but concise (no more than 700 words), and written in such a way as to engagingly convey who you are to a potential employer.

The short Christian version of the Statement of Teaching Philosophy (no more than 700 words) demonstrates integration of who you are as a Christian with who you are as a TESOL professional. It uses language that would be understood by a Christian but doesn't detract from your professionalism.

The process description accompanying the Statement of Teaching Philosophy demonstrates that your statement has developed over the course of your MA program and is a polished finished product.

The two versions of the Teaching Goals Chart are completed accurately and with some detail (i.e., not just check marks), and are formatted appropriately (no page breaks in the middle of a box).

The prose explanation accompanying the Teaching Goals Chart meets guidelines (1000 words; explains experience, goals, strengths, areas for development, self-development plan) and is written clearly.

The Professional Development section meets the guidelines (introductory list, at least two conference write-ups or alternative).

The cover letter for the Teaching Products section meets the guidelines (refers to Teaching Goals Chart and highlights teaching strengths being showcased; explains origin of products and why they were selected; notes the classroom context/purpose of the product).

The actual products in the Teaching Products section are of sufficient breadth to show a range of teaching abilities. They demonstrate teaching excellence. They include at least six and no more than ten items (from these required categories: grammar error analysis, lesson plan, language assessment, materials or course design, annotated bibliography and textbook evaluation). They include an introduction.

The two parts (commentary on peer’s teaching, commentary on your own teaching) of the Teaching Process section demonstrate the ability to reflect on your teaching and apply MA level knowledge.

The Research Paper section includes up-to-date APA style references, high quality writing, and in-depth attention to your topic. It is ~4000-5000 words. The accompanying commentary on why you chose this topic and its development from start to finish shows a commitment to quality work.

**SPECIFIC RUBRICS**

**LESSON PLAN**

The following program learning outcomes will be evaluated by means of lesson plan(s) submitted in your Teaching Products section.

1. Search for, select, and/or create lessons, materials, and tasks for effective learning
2. Demonstrate the ability to adapt instruction to learner needs and cultural contexts
Rubric:

<table>
<thead>
<tr>
<th></th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness of learner needs and cultural contexts</td>
<td>Clearly describes the teaching and cultural context, as well as the learners.</td>
<td>Weak or non-existent description makes it hard to judge this. Description shows poor understanding of learners or context.</td>
</tr>
<tr>
<td>Demonstrates ability to adapt instruction to learner needs and cultural contexts</td>
<td>Materials, teaching techniques, and overall lesson are suitable for the context and learners.</td>
<td>Choices of materials, techniques, or overall lesson are inappropriate for or unlikely to help with learners with their goals.</td>
</tr>
<tr>
<td>“Effective learning” demonstrated by good materials choices</td>
<td>Materials are chosen from reputable publishers, are current, and are well adapted if necessary. Sources are accurately identified.</td>
<td>Materials may be copied without attribution, included without adaptation for the current lesson, or otherwise unsuitable.</td>
</tr>
<tr>
<td>“Effective learning” demonstrated by good objectives</td>
<td>Includes objectives that exemplify good language teaching practices and that are articulated in terms of what students will be able to do after the lesson.</td>
<td>Objectives are worded poorly (e.g., in terms of in-class activities) or are unlikely to lead to the students learning well.</td>
</tr>
<tr>
<td>“Effective learning” demonstrated by a principled series of activities (pace)</td>
<td>Includes enough activities to result in a well-paced lesson.</td>
<td>Too few activities leading to a boring class or too many activities for the students’ level.</td>
</tr>
<tr>
<td>“Effective learning” demonstrated by a principled series of activities (type)</td>
<td>Includes activities that exemplify effective teaching of the targeted skill (e.g., Rdg, Wrt, Lst, Spg, Voc, Gram, Pron, CB-ESL).</td>
<td>One or more activities that are not effective; missing a key element of effective teaching of the targeted skill.</td>
</tr>
<tr>
<td>“Effective learning” demonstrated by a principled</td>
<td>Sequences activities for effective class management</td>
<td>Sequence of activities indicates lack of awareness of</td>
</tr>
</tbody>
</table>
### Series of Activities (Sequence) and Overall Language Acquisition

| Effective Methodology for the Target Skill and/or Classroom Management for the Target Students |
| Lesson Plan Shows High Quality Professionalism in Terms of Understanding of the Language Taught and in Terms of Writing/Citations. |
| Lesson Plan Reveals Misunderstanding of Grammar or Other Linguistic Elements. Lesson Plan Has Typos or Problems with APA Format. |

#### Grammar Analysis Project

The following program learning outcome will be evaluated by means of the grammar error analysis submitted in your Teaching Products section.

- Identify concepts pertaining to the English language system and related theory and practice in language learning and teaching

  *Rubric yet to come*

#### Teaching Goals

The following program learning outcome will be evaluated by means of the Teaching Goals charts.

- Devise a plan to be a life-long, global-minded Christian professional language educator

  *Rubric yet to come*

#### Statement of Teaching Philosophy

The following program learning outcome will be evaluated by means of the Statement of Teaching Philosophy.

- Recognize the effects of various personal, linguistic, and sociocultural factors on learning processes and formulate pedagogical responses in accordance with biblical and ethical standards

  *Rubric yet to come*

#### Teaching Process

The following program learning outcome will be evaluated by means of the Teaching Process section.

- Examine and resolve real-life learning and teaching situations in light of best practices in TESOL

  *Rubric yet to come*
RESEARCH PAPER

The following program learning outcomes will be evaluated by means of the Research Paper.

- Analyze, evaluate, and apply research in English language teaching

Rubric yet to come
TESOL CONFERENCES

Your training and professional development in TESOL will not just take place in Biola classes and it will not end when you graduate. It will also occur by means of professional conferences. We strongly encourage all students to participate in at least one professional conference each year. At these conferences you will meet others who care about growing as teachers; you will learn new things from presenters (and also realize how much you’re learning and how you too will be presenting in the future); and you will see the latest materials at the publishers’ exhibits.

Conferences can be four-day events at the international or national levels, weekend events at the regional or state level, or one-day events at the local level. For example, teachers living in California might attend the annual TESOL convention, the annual state CATESOL conference, or the regional Los Angeles CATESOL conference. Teachers living in the Mideast might attend conferences put on by IATEFL, TESOLArabia, or EgypTESOL.

In the Orientation, students explore professional associations and conferences in their areas. Doing this early in your program and getting a list of conference locations and dates for the next three years will help you plan and budget. The Portfolio requires documentation of attendance at least two professional conferences.

Some good websites to help you do this are:


- Find IATEFL associates around the world: [http://www.iatefl.org/associates/list-of-associate-members](http://www.iatefl.org/associates/list-of-associate-members)

- Another list of international associations: [http://www.multilingualbooks.com/eslassoc.html](http://www.multilingualbooks.com/eslassoc.html)

Biola TESOL faculty, students, and alumni usually attend the national TESOL convention. It can be a good time for you to see in person people you usually communicate with only virtually. Click on the Convention tab at [http://www.tesol.org](http://www.tesol.org) to find out more about specific dates (March/April) and locations (North America).

Other organizations and conferences you might wish to explore include:

- Association Internationale De Linguistique Appliquee, or International Association of Applied Linguistics (AILA) [http://www.aila.info](http://www.aila.info)

- American Association for Applied Linguistics (AAAL) [http://www.aaal.org](http://www.aaal.org)

- Conference on College Composition and Communication (CCCC) [http://www.ncte.org/cccc](http://www.ncte.org/cccc)
Consider adding to your education. For example, if you want to be able to teach ESL in U.S. K-12 schools, you will need a teaching credential. Find out from the Education Department and your advisor how you can do that in addition to your work in TESOL. Your ministry may be enhanced if you take additional Bible and theology courses, or if you do a double MA in both TESOL and Intercultural Studies.

Make your course assignments count for your future. Lesson plans, observations, textbook evaluations, test design, papers, and classroom research—every assignment you do can help you get ready for the future. Of course, if you don't know what kind of teaching you want to do, use your assignments to explore a wide range of possibilities.

Build relevant experience into your study program. Experience-based assignments include the observations you do in “Intro to TESOL” and “Practicum.” If you know the kind of teaching you want to do in the future, focus on that during those assignments. Students sometimes find that they end up getting a job in a place where they did their Practicum and/or where they did observations. If you don't know what you'll be doing in the future, try for variety in those assignments so you can find out more what kind of teaching may be a good match for you. In addition, part-time work while you are studying is not just a source of income but also a source of relevant experience. For example, academic ESL jobs in a U.S. university often require candidates to have done several years of college-level ESL teaching. It's good if you have a head start on this experience by the time you graduate. At the same time that you want to have some focused experience, you also want to have broad experience. So, for example, if you've already taught a lot of writing classes, you might want to add some oral skills classes to your resume, or, if you've always taught advanced students, it would be helpful to get experience in teaching beginners.

The ALT department often posts TESOL job and ministry announcements on Facebook in the “Biola MA TESOL Connection” group.

California jobs (usually for those with an MA) can be found at

http://www.catesol.org/jobbank.html

https://www.cccregistry.org/jobs/index.aspx

Entry-level jobs may also be posted on Craigslist.
Adult ESL jobs are sometimes posted through K-12 districts, sometimes through community colleges, sometimes directly through the school:

http://www.at-la.com/@la-edu/adult.htm#adult

National and international jobs (usually for those with an MA) can be found at

http://careers.tesol.org/

https://chroniclevitae.com/job_search/new

http://languagesmagazine.com (JobShop)

Opportunities for U.S. citizens can be found at

http://elprograms.org/ EL Fellows, EL Specialists

http://us.fulbrightonline.org/about/types-of-grants#eta English Teaching Assistants

http://www.peacecorps.gov/

International jobs can be found at

http://www.profsabroad.com/ (subscription, for those who want a university job and don’t want to wade through other jobs)

http://www.eslemployment.com/

http://www.eslcafe.com/

http://www.tefl.com/

http://www.esljobfeed.com/

http://www.esljobs.com/

http://www.eslbase.com/jobs/

http://worldoftefl.com/

International K-12 jobs can be found at

- Association of Christian Schools International: www.acsi.org
- International Schools Services: https://www.iss.edu/
- Network of International Christian Schools: http://nics.org/
- More links: http://www/english-schools.org/
Christian organizations


- Also consider traditional denominational (e.g., International Mission Board of the Southern Baptists, Presbyterian Church USA) and non-denominational mission agencies (e.g., Frontiers, OMF, OMS, Pioneers, Christar, SIM). Many mission agencies, in addition to the regular missionary category, have special associate status for members working primarily in a secular job.

- There are some schools with a Christian foundation or Christian recruiters that hire directly, for example: [www.academicsinasia.com](http://www.academicsinasia.com) and [https://yustpust.org/learn/yust/](https://yustpust.org/learn/yust/) and [http://www.ldieducation.org](http://www.ldieducation.org)


If you do your own Internet search, remember to try various terms: ESL, EFL, TESL, TEFL, TESOL, English teaching.

Practicum in TESOL is the class in which students explore this topic in more detail.

**TESOL RESOURCES FOR GROWING PROFESSIONALS**

Students often ask faculty about which books they should purchase for their future profession. Your course textbooks are a good starting point. They have been selected not only because they are necessary for a given course but also because they will be good resources in the future. If you need materials for a job or in preparation for going overseas, here is a list of things to consider. You can get additional recommendations, in light of specific needs, from the faculty; and you’ll get more information in your courses.

What do you need in your personal library, as you are becoming a TESOL professional? What should you pack if you’re going overseas to teach EFL? This will get you started.

1. First, make sure you have ESL publishers’ catalogs with you or that you regularly check the publishers' websites. There are dozens of publishers, some all-purpose and some with specialties, and it’s beyond the scope of this paper to list them all, but here are some major ones.

   A distributor, which carries materials from many publishers, with a very useful catalog:

   **Delta Publishing Company**


   The major companies:

   **Cambridge University Press**

2. You should definitely have a learner’s dictionary, such as those published by Oxford, Longman, Cambridge, or Heinle & Heinle. In addition, the *Longman Language Activator* is also a helpful vocabulary reference book. You may also want a picture dictionary, such as the ones published by Oxford.

3. You also need some grammar references. I like Michael Swan’s *Practical English Usage* (Oxford University Press), which is a dictionary-style, look-it-up reference perfect for answering questions. It’s also helpful to have an overview of the whole system, such as the *Longman Student Grammar of Spoken and Written English*, *Parrott’s Grammar for English Language Teachers* (Cambridge), or one of the Azar grammar books.  (If you need a

4. Another reference work I’ve found very useful is *The ESL Miscellany*, published by Pro Lingua. This “book of lists” includes grammatical items in a typical teaching sequence; communicative functions (e.g., greeting, apologizing, complimenting) for beginning, intermediate, and advanced students; proverbs; common names; American history; gestures; and so on—as you develop your own materials and lessons you’ll find that you refer to it frequently.

5. For how to teach, have two basic methodology books: Jeremy Harmer’s *Practice of English Language Teaching* (Longman) and H. Douglas Brown’s *Teaching By Principles* (Longman). If you are a novice teacher, try instead: Don Snow’s *More than a Native Speaker* (TESOL) and Jeremy Harmer’s *How to Teach English* (Longman). I also really like Tessa Woodward’s *Planning Lessons and Courses* (Cambridge) for really great advice about all aspects of teaching. For resources if you’re teaching students other than university students and educated adults, I recommend:

- **Children overseas:** Susan Halliwell’s *Teaching English in the Primary Classroom* (Longman), W. Scott’s and L. Ytreberg’s *Teaching English to Children* (Longman), Slattery & Willis’s *English for Primary Teachers* (Oxford).
- **Children in the U.S.:** *The More Than Just Surviving Handbook: ESL for Every Classroom Teacher*, published by Peguis books in Winnipeg, Canada.
- **Immigrant and refugee adults needing basic ESL and literacy:** *Teaching Adult Second Language Learners* and *Teaching Large Multilevel Classes*, both published by Cambridge.
- **Business English:** *Teaching Business English* by Ellis and Johnson (Oxford) or *Teach Business English* by S. Donna (Cambridge).
- **Literature:** *Literature and Language Teaching* by Lazar (Cambridge).

6. Besides these general resources, there are how-to books on all kinds of specific aspects of English language teaching: conversation, pronunciation, listening, reading, writing, grammar, vocabulary, etc. Many books for teachers contain easy to use “recipes” for classes as well as duplicable activities, games, and supplements to regular classroom texts. Here are some versatile favorites you can use in many kinds of classes: Carolyn Graham’s book of jazz chants called *Small Talk* (Oxford), Nancy Zelman’s *Conversation Inspirations for ESL* (Second Edition by Pro Lingua), Penny Ur’s *Grammar Practice Activities* (Cambridge), Bruce Marsland’s *Lessons from Nothing* (Cambridge), and Scott Thornbury’s *How to Teach Vocabulary* (Longman). If you’re going to a place with few resources or you’re training novice teachers, some great books to have are the Oxford *Basics: Simple xxx Activities*.

7. It is beyond the scope of this article to list specific classroom texts. Besides, without knowing the details of what kind of class you’re teaching, it’s impossible to recommend specific books. That’s why you need the publisher catalogs at hand. But here is a general orientation to what’s available. Many classroom texts are known as “core” or “basal” and they come in a series of three to six levels. These are useful for classes which must cover all the skills, from listening and speaking to reading and writing, and where students maybe at different proficiency levels, from beginning to advanced. Some of these texts are geared more for immigrants in the U.S. and teach practical life-skills as well as language. Other texts don’t refer as much to life in the U.S. and are more suitable for international contexts. There are core series which claim to
teach English from the ground up; others are more of a review. Some series are more grammar-oriented; others take a functional approach. Some are fast-paced and suitable for intensive classes; others teach students more gradually. You’ll find series for elementary, junior high, and high school students as well as adults. For academically-oriented students preparing to study in U.S. universities, these series tend to come with separate books for oral skills and reading/writing skills. Publishers usually include many components with core series such as teacher’s guides, CDs, videos, placement tests, visual aids, and companion websites.

There are also supplementary skills texts. You can find a text for every need: for a conversational English class, for a student who needs help writing term papers in English, for a group who wants to improve their vocabulary and knowledge of American idioms, for a class preparing for the TOEFL exam, for students who are weak in listening comprehension, etc. Looking in the publisher’s catalogs will give you an idea of the many resources available for teaching students at all levels with different goals. Many publishers have ESL specialists working for them who will advise you on what their company has to offer to meet your particular needs. Publishers have international branches or distributors, so if you don’t find what you’re looking for in the US catalog, ask for the international one.