

School of Education

School of Education

Faculty

Chair:..... June Hetzel, Ph.D.

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Mission

The mission of the School of Education is “to equip Christian educators to impact public, private, mission, and homeschools through biblically-centered education, scholarship, and service.”

The vision of the School of Education is “to equip a generation of influential educators, focused on God’s calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students and to advance the Kingdom of God.”

Consistent with the mission and vision of Biola University, the School of Education provides quality instruction and guided field experiences in a distinctively Christian context. Truth as revealed in God’s Word is honored as the basis for sound reasoning, moral intention, ethical behavior, and professional practice. Graduate students acquire background knowledge, learning experiences, and competencies in carefully sequenced courses, preparing them for instructional leadership roles in public, private, mission and homeschool settings.

Faculty members of the School of Education promote academic rigor, scholarly research, and pedagogical excellence as they collaborate with program participants. Through collaborative learning, professors fulfill their roles as learning facilitators, tapping into the strengths of highly skilled graduate students, helping them to achieve higher levels of academic excellence and ministry in the educational community. Graduate professors integrate a Christian worldview throughout the teaching / learning process.

The School of Education contributes to and benefits from its position in a national university, simultaneously nourishing and being nourished through collaboration with the multiple schools of Biola University. These relationships strengthen emphasis options. For example, education students can enrich their knowledge in Bible, theology and intercultural studies at Talbot School of Theology and the School of Intercultural Studies through required coursework and/or electives in personalized programs.

Learning Outcomes

Graduate credential and certificate programs in the School of Education are based upon specific requirements established by the State of California, Biola University, and the Association of Christian Schools International (ACSI). Biola University is an approved educational institution that recommends individuals to the California Commission on Teacher Credentialing (CCTC) as

having fulfilled all standards for California certificates and credentials. Biola offers the CCTC preliminary credential for multiple and single subjects, the Fifth Year Professional Clear, and Intern Credential. Teaching Performance Assessments (TPA's) are imbedded throughout the teacher credentialing program. Biola University also holds a ten-year accreditation from the Association of Christian Schools International and offers coursework corresponding to the ACSI Teaching Certificates.

We equip teachers to be distinctively Christian educators. Personal relationships with university faculty, school administrators, master teachers, and colleagues lead to the following learning outcomes:

- Ability to analyze, evaluate, and apply knowledge of current educational issues, settings, and legislative requirements from a biblical perspective
- Skills to link theory with practice, effectively differentiating the curriculum for diverse learners (e.g., ability, culture, language, SES, gender) and communities, validating each child as a unique bearer of the image of God
- Possession of Christian attitudes and actions conducive to the development of professional excellence and witness to the community
- Commitment to lifelong learning and professional growth, embracing a lifestyle of service to others as an act of worship
- Work collaboratively with students, parents, and colleagues, leveraging the strengths of individuals to benefit the community
- Conduct quality research, learning from natural revelation, and effectively communicating findings to the educational community
- Demonstrate discernment, individually and in team settings, creatively solving problems as contextual needs emerge within the educational community
- Embrace God’s calling to maximize one’s leadership skills, demonstrating the qualities of a constructive change agent in the educational community to advance the Kingdom of God

A non-traditional course schedule of evening and Saturday courses provides flexibility for students, teachers, administrators, and specialists. A rich interterm and summer calendar accommodates local students and participants from outside the state of California. Additionally, coursework is available in La Mirada and Inglewood. Additional satellite locations in process.

Personalized graduate programs in education facilitate study outside the country (e.g., student teaching overseas; international comparative education or summer field studies for experienced personnel) or long-distance completion of the Master's Project or Thesis (e.g., out-of-state or out-of-country studies). The Personalized M.A. in Education is adaptable to international student needs.

Program Options

There are several options available within the Graduate Education Program. These options include:

1. A Preliminary Multiple or Single Subject Credential,
2. A Professional Clear Credential with the approved Fifth Year Program (both M.A. Ed. and non-degree seeking programs are available),
3. An Intern Credential,
4. ACSI Teaching Certificates,
5. An M.A.Ed. in Education with a Teaching Emphasis, including the Fifth Year or Induction Program,
6. An M.A.Ed. in Education with Faith-Based Issues Emphasis, and
7. An M.A.Ed. in Education, Personalized (concentration approved in TESOL, Apologetics, Organizational Leadership, Linguistics & Intercultural Studies, and History of Philosophy of Science). Students may also create their own advisor-approved 15-unit personalized concentration to meet professional goals.
8. Credential and M.A.Ed. Combined.

For specific information regarding the above programs, read the appropriate section within the catalog and consult an advisor in the School of Education.

Admission Requirements

All applications must be submitted through the Graduate Admissions Office.

CREDENTIALS OR CERTIFICATES

For non-degree seeking students who are earning credentials or certificates only, the following admission requirements apply:

1. Hold a baccalaureate degree from an accredited institution
2. Present evidence of passing CBEST or equivalent
3. Meet subject matter requirements or demonstrate continuous progress toward meeting the state subject matter

competency requirement (e.g., coursework or passage of at least one CSET subtest)

4. Submit a typed 750-word essay describing your educational journey, what type of academic experience you hope to have at Biola, and your educational goals
5. Present personal, academic, and pastoral references as described in the application
6. Have a minimum 2.75 cumulative GPA on a 4.0 scale
7. Submit fingerprint clearance paperwork

INTERNS

Graduates applying for the Intern Program must:

1. Hold a baccalaureate degree from an accredited institution;
2. Present evidence of passing CBEST;
3. Present evidence of passing CSET exam or subject matter verification letter;
4. Submit a typed 750-word essay describing your educational journey, what type of academic experience you hope to have at Biola, and your educational goals;
5. Present personal, academic, and pastoral references as described in the application;
6. Present official transcript showing the last 60 units completed with a minimum 2.75 cumulative GPA on a 4.0 scale;
7. Show proof of U.S. Constitution requirement;
8. Present copy of Certificate of Clearance issued by CCTC;
9. Successfully complete SEED 518, Designing Successful Classrooms;
10. Show verification of a district employment contract;
11. Provide recommendations verifying substantial involvement with youth. See Director of Intern Program; and
12. Provide a statement of faith (Christian Philosophy of Education, 1-2 pages).

M.A. IN EDUCATION

Graduate students desiring to fold their student teaching, induction, or Fifth Year coursework into an M.A.Ed. degree or graduate education students seeking an M.A. in Education with a Personalized or Faith-Based emphasis, must:

1. Hold a baccalaureate degree from an accredited institution;
2. Present evidence of passing the CBEST or equivalent;
3. Hold a credential or verify the equivalent experience;
4. Have a minimum 3.0 cumulative GPA on a 4.0 scale;
5. Submit a typed 750–word essay describing your educational journey, what type of academic experience you hope to have at Biola, and your educational goals; and
6. Present personal, professional, and pastoral references as outlined in the application.

M.A.Ed. and Credential Combined

Students may be accepted to both the credential and M.A.Ed. simultaneously. Credential courses will be taken first. Once the student has reached the level of curriculum (SEED505 or 506), one to three M.A.Ed. courses (SEED 554, 524, and/or TTBE732) may be taken. All other M.A.Ed. courses must be taken after earning the Preliminary Credential or equivalent experience. The following is required along with the Biola application:

1. B.A. with cumulative 3.0 GPA;
2. All required exams passed (CBEST, CSET, U.S. Constitution).

Appeals for admission for special circumstances must be submitted in writing and will be reviewed both by Graduate Admissions and the Graduate Subcommittee in the School of Education.

TOEFL and / or TWE required for international students.

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

Transfer of Credits / Units

Students transferring from an accredited graduate program may transfer a maximum of six (6) approved units for their M.A. in Education. Up to 9 units of transfer credit may be approved for the Professional Clear Credential. The courses transferred must be equivalent to Biola's and have direct applicability to the student's program design. Only courses with a grade of "B" (3.0) on a 4.0 grade scale or higher will be considered for transfer towards the M.A. in Education degree. Units considered for transfer must have been taken within five years prior to the date of admission. The entire M.A.Ed. core must be taken at Biola University.

Teaching Credentials

The California Commission on Teacher Credentialing (CCTC) governs the standards for credentials and certificates. Biola University is currently approved to recommend candidates for Preliminary

and Professional Clear Credentials, and Intern Credentials. These requirements are governed under Senate Bill 2042 and AB 1059. Coursework and/or student teaching may be waived for experienced teachers who have successfully taught 3-6 years in WASC-accredited private schools. See a credential analyst to evaluate your records. Credential requirements are subject to change in response to new legislation. Further information can be found on the State website: www.ctc.ca.gov.

PRELIMINARY CREDENTIALS REQUIREMENTS

In order to qualify for the Preliminary Credential, a candidate must complete the following requirements:

1. Be accepted into the Graduate School of Education. See admission requirements.
2. Pass the California Basic Educational Skills Test (CBEST or equivalent).
3. Maintain a minimum 2.75 cumulative GPA for all coursework as well as for the sequence of credential courses.
4. Complete all professional education courses with a grade of "C" or higher, except for student teaching which must be completed with a grade of "B-" or higher.
5. Multiple subject candidates must pass CSET to prove subject matter competency. Single subject candidates must prove subject matter competency by completing an approved subject matter program or passing equivalent subject matter exams (CSET). These exams must be passed prior to applying for student teaching.
6. Meet or exceed the minimum standards for passing the four Teaching Performance Assessments (TPA) imbedded into credential candidates' coursework (SEED 541, 505/506, and student teaching).
7. Complete and successfully present School of Education Portfolio.
8. Complete the U.S. Constitution requirement prior to applying for student teaching. This can be met two ways:
 - A. Complete a minimum two-unit course that covers the U.S. Constitution (HIST 107)
 - B. Provide verification of passing scores on an approved U.S. Constitution examination
9. Pass the Reading Instruction Competency Assessment (RICA) if seeking a Multiple Subject Teaching Credential.

10. Must be recommended by the faculty of the School of Education as having all requisite professional qualities to be successful as a teacher.
11. Show verification of current training in cardiopulmonary resuscitation (CPR)—infant, child and adult—that meets the standards in either the American Heart Association “B” or “C” level course or the American Red Cross CPR course.
12. Satisfactorily meet all standards in the Professional Behavior Protocol Evaluations for methodology coursework.
13. Satisfactorily meet all standards in each fieldwork evaluation for methodology coursework.

Professional Clear Credential Requirements

In order to earn an SB 2042 Professional Clear Credential, you must first hold a Preliminary Credential. To clear your credential, the State requires a CCTC-approved, two-year induction program at your employing district. However, if the candidate presents a verification letter indicating that an induction program is not available, he or she may apply for the Fifth Year Program at Biola University which includes 30 units beyond your B.A. (see Professional Fifth Year Program section that follows). Up to 12 graduate units from either induction or Fifth Year may be applied towards an M.A. in Education.

Additionally, for your credential, you must show verification of current training in cardiopulmonary resuscitation (CPR)—infant, child and adult—that meets the standards in either the American Heart Association “B” or “C” level course or the American Red Cross CPR course.

Post-degree students must be accepted into the Graduate School of Education as a credential-only student, or an M.A. in Education student (see Graduate School admission requirements), or a special student (taking electives only).

Note: The Professional Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to legislation. Please see a credential analyst for current information on completing the requirements for a teaching credential.

Credential Coursework

PRELIMINARY CREDENTIAL

For the Preliminary Multiple or Single Subject Credential, the following coursework is required:

	SEED 519	Foundations of Education.....	2
	SEED 526	Psychological Foundations of Education	3
	SEED 520	Elementary Reading / Language Arts	
OR	SEED 525	Secondary Content Area Reading	3

	SEED 541	Methods of Teaching Linguistically Diverse Students	3
	SEED 505	Elementary Curriculum	
OR	SEED 506	Secondary Curriculum.....	4
	SEED 512	Elementary Student Teaching I	
OR	SEED 514	Secondary Student Teaching I.....	6
	SEED 513	Elementary Student Teaching II	
OR	SEED 515	Secondary Student Teaching II	6

Candidates preparing for elementary school teaching must also complete:

SEED 507	Art Workshop for Elementary School Teaching	1
SEED 508	Music Workshop for Elementary School Teaching.....	1
SEED 509	Elementary Mathematics / Science Workshop.....	2
SEED 516	Elementary Physical Education Workshop.....	1
SEED 550	Literature Study in the Classroom	3

PROFESSIONAL FIFTH YEAR CLEAR CREDENTIAL

SEED 586	Advanced Studies in Health Education.....	3
SEED 587	Advanced Studies in Teaching Special Populations.....	3
SEED 588	Advanced Studies in Classroom Technology.....	2
SEED 589	Advanced Studies in English Language Development.....	3

Candidates may apply their Fifth Year graduate Coursework towards the M.A. in Education; however, the Professional Clear Credential must be earned prior to earning the M.A. in Education.

INDUCTION PROGRAM

Most surrounding school districts offer CCTC-approved induction programs. Candidates who take an induction program through their employing school district to clear their credential are invited to apply to Biola University’s M.A. in Education Program. As students take CCTC-approved induction programs, they may earn up to three units a semester in Biola’s graduate program (up to a total of 12 induction units towards the M.A. in Education) for a *reduced rate of one-third the normal tuition* for those 12 units. Students may apply up to 12 units of Biola student teaching graduate credit to their M.A. in Education in lieu of induction units; however, the Professional Clear must be earned via induction or the Fifth Year Program prior to earning the M.A. in Education

INTERN CREDENTIAL

Biola University has a CCTC–approved intern program. In order to participate, candidates must submit evidence of having met all Intern Admission Requirements (see preceding admission requirements). Coursework is similar to the Single Subject or Multiple Subject requirements described in the credential coursework section; however, instead of enrolling for traditional student teaching, the graduate would teach under contract and enroll in SEED 581A-D: Intern Fieldwork I, II, III, and IV. Additionally, the students

must have passed the CSET as well as have taken the prerequisite summer course, SEED 518: Designing Successful Classrooms: Starting Right. See an Education advisor for additional requirements (e.g., employer verification letter).

STUDENT TEACHING UNDER CONTRACT

Candidates who are already full-time teachers in WASC-accredited private or public schools, may interview to student teach under contract. If approved, candidates remain in their full-time teaching position while fulfilling all requirements for student teaching. If employed in a public school, see the preceding "Intern Credential" program requirements. If employed in a private school, read the "Private School Teachers" section that follows.

PRIVATE SCHOOL TEACHERS

Candidates who already teach full time in WASC-accredited private schools may fulfill half of their student teaching requirements in their regular position. The other half of student teaching will most often be fulfilled during the summer in a public school setting. See an advisor for details. Candidates with no prior teaching experience, employed in a private school setting must successfully complete SEED 518, Designing Successful Classrooms: Starting Right (3 units) in the summer prior to student teaching. Long-term employees in private schools (three or more years) may qualify for having teaching methodology courses and/or student teaching waived under SB57.

ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL CERTIFICATE

The requirements for the ACSI Certificate are identical to the California Preliminary Credential program, except that BBST 465 Integration Seminar: Christian Philosophy of Education or SEED 501 Philosophy & Values in Schools & Society must also be completed. ACSI application information may be obtained in the School of Education Office.

NATIONAL BOARD CERTIFICATION

Teachers will be introduced to the requirements of the National Board Certification during the SEED 502 course. Teachers wishing to submit an application for National Board Certification may take SEED 555, Seminars in Education; SEED 594, Action Research; and SEED 598, Research Project to support this goal. These courses, along with professorial mentoring, will provide support, feedback, and guidance during the development of a professional portfolio focusing on teaching practice; development of personal growth plans; implementation of strength-based instruction; analyses of student achievement; and mentoring in pedagogical decision-making.

CTEL CERTIFICATION & TESOL

The School of Education and the Department of Applied Linguistics & TESOL have designed coursework providing teachers with the knowledge, skills, and attitudes needed to effectively teach

and guide students from culturally, linguistically, and socio-economically diverse backgrounds.

Students entering the credential program receive an English-Language Learner-embedded program.

Graduates interested in the TESOL Certificate, the TESOL M.A.Ed., or electives in TESOL should refer to the School of Intercultural Studies section in this catalog.

Master Degree Coursework

M.A. IN EDUCATION WITH A TEACHING EMPHASIS

The M.A. in Education with a Teaching Emphasis requires the following coursework:

1. Completion of a Professional Clear Credential through a CCTC-approved Induction Program or the Fifth Year Coursework (SEED 586, 587, 588, 589)
2. Action Research Class (SEED 594), usually in summer
3. Professional Writing (SEED 554), Research in Culture & Intercultural Instruction (SEED 524) and Advanced Educational Psychology (SEED 502) with a grade of "B" or better prior to continuing with the remaining M.A. core courses.
4. TTBE 732, Life of Christ
5. Completion of M.A. core: SEED 501, Philosophy & Values in School & Society; SEED 503, Educational Research & Statistics; SEED 504, Advanced Curriculum & Instruction
6. Completion of the Professional Development Module (SEED 596)
7. Completion of one Capstone (SEED 595, exam; SEED 598, Research Project; or SEED 599, Thesis)
8. A minimum of 38 graduate units (may include up to 12 units of graduate student teaching taken through Biola University or 12 units of induction credit).

M.A. IN EDUCATION WITH A FAITH-BASED EMPHASIS

The Master of Arts in Education with a Faith-Based Issues emphasis requires the following coursework:

1. Professional Writing (SEED 554), Research in Culture & Intercultural Instruction (SEED 524), and Advanced Educational Psychology (SEED 502) with a grade of "B" or better prior to continuing with the remaining M.A. core courses.
2. TTBE 732, Life of Christ

3. Completion of M.A. core: SEED 501, Philosophy & Values in School and Society; SEED 503, Educational Research & Statistics; SEED 504, Advanced Curriculum & Instruction
4. Completion of an emphasis in faith-based issues related to education:
 - A. SEED 601, Character Development & Spiritual Formation
 - B. SEED 602, Legal & Ethical Issues in Education
 - C. Apologetics Elective
 - D. ISCL 556, World Religions course or approved elective
 - E. ISCL 724, Issues in Spiritual Warfare course or approved elective
5. Completion of the Professional Development Module (SEED 596)
6. Completion of the Capstone (SEED 595, exam; SEED 598, Research Project; or SEED 599, Thesis)
7. A minimum of 38 graduate units.

M.A. IN EDUCATION, PERSONALIZED

The M.A. in Education Personalized requires the following:

1. Professional Writing (SEED 554), Research in Culture & Intercultural Instruction (SEED 524), and Advanced Educational Psychology (SEED 502) with a grade "B" or better prior to continuing with the remaining M.A. core courses.
2. TTBE 732, Life of Christ
3. Completion of core: SEED 501, Philosophy & Values in School & Society; SEED 503, Educational Research & Statistics; SEED 504, Advanced Curriculum & Instruction
4. Completion of an approved 15–unit emphasis, such as Linguistics & Intercultural Studies, TESOL, Apologetics, Organizational Leadership, History & Philosophy of Science, or a personalized emphasis approved by an advisor
5. Completion of the Professional Development Module (SEED 596)
6. Completion of the Capstone (SEED 595, exam; SEED 598, Research Project; or SEED 599, Thesis)
7. A minimum of 38 graduate units.

PROGRAM COMPLETION

Students must petition with a School of Education advisor and the Registrar's Office, preferably the semester prior to graduation.

A minimum of a cumulative GPA of 3.0 on a 4.0 scale must be maintained throughout the program.

Courses (SEED)

- | | |
|-----------------|--|
| SEED 501 | Philosophy & Values in Schools & Society.....3
Assists Christian teachers and administrators to fulfill their roles as change agents. Focuses upon historical, cultural and social analyses of schools and society from a biblical perspective to help educators select pedagogical methods that harmonize with educational aims. Prerequisite: completion of 502, 554, and 524 with a minimum grade of "B" and preliminary credential or equivalent experience. Signature required. |
| SEED 502 | Advanced Educational Psychology3
Students analyze human development, learning, motivation, and assessment theories through comparisons of primary and secondary source documents. Students use this analysis to create a personal vision and mission statement that will direct their continued growth as a professional educator. Students examine National Board Certification in light of professional goals. A minimum grade of "B" required for Master's degree. Prerequisite: Preliminary Credential or equivalent experience. Signature required. |
| SEED 503 | Educational Research & Statistics.....3
Covers the design and analysis of experimental and non-experimental research in the educational context. Basic principles include sampling, measurement, design validity, analysis, and research ethics. Definition and examples of qualitative research also included. Prerequisite: basic computer literacy and completion of 502, 554, and 524 with a minimum grade of "B" and Preliminary Credential or equivalent experience. Signature required. |
| SEED 504 | Advanced Curriculum & Instruction.....3
Historical, philosophical and social foundations of curriculum. Examination of curriculum research related to assessing, developing and organizing educational strategies. Prerequisite: 505 or 506 and completion of 502, 554, and 524 with a minimum grade of "B" and Preliminary Credential or equivalent experience. Signature required. |
| SEED 505 | Elementary Curriculum.....4
Introduction to the scope and sequence of the curriculum in mathematics, science, social studies and language arts; emphasis on teaching, integration across content areas, classroom management and resources. A 60–hour field practicum component is required, 15 hours for teachers under contract. Prerequisite: SEED 519, 526 and 520. TPA #2 fee: \$25. Signature required. |

- SEED 506 Secondary Curriculum.....4**
Curriculum, classroom management, teaching methods, use of media and educational skills in content areas. A 60-hour field practicum component is required, 15 hours for teachers under contract. Prerequisite: SEED 519, 525 and 526. TPA #2 fee: \$25. Signature required.
- SEED 507 Art Workshop for Elementary School Teaching1**
A study of the knowledge, skills, and competencies required for teaching and developing teaching units, lesson plans, and art projects in the elementary classroom. Fee: \$20.
- SEED 508 Music Workshop for Elementary School Teaching1**
A study of the knowledge, skills, and competencies required for teaching music in the elementary classroom.
- SEED 509 Elementary Mathematics / Science Workshop2**
A study of the knowledge, skills and competencies required for teaching mathematics and science in the elementary classroom. Fee: \$10.
- SEED 510 Health Education for Teachers.....2**
The nature and scope of health education. Discussion of tobacco, alcohol, narcotics, nutrition and other health-related issues. Teacher planning of prevention programs. For Professional Clear Ryan Credential students only. Can also meet Ryan requirements through SEED 586.
- SEED 511 Computers in the Classroom2**
Knowledge and skills of computer use in educational settings; computer applications in curriculum, instruction, classroom materials and record keeping for appropriate grade levels and subject areas. For Professional Clear Ryan Credential students only. Signature required. Can also meet Ryan requirement through SEED 588. Fee: \$15.
- SEED 512 Elementary Student Teaching I6**
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. Weekly seminar required. Prerequisite: application and signature. Students doing student teaching are limited to a maximum of 15 units that semester. Must register concurrently with 513 if completing all of student teaching in one semester. TPA #3 and #4 Fee: \$60. Signature required.
- SEED 513 Elementary Student Teaching II6**
See SEED 512. Signature required.
- SEED 514 Secondary Student Teaching I.....6**
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. Weekly seminar required. Prerequisite: application and signature. Students doing student teaching are limited to a maximum of 15 units that semester. Must register concurrently with 515 if completing all of student teaching in one semester. TPA #3 and #4 Fee: \$60. Signature required.
- SEED 515 Secondary Student Teaching II.....6**
See SEED 514. Signature required.
- SEED 516 Elementary Physical Education Workshop.....1**
Candidates study content-specific teaching strategies effective in promoting a variety of motor skills and abilities in students; recognition of a healthy lifestyle; games and sports; and the role of self-confidence and self-worth in relation to physical education and recreation.
- SEED 518 Designing Successful Classrooms: Starting Right3**
The first week of school sets the tone for the entire year. Success entails making plans for instruction, positive relationships, conduct procedures, and time management. This course focuses on making theory applicable so that teachers are well prepared to launch the next school year. (Course designed to meet the needs of teachers with three or less years of experience.)
- SEED 519 Foundations of Education.....2**
This course is the first course in the credential sequence and is designed to introduce the candidate to foundations of education and qualities required for teacher effectiveness. This course includes intensive study in lesson planning, creating a healthy and safe learning environment, technology in education, and support strategies for special needs and English Language Learners. A 25-hour field practicum component is required, 10 hours required for teachers under contract. Prerequisite: Livescan clearance. Signature required.
- SEED 520 Elementary Reading / Language Arts.....3**
The methods and materials for teaching reading to students in elementary schools using a variety of approaches and techniques. The needs of pupils with varied cultural backgrounds will be considered. A 35-hour field practicum component is required, 10 hours for teachers under contract. Prerequisite: 519, 526. Signature required.
- SEED 521 Education in the Least Restrictive Environment3**
Competencies for meeting the needs of exceptional students; special attention to needs of minority students, cultural and ethnic differences, and development of moral / spiritual values. For Professional Clear Ryan Credential requirement. Can also meet Ryan requirements through SEED 587.
- SEED 522 Current Issues in Education3**
Fundamental and specific issues in education. Examines the views of a wide range of philosophers, psychologists, sociologists, professional educators, political leaders, historians and researchers. Students investigate, analyze and discuss current research related to the school community.

- SEED 523 Behavior & Classroom Management.....3**
The effect of teacher behavior upon student behavior, the learning task and the classroom environment. Explores alternative approaches to classroom discipline, management, and organization.
- SEED 524 Research in Culture & Intercultural Instruction3**
Examines and analyzes current research and theories concerning the nature of culture and its relationship to the language, cognition, learning and academic achievement of the diverse student population of California and the U.S. in general. Consideration of the critical role of the teacher in understanding, using, valuing and communicating cultural knowledge for the purpose of maximizing educational objectives. A minimum grade of "B" required for Master's degree.
- SEED 525 Secondary Content Area Reading.....3**
The methods and materials for teaching reading through the content areas in secondary schools; attention to techniques for teaching reading, testing and individualization. A 35-hour field practicum component is required, 10 hours for teachers under contract. Prerequisite: 519, 526. Signature required.
- SEED 526 Psychological Foundations of Education3**
Application of psychological principles to the educative process, role of the teacher and learner, human growth and development, learning styles, motivation, memory, transfer of learning, measurement and evaluation, research and experimentation in learning theory. Prerequisite: SEED 519 or may be taken concurrently with SEED 519. Signature required.
- SEED 530 Reading Process & Approaches3**
Critical analysis of the processes and dynamics of reading as well as the methods and materials for teaching reading in the elementary and secondary schools. Theoretical models of reading, emergent literacy, current issues in literacy and instruction, and the assessment and evaluation of reading are also discussed. Prerequisite: 520 or 525.
- SEED 531 Writing Process & Approaches3**
Writing as a process, its interrelationship to reading, cognition and to linguistic and contextual issues. Examination of current problems, instructional research, theories, methods of instruction and materials, programs, technology assessment, and professional publication process.
- SEED 532 Diagnosis & Remediation of Reading Difficulties3**
Addresses numerous theoretical and practical considerations related to the nature and causes of reading difficulties and disabilities, including techniques and materials for individual diagnosis. Instruction provided in regard to clinical and classroom techniques, evaluation and use of materials for the remediation of reading disabilities and active participation in an instructional program.
- SEED 540 Foundations of Language Education.....3**
A survey course that considers the structure and use of language in general and English in particular. An understanding of linguistics, English pronunciation and grammar is emphasized. Research concerning current theories, practice and methods of first and second language acquisition and English language development is also discussed.
- SEED 541 Methods of Teaching Linguistically Diverse Students3**
Survey of the theories and foundations of bilingual education as well as organizational models and practices for use in teaching English as a second language, English language development and content area teaching. The application of theory to classroom instruction and the methods of teaching language are emphasized. The evaluation and selection of materials for instruction are also considered. Prerequisite: SEED 520 / 525 or may be taken concurrently with SEED 520 / 525. TPA #1 Fee: \$25. Signature required.
- SEED 542 Language Assessment & Evaluation3**
The individual differences of language minority students, instructional techniques and classroom discourse which affect the acquisition of first and second language reading, writing, listening and speaking skills are examined and analyzed. Also addresses the skills and competencies needed to adequately and effectively assess, diagnose and evaluate English language proficiency for placement and achievement. Prerequisite: 541 or may be taken concurrently with 541.
- SEED 550 Literature Study in the Classroom.....3**
Designed to provide an understanding of the historical perspective on children's literature through literature, film, lecture, and discussion. Literature representative of a variety of cultures and ethnic groups will be analyzed and discussed in order to strengthen cultural understanding. Emphasis will be upon developing a variety of responses to literature through art, drama, and writing in order to strengthen children's literacy development.
- SEED 551 Practicum in Language & Literacy3**
Observation, case study construction and analysis, assistance and instruction of one or more language minority students in an actual language and literacy environment. This practicum affords opportunity to apply theory to practice in a naturalistic, field-setting.
- SEED 552 Supervision in Language & Literacy.....3**
Laboratory experience in language and literacy under the supervision of qualified instructional leaders and university supervisors.

SEED 554 Professional Writing3

This course prepares the graduate student to write APA papers and conduct effective library research. This course also prepares the graduate student to submit journal articles, query letters, and book proposals to educational publishers. Must take during the first semester in the M.A. in Education Program. A minimum grade of "B" required for Master's degree. Signature required.

SEED 555 Seminars in Education.....1-6

Seminars in National Board Certification, cooperative learning, curriculum, instruction, instructional media, classroom control and management, organization of schools, management of personnel, public relations, implementation of Christian philosophy, and early childhood education. May be repeated for up to eight units of credit. Signature required.

SEED 581 A Intern Fieldwork I3

SEED 581 B Intern Fieldwork II3

SEED 581 C Intern Fieldwork III3

SEED 581 D Intern Fieldwork IV.....3

The purpose of this sequence of courses is to provide a university supervisor for the intern teacher and to hold monthly seminars to discuss the intersection of theory and reality in the classroom. Meets up to four consecutive semesters and assists the intern in understanding and implementing effective personal and professional development skills that will propel the intern into a life-long successful teaching career. Prerequisite: application. TPA Fee: SEED 581 C \$25; SEED 581 D \$35. Signature required.

SEED 586 Advanced Studies in Health Education.....3

In this advanced credential course, each candidate will further examine the spiritual, psychological, emotional, and physical effects of wellness in relation to current health theory. Candidates will develop a repertoire of effective instructional and behavioral strategies to support and enhance the social well-being of each individual within their teaching assignment. Fieldwork required. Meets SB2042 Fifth Year as well as Ryan Professional Clear requirements. Prerequisite: preliminary credential required for those under SB 2042. Signature required.

SEED 587 Advanced Studies in Teaching Special Populations ...3

In this advanced credential course, each candidate will build on the knowledge, skills, and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Participants will develop competencies to determine the optimal learning environment for students with exceptional needs. Fieldwork required. Meets SB2042 Fifth Year as well as Ryan Professional Clear requirements. Prerequisite: preliminary credential for those under SB 2042. Signature required.

SEED 588 Advanced Studies in Classroom Technology2

Advanced knowledge and skills of computer use in educational settings; computer applications in curriculum, instruction, classroom materials and record keeping for appropriate grade levels and subject areas. Fieldwork required. Meets SB2042 Fifth Year as well as Ryan Professional Clear requirements. Prerequisite: preliminary credential for those under SB 2042. Fee: \$15. Signature required.

SEED 589 Advanced Studies in English Language Development3

In this advanced credential course, each candidate will design and implement effective program components and instructional strategies for teaching English language learners. The course teaches the candidate to utilize assessment data to structure and implement meaningful learning experiences, maximize the students' home and cultural backgrounds, engage the school community, and embrace government services. Fieldwork required. Meets SB2042 Fifth Year as well as Ryan Professional Clear requirements. Prerequisite: preliminary credential for those under SB 2042. Signature required.

SEED 591 A Induction I.....3

SEED 591 B Induction II3

SEED 591 C Induction III3

SEED 591 D Induction IV.....3

Graduates who are practicing teachers holding a Preliminary Credential and who are in a CCTC-approved district induction program may receive up to 12 units of induction credit towards their M.A. in Education. Graduates complete district requirements and meet with Biola professors for monthly support during their first two years of teaching. (Tuition for induction units is one-third the normal graduate tuition.) Signature required.

SEED 594 Action Research3

Graduate students study student-, classroom- and school-based problems. Students set up action plans to study results of interventions leading to performance-based improvement. This course strongly supports those who desire National Board Certification.

SEED 595 Comprehensive Examination1

Students who choose the Comprehensive Examination must demonstrate a comprehensive knowledge of the field of study. The content of the Comprehensive Examination includes material from the M.A.Ed. core courses. Students may elect to complete the Comprehensive Examination in lieu of the Capstone Thesis (599) or Research Project (598). Prerequisites: SEED 501, 502, 503, 504, 524, 596, and TTBE 732. Credit / No Credit. May be repeated. Signature required.

- SEED 596 Professional Development Module.....1**
Students explore their role as leaders in the educational community, examining the change process within the context of curricular innovations and moral leadership. Preparation for the capstone process is examined.
- SEED 597 Independent Studies 1-3**
Subject matter and credit by arrangement. A maximum of 6 units may be taken.
- SEED 598 Research Project..... 1-3**
Students may elect to complete a research project, an instructional development project, or National Certification requirements under the guidance of a faculty adviser. This option requires a written report and may be taken instead of the Comprehensive Examination (595) or the Capstone Thesis (599). Sign up for one unit per term. May take up to three terms to complete. Signature required.
- SEED 599 Thesis..... 1-3**
Students may elect to complete a published thesis under the guidance of a faculty advisor. The thesis involves a literature review and qualitative and/or quantitative research. May be taken instead of the Comprehensive Examination (595) or the Research Project (598). Sign up for one unit per term. May take up to three terms to complete. Signature required.
- SEED 601 Character Development & Spiritual Formation.....3**
Based on Scriptural teaching about knowing God, this course explores the deepening of one's relationship with God and how both teacher and student character is developed in the classroom context. Reviews literature related to spiritual formation, child, adolescent, and adult spirituality, examining the influences of Christian teachers in school and society. Compares character development and spiritual formation with character education movements. Prerequisite: completion of 502, 554, and 524 with a grade of "B" or better.
- SEED 602 Legal & Ethical Issues in Education3**
Candidates study state and federal educational law, the legislative process, and the ethical impact of current and pending decisions within the context of a Christian worldview. Field experts and resources are introduced and action plans explored. Prerequisite: completion of 502, 554, and 524 with a grade of "B" or better.
- SEED 603 Assessment for School Improvement.....3**
Teachers and school leaders must understand the connections between curriculum, teaching, assessment, and learning in order to achieve the desired results. Upon completion of this course, teachers and school leaders will possess the skills to direct, guide, stimulate and put into effect curriculum and assessment changes aligned with district, state, and national standards. Students will also demonstrate understanding of

the necessary components to appropriately interpret standardized and informal assessments for group and individualized testing. Prerequisite: completion of 502, 554, and 524 with a grade of "B" or better.

- SEED 615 International Comparative Education3-6**
Graduate students travel abroad to study a particular educational system, including assessment, curriculum, sociocultural values, administration, leadership, finance, accessibility, and spirituality. See advisor for details. Signature required.
- SEED 616 International Education–Fieldwork.....3-6**
Graduate students collaborate with professors as they participate in K-12 schools and university settings, teacher conferences, or curriculum consultations in international and/or mission schools. See advisor for details. Signature required.
- SEED 617 Educational Models for Cross-Cultural Communities3**
Graduate students analyze effective educational models for cross-cultural communities nationally and internationally, including curricular and assessment issues related to sending and receiving countries, particularly as it relates to international and mission school settings. See advisor for details. Signature required.
- SEED 618 Educational Technology for Global Education3**
Graduate students analyze multiple models of distance education, particularly as it relates to serving the international, multicultural, multilingual community in the missions setting. See advisor for details. Signature required.
- SEED 619 Homeschooling: Philosophy, Curriculum, & Practice3**
Study of the history and philosophy of homeschooling; current trends, models, and support organizations; curriculum; instruction; and spiritual development of the child in the homeschool setting. Includes national and international perspectives. See advisor for details. Signature required.
- SEED 620 Urban Education–Fieldwork3-6**
Graduate students collaborate with professors and identified Urban School Administrators to study and analyze diverse challenges and critical issues within urban school settings and participate in teams to systematically develop strategies for curriculum integration and implementation throughout the teaching/learning experience. See advisor for details. Signature required.

