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**Artificial Intelligence.** Concepts and techniques of artificial intelligence, representation, search strategies, control, communication and perception, and applications.

**CSCI 480** Research Seminar.....1-3  
Special studies in computer science. Prerequisite: senior standing or consent.

## Education

*A Division of the School of Education*

### Faculty

**Chair:**..... June Hetzel, Ph.D.  
**Professors:**..... Hetzel, Sibold  
**Associate Professors:** .....Johnson, Menjares, O'Quinn,  
..... Soto-Hinman, Stranske, Walters  
**Assistant Professors:**.....LaBarbera, D. Taylor

### Mission & Learning Outcomes

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.”

Biola University offers high quality undergraduate teacher preparation programs. Students participate in a broad general education program, thorough subject matter competence sequences, and challenging classroom observation and participation experiences. These programs provide a distinct foundation for professional careers in education.

In addition, Biola’s undergraduate 30-unit biblical studies and theology requirement, with its emphasis upon Scriptural knowledge and the dynamic integration of biblical and academic thought, provides a strong foundation for service in public, private, mission and home schools.

The learning outcomes for Biola’s Liberal Studies majors are to:

1. Gain a strong foundational knowledge and understanding of subject matter content that is characteristic of an educated person.
2. Incorporate this learning with Christian beliefs to facilitate integration of personal faith and intellectual learning.
3. Develop thinking and intellectual skills such as: historical consciousness, scientific inquiry, critical thinking, understanding numerical data, aesthetic valuing and ethical awareness.
4. Develop oral and written communication skills that enable effective work within a global society.
5. Prepare students to analyze situations; synthesize information from multiple sources; make decisions on rational bases; communicate skillfully; appreciate diverse perspectives.

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tives; and articulate the ethical, moral and practical implications of important ideas and issues.

6. Manifest strong social and personal traits, ethical standards, and spiritual commitment that enables them to contextually and creatively contribute to a complex, rapidly-changing society.
7. Develop and inspire a passionate understanding of the Great Commission and clarity of individual callings in the body of Christ, enabling each student, under the guidance of the Holy Spirit, to understand, respond to, and influence the larger political, social, economic, legal and cultural context for the cause of Jesus Christ as it interfaces with his/her community.

The learning outcomes for Biola's teacher preparation students are to:

1. Develop each candidate's subject matter expertise and subject specific pedagogy so candidates can make subject matter comprehensible to all K-12 students.
2. Develop each candidate's expertise in assessing student learning through skillful pre-assessment, monitoring, and post-assessment, using a variety of holistic learning assessments to inform the teaching/learning cycle.
3. Develop each candidate's expertise in engaging, supporting, and differentiating student learning by providing developmentally, culturally, and linguistically appropriate instruction that makes content accessible to all students.
4. Develop each candidate's expertise in planning and designing learning experiences for students, celebrating diversity in the process.
5. Develop each candidate's expertise in creating and maintaining effective learning environments through appropriate use of instructional time and the development of positive learning climates.
6. Develop each candidate's knowledge base for continuing as a self-reflective practitioner who understands his or her professional, legal, and ethical obligations and continues to pursue professional growth on a life-long basis.
7. Develop and inspire a passionate understanding of the Great Commission and clarity of individual callings in the body of Christ, enabling each teacher candidate, under the guidance of the Holy Spirit, to understand, respond to, and influence the larger political, social, economic, legal and cultural context for the cause of Jesus Christ as it interfaces

with the educational community and affects the lives of the next generation of children.

### **Liberal Studies Degree Program**

A Bachelor of Arts degree in Liberal Studies is offered upon completion of the university baccalaureate and liberal studies major requirements.

The Liberal Studies Major is designed to prepare elementary school teachers with a broad foundation in subject matter. There are 34 units of required core courses: Art 306; Bible 109; Education 335, 341, 380; History 403; Intercultural Studies 331; Math 104, 118; Music 310; Physical Science 101, 102.

In addition to this core, each student must complete a concentration of 12 units in one of eight subjects areas: Biology, English, Intercultural Studies, Mathematics, Physical Education, U.S. History or World History and Visual Arts.

Liberal Studies majors must take BBST 465 Integration Seminar: Christian Philosophy of Education to meet their Bible Integration requirement.

Liberal Studies majors who are not pursuing a teaching credential at Biola can substitute one of the following courses: CEED372, 374, INCS 322, 332 or 420 in place of LEDU341.

The General Education requirements for the Liberal Studies major are unique and include the following:

1. English 110A, 110B; three units of literature, (English 220, 230, 281 or 282); three units of Communication (COMM 100, 170, 181 or 280)
2. Math 117; Biology 100, 110
3. History 107, 207, 208; Psychology 200
4. Three units of fine arts: Art 100, Communication 160, or Music 101; three units in Philosophy (PHIL 210, 214 or 215); and a foreign language as specified in the university General Education section
5. Elementary School Activities (Physical Education 201); and two physical education activities
6. All Liberal Studies majors must complete the writing competency requirement even if not completing the teaching credential.
7. In order for a Liberal Studies major to receive the Elementary Education emphasis attached to their degree, a cumulative GPA of 2.75 must be earned.

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## Professional Teacher Preparation

### PRELIMINARY CREDENTIAL

SB2042 Professional Teacher Preparation Programs are available for Single Subject and Multiple Subject credentials.

#### *Elementary Credentials*

Undergraduate students interested in teaching in the elementary schools should take the Liberal Studies major along with the required teacher preparation courses. They must also pass four Teacher Performance Assessments (TPA), state exams (CBEST, CSET, RICA), and U.S. Constitution requirement. The Multiple Subject Credential authorizes instruction in any self-contained classroom for grades K-12, preschool, and classes organized primarily for adults, but is especially appropriate for grades K-6. If a student wishes to teach elementary school, but is not taking the Liberal Studies major, they must still take all required teacher preparation courses and pass four Teacher Performance Assessments (TPA) and state exams (CBEST, CSET, RICA). In addition, all elementary teacher credential candidates must successfully complete the following competency courses with a grade of "C" or better: Education 380; Math 117 and 118; Music 310; Art 306; and Physical Education 201. Elementary teacher credential candidates must earn a cumulative 2.75 grade point average in all teacher preparation courses and the following requirements must be satisfactorily met to proceed to student teaching: minimum TPA scores, Professional Behavior Protocol Evaluations, and Fieldwork Evaluations.

#### *Secondary Credentials*

Undergraduate students interested in teaching at the secondary level must meet subject matter competency requirements through either a State-approved single subject major or by passing the CSET. In addition, they must take required teacher preparation courses. Candidates must also pass four Teacher Performance Assessments (TPA), the CBEST, and the U.S. Constitution requirement. The Single Subject Credential is the document most commonly used in middle schools and high schools. This credential authorizes instruction in the subject(s) listed on the credential in departmentalized classes at any grade level, including preschool, grades K-12, and classes organized primarily for adults. All students should regularly see advisors in their single subject program as well as in the School of Education.

In addition, all secondary teacher credential candidates must earn a cumulative 2.75 grade point average in all teacher preparation courses. The following requirements must also be satisfactorily met to proceed to student teaching: minimum TPA scores, Professional Behavior Protocol Evaluations, and Fieldwork Evaluations.

Credential candidates complete their student teaching the second semester of their senior year or the semester after they graduate with their B.A. After successfully completing student teaching, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Pre-

liminary Credential from the State of California's Commission on Teacher Credentialing.

Private school teachers who have taught three or more years in WASC-accredited schools may qualify to have teacher preparation courses and / or student teaching waived per SB57. See an advisor for details.

#### TEACHER PREPARATION REQUIREMENTS:

1. All candidates for the Preliminary Multiple or Single Subject Teaching Credential must complete the following undergraduate education courses in sequence: LEDU 301 (Intro), 330 (Psych), 420/425 (Reading), 341 (Linguistic Diversity), 430/435 (Curriculum), and 440/442 or 450/452 (Student Teaching).
2. Students who wish to complete the undergraduate teacher preparation program must formally apply for admission to the education program during the Introduction to Teaching course (LEDU 301). A minimum 2.75 GPA on a 4.0 grade scale is required. Other departmental requirements and competencies are available on the website, and are covered in the Introduction to Teaching course (LEDU 301).
3. Students planning to take the Introduction to Teaching course (LEDU 301) must complete the Application for Character and Identification Clearance. This background clearance requires fingerprinting and must be completed prior to any fieldwork in the local school districts. Fees required.
4. All education and competency courses must be completed with a grade of "C" or higher with the exception of Student Teaching LEDU 440/442 and 450/452 which must be completed with a grade of "B-" or higher for the candidate to be recommended for a Preliminary Teaching Credential. Overall, a 2.75 GPA must be maintained in the teacher preparation course sequence.
5. All students must pass four Teaching Performance Assessments (TPA), and complete and successfully present the School of Education Department Portfolio.
6. The California Commission on Teacher Credentialing also requires that a teaching credential candidate must have completed a minimum 2-unit course that covers the U.S. Constitution or fulfill this requirement by examination. Biola University students can complete this requirement by taking HIST 107 U.S. History, with a grade of "C" or better. Transfer students must either show proof of U.S. Constitution in a transferred course or an appropriate exam covering the principles of the U.S. Constitution. A U.S. Constitution exam and study packet is available in Biola's School of Education.

7. 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.
8. Students in Single Subject Programs must reference the respective department regarding minimum GPA requirements.

**PROFESSIONAL CLEAR CREDENTIAL**

In order to earn an SB2042 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 the B.A. (See Professional Clear Credential requirements in the graduate education section of the School of Education.) Graduate units from induction or Fifth Year may be applied toward an M.A. in Education. See the graduate education programs in the School of Education section of this catalog or see a graduate advisor for details.

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 Red Cross CPR course.

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

**ENGLISH LANGUAGE LEARNERS AUTHORIZATION**

The School of Education and the School Intercultural Studies have designed coursework for the authorization of teaching English Language Learners. This authorization provides teachers with the knowledge, skills and attitudes needed to effectively teach and guide students from culturally, linguistically and socio-economically diverse backgrounds.

Students entering Biola's Teacher Preparation Program from fall 2002 forward will receive an English Language Learner embedded program which meets the California Commission on Teaching Credentialing requirements pursuant to AB1059 legislation. Students interested in teaching English Language Learners at the adult level should consult with the Department of Applied Linguistics & TESOL in the School of Intercultural Studies.

**ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL CERTIFICATE**

The credential program at Biola University meets the requirements for the Association of Christian Schools International (ACSI) Certificate (identical to the California Preliminary Credential program except that BBST 465 Christian Philosophy of Education must also be completed). Application information may be obtained from the ACSI liaison in the School of Education Office.

**Courses (LEDU)**

- LEDU 301 Introduction to Teaching.....3**  
The structure and function of the school, foundations of education, qualities required for teacher effectiveness, and contemporary issues in education. A 25-hour fieldwork practicum component is required. Successful completion of this course constitutes one of the requirements for admission to the Preliminary Credential program. CBEST must be taken during this course. See Teacher Preparation requirements in this catalog for fingerprinting and background clearance information. Approximately \$130 in fees required in class. Prerequisites: sophomore standing, livescan submission, and signature required.
- LEDU 330 Psychological Foundations of Education .....3**  
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. This class is designed to fulfill the University's writing competency requirement. Prerequisites: 301, Psychology 200, formal application and acceptance to the School of Education and signature required.
- LEDU 335 Child Development: Birth through Adolescence .....3**  
Basic concepts of cognitive development, including psychosocial, moral and language development. Define concepts related to the development of personality and temperament. Examine scope of physical development of children and the connections between health and learning. These theories are investigated in light of classroom implications for identifying and describing individual differences in the development of children. The impact of genetic, sociocultural and socioeconomic factors on the development of children and young adolescents. Prerequisites: PSYC 200, LEDU 301, for credential candidates, signature required.
- LEDU 341 Methods of Teaching Linguistically Diverse Students .....3**  
Assessment, theory and instructional methodology for assisting English learners. In-depth analysis of state mandates to ensure appropriate English development for reading, writing and content areas. Selection of appropriate instructional materials, methodology and social support to maximize English language development. Prerequisites: PSYC 200, LEDU 301,

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330, 420 or 425 or concurrent, for credential candidates and signature required. TPA #1. Fee: \$25.

**LEDU 380 Children's Literature .....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. Prerequisites: ENGL 100 or 110A, 110B, and one of the following: 220, 230, 281 or 282. Signature required.

**LEDU 420 Elementary Reading/Language Arts.....3**

Methods and materials for teaching reading to students in elementary schools; attention to a variety of approaches and techniques; consideration of the needs of pupils with varied cultural and language backgrounds. A 35-hour fieldwork practicum component is required. Prerequisites: 301, 330 and signature required.

**LEDU 425 Secondary Content Area Reading.....3**

Methods and materials for teaching reading through content areas in secondary schools; attention to reading techniques, testing, and individualization. A 35-hour fieldwork practicum component is required. Prerequisites: 301, 330 and signature required.

**LEDU 430 Elementary Curriculum.....4**

Introduction to the scope and sequence of the elementary school curriculum in mathematics, science, social studies and language arts; emphasis on a variety of teaching approaches, integration across content areas, classroom management and resources available. A 60-hour fieldwork practicum component is required. Prerequisites: 301, 330, 341, 420 and signature required. TPA #2. Fee: \$25.

**LEDU 435 Secondary Curriculum.....4**

Secondary school curriculum, classroom management and teaching methods in content areas. A 60-hour fieldwork practicum component is required. Prerequisites: 301, 330, 341, 425 and signature required. (See also SEED 506.) TPA #2. Fee: \$25.

**LEDU 440 Elementary 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. Must register concurrently with LEDU 442 if completing all of student teaching in one semester. Prerequisite: application and consent. Students doing student teaching are limited to a

maximum of 15 units that semester. (See also SEED 512/513). TPA #3 and #4. Signature required. Fee: \$60.

**LEDU 442 Elementary Student Teaching II.....6**

See LEDU 440. Signature required.

**LEDU 450 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. Must register concurrently with LEDU 452 if completing all of student teaching in one semester. Prerequisite: application and consent. Students doing student teaching are limited to a maximum of 15 units that semester. (See also SEED 514/515). TPA #3 and #4. Signature required. Fee: \$60.

**LEDU 452 Secondary Student Teaching II.....6**

See LEDU 450. Signature required.

**LEDU 480 Directed Study .....1-3**

Subject matter and credit by arrangement.