Cook School of Intercultural Studies  
*Applied Linguistics & TESOL (ALT) Program Handbooks*

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STATEMENT OF MISSION

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

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

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

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

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

Date: March 2004
ORGANIZATIONAL STRUCTURE OF CSICS

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

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

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

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

1. Sustain a core faculty to prepare students in the study of language, culture and cross-cultural communication as they impact the ministry of worldwide mission.

2. Maintain specializations in areas that represent the vanguard of contemporary mission strategy: social and cultural anthropology, cross-cultural communication, professional service, mission strategy, Bible translation and linguistics, urban research and ministry, church planting and development, teaching English as a second language and international development.

Maintain area orientations, such as Africa, Asia, Europe, Latin America, North America and the South Pacific.
HISTORY OF THE COOK SCHOOL OF INTERCULTURAL STUDIES

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

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

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

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

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

In 1982, the University brought Dr. Marvin K. Mayers from a career with Wycliffe Bible Translators to lay the foundations for establishing a separate School of Intercultural Studies within the University, which would offer graduate degrees at the masters and doctoral levels in cross-cultural studies. The school was inaugurated in 1983 and began by offering the MA in Intercultural Studies and the Doctor of Missiology degrees. In 1988, the Ed.D. degree program, with an emphasis in intercultural educational studies, was added in cooperation with Talbot School of Theology's faculty of Christian Education. A year later, the SICS instituted the Field Course Program. This distance education program allows graduate students to take courses off-campus.
In 1991, William Carey International University’s Applied Linguistics and TESOL program under the leadership of Dr. Herbert Purnell moved to Biola and became the Applied Linguistics and TESOL department within SICS. Further strengthening the school’s linguistics offerings, the Summer Institute of Linguistics began a cooperative program within SICS, eventually joining the Department of Applied Linguistics and TESOL.

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

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

During the school's 25th anniversary in Spring 2009 SICS was renamed the Cook School of Intercultural Studies, after former president emeritus, Clyde Cook and his wife Annabelle. Dr. Cook -- a former missionary to the Philippines who became Biola's president in 1982 -- was the founder of the school as he took part of the money sent by the PRC in payment for confiscation of the Hunan Bible Institute and established the School of Intercultural Studies. His goal of giving students the practical and academic training needed to make a cross-cultural impact for Christ continues today through the school’s many degree programs and world wide activities.
The office for the School of Intercultural Studies is located in Marshburn Hall. If you have any questions with regard to appointments with faculty or with the Dean, or need information that is not available in the Handbook, you may stop at the main desk and ask the receptionist.

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

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

Please refer to the following section for instructions on how to access your BUBBS account.
1. What is BUBBS?
   a. BUBBS is Biola’s main form of communication. It is a communication system in which you can send and receive email, share files and use electronic conferencing to exchange ideas and announcements. It is an important tool for you while you are a student at Biola.

2. How do I get access to BUBBS?
   a. Accessing BUBBS can be done in two ways.
      1. Accessing BUBBS via the internet
      2. Accessing BUBBS via First Class software
   b. As soon as possible, you will need to obtain your password and login information from Network/Computer Services, located in lower Metzger Hall. This will allow you to access your BUBBS account. You can also obtain a “PPP account” if you have a laptop computer or live close to Biola’s La Mirada campus. This will allow you to access the Biola network from your personal computer.
   c. NOTE: All computers on campus have the First Class software installed, so you may access your account from on campus.
   d. Once you have your password, login information (your login name is your student ID number) and PPP account (if applicable), you are ready to access BUBBS.

1. Accessing BUBBS from the Web: Go to https://webmail.biola.edu/login to log into the BUBBS network. You will be prompted to enter your ID number and password. Next, click the “login” button. This will bring you to your “Desktop.”

2. Accessing BUBBS from the First Class software: Once you have obtained your “PPP account,” go to http://www.fc.biola.edu/client_downloads.html to download the First Class software from your personal computer. Follow the instructions on the website to download and install the software and the instructions given to you by Network/Computer Services to set up the Internet connection to Biola. If you have any questions, please contact Network Services at the number provided with your login information.

   When prompted, enter your ID number and password. Next, click the “login” button. This will bring you to your “Desktop.”
3. Now what?
   a. Once you have accessed the BUBBS network, you will see your “Desktop.” Your desktop consists of a group of icons and folders and a toolbar on the left hand side of the page (in web access). The group of icons is the directory of the areas you have access to in BUBBS. The toolbar (in web access) consists of the functions for each area. Click on any one of the icons to access the different areas of BUBBS.

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

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

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

Date: August 2007
If you have any questions that cannot be answered by the Help function on BUBBS, please contact the Network/Computer Support services on Biola’s campus.

BLACKBOARD INSTRUCTIONS

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

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

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

Your Name  
Biola University  
SICS Box #(your number)  
13800 Biola Ave.  
La Mirada, CA 90639
SICS Graduate Student Association: The School of Intercultural Studies has established the SICS Graduate Student Association (SICS-GSA) to serve as the official body representing all SICS graduate students to the office of the Dean of the School. The SICS-GSA is comprised of students—both full-time and part-time—enrolled in graduate programs in SICS. The mission of the SICS-GSA is:

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

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

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

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

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

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

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

Biola Fellowship for Graduate Students: The International Graduate Student Association (see http://igsa.christian.net/) sponsors regular social events and a Wednesday afternoon prayer and fellowship meeting. All are welcome.
**Collegium:** The Collegium (see http://studentlife.biola.edu/campus-life/commuter-life/the-collegium/) is a how-away-from-home for commuter students. The comfortable furniture, kitchen, computers and printers, and regular events are worth the membership price for students who live at a distance and spend long hours on campus.

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

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

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

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

During the Spring semester of each year, the University Student Missionary Union (SMU) schedules an annual Missions Conference which runs for three days, during which classes are suspended. Special speakers are invited to campus as well as representatives from various mission agencies. The conference provides opportunities for SICS graduate and undergraduate students to discuss career opportunities with representatives of various mission agencies. For those who are already field workers, it is a time to renew acquaintances and make new ones, as well as hear top speakers who update the campus on the current pulse of missions.
There are some scholarships available for ALT graduate students. Students cannot be awarded more than their full tuition. Some scholarships may affect the amount received from other scholarships. U.S. students need to fill out a FAFSA form every year.

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

B. United States students
   1. **Graduate Grant:** Please see information online at: [http://biola.edu/sics/admission_financialaid.cfm](http://biola.edu/sics/admission_financialaid.cfm)

C. International Students
   1. **International Student Aid Grant**
   2. **International Leadership Grant**
      Please see information pertaining to both online at: [http://biola.edu/grad/international/](http://biola.edu/grad/international/)

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

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

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

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

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

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

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

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

When do They Apply?
1. The Life Together standards apply to all students:

Date: March 2004
While enrolled in classes for the Fall Semester (including Thanksgiving), Interterm, Spring Semester (including Spring Break), and Summer Term.

2. Who are representing the Biola Community in any off-campus events, such as mission trips, internships, study abroad and athletic or academic activities.

3. Who are not enrolled in classes but are living on campus.

What are the Standards?

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

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

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

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

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

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

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

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

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

Date: March 2004
Posting Materials (posters and flyers)

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

- All flyers or posters (maximum 50) must be submitted to the Office of Student Affairs 24 hours in advance of desired posting date(s). Student Affairs will not allow the posting of any materials that are contrary, in appearance or content, to the Doctrinal Statement and Standards of the University.

- All approved flyers or posters must be stamped "Approved" before posting. Approval for posting does not imply endorsement. Any flyers or posters posted without approval will be removed.

- Posting is allowed on bulletin boards or designated areas only. Poster putty is not to be used. Use tacks/pushpins and/or masking tape only, which may be purchased at the University Bookstore.

- One (1) copy of the poster will be retained by Student Affairs, along with the name and phone number of the person/agency posting.

- The person/agency posting materials is responsible for the removal of the material(s) after the date of the event (maximum posting of 2 weeks).

Restrictions for Posting

- No posting at the Bell Tower, Bookstore, Café outside walls, Chase gymnasium, in restrooms, on windows, glass, pillars, street signs or outside of any University buildings and/or residence halls.

- Café: Bon Appetit management must approve posting "inside" the dining hall. Student Affairs may approve posting in the lobby, but "No Posting" areas must be observed.

- Library: See the Librarian for limited posting.

- Metzger: Posting is limited to the bulletin boards located near the Registrar's Office and On-Campus Student Employment.

- Music Department: See the Secretary for limited posting.

- Residence Halls: See the specific Resident Directors for approved locations.

- Student Services: See the Receptionist for limited posting.

- Student Union Building: See Associated Students Receptionist for approved locations.

- Sutherland Hall: Bulletin boards are located in the hallways.
Cook School of Intercultural Studies  
Applied Linguistics & TESOL Program Handbooks

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

Social Dancing

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

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

Self Harm Policy

Biola University endeavors to provide a safe and orderly environment, insofar as possible, in which all students are able to pursue their academic and social development. In doing so, it reserves the right to implement a disciplinary process, which may culminate in the suspension or dismissal of any student who does not meet minimal and reasonable behavioral standards. The University also expects that the actions of any student not pose an objective danger to self, not pose a direct threat to the health and/or safety of others and not significantly jeopardize the educational process of other students.

Danger To Self

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

Danger To Others

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

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

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

ACADEMIC INTEGRITY

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

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

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

**What Is Plagiarism**

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

**Different Types of Plagiarism**

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

   **Recommendation:** Always do your own work. If you got even an idea from someone else, acknowledge that person. E.g., the idea of a garden as a metaphor for teaching came from Su-Chu Kim.
2. Taking information from a source, even if you paraphrase it in your own words, without
acknowledging it in a citation.

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

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

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

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

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

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

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

- While taking exams, tests, quizzes, work done should be the sole effort of the individual
  student and should not contain any answers or responses that have been knowingly obtained
  from someone else.
- Seeking to gain an advantage in an exam by obtaining advanced access to particular questions
  or advance copies of a professor’s exam.
- Making a public presentation (e.g., speech, lecture, sermon) where elements of the presentation
  are misrepresented as original thought or work.
- Having someone else write a paper for you and turning it in as your own work, or writing a
  paper for someone else.
• Submitting as your own work papers, articles, book chapters, reports formerly written by other students, graduate students working with a faculty member or purchased from commercial services.
• Using published materials word for word, without citation or quotation marks, as all or part of work submitted as your own. (This category also includes media examples covered in a separate paragraph.)
• Close, deliberate paraphrase of another’s work, published or unpublished, without acknowledgement.
• Turning in a paper previously written for another course (unless approved by the instructor), or one paper for two current courses, without permission of the instructors.
• Deliberately using false citations to give the appearance of acknowledgement and research.
• Referencing Internet web sites without citation or paraphrase.

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

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

(Thanks to Kevin Lawson and the Talbot School of Theology for some of the ideas in this section.)
A violation of any published policy, rule or regulation may result in disciplinary action. This is a common, not a comprehensive, listing:

1. Dishonesty in any form, including, but not limited to, plagiarism, cheating on assignments or examinations, knowingly furnishing false information on University records, forgery, alteration or misuse of documents, records, or identification cards.

2. Failure to comply with written or verbal directives of University officials or law enforcement officers acting in performance of their duties and/or failure to provide identification to these persons when requested to do so.

3. Inappropriate Behavior:
   a. Drunkenness, disorderly, lewd or indecent behavior
   b. Disruption or obstruction of teaching, research, administration, disciplinary proceedings and other University activities, including its public-service functions on or off campus or other authorized non-University activities when the activity occurs on University premises.
   c. Actions, language, or technological communication that constitute unlawful harassment, threats, intimidation, stalking or hate violence directed toward a member of the Biola faculty, staff, student body or toward a visitor to the campus.

4. Violation of federal, state or local laws on or off University premises or at University-sponsored or supervised activities.

5. Sexual harassment, sexual assault and discrimination. (See Federal/State Laws and Regulations)

6. Sexual activities, e.g. pre-marital, extra-marital, homosexual and other sexual acts outside the context of marriage, which are, or give, the appearance of being contradictory with Christian moral behavior (whether on or off-campus).

7. Pregnancies which occur outside of a marriage, while at Biola, are in violation of University standards. The University is committed to standing with both the father and mother of the unborn child as they consider their actions and experience the forgiveness that comes when Luke 17:3-4 and 1 John 1:9 are practiced by the believer.

8. Promotion, distribution, sale, possession or use of alcohol or narcotics or other controlled substances on or off campus regardless of the student's age. This will include the use or collection of non-alcoholic beers on campus and collections of containers used for the delivery or storage of alcohol beverages. (See Federal/State Laws and Regulations)
9. Smoking on or off campus, possession or use of any tobacco products (e.g. cigarettes, snuff, cigars, pipe tobacco, chewing tobacco). Burning incense and candles are not permitted.

10. Hazing, defined as an act which endangers the mental or physical health or safety of a student or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with or as a condition for continued membership in a group or organization. (See Federal/State Laws and Regulations)

11. Weapons possession and/or use of any types of weapons, including but not limited to, firearms, air and spear guns, knives, martial arts weapons, bows and arrows, swords, paint pellet guns, batons, clubs, tasers, stun guns and explosives of any type. It is a felony to possess firearms on campus. All individuals in possession of self-defense items must comply with applicable California State law regarding training and permit to use.

12. Theft, attempted or actual, and/or damage to property of the University or property of a member of the University community or other personal or public property.

13. Unauthorized access, theft or other abuse of computers, including but not limited to:
   a. Unauthorized entry into a file to use, read or change the contents or for any other purpose
   b. Unauthorized transfer of a file
   c. Unauthorized use of another individual's identification and password
   d. Interference with the work of another student, faculty member or University official

14. Unauthorized entry to, or use of, University premises.

15. Unauthorized possession, duplication or use of keys to any University premises.

16. Soliciting or advertising without prior approval from the Student Affairs Office and/or appropriate University departments.

17. The cost of repairs for damaged University facilities will be the responsibility of the student or group using them.

18. Fire equipment, tampered with or removed, is a misdemeanor and subject to fines or time in jail. These include automatic door closures, fire extinguishers, smoke detectors and fire alarms. Breaking the fire code and offenses such as pulling of fire alarms and propping open fire doors (except in case of an emergency) are subject to fines or other sanctions.

19. Use of skateboard/roller blades/skates and other similar devices are prohibited on campus.

20. Posting, exhibiting or distribution of material or representations deemed to be obscene or contrary to the moral standards and/or mission of the University. (See posting policy)
21. Misuse of the disciplinary procedures, including but not limited to:

a. Failure to respond to the request of a disciplinary committee or University official.

b. Falsification, distortion or misrepresentation of information before a disciplinary body.

c. Disruption or interference with the orderly conduct of a disciplinary proceeding.

d. Institution of a disciplinary proceeding knowingly without cause.

e. Attempting to discourage an individual's proper participation in, or use of, the judicial system.

f. Attempting to influence the impartiality of a member of a disciplinary body prior to, and/or during the course of, the disciplinary proceeding.

g. Harassment (verbal or physical) and/or intimidation of a member of a judicial body prior to, during, and/or after a judicial proceeding.

h. Failure to comply with the sanction(s) imposed by a disciplinary body.
Biola University Sexual Assault Policy

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

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

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

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

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

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

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

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

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

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

The contact members are:

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

Students who believe they have experienced a violation of the Sexual Assault Policy are encouraged to contact the Sexual Assault Crisis Response Team for assistance.
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Other Available Resources:
Biola Counseling Center: 562.903.4800
Information and resource referral, Professional Building

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

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

Biola Campus Safety Department: 5111
Emergency Response

Biola external emergency line: 562.777.4000

National Sexual Assault Hotline: 1.800.656.HOPE

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

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

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

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

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

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

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

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

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

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

If the Dean determines that a sufficient basis exists to conduct a hearing, he or she will gather all relevant information and prepare the matter to be heard by the Sexual Assault Hearing Committee (SAHC). The complainant and respondent will generally be given at least twenty-four (24) hour advance notice of the scheduled meeting time for the SAHC Hearing.
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Students are expected to participate in the hearing process when they are called as a complainant, respondent, or witness to a hearing. Should a student fail to appear for a hearing or fail to provide a written statement when proper notification has been given, the hearing will proceed without benefit of that student’s input.

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

Rights of the Individual Alleging the Violation (Complainant)

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

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**Rights of the Individual Accused of Sexual Assault (Respondent)**

The Respondent has:

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

**Advisors:**

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

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

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

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

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

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

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

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

   a. It is more likely than not that the alleged violation occurred and the respondent is responsible and impose sanctions, as appropriate; or
   b. It is more likely than not that the alleged violation did not occur and the respondent is not responsible; or
   c. There is not sufficient information available to make a determination.

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

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

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

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

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

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

Appeal Process:

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

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

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

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

If an appeal is received from either the complainant or the respondent, the Vice President of Student Development will notify, in writing, the non-appealing student within five (5) business days of receipt of the appeal that an appeal has been filed and the ground(s) upon which the appeal has been made. Within five (5) business days of such notification, the non-
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appealing student may submit a written statement to the Vice President of Student Development that he/she wishes to be considered. During the consideration of an appeal, the Vice President of Student Development will determine if sanctions imposed by the SAHC will be temporarily suspended or modified.

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

We want to acknowledge The University of Chicago and Westmont College for allowing their institutions’ sexual assault policy to be primary sources of reference in creating our revised policy.
It is the desire of the University that grievances be resolved at the lowest level possible and that the grievance procedure be as expeditious as possible. In accordance with the biblical injunction (Matthew 18:15), there should be an attempt made to resolve any grievance informally with the person or office with whom the grievant has a complaint.

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

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

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

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

**Academic Departments:**

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

**Scholarship Appeals:**

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

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

**Grievance procedures have two related functions:**

a. To determine whether or not an injury alleged by the student (grievant) was the result of an erroneous decision of the University regarding the implementation of university policies and procedures or their administration; and

b. if error is established, to determine an equitable redress for the student.

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

**Informal Appeal Procedures**

**Date: August 2009**
The student and the appropriate university administrator or professor should first attempt to resolve the problem before an appeal to a formal mechanism is made. In cases where this informal appeal is unsuccessful in resolving the problem to the student's satisfaction, the student should share the grievance with the Dean of the School of Intercultural Studies. The Dean will make a personal effort to resolve the grievance, unless, of course, the problem is between the Dean and the student.

**Formal Appeal Procedures**

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

**Dean's Hearing:**

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

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

b) The grievant must also submit to the Dean a written statement including all of the issues and evidence to be considered, and a list of any witnesses. Issues omitted from this statement may not be considered in the hearing.

c) The grievant will be notified in writing of the date, time, and place of the Dean's hearing.

d) The Dean's hearing will be conducted in an informal manner to the greatest extent possible. The Dean will personally interview the grievant, any other witnesses, and will consider all other relevant evidence presented.

e) The Dean will evaluate the testimony and evidence and prepare a written decision in the matter, which will be communicated, to the grievant within 10 days of the hearing. The decision of the Dean will be final and no further appeal is open to the student at Biola University.

**Committee Hearing:**

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

a) A written request for a committee hearing must be submitted by the grievant to the Dean. If the grievance involves a disciplinary action taken by the University, this request must be submitted within ten (10) days from the time the student was informed that disciplinary action would be imposed. The Dean may choose which of the disciplinary sanctions are to be implemented while the appeal is in process.
b) The committee will be composed of five (5) members, three (3) from University faculty or staff, and two (2) students selected as follows:

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

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

c) The three-committee members so chosen shall select one of them to serve as the chair of the committee.

d) The chair of the committee shall select two students from a list of SICS students.

e) The grievant must submit to the chair of the committee a written statement including all of the issues and evidence to be considered, and a list of any witnesses. Issues omitted from this statement may not be considered in the hearing.

f) The grievant will be notified in writing of the date, time, and place of the committee's hearing.

g) The committee hearing will be conducted in an informal manner to the greatest extent possible. The committee will personally interview the grievant, the Dean (or other designated faculty member), any other witnesses, and will consider all other relevant evidence presented. The University may tape the hearing in its entirety. The committee will evaluate the testimony and evidence and prepare a written recommendation to the Provost or his/her designee for final decision. The Provost or his/her designee will consider the recommendation and make a decision, which will be final, and no further appeal is open to the student at Biola University.
COMPLIANCE WITH NON-DISCRIMINATION... SECTION 2.13

COMPLIANCE WITH NON-DISCRIMINATION LAWS AND REGULATIONS ON DISCRIMINATION

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

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

1. Title VI of the Civil Rights Act of 1964 which prohibits discrimination based on race, color and national origin in the programs and activities of the University. This policy of non-discrimination also complies with Internal Revenue Service Revenue Ruling 71-447 required for maintaining the University's tax-exempt status.

2. Title VII of the Civil Rights Act of 1964 which prohibits employment discrimination based on sex, race, color or national origin.

3. Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability in all programs and activities that receive federal financial assistance. It applies to the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of its programs and activities. Section 504 also provides for the receipt of reasonable accommodations by persons with disabilities who self identify and demonstrate need for such accommodations.

4. The Americans with Disabilities Act of 1990 (No other law here has the reference ID listed), which affords persons with disabilities equal opportunity and full participation in life activities and prohibits discrimination on the basis of disability in employment, public service, public accommodations, telecommunications and transportation.

5. The Age Discrimination Act of 1975 which prohibits age-based discrimination against persons of all ages in programs and activities of the University.

6. The Age Discrimination in Employment Act of 1967 which prohibits discrimination against persons aged 40 and over regarding employment decisions.

7. Title IX of the Education Amendments of 1972 which prohibits all forms of discrimination on the basis of gender (including sexual harassment) in programs and activities of the University, except where the University has been granted exemptions based on its religious tenets.

Date: March 2004
DISCLOSURES AND COMPLIANCE WITH OTHER LAWS AND REGULATIONS

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

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

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

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

1. "Privacy" students need to approve any releases of information about themselves, with the exception of certifying a student's loan or deferment of a loan that the student themselves initiated since that release is "in the best interest of the students and a benefit to the student". Even these forms would normally only be processed if the loan form was received in the mail from the loan agency for enrollment verification or if the form was brought in by the student for processing.

2. In the case of students who have "not" indicated "privacy" for their files, there is still "private information" that cannot be released about the student. This is especially true with regard to grades, academic standing, etc. The only thing that can be released concerning "non-privacy" students is "directory release information": Name; Address; Telephone Number (though this is to be avoided when possible); Date and Place of Birth; Major Field of Study; Degrees awarded and dates received.

3. Outside of these data elements, nothing else about "non-privacy" students can be released.

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

The Crime Awareness and Campus Security Act Of 1990

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

Date: March 2004
Student Right-To-Know Act Of 1990

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

1976 Amendments to Higher Education Act of 1965

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

Drug-Free Schools and Communities Act of 1989

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

1. It is the policy of Biola that the University be free of alcohol and illicit drugs. The unlawful use, possession or distribution of alcoholic beverages or illicit drugs by students and employees of Biola is prohibited and violates this policy as well as the University's standard of conduct.

2. The California Penal Code states that "Every person who possesses any controlled substance shall be punished by imprisonment in the state prison" (CPC 11350). And, "Every person who possesses for sale, or purchases for sale, any controlled substance shall be punished by imprisonment in the state prison for two, three or four years" (CPC 11351). In addition, the purchase, possession or use of alcoholic beverages is illegal for those under the age of 21 in the State of California and constitutes a misdemeanor under B & P Code 25658, 25658.5 and 25662.

3. Known health risks of alcohol and/or illicit drug use include the following: Damage to respiratory and immune systems, malnutrition, seizures, loss of brain function, liver and kidney damage and a variety of other possible consequences.

4. The Biola Counseling Center provides individual treatment and counseling programs for drug and alcohol abuse to members of the Biola community, at cost. Referrals of students are also made to external organizations providing substance abuse programs.

5. Students violating this policy are subject to disciplinary actions up to, and including, suspension or dismissal from the University in accordance with University policies and procedures.
Hazing

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

Research with Human Subjects

1. Any educational research/ survey investigator requesting the participation of students, either on and/or off-campus, must request permission from the Office of the Dean of Student Affairs, ext. 4871.

2. All research surveys must be approved by the Protection of Human Rights in Research Committee (PHRRC) prior to requesting permission from the Student Affairs office. (Written protocol for the PHRRC is available from the Rosemead School of Psychology, Receptionist Desk).
Biola’s Campus Safety Office is concerned for the safety of individual students as well as the community as a whole. Campus Safety’s primary responsibility is to protect the people and property of Biola University. This includes the responsibility for all persons at the University (e.g., students, faculty, staff and visitors) and for all property owned or operated by the University. Officers trained in law enforcement, CPR and first aid are on duty 24-hours a day and are willing to assist students in any way.

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

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

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

Registration and Use of Motor Vehicles and Bicycles

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

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

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

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

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

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

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

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

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

State and Safety Violations include:
1. Refusing to identify self to Campus Safety official
2. Unnecessary or loud noise between 10:00 pm and 6:00 am (La Mirada Municipal Code Section 9.04.010)
3. Harassing telephone calls (Section 653m of the California Penal Code)
4. Throwing projectile at pedestrian or vehicle (Section 240/242 of the California Penal Code and 23110 of the California Vehicle Code)

5. Tampering with a smoke detector (Section 11.302 of the California Fire Code; 148.4 California Penal Code)


7. Disorderly conduct (La Mirada Municipal Code Section 9.04.030)

8. Tampering with or unlawful activation of a fire alarm (Section 1.302 of the California Fire Code)

9. Possession of firearms (Section 12001 of the California Penal Code, Section 626.9 of the California Penal Code)

10. Possession of drug paraphernalia (Section 11364 and 11364.5 of the California Health and Safety Code)

11. Possession or under the influence of alcohol (Section 23004 of the California Alcoholic Beverage and Control Code)

12. Details and explanations may be found in the Campus Safety Handbook

Safety and Traffic Citation Appeals

1. Citation appeals are to be made in writing within 7 working days of the violation and delivered in person or by mail to the office of Campus Safety. Citations not appealed within 7 working days will be billed to the student's account.

2. An appeal may be denied if it does not include the name, student number, campus box number, explanation, signature and date or is not appealed within 7 working days.

3. Results of the appeal will be mailed to campus box numbers from the Office of Campus Safety within 10 working days of making the appeal.

4. Service fees may not be appealed.

5. Ignorance of the regulations is not a valid excuse for violations.

6. Anyone dissatisfied with a decision may make an appointment with the Chief of Campus Safety. Appeals must be made in writing before an appointment is given.

7. Explanation of regulations is available for the Chief of Campus Safety during normal business hours.

8. An individual may file a late appeal by coming to the office or Campus Safety Building during normal business hours and filling out the request for a late appeal. This request will be either denied or granted by the Chief or Campus Safety.
EMERGENCY PREPAREDNESS

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

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

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

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

Are You Prepared?

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

Biola University is committed to the safety and security of all members of the campus community. In times of emergency the University will provide an appropriate campus-wide response to assure life safety and minimize losses.
Emergency preparedness is also an individual responsibility. This handbook will serve as a quick reference for efficient action during emergencies and should be kept in an easily accessible location at all times. All staff, faculty and students should take the time now to read and become familiar with the contents of this guide before an emergency occurs.

**Reporting an Emergency**

To report an emergency, call Campus Safety:

- **5111** on campus
- **911** off campus

State: "THIS IS AN EMERGENCY."

Give the dispatcher:

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

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

**Contacts:**

- **5111** (all emergencies)
- (Also, if any off-campus incident involves university property, please call Campus Safety.)

**General Security/Safety Problems**

- Campus Safety Administrative Office 903-4877
- Campus Safety Field Office 903-4812

**Student Health**

- Health Center 903-4841

**Office of Learning Disabilities**

- 903-4542

**Title IX Coordinators for Discrimination**

- Student Development 903-4874
- Human Resources 903-4757

**Date:** August 2007
EMERGENCY PREPAREDNESS

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

Alcohol/Drug Problems
Student Development 903-4874
Human Resources 903-4757

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

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

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

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

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

If safe to do so, stop and take time to get a good description of the criminal. Note height, weight, age, sex, race, hair and eye color, tattoos or facial hair, clothing, weapons if used, method and direction of travel and name if known. If the criminal is entering a vehicle, note the license plate number, make and model, color and outstanding characteristics.
Crime Prevention Tips
- Avoid walking alone.
- Do not open residence hall doors to strangers.
- Keep all doors closed and locked, and do not leave valuables unattended.
- Do not leave doors propped open.
- At night, LOOK inside your car before entering.
- Be aware of your surroundings.
- Stay in your car if you feel threatened when strangers are present.

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

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

If you receive a bomb-threat call, try to obtain the following information:
- When is the bomb going to explode?
- Where is it right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb? Why?
- What is your name?

Sex of caller ____________________________________ Age __________________________
Speech pattern/ accent ________________________________________________________
Background noises ___________________________________________________________
Number at which call was received _____________________________________________
Date and Time _______________________________________________________________
Chemical Spill

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

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

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

Fire

All alarms should be taken seriously. If you hear a fire alarm, evacuate. If you discover a fire:

- Activate fire alarm.
- Call Campus Safety (5111 or 903-6000) report type and location of fire.

Fire extinguisher instructions

P  Pull safety pin from handle.
A  Aim at base of fires.
S  Squeeze the trigger handle.
S  Sweep from side to side.

- In the event of a fire, alert others and get out. Move everyone away from are of fire; close (but do not lock) all doors as you move in order to slow down spread of fire.
- Walk, do not run. Keep noise to a minimum. Walk carefully to avoid tripping.
- Do not use the elevator.
- On stairways, use handrails and keep to right. Check all doors for heat (top and bottom) with back of hand. If hot, do not open.
- Assist people with disabilities (refer to section on persons with disabilities).
- If you are caught in smoke, drop to hands and knees and crawl; breathe shallowly through nose and use blouse, shirt or jacket as filter.
• Assist those leaving the building to move to safe areas away from falling debris.
• If you have relocated away from the building, do not return until you are notified that it is safe to do so.
• If your clothing catches fire, DO NOT RUN. STOP... DROP... ROLL.

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

Prepare in advance
Thoroughly familiarize yourself now with all possible routes you could take to exit your building during a fire. Practice walking through alternate exit routes. Remember, during a fire, smoke may obscure normally visible exit signs.
Avoid creating fire hazards. Do not store things in corridors, overload electrical circuits, put up flammable decorations or prop open doors. Report any problems with smoke detectors, fire alarms or fire hazards to Campus Safety.

Utility Failure
Gas leak
When there is a possible gas leak within any building on campus, it should be reported immediately to Campus Safety (5111 or 903-6000). Personnel specifically trained in gas shut-off procedures will respond immediately. Do not light matches or turn on lights and evacuate the building.
Facilities Services personnel will recommend response procedures once they have confirmed the leak. Building occupants should evacuate if recommended by Facilities Services or Campus Safety. Windows should be opened to allow ventilation.

Elevator failure
• If you are in an elevator that has stopped functioning, use the elevator phone or alarm button to call for help, and facilities personnel will respond.
• If the elevator has stopped functioning in an earthquake, the phone may not work. Emergency plans have been developed for such an event, and Campus Safety personnel will respond.
• If the elevator has stopped functioning in an earthquake, the phone may not work. Emergency plans have been developed for such an event, and facilities personnel will be automatically dispatched to check on all elevators.
Never attempt to pry open the doors or overhead hatch of a stopped elevator. Such actions by unskilled personnel may result in injury. Specially trained elevator mechanics will take care of the problem.

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

**Earthquake Response**

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

*After the shaking stops*
- Be prepared for aftershocks. Move cautiously. Wear enclosed shoes to avoid injury from broken glass or other debris.
- Check for injuries. Administer first aid if necessary. Do not move seriously injured individuals unless absolutely necessary. Do not use elevators. Do not use telephones except in a lifesaving emergency.
- Note any facility damage. If safe to do so, extinguish small fires. If you smell gas, turn off any gas appliances, and do not light a match or turn on lights. Report all problems to university emergency response personnel.
• Evacuate if the building is badly damaged, if there are gas leaks or fires or if directed to do so. During evacuation, close all doors and turn off all electrical equipment. Bring your personal emergency kit with you and use the stairway. Assist all individuals with disabilities (refer to section on persons with disabilities).

• Move away from the building to an open area free from overhead hazards. Do not return to the building until it has been determined to be safe by a competent judge of building safety. Keep streets and walkways clear for emergency equipment and personnel. Use extreme caution in rescue attempts if others are trapped. If possible, wait for trained university personnel to guide rescue efforts.

• Make note of any individuals who are missing. Provide all requested information to security and other response personnel. Turn on your radio for emergency information.

• Assist those individuals who experience anxiety in the aftermath of the earthquake. You will be helpful to them if you are sympathetic, yet positive. It may be calming for such individuals to be involved in helping others.

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

• BE FAMILIAR WITH APPROPRIATE EMERGENCY PLANS AND PROCEDURES. Familiarize yourself and others with the response steps listed above. Take a few moments now to identify evacuation routes and potential hazards to avoid. Identify the phone number of a contact person outside Southern California to act as a communication link with your family.

• PUT TOGETHER A PERSONAL EMERGENCY KIT, INCLUDING: Food and water, plastic eating utensils, basic first-aid supplies, flashlight, whistle, radio, spare batteries, change of clothes, enclosed shoes, gloves, spare eyeglasses, prescription medicine, plastic garbage bags, a blanket and personal hygiene items.

• MAINTAIN AN EARTHQUAKE-SAFE ENVIRONMENT.
  1. Move heavy objects down from high shelves.
  2. Restrain tall bookcases and cabinets firmly to wall studs.
  3. Anchor desktop computers down with anchor pads or Velcro.
  4. Cover glass windows with protective film.
  5. Relocate office desks away from windows.

• PREPARE YOUR FAMILY. If the earthquake happens while you are at work, you may be separated from your family for a period of time. They should be equipped with proper
emergency procedures. Schools should be prepared to care for children until parents can pick them up. Maintain a reserve of cash in case bank services are disrupted. Keep a mini-survival kit in your car and adequate fuel in your car in case gas stations are damaged.

**Persons With Disabilities**

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

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

**Wheelchair Users**

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

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

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

**Visually Impaired Persons**

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

**Hearing Impaired Persons**

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

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

Philosophy of Cultural Pluralism

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

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

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

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

Resolution on the Sanctity of Human Life

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

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

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. We also offer an intensive non-credit certificate course, Essentials of TESOL, in the summer.

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.
ALT MISSION STATEMENTS

The mission of the Department of Applied Linguistics and TESOL is to prepare Christian professionals to serve with excellence in fields related to language and language education in a range of linguistic and cultural contexts.

The MA TESOL educates 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.
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. I continue to work with SIL International (the field organization connected to Wycliffe Bible Translators) as a consultant, and am the chief analyst on a Scripture use research project with SIL.

My wife, Betsy, also teaches at Biola University in the Institute for Spiritual Formation. We have three children, two girls and a boy, who are some of the coolest people you could ever meet!

My recreational interests include cycling, mountain biking, karate (tang soo do), 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'm a native of Dallas, TX. I grew up in a bilingual atmosphere and consequently developed a fascination for different languages at an early age; in elementary school I would do strange things like go to the library to check out books with titles like "Teach Yourself Tagalog"…I didn’t even know what Tagalog was. Anyway, 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 goals to translate God's Word into minority languages around the world – I could think of no better way to serve God while scratching my linguistic itch. 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 focussed 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, and translation. In addition I do translation consulting, train mother-tongue-translators and serve on the board of SIL International. Likes? How about bike riding with friends, I Love Lucy and Faulty 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 with a degree in painting and drawing; Ryan with a degree in classical guitar; and Lucas is in his third year double-majoring in oboe performance and music composition.

Date: August 2009
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. In high school I was in the minority and developed an interest in languages and cultures, mainly through exchanges. So 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 to missionary service, 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 acquisition 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 SICS. While not perfect, 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. My research is mainly related to ESP, SLA, and vocabulary (see my webpage for downloadable copies of recent publications), and I served as editor of a TESOL newsletter 2006-2008. I love music, reading, and traveling, but mostly enjoy spending time with Wendy and our marvelous sons Joel and Caleb.

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 two children, Jason, who is six years old, and Merci, who is three years old. We named Jason after the Jason in the Book of Acts, who bravely protected Paul and Silas and confronted the mobs and the city officials, hoping that he can grow to be a brave man for the Lord. We also gave Jason a Chinese name, Xueqian, meaning learning to be humble. We hope that while he has courage, he is also a humble man before the Lord. Merci is our younger daughter. We named her Merci in memory of God’s protection and grace during the difficult pregnancy. Her Chinese name also means grace and mercy.

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

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 the U.S. Center for World Mission has 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. In summer 2008 I went to Mauritania to train teachers and teach business EFL.

My husband Lee is a member of the U.S. Center for World Mission. He previously directed the Perspectives Study Program and is now director of operations of the U.S.C.W.M. We have two children, Cara, born in 1986, a recent graduate of Biola; and David, born in 1990, a student at UC Santa Cruz. Lee and I are grateful that we can each work ¾-time and share in family responsibilities.

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!)
CHOOSING A PROGRAM IN THE ALT DEPARTMENT

With the varied offerings at Biola and SICS, how do you know which program is best for you? Here are some general guidelines. Feel free to talk with your advisor or any faculty member regarding your specific goals and needs.

Certificate or MA in TESOL
You want to teach English to speakers of other languages. You are interested in working in the U.S. with college or university students or immigrants or refugee adults, or you are interested in working internationally with any age group.

Teaching credential program through Education Department
You want to teach ESL to K-12 students in the U.S..

MA in Applied Linguistics
You want to work with a mission agency or other organizations involved in Bible translation, language survey, literacy, or Scripture-in-use projects. Or you want to be prepared for a variety of language-related careers and ministries, including language planning, lexicography, literacy, orthography, and translation.

MA in Linguistics and Biblical Languages
You want to work specifically as a linguist-translator for an organization such as Wycliffe. This program is particularly geared towards those who are already working with, or in the final stages of the application process with, such organizations.

MA in Applied Linguistics + Concentration/Certificate in TESOL
You prefer a broader applied linguistics perspective than the MA TESOL offers and want to be prepared both to teach ESL/EFL and to do other applied linguistics work.

MA in Intercultural Studies + Certificate in TESOL
You want a strong foundation in cultural and missiological principles, and you want to teach ESL/EFL.

Certificate in Biblical Studies (Talbot School of Theology) + Certificate or MA TESOL
You want a strong foundation in Bible, and you want to teach ESL/EFL.
ALT WRITTEN COMPETENCY EXAM

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.

The preparation of 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.

Suggested writing strategy

Because the exam is two hours long, it is possible for a student to write a full draft and then recopy it - - if he or she is a fast writer. However, if the student spends a good amount of time carefully planning the essay, he or she may not need to write a full draft and then recopy it. It is perfectly fine to make corrections and revisions on the final draft of the essay, as long as they are legible.
ALT WRITTEN COMPETENCY 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 on a Saturday at the beginning of the fall semester. On the following Monday, students will receive a letter informing them whether their essay did or did not satisfy the ALT Written Competency Exam requirement. The letter will be placed in student’s mailbox, which should have been assigned at the orientation.

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 in the ELSP program or work closely with a faculty and/or with tutors at the Writing Center. Students who achieved a fail score must present evidence of satisfactory work at the end of the term, e.g., satisfactory coursework in an ELSP writing course. 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 ELSP writing courses or sign a contract re other action such as tutoring.</td>
<td>Present satisfactory grade in required ELSP course(s) or Retake ALT WCE with a pass.</td>
</tr>
</tbody>
</table>
**ALT Written Competency Exam**

**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. Specific feedback on areas in need of improvement is also provided in the comments column.*

<table>
<thead>
<tr>
<th>Score</th>
<th>Insightful and mature</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Clearly competent</th>
<th>Introduction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A 4 paper is clearly competent. It presents a thoughtful response to the text, elaborating that response with appropriate examples and sensible reasoning. A 5 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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Satisfactory, though sometimes marginally so</th>
<th>Analysis of text:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Unsatisfactory</th>
<th>Development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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, eg., Bible; but a student’s overall GPA must be 3.0 or above.
ADVISEMENT AND REGISTRATION

ADVISEMENT AND REGISTRATION

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

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

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

REGISTRATION

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

WEBREG

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

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

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

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

Date: August 2007
GRADUATION REVIEW AND EVALUATION

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. Students are required to request an appointment with a graduation counselor before you register for your final semester. These appointments can be made by calling Admissions, extension 5503 and requesting an appointment for graduation review. 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.

Before students can meet with a graduation counselor, they must first meet with their ALT advisor to complete their tracking sheet and have it signed by the advisor and the department Chair. They will be given two copies, one for their file and the other to take to the graduation counselor.

Normally, students who are completing the MA in TESOL are not given a Certificate upon completion of the first year course. 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 Certificate along the way.
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 grad or undergrad level. Program units must be at the grad level. (If you have not met foundational requirements before entering the program, those units must be done at the grad level too.)

Students who don’t have a background in Bible or theology are urged to choose from the following courses:
- TTBE517 Hermeneutics and Bible Study Methods
- TTBE 519 Survey of Genesis to Malachi
- TTBE 520 Survey of Matthew to Revelation

Talbot, in conjunction with the Education Department, offers a special three-unit section of TTBE 732 “Life of Christ” which is appropriate for TESOL students. Contact the Ed Dept for permission and explain that you are a TESOL student.

"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/](http://www.perspectives.org/)

Students who have already taken these or similar courses may take any Talbot Bible or theology course from the “Biblical Exposition” (TTBE) or “Systematic Theology” (TTTH) sets of courses. For courses outside these areas, permission must be granted.
ACADEMIC EXPECTATIONS AND SUCCESS IN GRADUATE SCHOOL

- You are expected to do your own work. (See Section 3.9 on Academic Integrity.)

- 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 come to class and expected to be on time. Class sessions are an important part of your learning and cannot be replaced by simply doing the reading or asking a classmate for notes. Arriving on time (even on days when assignments are due) shows respect for your instructor and classmates. Some instructors build class participation into their grading criteria.

- You are expected to communicate with your instructor in a timely way if you are having any trouble with the class. Call in advance if you must miss 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. Services offered at Biola include:

  **Writing Center**  x 4826  Sutherland Hall 213
  Help in the process of writing and organizing ideas (not proofreading)

  **Tutors or proofreaders**
  If you would like to hire someone to give you individualized help in writing or to proofread a paper, ask a ALT faculty member, the staff at the Writing Center, or the staff at the English Language Studies Program.

  **Counseling Center**  x 4800  Biola Professional Building (Imperial & La Mirada)
  Biblically based psychological counseling at low cost to students. A wonderful resource!

  **Institute for Spiritual Formation**  x3205
  Looking for some spiritual mentoring? A place to focus on caring for your soul and growing in your relationship with God? ISF can help you find a spiritual director or relevant small group.
Learning Assistance Services  x 4542  
While this office exists to serve undergraduate, not graduate students, they do offer workshops in such topics as time management, stress reduction, improving your memory, and so on. Contact the office for a schedule of workshops or for a list of recommended resources. See: http://www.biola.edu/admin/learning/learning.cfm

Disability Services  x4542  
Please see: http://www.biola.edu/admin/disability/index.cfm

Career Center  x.4875  (located in the Student Services Building)  
See http://www.biola.edu/admin/career/ for all the ways Biola’s Career Center can help you, including self-assessment, personal career counseling, and all things related to the job search.

ALT Faculty  
Stop by during office hours or make an appointment. We’re eager to get to know you and talk about whatever is on your mind.

Biola services are not the only source of help. Call a friend and ask them to be an accountability partner for you. Get involved in a church small group. (If you are new to the area and want to know what churches are available, Student Ministries at Biola maintains a list: http://www.biola.edu/stumin/. Gather a group of your classmates to study together or do something fun.
GUIDELINES FOR COMPLETING WORK ON TIME

SECTION 3.11

MEETING DEADLINES AND DOING 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.

Date: August 2007
GUIDELINES FOR COMPLETING WORK ON TIME

SECTION 3.11

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 an appointment 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.
LETTERS OF REFERENCE

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 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 or 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.

Date: July 2006
GIFT POLICY

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.

Date: August 2009
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*, 5th edition (APA) as its guide for writing style. The APA format is also described and illustrated in *The Brief Holt Handbook*, the standard handbook used at Biola. You can find a copy in the reference section of Biola’s library. Another useful source would be Purdue University’s Online Writing Lab (OWL) APA style workshop (Copyright ©1995-2004 by OWL at Purdue University and Purdue University) found at http://owl.english.purdue.edu/workshops/hypertext/apa/index.html. For more APA style resources, see http://www.psywww.com/resource/apacrib.htm

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 prepared on a personal computer and printed out in an easily readable font, such as Times, 12 pt. This means that the print will be dark enough to be read without eyestrain. A laser printer produces the best finished paper, but a good quality inkjet printout is also acceptable. Biola University provides computers for student use in Metzger Hall and in Biola’s library.
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 at the top and both sides of your paper. The bottom margin should be 1 1/4 inches up from the bottom of the page. The left margin of papers written for courses differs from that of final research papers and theses; the latter require a margin of one and one-half inches at the left to allow for binding.

Page Numbers

For theses, the page number should be placed at the bottom of the page, centered and about 5/8 inch up. Every page of the text will be numbered except the title page. For term papers, use whatever is available in your word processing; bottom, top, and top right are all acceptable.

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.

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 items cited in the reference list have the following form. 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. If there are joint authors, the authors are all listed surname first in both journals and authored books. If a senior author has published items under his/her own name and also edited works or collaborated with other authors, a separate entry is made for each combination of his/her name with those of other collaborators.

In the examples which follow, note carefully capitalization, spacing, font type, and punctuation. The same information may occur in a slightly different format depending on the category of entry it is part of. Particularly note these two areas:

1. Order 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. Compare entries in sections B and C below.

2. Page numbers. In citing a chapter in a book, give the page numbers as: (pp. 123-456). However, when citing an article from a journal or periodical use just the numbers without “pp.”. Compare entries in section C with those in section D below.

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


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


C. If the item is a chapter in a book


D. If the item is an article in a periodical


E. If the item is a book review


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


Date: August 2008
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…
- 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:


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

ALT DEPARTMENT STYLE MANUAL

SECTION 4.1

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

Give the author’s name (if given), date, title of the document, and any other information you think would be relevant (e.g., paper given at . . . ), and the ERIC reference data.


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.

Date: August 2008

Page 6 of 10
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

(Holec, 1979)
(Freeman & Cornwell, 1993)

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

(see, e.g., Brown, 1994; Freeman & Cornwell, 1993; Richards & Lockhart, 1994)

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 .25 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:
Slimani (1992) reports that:

about 77.45 percent …
(several lines of text)
… initiated by the teacher. (p. 211)

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).

5. "Transparency is primarily a cognitive problem" (Stevick, 1971, p. 48).

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. Number your notes consecutively throughout the text. 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. 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 SECTION 4.2

The following is a list of professional journals that students and faculty of Applied Linguistics and TESOL often read in their studies. Given the overwhelming amount of professional journals available (see Section 4.3 for the extensive list of periodicals in Applied Linguistics and TESOL compiled by Dr. Michael Lessard-Clouston), these journals are recommended for students’ initial exploration. Students can access these journals online either on campus or at home.

Annual Review of Applied Linguistics
Applied Linguistics
Canadian Modern Language Review
Computer Assisted Language Learning
ELT Journal
English Teaching Forum
International Journal of Applied Linguistics
International Journal of Corpus Linguistics
International Journal of Lexicography
International Review of Applied Linguistics in Language Teaching (IRAL)
Journal of Linguistics
Journal of Second Language Writing
Language
Language Assessment Quarterly
Language in Society
Language Learning
Language Learning and Technology
Language Policy
Language Testing
Language Teaching Research
Modern Language Journal (MLJ)
ReCALL Journal
RELC Journal
Second Language Research
Studies in Second Language Acquisition
System
TESL-EJ
TESOL Quarterly
The Internet TESL Journal
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.3

The following list of periodicals (mostly journals) will be of interest to students and faculty in Applied Linguistics and TESOL. It may be that you are interested in learning about what has been studied concerning a particular topic, and you want to look for a good literature survey or some examples of related empirical research. Maybe you are looking for a theoretical framework or some work on research methods or aspects of language or education. Perhaps you want to try to publish that assignment you wrote for a course or the paper you presented at a conference. Well, here are some periodicals to consider – both to learn about what has been done and to contribute as a professional to the field.

The following list is not complete, but it includes many journals and some magazines in various areas of interest that we consider in our core and major elective classes in applied linguistics and TESOL. Some of these sources are only available online, others are only in print, and still others may be available in some combination of these. While Biola does not subscribe to all of these, I have tried to indicate what we do have access to (where known), through library subscriptions or online access. Thus these simple notations may be useful:

L = available in print in the Biola library (check the journals room or the stacks)
O = an online journal (visit the web site listed, usually for pdf articles)
L/O = available in print in the Biola library and in pdf online through Biola (but often/usually only on campus, through the Biola website)
B/O = Biola’s subscription is only online on campus through the website (pdf)

Here are some further caveats/comments/suggestions:
• The periodicals are listed alphabetically, and where possible I have included a URL, as many print journals have abstracts, sample articles, etc., online.
• While not vouching for the content or quality of these periodicals, I find them to be good overall, with lots of interest. Most are refereed, yet some are not. While most are in language, linguistics, applied linguistics, or TESOL, some other relevant journals are included because they publish language-related articles.
• I have only included periodicals that are freely available (you don’t need to be a member of a group in order to receive or read them), though not all are free! Often we have to pay for good research. Yet check the library’s online periodicals directory (http://www.biola.edu/library/tools/periodicals/) first!

If you find updates or other periodicals that would be good to add to future versions of the list, please e-mai the information (title, publisher, URL, etc.) to Dr. Michael Lessard-Clouston at michael.lessard-clouston@biola.edu. Happy researching!

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Belgian Journal of Linguistics
http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=Bjl

Bilingual Research Journal L/O http://brj.asu.edu/

Bilingualism: Language and Cognition
http://journals.cambridge.org/action/displayJournal?jid=BIL

Biolinguistics O http://www.biolinguistics.eu/index.php/biolinguistics

Birkbeck Studies in Applied Linguistics O http://www.bisal.bbk.ac.uk/

BOCA: The South Florida Journal of Linguistics


Bulletin suisse de linguistique appliquée
http://www.romsem.unibas.ch/vals-asla/bulletin/tables.htm

California Linguistic Notes O http://hss.fullerton.edu/linguistics/cln/


CALL-EJ Online http://www.tell.is.ritsumei.ac.jp/callejonline/index.php


Canadian Journal of Linguistics B/O
http://muse.jhu.edu/journals/canadian_journal_of_linguistics/

Canadian Modern Language Review L/O
http://muse.jhu.edu/journals/canadian_modern_language_review/

CATESOL News L/O http://www.catesol.org/newsletter.html

CETC Newsletter O http://www.cetesol.org/newsletters.html

Child Language Teaching and Therapy http://ctl.sagepub.com/


Christian Education Journal L http://wisdom.biola.edu/cej/

Christian Scholar’s Review L http://www.csreview.org/


College Composition and Communication http://www.inventio.us/ccc/

College English L http://www.ncte.org/pubs/journals/ce

College ESL http://lib1.bmcc.cuny.edu/facres/esl.html

Colorado Research in Linguistics O http://www.colorado.edu/ling/CRIL/index.htm

Communication Reports L http://www.tandf.co.uk/journals/titles/08934215.asp

Communication Research L http://crx.sagepub.com/

Computer Assisted Language Learning
http://www.informaworld.com/smpp/title~content=t716100697~db=jour


Constructions O http://elanguage.net/journals/index.php/constructions/index

Constructions and Frames
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=CF

Corpora http://www.eup.ed.ac.uk/journals/content.aspx?pagId=1&journalId=12801

Corpus http://corpus.revues.org/
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.3

Corpus Linguistics and Linguistic Theory
http://www.reference-global.com/toc/cllt/current

Crisolenguas O http://crisolenguas.uprrp.edu/indexEnglish.html

Critical Inquiry in Language Studies
http://www.informaworld.com/smpp/title~content=t775648099~db=all

Cross-Cultural Research http://ecr.sagepub.com/

Crossroads of Language, Interaction and Culture (The CLIC Journal) O
http://www.humnet.ucla.edu/humnet/al/clic/journal.htm

Cultural Anthropology
http://www3.interscience.wiley.com/journal/118902555/home

Culture and Religion L http://www.tandf.co.uk/journals/titles/01438301.html

Current Anthropology L http://www.journals.uchicago.edu/CA/

Current Issues in Language and Society (no longer published)
http://www.multilingual-matters.net/cils/default.htm

Current Issues in Language Planning
http://www.multilingual-matters.net/cilp/default.htm

Currents in Electronic Literacy O http://currents.cwrl.utexas.edu/

Curriculum Inquiry
http://www3.interscience.wiley.com/journal/117998793/home

Critical Discourse Studies
http://www.informaworld.com/smpp/title~content=t713695016~db=jour

Critical Inquiry in Language Studies http://www.leaonline.com/loi/cils

DELT A: Documentação de Estudos em Linguística Teórica e Aplicada
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=DIA

Diaspora, Indigenous, and Minority Education
http://www.informaworld.com/smpp/title~content=t775653636~db=jour

Dictionaries L http://polyglot.lss.wisc.edu/dsna/

Die Unterrichtspraxis / Teaching German

Discours – Revue de linguistique O http://discours.revues.org/

Discourse Analysis Online O http://extra.shu.ac.uk/daol/

Discourse and Society B/O http://das.sagepub.com/

Discourse Processes http://www.informaworld.com/smpp/title~content=t775653637~db=all

Discourse Studies B/O http://dis.sagepub.com/

Edinburgh Working Papers in Applied Linguistics (via ERIC)

Education Policy Analysis Archives http://epaa.asu.edu/epaa/

Educational Horizons L http://www.pilambda.org/horizons/volumes.html

Educational Insights O http://www.ccfl.educ.ubc.ca/publication/insights/

Educational Leadership L http://www.ascd.org/portal/site/ascd/menuitem.a4dbd0f2c4f9b94cdeb3ffdb62108a0c/
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.3

Educational Researcher  http://edr.sagepub.com/
EL Gazette  http://www.elgazette.com/
eLanguage  O  http://elanguage.net/home

English Education  L  http://www.ncte.org/pubs/journals/ee
English in Education  http://www3.interscience.wiley.com/journal/118902561/home
English Journal  L  http://www.ncte.org/pubs/journals/ej
English Language and Linguistics  L  http://journals.cambridge.org/action/displayJournal?jid=ELL
English Teaching Forum  http://exchanges.state.gov/forum/
English Teaching Professional  http://www.etprofessional.com/
English Text Construction  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=ETC
English Today  L/O  http://journals.cambridge.org/action/displayJournal?jid=ENG
English World-Wide  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=EWW
Equity and Excellence in Education  L  http://www.informaworld.com/smpp/title~content=t713770316~db=jour
ESL Magazine  http://www.eslmag.com/
ESP Across Cultures  O  http://old.unifg.it/esp/
ESP World  O  http://www.esp-world.info/contents.htm
Essential Teacher  L  http://www.tesol.org/et
Essex Graduate Student Papers in Language and Linguistics  O  http://www.essex.ac.uk/linguistics/pgr/egssp/index.shtm
Etudes de linguistique appliquée  http://www.klincksieck.com/revues/ela/
Ethnicities  http://etn.sagepub.com/
EUROSLA Yearbook  B/O  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=EUROSLA
Evaluation and Research in Education  http://www.multilingual-matters.net/erie/default.htm
Evangelical Missions Quarterly  L  http://bgc.gospelcom.net/emis/emqpg.htm
Field Methods  http://fmx.sagepub.com/

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First Language  http://fla.sagepub.com/
Folia Linguistica  http://www.reference-global.com/toc/flin/current

Foreign Language Annals  http://www.actfl.org/i4a/pages/index.cfm?pageid=3320

Forum on Public Policy  B/O
http://www.forumonpublicpolicy.com/journals.htm
Frontiers of Literary Studies in China
http://www.springerlink.com/content/1673-7318
FULGOR - Flinders University Languages Group Online Review  O

Functions of Language
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=FOL
German as a Foreign Language  O  http://www.gfl-journal.de/
German Quarterly  http://www3.interscience.wiley.com/journal/118902565/home
Gesture  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=GEST
Heritage Language Journal  O  http://www.heritagelanguages.org/
Hispania  L  http://www.hispaniajournal.org/
Historiographia Linguistica
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=HL
Hong Kong Journal of Applied Linguistics  http://ec.hku.hk/hkal/
Human Communication Research  L/O
http://www3.interscience.wiley.com/journal/118533486/home
Humanising Language Teaching  O  http://www.hltmag.co.uk/
IANUA Revista Philologica Romanica  O  http://www.romaniaminor.net/ianua/
IATEFL Voices  http://www.iatefl.org/
ICAME Journal  http://icame.uib.no/journal.html
ILSIENNA (Maltese Linguistics)
http://www.fb10.uni-bremen.de/ghilm/journal.aspx
Ikala – Revista de lenguaje y cultura http://quimbaya.udea.edu.co/~ikala/
Information Design Journal  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=IDJ
Innovation in Language Learning and Teaching
http://www.multilingual-matters.net/illt/default.htm
Interaction Studies  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=IS
Intercultural Pragmatics  http://www.reference-global.com/toc/iprg/current

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International Journal for the Semiotics of Law
http://www.springerlink.com/content/0952-8059

International Journal of American Linguistics  L
http://www.journals.uchicago.edu/IJAL/home.html

International Journal of Applied Linguistics  B/O
http://www3.interscience.wiley.com/journal/118505198/home

International Journal of Bilingual Education and Bilingualism
http://www.multilingual-matters.net/beb/default.htm

International Journal of Corpus Linguistics
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=IJCL

International Journal of Cultural Studies  http://ics.sagepub.com/

International Journal of English Studies
http://www.um.es/engphil/nueva/id22.htm


International Journal of Intercultural Relations
http://www.sciencedirect.com/science/journal/01471767


International Journal of Multilingualism
http://www.multilingual-matters.net/ijm/default.htm

International Journal of Speech, Language and the Law

International Journal of the Sociology of Language
http://www.reference-global.com/toc/ijsl/current

International Multilingual Research Journal
http://www.informaworld.com/smpp/title~content=t775653684~db=all

International Review of Applied Linguistics in Language Teaching
http://www.reference-global.com/toc/iral/current

International Review of Education  L/O
http://www.springerlink.com/content/0020-8566

Interpreting  L
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=INTP

inTRAlinea (Translation Journal)
http://www.intralinea.it/eng_open.php

Investigationes Linguisticae  O
http://www.staff.amu.edu.pl/~inveling/index.php

Iranian EFL Journal  O
http://www.iranian-efl-journal.com/


Issues in Applied Linguistics  http://www.humnet.ucla.edu/humnet/TESLAL/ial/


Issues in Intercultural Communication
https://www.novapublishers.com/

Issues in Political Discourse Analysis  https://www.novapublishers.com/

Italian Journal of Linguistics  http://alphalinguistica.sns.it/Riviste.htm

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ITL International Journal of Applied Linguistics


JALT Hokkaido Journal O http://www.jalthokkaido.net/faq/faq_journal.html

JALT Journal http://jalt-publications.org/ijj/

Japan Journal of Multilingualism and Multiculturalism
http://www.bsig.org/ijmm/index.html


Journal of Adolescent and Adult Literacy L
http://www.reading.org/publications/journals/jaal/current/index.html

Journal of African Languages and Linguistics
http://www.reference-global.com/toc/jall/current

Journal of Anthropological Research L http://www.unm.edu/~jar/

Journal of Applied Linguistics

Journal of Arabic and Islamic Studies O http://www.uib.no/jais/jais.htm

Journal of Asian Pacific Communication
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JAPC

Journal of Child Language http://journals.cambridge.org/action/displayJournal?jid=JCL


Journal of Christianity and Foreign Languages L
http://www.spu.edu/orgs/nacfla/publicat.htm


Journal of Communication and Religion L
http://www.americanrhetoric.com/rca/rcajournals.html


Journal of Cross-Cultural Psychology L/O http://jcc.sagepub.com/

Journal of Cultural Diversity L

Journal of Curriculum Studies L http://www.tandf.co.uk/journals/tf/00220272.html

Journal of East Asian Linguistics http://www.springerlink.com/content/0925-8558
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<table>
<thead>
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<th>Title</th>
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<td>Journal of English Linguistics</td>
<td><a href="http://eng.sagepub.com/">http://eng.sagepub.com/</a></td>
</tr>
<tr>
<td>Journal of Historical Pragmatics</td>
<td><a href="http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JHP">http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JHP</a></td>
</tr>
<tr>
<td>Journal of International and Intercultural Communication</td>
<td><a href="http://www.informaworld.com/smpp/title~content=t777186829~db=jour">http://www.informaworld.com/smpp/title~content=t777186829~db=jour</a></td>
</tr>
<tr>
<td>Journal of Language and Politics</td>
<td><a href="http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JLP">http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JLP</a></td>
</tr>
<tr>
<td>Journal of Language, Identity, and Education</td>
<td><a href="http://www.informaworld.com/smpp/title~content=t775653670~db=all">http://www.informaworld.com/smpp/title~content=t775653670~db=all</a></td>
</tr>
<tr>
<td>Journal of Latinos and Education</td>
<td><a href="http://www.informaworld.com/smpp/title~content=t775648131~db=jour">http://www.informaworld.com/smpp/title~content=t775648131~db=jour</a></td>
</tr>
<tr>
<td>Journal of Literacy Research</td>
<td><a href="http://www.informaworld.com/smpp/title~content=t775648132~db=all">http://www.informaworld.com/smpp/title~content=t775648132~db=all</a></td>
</tr>
<tr>
<td>Journal of Mesoamerican Languages and Linguistics</td>
<td><a href="http://elanguage.net/journals/index.php/jmll/index">http://elanguage.net/journals/index.php/jmll/index</a></td>
</tr>
</tbody>
</table>

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Journal of Multicultural Discourses  
http://www.multilingual-matters.net/jomd/default.htm

Journal of Multilingual and Multicultural Development  
http://www.multilingual-matters.net/jmmd/default.htm

Journal of Neurolinguistics  
http://www.sciencedirect.com/science/journal/09116044

Journal of Pan-Asian Association of Applied Linguistics  
http://paaljapan.org/conference/journals.html

Journal of Phonetics  
http://www.sciencedirect.com/science/journal/00954470

Journal of Pidgin and Creole Languages  
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JPCL

Journal of Politeness Research, Language, Behaviour, Culture  
http://www.reference-global.com/toc/jplr/current

Journal of Portuguese Linguistics  

Journal of Pragmatics  
http://www.sciencedirect.com/science/journal/03782166

Journal of Psycholinguistic Research  
http://www.springerlink.com/content/0090-6905

Journal of Research in Reading  
B/O http://www3.interscience.wiley.com/journal/117986938/home

Journal of Second Language Writing  
L http://www.sciencedirect.com/science/journal/10603743

Journal of Sociolinguistics  
B/O http://www3.interscience.wiley.com/journal/117980142/home

Journal of Speech, Language, and Hearing Research  
L http://jslhr.asa.org/

Journal of Teacher Education  
L/O http://jte.sagepub.com/

Journal of Technology, Learning, and Assessment  
O http://escholarship.bc.edu/jtla/

Journal of the International Phonetic Association  
http://journals.cambridge.org/action/displayJournal?jid=IPA

Journal of Translation  

Journal of Turkish Linguistics  
http://unish.org/

Journal of Universal Language  
http://unish.org/

Journal of Voice  
http://www.sciencedirect.com/science/journal/08921997

Korea TESOL Journal  
http://www.kotesol.org/?q=KTJ

Korean Journal of Applied Linguistics  
http://www.alak.or.kr/2_public/index3.asp

L1 – Educational Studies in Language and Literature  
O http://l1.publication-archive.com/start

Language  
L/O http://www.lsadc.org/info/pubs-lang-toc.cfm
http://muse.jhu.edu/journals/language/

Language@Internet  
O http://www.languageatinternet.de/

Language Acquisition  
http://www.informaworld.com/smpp/title~content=t775653668~db=all

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Language and Cognitive Processes
http://www.informaworld.com/smpp/title~content=t713683153~db=jour

Language and Communication
http://www.sciencedirect.com/science/journal/02715309

Language and Education http://www.multilingual-matters.net/le/default.htm

Language and Intercultural Communication
http://www.multilingual-matters.net/laic/default.htm

Language and Literacy O http://www.langandlit.ualberta.ca/

Language and Literature O http://ojs.gc.cuny.edu/index.php/lljournal#eng

Language and Literature http://lal.sagepub.com/

Language and Linguistics Compass O
http://www3.interscience.wiley.com/journal/118547136/home

Language Arts L http://www.ncte.org/pubs/journals/la

Language Assessment Quarterly
http://www.informaworld.com/smpp/title~content=t775653669~db=jour

Language Awareness http://www.multilingual-matters.net/la/default.htm

Language, Culture and Curriculum
http://www.multilingual-matters.net/lcc/default.htm


Language Documentation and Conservation O http://www.nflrc.hawaii.edu/lde/

Language in Society L/O http://journals.cambridge.org/action/displayJournal?jid=LSY

Language Learner L http://www.nabe.org/index.html

Language Learning L/O http://www3.interscience.wiley.com/journal/117984950/home

Language Learning Journal
http://www.informaworld.com/smpp/title~content=t779637218~db=jour

Language Learning and Development
http://www.informaworld.com/smpp/title~content=t775653671~db=jour

Language Learning and Technology O http://llt.msu.edu/

Language Magazine http://www.languagemagazine.com/

Language Matters (Studies in the Languages of Africa)
http://www.informaworld.com/smpp/title~content=t777285708~db=jour


Language Policy http://www.springerlink.com/content/1568-4555

Language Problems and Language Planning L
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=LPLP

Language Research http://language.snu.ac.kr/language/pages/SL00026_00.jsp

Language Resources and Evaluation
http://www.springerlink.com/content/1574-020X


Language Teaching L/O http://journals.cambridge.org/action/displayJournal?jid=LTA

Language Teaching Research http://ltr.sagepub.com/

Language Testing L http://ltj.sagepub.com/

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Marges Linguistiques  O  (no longer published)
  http://marges.linguistiques.free.fr/index.htm
Mélanges CRAPEL  O
  http://revues.univ-nancy2.fr/melangesCrapel/articleCrapel.php3?id_rubrique=1
Metaphor and Symbol
  http://www.informaworld.com/smpp/title~content=t775653680~db=all
Mind and Language
  http://www3.interscience.wiley.com/journal/117998130/home
Mission Frontiers  L/O  http://www.missionfrontiers.org/
Modern English Teacher
  http://www.onlinemet.com/
Morphology  http://www.springerlink.com/content/1871-5621
Multicultural Perspectives  http://www.nameorg.org/publications.html
Multicultural Review  L  http://www.mcreview.com/
Multilingua  http://www.reference-global.com/toc/mult/current
Multilingual
  http://www.multilingual.com/
NABE News  L  (no longer published)
Narrative  L
  http://www.ohiostatepress.org/Journals/Narrative/narrmain.htm
Narrative Inquiry
  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=NI
Natural Language and Linguistic Theory
  http://www.springerlink.com/content/0167-806X
Natural Language Semantics  http://www.springerlink.com/content/0925-854X
NECTFL Review
  http://alpha.dickinson.edu/prorg/nectfl/review.html
Neophilologus  http://www.springerlink.com/content/0028-2677
New Voices in Translation Studies
  http://www.iatis.org/newvoices/
New Writing  http://www.multilingual-matters.net/nw/default.htm
New Zealand Studies in Applied Linguistics
  http://www.vuw.ac.nz/lals/about/alanl/journal.html
Notes on Linguistics  (no longer published)
  http://www.sil.org/linguistics/nol.htm
Notes on Literacy  (no longer published)
  http://www.sil.org/literacy/nol.htm
NovELTy
Ottawa Papers in Linguistics  O
  http://aix1.uottawa.ca/~clo/
PacCALL Journal  http://www.paccall.org/journal/
Pedagogies
  http://www.informaworld.com/smpp/title~content=t775653691~db=jour
Perspectives: Studies in Translatology
  http://www.multilingual-matters.net/pst/default.htm

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Phonology http://journals.cambridge.org/action/displayJournal?jid=PHO
PMLA http://www.mla.org/pmla
Polyglot
Porta Linguarum http://www.ugr.es/~portalin/
Pragmatics and Cognition http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=P%26C

Qualitative Inquiry http://qix.sagepub.com/
Qualitative Research http://qrj.sagepub.com/
Quarterly Journal of Speech http://www.informaworld.com/smpp/title~content=t713707519~db=jour
Reading and Writing http://www.springerlink.com/content/0922-4777
Reading Improvement
Reading in a Foreign Language http://nflrc.hawaii.edu/rfl/
Reading Research and Instruction Journal http://www.collegereadingassociation.org/rri.html

Reading Online (no longer published) http://www.readingonline.org/
ReCALL http://journals.cambridge.org/action/displayJournal?jid=REC
Reflections http://reflections.syr.edu/
Register and Context http://www.registerandcontext.de/
RELC Journal http://rel.sagepub.com/
Religion and Literature http://www.nd.edu/~randl/
Research in Language
Research on Language and Computation http://www.springerlink.com/content/1570-7095
Research on Language and Social Interaction http://www.informaworld.com/smpp/title~content=t775653697~db=all
Review of Educational Research http://rer.sagepub.com/
Revista de Lingüística y Lenguas Aplicadas http://www.upv.es/dla/revista/
Revue Romane http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=RRO
Rhetoric Review http://www.informaworld.com/smpp/title~content=t775653696~db=all

Date: August 2008
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.3

Russian Linguistics  B/O  http://www.springerlink.com/content/0304-3487
Sargasso (Journal of Caribbean Literature, Language, and Culture)
Sayyab Translation Journal  http://www.sayyab.co.uk/stj/eboard.html
Scientific Studies of Reading
http://www.informaworld.com/smpp/title~content=t775653700~db=all
Second Language Research  http://slr.sagepub.com/
Semantics and Pragmatics  O  http://www.semprag.org/
SIL Electronic Book Reviews  O  http://www.sil.org:8090/silebr/
SIL Electronic Survey Reports  O  http://www.sil.org/silesr/
SIL Electronic Working Papers  O  http://www.sil.org/silewp/
SIL Language and Culture Documentation and Description  O
Sign Language and Linguistics
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=SL%26L
SINTAGMA Journal of Linguistics  O  http://www.sintagma-online.udl.cat/
SKASE Journal of Theoretical Linguistics  O  http://www.skase.sk/journals.html
SKASE Journal of Translation and Interpretation  O  http://www.skase.sk/journals.html
Snippets  O  http://www.ledonline.it/snippets/
Social Sciences and Missions  http://brill.publisher.ingentaconnect.com/content/brill/ssm
Spanish in Context  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=SiC
Speech Communication
http://www.sciencedirect.com/science/journal/01676393
Sprachtypologie und Universalienforschung Language Typology and Universals
http://www.atypon-link.com/AV/loi/stuf
Studia Linguistica  B/O
http://www3.interscience.wiley.com/journal/117985124/home
Studies in Hispanic and Lusophone Linguistics
http://www.shll-journal.com/index.html
Studies in Language
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=SL
Studies in Language and Capitalism  O
http://www.languageandcapitalism.info/
Studies in Second Language Acquisition  L
http://journals.cambridge.org/action/displayJournal?jid=SLA
Suvremena Lingvistica (Croatian Linguistics) http://svuln.ffzg.hr/index.php/suvlin
Style  http://www.style.niu.edu/index.htm
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.3

Syntax  B/O http://www3.interscience.wiley.com/journal/118498442/home
Target http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=Target
Terminology http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=TERM
TESL Canada Journal http://www.tesl.ca/journal.html
TESL-EJ O http://tesl-ej.org/about.html
TESL Reporter http://w2.byuh.edu/academics/lang/teslr.htm
TESOL Journal  L (no longer published) http://tesol.org/s_tesol/seccss.asp?CID=208&DID=1678
TESOL Quarterly  L http://www.ingentaconnect.com/content/tesol/tq
Text and Talk http://www.reference-global.com/toc/text/current
The Bible Translator  L http://www.ubs-translations.org/the_bible_translator/
The CATESOL Journal  L
The International TEYL Journal O http://www.teyl.org/index.html
The Interpreter and Translator Trainer http://www.stjerome.co.uk/periodicals/journal.php?j=107&display=volumes
The Internet TESL Journal O http://iteslj.org/
The JALT CALL Journal http://jaltcall.org/journal/
The Journal of Asia TEFL http://www.asiatefl.org/journal/journal1.html
The Journal of Indo-European Studies  L http://www.jies.org/
The Journal of Specialised Translation http://www.jostrans.org/
The Journal of the Imagination in Language Learning and Teaching http://www.nicu.edu/cill/journal-index.html
The Language Educator http://www.actfl.org/i4a/pages/index.cfm?pageid=4114
The Language Teacher http://www.jalt-publications.org/ltl/
The Linguist Digest O http://www.imakenews.com/TheLinguist/
The Linguistic Review http://www.reference-global.com/toc/tlir/current
The Linguistics Journal O http://www.linguistics-journal.com/
The Mental Lexicon http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=ML
The Reading Matrix O http://www.readingmatrix.com/current.html
The Reading Teacher  L http://www.reading.org/publications/journals/rt/index.html
The Sign Language Translator and Interpreter http://www.stjerome.co.uk/periodicals/journal.php?j=154&display=volumes
The Teacher Trainer http://www.tttjournal.co.uk/
The Yearbook of South Asian Languages and Linguistics http://www.degruyter.de/journals/ysall/detailEn.cfm
Thinking Classroom http://ct-net.net/ct_tcp

Date: August 2008
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.3

Topics (An Online Magazine for Learners of English)  
http://www.topics-mag.com/

Toronto Working Papers in Linguistics  
http://www.chass.utoronto.ca/~twpl/

Transactions of the Philological Society  
http://www3.interscience.wiley.com/journal/118503629/home

Translation and Interpreting Studies  
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=TIS

Translation Journal  
http:// accurapid.com/journal/

Translation Review  
http://www.literarytranslators.org/tr.html

Translation Studies  
http://www.informaworld.com/smpp/title~content=t762290979

Translation Studies Abstracts  
http://www.stjerome.co.uk/tsaonline/

Translation Studies in the New Millennium  
http://www.bilkent.edu.tr/~sal/tsnm.html

Tsukuba Journal of Applied Linguistics  
http://www.lingua.tsukuba.ac.jp/~oooyoo/tjal-e.html

University of Maryland Working Papers in Linguistics  
http://ling.umd.edu/publications/

University of Queensland Working Papers in Linguistics  

Word  
http://www.ilaword.org/WORD.htm

Work Papers of the Summer Institute of Linguistics, University of North Dakota Session  
http://www.und.nodak.edu/dept/linguistics/wp/wphome.htm

Working Papers in Educational Linguistics  
http://www.wpel.net/current.html

Working Papers in TESOL and Applied Linguistics  
http://journals.tc-library.org/index.php/tesol/

World Englishes  
http://www3.interscience.wiley.com/journal/118534361/home

Writing and Pedagogy  

Written Communication  
http://wcx.sagepub.com/

Written Language and Literacy  
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=WL%26L
The department offers two degrees related to linguistics. One is the MA in Applied Linguistics (MA AL) and the other is the MA in Linguistics and Biblical Languages (MA LBL).

**MA APPLIED LINGUISTICS (MA AL)**

In some institutions, Applied Linguistics is synonymous with language teaching. At Biola, however, since we have a separate TESOL track, Applied Linguistics is treated as a field encompassing a wide spectrum of activities concerned with human issues involving the use or misuse of language. AL thus includes bilingualism, multilingualism, lexicography, orthography, literacy, translation, language learning and teaching, language surveys, language policy, and other topics. It is the degree of choice for people who want to be prepared for a variety of language related jobs and ministries. Experts in translation, literacy, language survey, and scripture use who are needed by organizations such as Wycliffe and others require a broad-based understanding of language and applied training in specific areas. That’s what students in the MA AL program get.

Students can follow a generalist program or can choose one of several concentrations: language survey, literacy, translation, linguistics, or TESOL. (Students who do the required TESOL courses will also earn a Certificate in TESOL.) The degree is 33 units, plus 12 foundational units.

**CERTIFICATE IN LINGUISTICS**

For students who do not need or do not have time for the entire MA, a Certificate is available (18 units, plus 6 foundational units). The objective of the certificate is to provide a foundation in linguistics analysis as well as in practical methods for understanding and learning a new language and culture.

**MA LINGUISTICS & BIBLICAL LANGUAGES (MA LBL)**

This degree is designed for those who are specifically preparing for work in Bible translation as a linguist-translator. It meets the general requirements that Wycliffe and other similar organizations have, specifically that their linguist-translators would have not only training in linguistics, but also a basic knowledge of at least one biblical language, the ability the exegete the biblical text accurately, and knowledge of the historical and cultural background of the Bible. The resources of Talbot School of Theology make Biola an ideal place to get the MA LBL.

Students can specialize in either Hebrew or Greek. The degree is 42 units, plus 15 foundational units.

Date: August 2009
CHOOSING A PROGRAM IN APPLIED LINGUISTICS

- If you are interested in a specific area of applied linguistics such as literacy, orthography, lexicology, technology & linguistics, language survey, language planning, scripture use, or TESOL, choose the MA AL. This degree gives you a both a foundation in linguistics and opportunities to gain skills in your primary interest.

- If you are certain that you want to be a linguist-translator and if you have a love for biblical languages, choose the MA LBL. Note that the MA LBL is typically a three year program, however, while the MA AL usually takes two years to complete. As a joint program with Talbot, the number of places in the LBL program is also more limited than the MA AL. Normally only students who are accepted by or in application to SIL, Pioneers, or other similar organizations should enroll in the MA LBL.

- If you want to be involved in the overall work of Bible translation, but you are not sure of your particular role, or if you are not certain you want to invest heavily in learning biblical Hebrew or Greek, choose the MA AL.

- If your primary interest is teaching English as a second or foreign language, you should usually choose the MA TESOL, not the MA AL. By doing the MA AL with a TESOL concentration, you may not have time for a second methodology course, for a course in testing, or for other electives such as course design, technology, etc. Some students may be under the impression that the MA AL is more prestigious for potential employers than an MA TESOL. This is not the case. The courses you take and the expertise you have is more important than the name of the degree. However, if you want a broader applied linguistics perspective than the MA TESOL offers (and think your ministry will involve more than teaching ESL or EFL), you may do the MA AL with a concentration in TESOL, thus getting training in both areas.

- See also section 3.4 for further discussion of the various programs in ALT and SICS.
FOUNDATIONAL COURSES

Foundational courses for the MA AL are:

- Bible or Theology (3 units)
- Introduction to Linguistics (3 units)
- Phonetics (3 units)
- Phonology or Syntax (3 units)

Foundational courses for the MA LBL are:

- Bible (preferably Survey of O.T., Survey of N.T., Hermeneutics) (9 units)
- Introduction to Linguistics (3 units)
- Phonetics (3 units)

Prior to entering the MA program, these classes may have been done at either the graduate or undergraduate level. Students who have not had these classes already can take them concurrently with their program courses (but only at the grad level). In order to accelerate their program, some students choose to take the linguistics classes at summer programs operated by the Summer Institute of Linguistics (SIL).

In addition, MA AL students are strongly encouraged to demonstrate intermediate level proficiency in a foreign language before completing their program.
All students will be assigned a faculty advisor at the department’s orientation meeting. These
faculty members are available to the students to plan their academic study in order to achieve the most
effective program possible for each student. It is our goal to give each student the best learning options
possible at Biola for fulfilling his/her personal ministry objectives.

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

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

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

Active Biola students may process either their pre-registration (WebReg Phase I) or registration
(WebReg Phase II) over the Internet. WebReg allows our students the convenience of completing their
registration, seven days a week and nearly round the clock, without making an extra trip to campus.
In addition, WebReg allows our students to make changes to their registration, by either adding or
dropping a course, without incurring the add/drop fee. WebReg is available for add/drops until the
second week of either the Fall or Spring term.

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

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

Date: August 2009
GRDES IN ALT GRADUATE PROGRAMS

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.
## Foundational Courses

*May be taken concurrently with program courses*

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Sem. Taken</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible / Theology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Linguistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonetics</td>
<td>3</td>
<td></td>
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<td>Syntax or Phonology</td>
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## Required Core

<table>
<thead>
<tr>
<th>Course</th>
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<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>ISAL 511 Applied Linguistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISAL 668 Seminar in Applied Linguistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISAL 679 Planning, Evaluation, &amp; Research in Applied Linguistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISAL 652 Field Methods in 2nd Language and Culture Learning OR 3</td>
<td>3</td>
<td></td>
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<tr>
<td>ISAL 654 Field Methods in Linguistics</td>
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## Bible or World Perspective Elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Sem. Taken</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
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## ISAL or ISTE Electives

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<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Sem. Taken</th>
<th>Comments</th>
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## Comprehensive Exam

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ISAL 697 Comprehensive Examination</td>
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## APPROVED SUBSTITUTIONS/ELECTIVES

<table>
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<tr>
<th>Course</th>
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## ALT Writing Competency Exam

(Continue to next page)

Date: August 2009
MA APPLIED LINGUISTICS CURRICULUM CHART

FALL*

<table>
<thead>
<tr>
<th>COURSES</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Foundational Course(s)</td>
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<tr>
<td>ISAL 511 Applied Linguistics</td>
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</tr>
<tr>
<td>Electives ***</td>
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</tr>
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<td>**</td>
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<table>
<thead>
<tr>
<th>COURSES</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>(Program Bible/World Perspectives</td>
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<tr>
<td>ISAL 679 Planning, Evaluation, &amp; Research in AL</td>
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</tr>
<tr>
<td>Electives ***</td>
<td></td>
</tr>
<tr>
<td>(Satisfy the Language Requirement)</td>
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SPRING*

<table>
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<tr>
<th>COURSE</th>
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<td>Foundational Course(s)</td>
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<td>ISAL 668 Seminar in Applied Linguistics</td>
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<tr>
<td>(Program Bible/World Perspectives</td>
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</tr>
<tr>
<td>ISAL 652 Field Methods in 2\textsuperscript{nd} Language OR ISAL 654 Field Methods in Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Electives ***</td>
<td></td>
</tr>
<tr>
<td>(Satisfy the Language Requirement)</td>
<td></td>
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</tbody>
</table>

Parentheses indicate optimal times for completing the requirements.

*Only required courses are listed here. See the Biola catalog for listings of electives. If the foundational courses have not been taken already at the undergraduate level, they must be taken at the graduate level during first year.

**Make a decision regarding the Language Requirement

***Choose from ISTE or ISAL electives. Consult your ALT advisor regarding these areas of your program.
I. Foundational Courses 15 Units

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
<th>Sem. Taken</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Bible (May be taken concurrently with program courses)</td>
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<tr>
<td>ISAL 520 Introduction to Language &amp; Linguistics</td>
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<tr>
<td>ISAL 521 General Articulatory Phonetics</td>
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II. Required Courses 21 Units

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
<th>Sem. Taken</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Theology</td>
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<tr>
<td>ISAL 523 Introduction to Phonology</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ISAL 525 Introduction to Syntax</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>ISAL 529 Introduction to Semantics &amp; Pragmatics</td>
<td>3</td>
<td></td>
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<tr>
<td>ISAL 535 Introduction to Bible Translation</td>
<td>3</td>
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<tr>
<td>ISAL 648 Discourse and Text Analysis</td>
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</tr>
<tr>
<td>ISAL 650 Seminar in Linguistics and Biblical Exegesis</td>
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III. ALT Electives (Hebrew/Greek Concentration) 21 Units

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
<th>Sem. Taken</th>
<th>Comments</th>
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</thead>
</table>

(see next page)

IV. Comprehensive Exams 0 Units

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
<th>Sem. Taken</th>
<th>Comments</th>
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<tbody>
<tr>
<td>ISAL 697</td>
<td>0</td>
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</table>

APPROVED SUBSTITUTIONS/ELECTIVES

| Course Description                               | Units | Sem. Taken | Comments |

ALT Writing Competency Exam

(Continue to next page)

Date: August 2009
(continued from previous page)

<table>
<thead>
<tr>
<th>Hebrew concentration (18 units)</th>
<th>Greek concentration (18 units)</th>
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</thead>
<tbody>
<tr>
<td>OT603 Elements of Hebrew I</td>
<td>NT501 Beginning Greek I</td>
</tr>
<tr>
<td>OT604 Elements of Hebrew II</td>
<td>NT502 Beginning Greek II</td>
</tr>
<tr>
<td>OT705 Exegesis in Genesis &amp; Selected Passages</td>
<td>NT503 Introduction to Exegesis</td>
</tr>
<tr>
<td>NT501 Beginning Greek I</td>
<td>OT603 Elements of Hebrew I</td>
</tr>
<tr>
<td>electives in Hebrew exegesis or linguistics</td>
<td>electives in Greek exegesis or linguistics</td>
</tr>
</tbody>
</table>

Hebrew concentration: 18 units
Greek concentration: 18 units

Date: August 2009
## CERTIFICATE IN LINGUISTICS CURRICULUM CHART (2009-2010)

### I. Foundational Courses  
6 Units  
(May be taken concurrently with program courses)  
<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Taken</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible/Theology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Linguistics</td>
<td>3</td>
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</table>

### II. Program Units  
12 Units  
<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Taken</th>
<th>Comments</th>
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<tbody>
<tr>
<td>ISAL 521 Gen. Articulatory Phonetics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ISAL 523 Introduction to Phonology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ISAL 525 Introduction to Syntax</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ISAL 652 Field Methods in Second Language &amp; Culture Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or ISAL 654 Field Methods in Linguistics</td>
<td>3</td>
<td></td>
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### III. ISAL Electives  
6 Units  
<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Taken</th>
<th>Comments</th>
</tr>
</thead>
</table>

**APPROVED SUBSTITUTIONS/ELECTIVES**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Taken</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALT Writing Competency Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Foundational courses should be scheduled early in your program, because they are basic to most of the program courses. In particular, you are urged to take Introduction to Language and Linguistics as well as Phonetics during your first semester.

Concentrations will specify a number of courses and thus take virtually all of your available elective units. They are available in TESOL, Linguistics, Language Surveys, Literacy, and Translation. See the Biola catalog for details. A concentration is optional, so you may also do a general degree in AL and take elective courses in any of these areas.

Your advisor is available to discuss your schedule with you, taking into account your individual background, goals, and constraints. This section presents the basic information about standard scheduling and answers some general questions. You may use it for preliminary planning, but you should check your final schedule with your advisor.

Using the Applied Linguistics Course List to Plan Your Schedule

Note the remarks which precede the actual list of courses, particularly those marked as foundational (F) and required (R). There are four foundational courses: Bible (3), Introduction to Language & Linguistics (3), Phonetics (3), and either Phonology or Syntax (3). If you took a course in any of these areas at the undergraduate level and received the grade of “B” or higher, you have fulfilled the requirement for that course. If not, now that you are enrolled as a graduate student you will need to take the missing courses at the graduate level. They can be taken at Biola or at a summer linguistics programs, such as those operated by the Summer Institute of Linguistics (SIL), and transferred to Biola University. These transferred units are in addition to the nine units of program coursework you are able to transfer to Biola. Foundational courses should be scheduled early in your program, because they are basic to most of the program courses. The foundational and required program courses are included in the curriculum chart.

The required program courses are designed to and should normally be taken sequentially: “Applied Linguistics” in the first fall, “Seminar in Applied Linguistics” in the first spring, “Planning Evaluation and Research” in the second fall, and “Field Methods” in either the second fall or spring, depending on which one is chosen.

Elective courses can be fit in around the program courses, but foundational courses should be finished before electives are taken. Note that courses marked with bullets are normally offered in alternate years. Occasionally, with sufficient enrollment and advance request and with the instructor’s recommendation, some bulleted courses may be offered out of sequence as arranged courses.
starting to take elective courses, you should decide whether you will be working for a concentration or will take a generalist track. Concentrations will specify a number of courses and thus take virtually all of your available elective units. (See the Biola catalog for details.) The generalist track, on the other hand, will allow you to choose whatever electives you are interested in.

If you begin your program in the fall semester: The standard entry to the program is the fall term. Beginning the program in the spring is possible and will be addressed below, but spring entrants may have to defer some required (applied) linguistics courses until the following fall because of sequencing.

If you begin your program in the spring semester: Students entering the MA Applied Linguistics program in the spring term should take any of the foundational courses which have not been done if possible. Program courses and electives would be deferred until the fall semester to fit into the regular sequencing.

MA Applied Linguistics Plus Certificate in TESOL

Because certain courses are prerequisite to others, it is important for students who wish to complete both the Certificate in TESOL and the MA Applied Linguistics to plan their schedules carefully in consultation with their advisor. The following is a suggested schedule only. It assumes that the student has not had any of the foundational courses and wishes to study full time (and is able to carry a heavy load) so as to complete the program in two years.

<table>
<thead>
<tr>
<th>Fall #1  (12 units)</th>
<th>January #1 (3 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 511 Applied Linguistics (3)</td>
<td>ISTE 527 Materials Evaluation &amp; Prep. (3)</td>
</tr>
<tr>
<td>ISAL 520 Intro to Language &amp; Linguistics (3)</td>
<td></td>
</tr>
<tr>
<td>ISAL 521 Phonetics (3)</td>
<td></td>
</tr>
<tr>
<td>ISTE 525 Intro to TESOL (3)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring #1 (10 units)</th>
<th>Summer #1 (3 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 668 Seminar in Applied Linguistics (3)</td>
<td>Bible/Theology (3)</td>
</tr>
<tr>
<td>ISAL 523 Intro to Phonology (3)</td>
<td></td>
</tr>
<tr>
<td>ISAL 654 Field Methods in Linguistics (3)</td>
<td></td>
</tr>
<tr>
<td>ISTE 560 Communicating Values (1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall #2  (9 units)</th>
<th>Spring #2 (9 units, plus comps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 679 Planning, Evaluation, &amp; Research (3)</td>
<td>ISTE 541 Intercultural Comm. for Teachers (3)</td>
</tr>
<tr>
<td>ISTE 509 Structure of English (3) Bible/Theology (3)</td>
<td>ISTE 614 Second Language Acquisition (3)</td>
</tr>
<tr>
<td></td>
<td>ISTE 692 Practicum in TESOL (3)</td>
</tr>
<tr>
<td></td>
<td>ISAL 697 Comprehensive Examinations (0)</td>
</tr>
</tbody>
</table>

Date: August 2009
This heavy first semester is necessary in order to lay the foundation for future courses.

If the student prefers “Syntax” as the foundational course, it would be done in Fall #2. The Bible class could then be moved to this semester.

If the student prefers “Field Methods in Second Language and Culture Learning,” it would be done in Fall #2. The Bible class could then be moved to this semester.

This is another heavy semester as the Comprehensive Exams require preparation time equivalent to at least a 3-unit course.

A Few Matters to Keep in Mind When Planning Your Schedule

1. If you want to do the concentration in TESOL, you will need to meet with the department’s TESOL program director to fill out a separate application form.

   If you don’t have space for all of the TESOL Certificate courses, you could start with the following courses:

   - If you only have time for one course: ISTE 525 “Introduction to TESOL” (3)
   - If you can add an additional four units: ISTE 527 “Materials Evaluation” (3) and ISTE 560 “Communicating Values” (1)
   - If you have room for one more course, and you’ll be teaching academic ESL: ISTE 509 “Structure of English” (3)

2. In planning your schedule, consider when you expect to take the comprehensive examination, unless you have been approved for the thesis track. Be sure that all required courses, along with the two elective courses you choose to be examined on, have been completed before the semester in which you will take the comprehensive examination.
The following guides will give you an idea of how you might schedule your classes. Caution: there may be some changes in when the Talbot courses are offered. This guide may be fallible.

**Sample curriculum guides**

**Hebrew concentration (for those with foundational units completed)**

<table>
<thead>
<tr>
<th>Fall Year 1 (12 units)</th>
<th>Spring Year 1 (12 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL525 Introduction to Syntax</td>
<td>AL523 Introduction to Phonology</td>
</tr>
<tr>
<td>AL529 Intro to Semantics &amp; Pragmatics</td>
<td>AL648 Discourse and Text Analysis</td>
</tr>
<tr>
<td>AL515 Linguistics of Biblical Languages</td>
<td>OT604 Elements of Hebrew II</td>
</tr>
<tr>
<td>OT603 Elements of Hebrew I</td>
<td>Theology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Year 1 (8 units + comprehensive exams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL650 Seminar in Linguistics &amp; Biblical Exegesis</td>
</tr>
<tr>
<td>electives in Hebrew exegesis or linguistics</td>
</tr>
<tr>
<td>AL697 Comprehensive Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 2 (10 units)</th>
<th>Spring Year 2 (8 units + comprehensive exams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL535 Intro to Bible Translation</td>
<td>AL650 Seminar in Linguistics &amp; Biblical Exegesis</td>
</tr>
<tr>
<td>OT705 Exegesis in Genesis and Selected Passages</td>
<td>electives in Hebrew exegesis or linguistics</td>
</tr>
<tr>
<td>OT717 Old Testament in Near Eastern Context</td>
<td>AL697 Comprehensive Exam</td>
</tr>
<tr>
<td>NT501 Beginning Greek I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Greek concentration (for those with foundational units completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Year 1 (11 units)</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>AL525 Introduction to Syntax</td>
</tr>
<tr>
<td>AL529 Intro to Semantics &amp; Pragmatics</td>
</tr>
<tr>
<td>AL515 Linguistics of Biblical Languages</td>
</tr>
<tr>
<td>NT501 Beginning Greek I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 2 (11 units)</th>
<th>Spring Year 2 (9 units + comprehensive exams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL535 Intro to Bible Translation</td>
<td>AL650 Seminar in Linguistics &amp; Biblical Exegesis</td>
</tr>
<tr>
<td>NT503 Introduction to Exegesis</td>
<td>electives in Greek exegesis or linguistics</td>
</tr>
<tr>
<td>NT701 The World of the New Testament</td>
<td>AL697 Comprehensive Exam</td>
</tr>
<tr>
<td>OT603 Elements of Hebrew I</td>
<td></td>
</tr>
</tbody>
</table>
Q: What if I have already studied Hebrew or Greek?
A: If you have taken courses at the graduate level and not used them for another degree, they may be transferred to the MA LBL. If the classes were done at the undergraduate level, you must take other classes at the graduate level to meet degree requirements. We highly recommend that you add to your ability to be a linguist-translator by taking more courses in your specialty language or by adding another biblical language.

Q: What if I have not done the foundational units?
A: The following schedule will allow you to do the foundational units the first year and take a slightly lighter load in the following two years.

<table>
<thead>
<tr>
<th>Fall Year 1 (9 units)</th>
<th>Spring Year 1 (9 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 520 Introduction to Language and Linguistics</td>
<td>ISAL 523 Phonology</td>
</tr>
<tr>
<td>ISAL 521 Phonetics</td>
<td>TTBE New Testament Survey</td>
</tr>
<tr>
<td>TTBE Old Testament Survey</td>
<td>TTBE Hermeneutics</td>
</tr>
</tbody>
</table>
The following chart lays out the ALT department’s plans for the coming academic years in terms of course offerings.

WE NEED JOHN’S NEW CHART HERE
MA AL FOREIGN LANGUAGE ABILITY

The ability to use more than one language is an asset in many areas of applied linguistics, if not required, for example: comparative data to use in understanding language patterns and use; insight into the language learning process; a tool for primary research; and insight into another culture.

Having the ability to use a second language prior to taking applied linguistics courses provides an opportunity to apply information and insights from the courses to more than just one’s native language. Languages learned after childhood also provide perspectives on the processes which take place in adult language learning. These insights can also be helpful to students needing to develop language learning materials for themselves or for others.

The ability to use a language related to one's fieldwork provides an additional source of primary data and helps a student develop appropriate relationships within the language community. Students who have already been in the language area have a useful source of data to use in their classes. Students who have not yet been in the language area but know which language(s) they will need to use are encouraged to begin their studies of at least the relevant language of wider communication during their graduate program.

At this time Biola’s MA AL program no longer requires students to show proof that they have attained intermediate proficiency in a second language before graduation, although we strongly encourage it. Students previously demonstrated this proficiency by means of either an oral or written exam. The score of 2+ on the FSI scale or “Advanced Mid” on the ACTFL scale is considered adequate. For ACTFL descriptors, see www.actfl.org and click on “other publications,” where you will find revised Guidelines for Speaking (1999) and Writing (2001) in PDF form.

For students who are not native speakers of English, a passing grade on ALT's Writing Test, an adequate performance on the department's oral proficiency interview, and the quality of papers written in courses while at Biola together should indicate that a level of 2+ or better has been attained in English. If so, this would demonstrate an adequate proficiency in a second language.

The department has the option of accepting outside evaluation of a student’s second language ability. One’s self-evaluation is not sufficient, nor is the completion of a certain number of second or foreign language classes at the university or college level.
All students in the MA Applied Linguistics program must take a series of comprehensive examinations during the semester in which they intend to graduate (except those MA Applied Linguistics students writing a thesis – see Section 9.13).

These examinations are usually given on two days a week apart around mid-April and mid-November. The exact dates will be set by the department. Summer dates may be available, depending on faculty schedules. If adequately proctored, comps may be taken off-campus if absolutely necessary.

There are two components to the exam. The first component consists of a general set of questions integrating material from all of the core courses taken toward the Master of Arts degree (Applied Linguistics, Seminar in AL, Planning Evaluation and Research, and Field Methods). This question will be based on a scenario which will accompany it. The question and scenario will be made available 48 hours prior to the exam. This part of the exam will be evaluated by the faculty, and if the answer is unsatisfactory, a follow-up part will be a personalized set of questions in response to the student’s answers. Potential follow-up questions may include, for example, requests for clarification, further elaboration or reconsideration based on additional information.

The second component consists of elective questions. Each student will select two (non-core and non-foundational) classes from among those taken toward the MA degree, and the faculty will prepare course-related examination questions. The student must submit to the department chair his/her choice of electives a minimum of three weeks prior to the first exam date. These questions will not be given to the student in advance. One elective question is given each of the two exam days. The department will make the choice about the order these will be given. Ordinarily, you may not write comps on a class you are currently enrolled in.

Students must take responsibility for preparing for the comprehensive exams by reviewing material from the core courses and the specific courses they have selected for their elective comprehensive examinations. For the first, general integrative question, each student may bring one sheet of 8½ x11” paper to the exam upon which outlines or notes have been recorded. No notes or assistance may be brought for the other questions. Three hours are provided for the first part of the general integrative question and two hours each for the others.

If a student does not pass one or more of the examinations, he/she must take a retest over the same or similar subject material. Students who fail both the written exam and the re-examination will be required to reregister for comprehensive examinations in the following semester.
A review sheet for comprehensive exams is available. It details the kinds of questions which might be asked and what the faculty are looking for in terms of your answers. MA Applied Linguistics students will receive a copy when you (pre)register for comps.

Students often find it helpful to form a study group and prepare together for the exams. A study group:

- can help break the task of reviewing so much material into manageable chunks;
- can provide accountability;
- can spark creative thinking; and
- can help develop your ability to write good answers.

Although comps are zero units, be sure to allow at least as much time as a three-unit course to prepare for them.
MA AL THESIS REQUIREMENTS

Students may write a thesis as a culmination of their work for the MA in Applied Linguistics. In this case, they do not complete the comprehensive exams. Instead, they take ISAL 695 “Research Seminar” (1 unit) (or its equivalent) and SAL 699 “MA Thesis” (3 units). Here are some issues you may want to consider in thinking about whether to write a thesis or take comprehensive exams.

You must have faculty approval before entering the thesis track. Writing a thesis should not be considered merely as a way to avoid taking the comprehensive exams. Instead, it must be seen as an opportunity to explore in depth a topic you are interested in. Since guiding you in writing a thesis will call for a significant investment of time and effort by faculty, faculty need to give their approval right at the beginning in order for the process to begin. Start by talking to your advisor.

Are you a good reader, researcher, and academic writer? You must be confident in your ability to read widely in the field, synthesize much information, and write good academic prose. Although ALT faculty encourage students to write well in all assignments, high standards are applied absolutely when it comes to a thesis. This is a piece of writing which will be disseminated via ERIC, or other means; and we want it to be something you can be proud of. The final draft of a thesis, with its requirements regarding headings, margins, spacing, and so on, requires attention to detail as well. Count on writing about three complete drafts. A thesis is generally around 100 pages, but it probably represents 1000 pages written along the way. A thesis manual which details requirements is available to students taking “Research Seminar.” To demonstrate to the faculty your abilities in research and writing, you will need to submit a Thesis Petition early in the process.

Do you have a research topic which is compelling to you? Writing a thesis can be a grueling process and without a topic that really energizes you, you will find it difficult to carry through. An MA thesis does not have to involve original research, as does a PhD dissertation, but it does have to make an original contribution to the field. An MA thesis cannot simply be a practical project, e.g., a curriculum or a set of materials; there must be some theoretical foundation based on a review of what has been published in the field. However, neither can the thesis be purely theoretical; there must be an application. Often the thesis grows out of something done in a class such as “Second Language Acquisition,” “Seminar in Applied Linguistics,” or any of the courses in your concentration. Any of the faculty would be happy to discuss possible topics with you.

Can you afford the extra time? Typically, comps can be completed in your fourth semester (if you have followed the standard two-year schedule), along with some elective units. Students studying for comps are advised to set aside at least the same time it would take to study for a three-unit course. A
thesis, on the other hand, will take longer. You should count on one semester for “Research Seminar” and refining your topic. This will culminate in the development of a proposal, which you will present at a meeting with the faculty. If your proposal is accepted, you will gather a faculty committee who will officially guide your thesis. At this point you should probably allow for at least one semester to complete research and start your initial drafts and at least one semester to do subsequent drafts and take care of final details. A complete final copy must be turned in four to six weeks before the date you expect to graduate. Of course, this is only an approximate timetable, and even strong students may find that it will take longer than this estimate.

_Can you afford the extra tuition?_ If you complete your program via the thesis track, you must register for “Thesis” (ISAL 699). This three-unit requirement is above and beyond the 33 specified program units. “Research Seminar” (ISAL 695) is a one-unit course that must be successfully completed before you can register for “Thesis.” However, this course may be taken as an elective unit within your program, so it does not involve extra tuition. Finally, if you take longer than one semester to finish your thesis, you will need to register each additional semester for “Research Continuous Registration” (ISAL 799) in order to keep your enrollment active. There is a $100 fee each time you register in this way.

If you can answer “yes” to these questions, the faculty would be happy to talk with you about your thesis ideas. Even if you don’t know whether the answers are “yes” or not, come talk with us about your ideas. Perhaps your idea will not end up as a thesis, but it may instead be the seed of something else, such as a textbook, curriculum, or program design.

Please refer to the following page for an example of the Thesis Petition. Electronic copies are available from your advisor and the SICS graduate secretary.

### POTENTIAL THESIS TIMELINE

| Semester 1: | Get ideas, brainstorm with advisor and ALT department faculty |
| Semester 2: | Submit Thesis Petition (see following page) |
| Semester 3: | Take ISAL 697 “Research Seminar” |
| Semester 4: | Present Thesis Proposal to faculty, begin research once approved |
| Semester 5-6: | Complete research, write several drafts, do final editing |
| 6 Weeks before expected graduation date: | Submit final copy |
PETITION TO ENTER THE MA THESIS TRACK

Date:

Name:

Degree Track: MA Applied Linguistics

I am petitioning the ALT faculty for permission to do a thesis instead of the comprehensive examination as the summative work for my Master’s degree.

I have read the relevant pages in the MA Applied Linguistics Program Handbook and understand the general issues regarding writing a thesis. I also understand that if my petition is approved, I will need to take the course ISAL 697 Research Seminar as an elective unit and ISAL 699 Thesis (3 units) in addition to my elective courses.

As evidence of my ability to do library research and write an acceptable academic paper, I am submitting two (2) copies of the following paper written for an ALT course:

Title of Paper:

Course and instructor:

If approved for the thesis track, I am currently interested in researching and writing the following general topic(s):

Topic:

Topic:

Signature:

Date: March 2004
GRADUATION REVIEW AND EVALUATION

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. Students are required to request an appointment with a graduation counselor before you register for your final semester. These appointments can be made by calling Admissions, extension 5503 and requesting an appointment for graduation review. 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.

Before students can meet with a graduation counselor, they must first meet with their ALT advisor to complete their tracking sheet and have it signed by the advisor and the department Chair. They will be given two copies, one for their file and the other to take to the graduation counselor.
PROFESSIONAL ASSOCIATIONS & JOURNALS

Joining a professional association and attending a conference or receiving a journal is a great way to keep up with the field, grow as a professional, and maintain what you've learned. It will also help build your resume and let you network with others in the field outside of Biola.

American Association for Applied Linguistics (AAAL)

Benefits of membership:

- AAAL is a professional association for those who are interested in original research and applied studies in applied linguistics, ranging from translation to language education, from theoretical linguistics to language acquisition, etc. This is an association you will want to include on your resume, and the main place where you will network with your fellow graduate students as well as established professionals in applied linguistics and second language education.

- AAAL has negotiated discounts on books and journals for association members. The list of discounted journals continues to grow. By taking advantage of these discounts, membership can easily pay for itself—and then some. The list of publishers offering discounts is available on the AAAL website.

- AAAL maintains a list of current job opportunities on the AAAL website. The site is continually updated as AAAL is made aware of new openings.

- AALLetter is published twice each year and contains meeting minutes, a calendar of upcoming events, articles, announcements, and more.

- Members of AAAL are automatically members of AILA, the International Association for Applied Linguistics. AILA publishes the AILA Review, distributed each year to AAAL members.

- AAAL members receive discounts on conference registration fees for the annual AAAL conference and tri-annual AILA congress (which AAAL hosted in 2005). Additionally, AAAL members receive advance notification of conferences and call-for-papers.

- AAAL email list—an unmoderated electronic mail list is available for discussion and dissemination of information to subscribers.

- ARAL subscription—All regular, student, and honorary members receive a copy of the Annual Review of Applied Linguistics (ARAL), published by Cambridge University Press.

- AAAL sponsors events at, and travel awards to, each annual conference for graduate student members. See the website for further details.

Please refer to the AAAL website, www.aaal.org, for membership information, cost, and additional benefits. MA AL students should also consider attending an AAAL conference. AAAL 2010 will be held in Atlanta, GA in March 2010.

Date: August 2009
**Teachers of English to Speakers of Other Languages (TESOL)**

Benefits of membership:

- For MA TESOL and MA AL students who hope to work in ESL/EFL, this is the national organization that you need to join. It is a professional organization you will want to include on your resume, and the main place where you will network. You can also serve the profession by volunteering for any of a range of opportunities in TESOL.

- Members of TESOL can join “Interest Sections (IS)”, or special interest groups, and connect themselves with other members who have similar interests, such as adult education, computer-assisted language learning, nonnative English speakers in TESOL, second language writing, etc. Members can also write articles for the newsletters of the ISs they have joined and share their teaching ideas and experience with other members.

- TESOL sponsors an international conference each year. At the conference, you will meet many ESL professionals, including many of the authors of the books and articles you will read in class. TESOL also sponsors TESOL Graduate Student Forum, which offers MA TESOL students opportunities to share the results of their classroom research, their teaching ideas and experiences, and the materials they have developed. At the forum, attendees will meet and network with graduate students and faculty from other universities.

- TESOL members receive the quarterly magazine *Essential Teacher*, TESOL’s biweekly electronic newsletter *TESOL Connections*, the biweekly job listings *Placement e-Bulletin*, as well as the newsletters of the interest sections they have joined. Members also receive as discounts on the professional books published by TESOL as well as discounts on conference registration.

Please refer to TESOL’s website, www.tesol.org, for membership information and other information. It is highly recommended that you bookmark the site on your Web browser.

**California/Nevada Teachers of English to Speakers of Other Languages (CATESOL)**

Benefits of membership:

- For MA TESOL and MA AL students who hope to work in ESL/EFL, this is the state organization that you need to join. The California affiliate of TESOL, Inc., this is an affiliation you will want to include on your resume, and the main place where you will network. You can also serve the profession by volunteering for any of a range of opportunities in CATESOL.

- CATESOL sponsors a state conference each year, and CATESOL 2010 will be held in Santa Clara. In addition, regional conferences are held in various parts of the state, with the LA and Orange County conferences each fall of special interest. Please note that the CATESOL
LA Regional Conference will be held at Cal State LA on October 24, 2009, and it is an event you will not want to miss. Consider volunteering, or even presenting!

- CATESOL members receive the quarterly *CATESOL Newsletter* and the annual *CATESOL Journal*, as well as discounts on registration for regional and state conferences.

Please refer to the CATESOL website, [www.catesol.org](http://www.catesol.org), for membership information, cost, the CATESOL JobBank, and other information. You should likely bookmark the site on your computer.
HELPFUL WEB LINKS FOR AL STUDENTS

SITES OF INTEREST TO STUDENTS IN THE APPLIED LINGUISTICS PROGRAMS

Mission agencies involved in Bible translation and related tasks

- Wycliffe Bible Translators www.wycliffe.org/
- SIL International www.sil.org
- Pioneer Bible Translators http://www.pioneerbible.org/
- Lutheran Bible Translators http://lbt.gospelcom.net/
- New Tribes Mission http://www.ntm.org/
- OMF www.omf.org
- United Bible Societies http://www.biblesociety.org/
- International Bible Society http://www.ibs.org/

Other missions-related sites

- Urbana agency search feature www.urbana.org
  Click on M-Search, click on Agencies-Search
  Use “translation,” “literacy,” etc. to search.
- Mislinks http://www.mislinks.org/
  “A web-based missions directory”

Professional associations

- American Association of Applied Linguistics http://www.aaal.org
- Linguistic Society of America http://www.lsadc.org
- American Translators’ Association http://www.atanet.org/

Jobs related to Applied Linguistics

http://www.languagejobs.org/
http://linguistlist.org/jobs/index.html

Date: August 2008
Other interesting sites

- Portland State Univ’s Career Center & Internet Resources for Applied Linguistics Majors  
  http://www.career.pdx.edu/majorappliedlinguistics.htm

- University of Kansas’ “What you can do with a degree in linguistics” site  
  http://www.ku.edu/~uces/majorexploration/linguistics.shtml

- My language exchange  
  http://www.mylanguageexchange.com

- Translators’ cafe  
  http://www.translatorscafe.com
FINAL NOTE FOR ALL STUDENTS

If you are also doing TESOL please ask for the TESOL section of this handbook. It is not automatically provided; you must request it.