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4-1975

## 1975 - 1976 Bulletin

Loma Linda University

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# school of education

1975-76



**LOMA LINDA UNIVERSITY School of Education 1975-76**

The information in this BULLETIN  
is made as accurate as is possible  
at the time of publication. The  
student is responsible for informing  
himself and satisfactorily meeting  
all requirements pertinent to his  
relationship with the University.  
The University reserves the right  
to make such changes as circumstances  
demand with reference to admission,  
registration, tuition and fees,  
attendance, curriculum requirements,  
conduct, academic standings,  
candidacy, and graduation.

GENERAL OFFICE HOURS  
9 to 12 Monday through Friday  
1 to 3 Monday through Thursday

CLOSED  
Saturday, Sunday  
legal holidays

BULLETIN OF  
LOMA LINDA UNIVERSITY  
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Loma Linda, California 92354



# **school of education**

**LOMA LINDA UNIVERSITY**

**1975-76**

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LOMA LINDA UNIVERSITY is a two-campus Seventh-day Adventist coeducational institution located in inland southern California.

On the Loma Linda campus, located in the San Bernardino-Redlands area, professional curriculums are offered by the Schools of Allied Health Professions, Dentistry, Health, Medicine, and Nursing.

On the La Sierra campus, located at the west edge of Riverside, curriculums in applied and liberal arts and sciences and programs in professional education in fulfillment of requirements for teaching credentials are offered by the College of Arts and Sciences and the School of Education. Graduate programs of the departments of the schools are offered from both campuses through the Graduate School.

The core of the combined faculties consists of approximately 550 full-time teachers. Part-time and voluntary teachers, especially clinicians in the professional curriculums, bring the total past 1,200. Men and women from as many as eighty nations are represented in the annual enrollment of 4,000 students.

Curriculums are offered for the Associate in Science, Associate in Arts, Bachelor of Music, Bachelor of Science, Bachelor of Arts, Master of Science in Public Health, Doctor of Dental Surgery, Doctor of Medicine, Master of Public Health, Doctor of Health Science, Master of Science, Master of Arts, and Doctor of Philosophy degrees.

Accredited by the Western Association of Schools and Colleges, the University is a member of the American Council on Education, the Association of American Colleges, and the Association of Seventh-day Adventist Colleges and Secondary Schools. The professional curriculums are approved by their respective professional organizations.

# 1975

# CALENDAR

June

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

SUMMER QUARTER 1975  
 22 Registration; instruction begins  
 30 Last day to enter a course

July

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4 Independence Day recess

August

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Last day for filing of approved master's project or thesis for  
 summer completion  
 1 Six-week session ends  
 14 Eight-week session ends  
 See summer schedule for special sessions

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2 AUTUMN QUARTER 1975  
 Student teachers report for duty  
 28-30 Testing, orientation, registration of freshmen  
 30 Registration of returning and transfer students

October

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 Instruction begins  
 14 Last day to enter a course  
 20-25 Autumn Week of Devotion

November

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6 Midterm: last day to withdraw from a course  
 18 Last day to file application for spring 1976 fieldwork  
 26-30 Thanksgiving recess

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 Autumn quarter ends



# 1976

# CALENDAR

January								
S	M	T	W	T	F	S		
				1	2	3		5
4	5	6	7	8	9	10		6
11	12	13	14	15	16	17		12
18	19	20	21	22	23	24		19
25	26	27	28	29	30	31		
February								
S	M	T	W	T	F	S		
1	2	3	4	5	6	7		
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		10
22	23	24	25	26	27	28		16
29								
March								
S	M	T	W	T	F	S		
	1	2	3	4	5	6		
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		29
28	29	30	31					30
April								
S	M	T	W	T	F	S		
				1	2	3		2
4	5	6	7	8	9	10		5-10
11	12	13	14	15	16	17		13
18	19	20	21	22	23	24		15
25	26	27	28	29	30			20
								25
May								
S	M	T	W	T	F	S		
						1		4
2	3	4	5	6	7	8		20
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		28
23	24	25	26	27	28	29		
30	31							31
June								
S	M	T	W	T	F	S		
		1	2	3	4	5		10
6	7	8	9	10	11	12		11-13
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		21
27	28	29	30					28
July								
S	M	T	W	T	F	S		
				1	2	3		5
4	5	6	7	8	9	10		12
11	12	13	14	15	16	17		30
18	19	20	21	22	23	24		
25	26	27	28	29	30	31		

## WINTER QUARTER 1976

Registration  
 Instruction begins  
 Education Day  
 Last day to enter a course

Midterm: last day to withdraw from a course  
 Presidents' Day recess

Winter quarter ends  
 Last day to file for master's candidacy for spring graduation

## SPRING QUARTER 1976

Registration  
 Instruction begins  
 Last day to submit preliminary copy of research project or thesis for spring graduation  
 Spring Week of Devotion  
 Last day to enter a course  
 Last day to file application for fall 1976 fieldwork  
 Last day to submit petition for spring graduation  
 Master's comprehensive examinations for spring graduation

Midterm: last day to withdraw from a course  
 Last day to submit research project or thesis in final form for spring graduation  
 Last day for final oral examination and filing of approved research project or thesis for spring graduation  
 Memorial Day recess

Spring quarter ends  
 Commencement Events

## SUMMER QUARTER 1976

Registration, instruction begins  
 Last day to enter a course

Independence Day recess  
 Last day for final oral examinations  
 Six-week session ends  
 Eight-week session ends August 12  
 See summer schedule for special sessions







**THE CHRISTIAN UNIVERSITY** – if it is indeed a university and truly Christian – should be a community composed of members who aim to engage in free inquiry, to find zest and value in interchange of opinions and ideas, and to prize truth . . . who know that law begins with governance of the self . . . who hold respect for a neighbor paramount and promote good for others as attentively as for themselves.

The learner should find the university community an environment conducive to mastery of a chosen discipline, art, or profession, and to the joy of participating in the advancement of knowledge. In the Christian university he should find also circumstances that encourage affirmation of meanings that endure and discovery of perspectives that enhance the view that all truth stems from One Source, so that each branch of knowledge thus seen as part of a whole can be appreciated and respected.

But the learner is not a passive receiver. He himself is a contributor to the environment. His very presence – the unique blend of aptitudes, attributes, and aspirations that impel him – affects its quality. If his will springs from the intention to grow throughout his lifetime, to think autonomously yet work conjointly, to do justly and love mercy, to be whole – his presence enriches the environment.

If the universe speaks to him of the Omniscient God, Initiator of all – knowledge, order, reason, beauty, love, and whatever is of great worth – so that his experience, values, and knowledge are consonant, then the learner can be a witness whose healing, steadying, inspiring influence may help alleviate the anguish of a bewildered and disenchanted world.







# I

School of Education  
Admission Information  
Academic Information  
Financial Information  
Student Affairs

THE SCHOOL OF EDUCATION has its origin in the first teacher education courses that were offered in 1923 on what is now the La Sierra campus (at Riverside) of Loma Linda University. The institution was then called La Sierra Academy and Normal School. In 1925, when the education department was organized, the emphasis was on elementary teacher education.

Two years later, the school became Southern California Junior College, and a two-year professional curriculum was offered to meet the credential needs of church school teachers. A building was erected to serve as a parochial school for the community and a demonstration school for the education department. After this building burned, it was replaced in 1947 by a laboratory school northeast of the campus.

The name of the institution was changed to La Sierra College in 1939. That year the Northwest Association of Secondary and Higher Schools gave accreditation for fifteen grades, and full senior college accreditation followed in 1946.

The College was united with Loma Linda University in 1967 and became the College of Arts and Sciences. The education department, continuing a year as a division of the College, was reorganized in 1968 as the School of Education, with four departments:

Department of Counselor Education  
Department of Curriculum and Instruction  
Department of Educational Administration  
Department of Foundations of Education

Accreditation	<p>The following credential programs are approved by the California State Commission for Teacher Preparation and Licensing under the Ryan Act:</p> <ol style="list-style-type: none"> <li>1. Teaching credentials: (a) multiple subject matter and (b) single subject matter.</li> <li>2. Services credentials: (a) administrative services and (b) pupil personnel services.</li> </ol>
Degrees, programs	<p>Curriculums are offered for the degrees Associate in Arts, Bachelor of Arts, Master of Arts, and Specialist in Education. Postbaccalaureate (or "fifth year") credential programs are also available. The credential programs are structured to fulfill requirements for teaching credentials issued by the General Conference of Seventh-day Adventists Department of Education and/or the California State Commission for Teacher Preparation and Licensing.</p>
Objectives	<p>The objectives of the School of Education are:</p> <ol style="list-style-type: none"> <li>1. To provide the student opportunities to equip himself with the knowledge, skills, and attitudes required for success in his chosen area of studies in education.</li> <li>2. To help inservice and prospective educational personnel to build a sound philosophy of education in Christian, historical, and sociological context.</li> <li>3. To enable the student to implement the basic principles of education through the use of tested psychological theory and practice in the educative process.</li> <li>4. To motivate investigative curiosity and a desire to participate in the advancement of knowledge, particularly in the art and science of education.</li> <li>5. To help the student develop knowledge and skill in educational research, so that he may contribute to the advancement of education.</li> <li>6. To engender and nurture in the student the desire to use his professional skills in selfless service to mankind, regardless of race or creed or geographical location.</li> <li>7. To provide qualified and dedicated educational personnel for Seventh-day Adventist schools.</li> </ol>
Administration	<p>The Dean is the chief administrative officer of the School. Four department chairmen, who are directly responsible to him, collaborate with the Dean and the faculty to develop the instructional programs in their respective departments. Directors of the various services of the School are also responsible to him. He presides at meetings of committees on admissions, curriculum, academic standards, and graduate programs, and at general meetings of the faculty. The Associate Dean's primary responsibility is in the areas of credential programs, fieldwork, and placement. He is the chief credentials adviser and chairs committees on teacher preparation and fieldwork.</p>
Location and facilities	<p>The School of Education is on the La Sierra campus of the University. This campus, at the southwest edge of Riverside, is easily accessible by bus, train, and air-</p>

plane. It is fifty miles east of Los Angeles, twenty miles from the Loma Linda campus, and one mile from the Riverside Freeway leading to Los Angeles, coast towns, or inland.

Administrative offices of the School of Education are in La Sierra Hall at the center of the campus. Other offices, classrooms, and laboratories of the School are in La Sierra Hall and also on the ground floor of Hole Memorial Auditorium adjacent to the north.

A curriculum laboratory and media center, a music education laboratory, a reading clinic, a psychometry laboratory, and an administration laboratory are maintained by the School to provide instruction and services to students of the School, to other schools of the University, and to the professional community.

La Sierra Academy and Elementary School provide laboratory and demonstration opportunities within easy walking distance of the campus. Additional field-work facilities are provided in the following unified school districts: Alvord, Colton, Corona-Norco, Fontana, Jurupa, Moreno Valley, Redlands, Riverside City, and Yucaipa, and in numerous Adventist academies and elementary schools. Early childhood education laboratories are available on both campuses of the University.



## ADMISSION INFORMATION

The admissions committees of the University put forth considerable effort to be assured that an applicant to any of the schools is qualified for his proposed curriculum and seems likely to profit from educational experience in this University. The Admissions Committee of the School of Education examines evidence, derived from the usual sources consulted by colleges and universities, of scholastic competence, moral and ethical standards, and significant qualities of character and personality.

### APPLICATION AND ACCEPTANCE

Where to write Inquiry about admission should be addressed to:

School of Education  
Loma Linda University  
Riverside, California 92505

Procedure 1. Application forms are available from the Admissions Office. Application and all supporting information – transcripts, test results, references, wallet-size photographs – should be in the Admissions Office at least a month before the beginning of the term for which admission is sought. These should be mailed with the application fee as shown under the Schedule of Charges in the *Financial Information* section.

2. A complete official transcript of all work previously taken in colleges, universities, or professional schools should be sent to the University. It is the applicant's responsibility to arrange to have his transcripts sent directly to the Admissions Office by the registrars of the schools he has attended.

3. A personal interview is desirable and should be arranged, if it is possible, with the Dean or the faculty adviser appointed by the Dean.

4. The Admissions Committee takes official action and notifies the applicant of acceptance or nonacceptance. The formal notice of acceptance should be retained by the student for presentation at registration time as evidence of eligibility to register in the School of Education.

5. The student's medical history must be on file at the Health Service before registration. Forms are sent with the letter of acceptance.

### GENERAL ENTRANCE REQUIREMENTS

The applicant is referred to the specific program requirements, both in this Admission section (under the headings to follow) and in the general information given here.

Incoming transcripts Transcripts are accepted only when sent directly to the University by another university or college.



- Physical examination      In most cases the medical history filed at the campus Health Service before registration replaces the physical examination previously required by state law. If any further information is required, Health Service will notify the student.
- Social Security              The student's Social Security number becomes his permanent identification number on his University record. The applicant who does not already have a Social Security number should consult his local post office about securing one well in advance of enrollment. The identification (Social Security) number *should be noted on all checks* payable to the University, to ensure crediting to the proper account.

#### ADMISSION REQUIREMENTS / Specific Programs

- Teacher education      The student who wishes to enter an ELEMENTARY TEACHER EDUCATION program (multiple-subject program, with a liberal arts major) should apply to the School of Education *before the beginning of the freshman year*, or as soon as he decides to enter this program.

The student who wishes to prepare for SECONDARY TEACHING should apply to the School of Education as soon as he decides to enter this program, preferably *before the beginning of the junior year*.

Admission to the University or to the School of Education does not necessarily constitute admission to a particular program of the School. Satisfactory completion of EDCI 201 (Orientation to Teaching) and *application* to the Teacher Preparation Committee are required for admission to a teacher education program. The freshman student must present a minimum grade point average of 2.0 (C). To continue in any teacher education program, however, the student is expected to maintain a grade point average of 2.3 (C+) or better.

The student should plan his teacher education program in consultation with his major adviser and with the credentials adviser in the School of Education.

- Directed teaching,  
fieldwork                  Admission to other divisions of the University does not automatically entitle a student to become a candidate for fieldwork and to qualify for a credential. Admission to directed teaching and other fieldwork is by special application to the Fieldwork Committee. The applicant is expected to present a grade point average of 2.3 (C+) or better for admission to directed teaching, and an average of 3.0 (B) or better for fieldwork in administration and supervision and in counselor education. If the student fails in his fieldwork to meet any requirement imposed by the School of Education or by the school in which he is working, he may be asked to withdraw from the program. (See requirements for respective programs.)

- Graduate programs      To be eligible for admission to an advanced degree program, the applicant must have a bachelor's degree, or the equivalent, from an accredited college or university. A college senior who otherwise meets all requirements for graduate standing may be granted approval to take graduate courses concurrently with courses that complete the bachelor's requirements if this does not constitute an overload; this approval does not constitute admission to a graduate degree program.

Applicants are expected to present an undergraduate grade point average of 3.0 (B) or better in the overall program and in the major field. Some students with an overall grade point average between 2.5 (C+) and 3.0 (B) may be admitted to graduate standing, provided the grades of the junior and senior years are superior. The applicant may be admitted with (a) REGULAR, (b) PROVISIONAL, or (c) SPECIAL classification. (See Registration Classifications under *Attendance and Graduation* section.)

#### TRANSFER CREDIT

The student applying for admission by transfer from another college must file with the Registrar complete records of all studies taken on the secondary and the college levels.

A transfer student who has done acceptable graduate study in an approved institution may transfer credit up to 9 quarter units toward the master's degree without petition, but he may not transfer excess grade points to offset less than a B average at the University. The transfer student may petition to have additional transfer credit accepted at the discretion of the Graduate Committee.

#### READMISSION

The student who wishes to return to the School of Education after an absence of more than three quarters must file an application for readmission. Unless the Academic Standards Committee of the School approves other arrangements, the student is expected to meet the admission requirements in effect at the time of readmission.

#### INTERNATIONAL STUDENTS

M. D. HODGEN, Adviser for School of Education International Students

Admission of students from countries other than United States or Canada is limited to those who (a) meet all regular requirements for admission, (b) furnish suitable recommendations from responsible persons, (c) pass the Test of English as a Foreign Language (TOEFL) or its equivalent, if English is not the student's native language, and (d) give evidence of ability to meet all financial obligations to the University during the proposed course of study.

TOEFL      The student who does not have a sufficient score on TOEFL, or other evidence of English proficiency, is required to attend an intensive American language institute offered during the month preceding the beginning of the autumn quarter.

Student visa      A person entering the United States on a student visa (F-1) must carry successfully a full study load during each quarter of each academic year (12 units for the undergraduate; 8 units for the graduate student). The applicant must be prepared

to provide an advance deposit, as required by the Student Aid and Finance Office, and must give assurance that additional funds will be forthcoming to meet school expenses. Scholarships and assistantships available to international students are scarce, and employment is limited by regulations of the Immigration and Naturalization Service to no more than 20 hours per week.

Exchange visitor      Through the U. S. Department of State, the University has a program for exchange visitors that may be advantageous for international students. A person entering the United States on an exchange visitor visa (J-1) is subject to the same regulations as to study load and work limitations as the F-1 student. Further information may be obtained from the foreign student adviser in the Student Affairs Office.

Visa forms              For either the F-1 or the J-1 status, visa forms are provided by the foreign student adviser in the Student Affairs Office after the applicant's acceptance and after financial arrangements have been made with the Student Aid and Finance Office.



## ACADEMIC INFORMATION

### REGISTRATION and ATTENDANCE

The student must register on the dates designated in the University calendar in this BULLETIN. Registration procedure includes recording information on forms furnished by the Registrar and clearing financial arrangements with the Office of Student Aid and Finance.

Late registration is permissible only in case of a compelling reason, and in no case may registration take place later than the second week of a term. A charge is made if registration is not completed on the designated dates.

Attendance Regular attendance at all appointments is expected, beginning with the first day of each session.

Program change, withdrawal The student who wishes to add a course, or to withdraw from a course or a program, must complete appropriate forms supplied by the Registrar's Office. He should do this in consultation with his adviser and/or the Dean.

A course dropped before midterm is not included on grade reports or transcripts. If a student withdraws after midterm, a notation of NC is recorded.

A student who wishes to add a course must do so within the first two weeks of the quarter.

### REGISTRATION CLASSIFICATIONS

Regular The student who has satisfied all prerequisites and is registered for a standard curriculum leading to a degree or certificate is a *regular* student.

Provisional The student who is permitted to remove qualitative or quantitative deficiencies in order to qualify or requalify for regular standing is classified as a *provisional* student during the transition period.

Special The student who enrolls for selected courses (for personal or professional purposes without application toward a degree) is classified as a *special student*.

College senior A senior who otherwise meets all requirements for graduate standing may be permitted to take graduate courses concurrently with courses that complete his bachelor's degree requirements if this does not constitute an overload.

### STUDY LOAD

A normal undergraduate study load is 16-17 units, including all work for which the student is registered in schools of this University or elsewhere. (An undergraduate student of exceptional ability may register for additional units with the consent of the Dean.) A student carrying 12 units is considered a full-time student.



Teaching, graduate	For student teachers and graduate students, a course load of 12-14 units is the recommended maximum.
Concurrent enrollment	Correspondence, extension, independent study, or other concurrent registration constitutes part of the study load and is permitted only in extraordinary circumstances. Credit for such coursework is accepted only if petition to the Dean is made and consent given in advance of enrollment.
Unit of credit	Credit is indicated in quarter units. A quarter unit represents 10-12 class hours, or the equivalent, together with requisite study, preparation, and practice.

### SCHOLASTIC STANDING

Basic assumptions	<p>The following assumptions form the basis on which the grading system operates:</p> <ol style="list-style-type: none"> <li>1. Acceptable standards of performance are specified for a course.</li> <li>2. Performance criteria (objectives) for the course are validated in terms of (a) the student's past levels of achievement and ability; (b) the worth of the objectives as perceived by the student; (c) the value of the objectives as perceived by those with expertise in the given fields of study; (d) the value of the objectives as perceived by the supporting culture.</li> <li>3. The teacher provides opportunities for the student to practice the kinds of performance called for in the objectives – e.g., practice in problem solving, carrying on inquiry, analyzing, synthesizing, evaluating, etc.</li> <li>4. Unachieved objectives typically reflect inadequate practice of the type of performance called for in the objectives.</li> <li>5. The teacher reflects his effectiveness by ability to help the student achieve valid objectives.</li> <li>6. Letter grades are based on achievement of valid objectives.</li> <li>7. Credit for completing a course is given only when a student has achieved an acceptable standard of performance, consistent with stated valid objectives. Learning, rather than time, is the prime variable.</li> </ol>																															
Grading system	<p>Grades and status designations are reported and recorded to indicate credit and standing, and grade points are computed, as follows:</p>																															
Grades	<table> <tr> <td>A</td> <td>4.0</td> <td>Outstanding performance</td> </tr> <tr> <td>A-</td> <td>3.7</td> <td></td> </tr> <tr> <td>B+</td> <td>3.3</td> <td></td> </tr> <tr> <td>B</td> <td>3.0</td> <td>Very good performance</td> </tr> <tr> <td>B-</td> <td>2.7</td> <td></td> </tr> <tr> <td>C+</td> <td>2.3</td> <td></td> </tr> </table>	A	4.0	Outstanding performance	A-	3.7		B+	3.3		B	3.0	Very good performance	B-	2.7		C+	2.3		<table> <tr> <td>C</td> <td>2.0</td> <td>Satisfactory performance</td> </tr> <tr> <td>C-</td> <td>1.7</td> <td></td> </tr> <tr> <td>D+</td> <td>1.3*</td> <td></td> </tr> <tr> <td>D</td> <td>1.0*</td> <td>Minimum acceptable performance for credit</td> </tr> </table> <p>* Not acceptable on a major</p>	C	2.0	Satisfactory performance	C-	1.7		D+	1.3*		D	1.0*	Minimum acceptable performance for credit
A	4.0	Outstanding performance																														
A-	3.7																															
B+	3.3																															
B	3.0	Very good performance																														
B-	2.7																															
C+	2.3																															
C	2.0	Satisfactory performance																														
C-	1.7																															
D+	1.3*																															
D	1.0*	Minimum acceptable performance for credit																														
Status	<table> <tr> <td>AU</td> <td>Audit</td> </tr> <tr> <td>IP</td> <td>In progress</td> </tr> <tr> <td>NC</td> <td>No credit</td> </tr> </table>	AU	Audit	IP	In progress	NC	No credit	<table> <tr> <td>I</td> <td>Incomplete</td> </tr> <tr> <td>S</td> <td>Satisfactory performance</td> </tr> </table>	I	Incomplete	S	Satisfactory performance																				
AU	Audit																															
IP	In progress																															
NC	No credit																															
I	Incomplete																															
S	Satisfactory performance																															
GPA	<p>To be eligible for graduation the <i>undergraduate</i> student must maintain a grade point average of 2.3 or better, and the <i>graduate</i> student must earn a grade of B or better in each course applied to the degree.</p>																															

## CREDIT BY EXAMINATION

A student may meet an academic requirement, within specified limits, by passing a waiver examination or a proficiency examination at least equal in scope and difficulty to a final examination in the course.

**Waiver** Certain course requirements may be waived if the student successfully passes a waiver examination, but no credit results. To take a waiver examination, the student petitions the Dean for consent to take the examination on the scheduled date. A senior seeking waiver of course requirements must take the waiver examination before the final quarter of registration. A fee is charged, as indicated in the Schedule of Charges.

**Proficiency** To seek credit by proficiency examination, the student first gains the consent of the appropriate department chairman and then petitions the Dean. If consent is given, the student should take the examination before enrolling for further study in the field of the examination. If the student is successful in passing the proficiency examination, S is recorded on his permanent record, and his grade point average is not affected.

Credit for proficiency examination is recorded only after the student has successfully completed one quarter, or the equivalent, at the University and has earned at least 12 units of credit with a grade point average of 2.3 (C+) or better. A fee is charged, as indicated in the Schedule of Charges.

## CONDITIONS OF REGISTRATION, ATTENDANCE, RESIDENCE

The conditions of registration are considered, in part, under the headings Registration Classifications and Course Load.

**Academic residence** The student who expects to complete a *baccalaureate* degree in the School of Education must be in residence to earn a minimum of 36 units of credit at this University. The graduate student who expects to complete a *master's* or a *specialist* degree in the School of Education must be in residence to earn a minimum of 18 units of credit at this University. The residence requirement for student teaching and other fieldwork is a minimum of one quarter's work (12 units) on the La Sierra campus. For student teaching, this usually includes at least one course in the Department of Curriculum and Instruction.

**Time limit** Any credit transferred to the School or taken in residence and submitted toward a graduate degree is nullified seven years from the date when the course was completed. In certain cases, credit may be given for nullified courses after such refresher provisions as readings, reports, conferences, and examinations to bring the student up to date.

**Candidacy** Candidacy for a graduate degree lapses after three years from the date of admission to candidacy. If the time lapse from the first enrollment in a graduate curriculum to the conferring of the degree exceeds five years, an extension of time may be granted, but only by vote of the Graduate Committee.

## GRADUATION REQUIREMENTS

Requirements for students seeking baccalaureate degrees in the School of Education are basically the same as the requirements published in the BULLETIN of the College of Arts and Sciences. A total of 190 quarter units, with a grade point average of 2.3 or better, is required for graduation. Specific requirements are indicated in the section of this BULLETIN dealing with *Baccalaureate Programs*.

Detailed expectations for meeting requirements for advanced degrees are given in the section of this BULLETIN dealing with graduate programs. In general, the candidate for a graduate degree shall have met the following conditions:

1. Qualified for degree candidacy.
2. Completed an approved program of studies consisting of at least 45 units of coursework (including at least 18 units in courses numbered 500 or 600).
3. Submitted a satisfactory project or thesis.
4. Passed all required examinations.
5. Earned a grade of B or better in each course applied to the degree.

The candidate completing degree requirements at the end of the spring quarter is expected to be present at the commencement exercises and receive the diploma in person. Permission for the degree to be conferred in absentia is contingent on the recommendation of the Dean to the President and can be granted only by the President.

The University reserves the right to prohibit participation in commencement exercises by a candidate who has not satisfactorily complied with all requirements.



## FINANCIAL INFORMATION

### GENERAL PRACTICES

**Plan ahead** The student is expected to have arranged for financial resources to cover his expenses before the beginning of each school year. Accounts with other schools or with this University must have been settled. To prevent long waiting lines at registration, the student is urged to make financial plans well in advance, to complete financial arrangements with the Student Aid and Finance Office on or before announced registration dates, and to complete registration if possible in the preregistration period.

**Business hours** To avoid inconvenience, parents, sponsors, and others who plan to come from a distance to the campus for business purposes should *telephone* for appointment, especially if they are unable to arrive during official business hours.

9:00-12:00 Monday through Friday

1:00- 3:00 Monday through Thursday

All offices are *closed on Saturday, Sunday, and legal holidays*. Appointments may be made by telephone to *area code 714* and the following numbers:

Student Aid and Finance / 785-2251

Student employment / 785-2147

**Advance payment** Payment must be made in advance as follows: (a) the *room deposit* (for residence hall students) in advance of arrival, as indicated elsewhere; (b) the *flat charge* for tuition (inclusive of major expenses common to all students) by or before registration; (c) the guarantee deposit for *foreign applicants* before acceptance. For further details, see the Schedule of Charges; Deposits; International Students; Payment Plans; and other subsections in this *Financial Information* section of the BULLETIN.

**Cash needs** The student should arrange to have cash available for all special charges, miscellaneous expenses, and penalties. It is advisable to deposit at least \$50-100 each quarter in the Student Bank for books, vehicle registration, supplies, personal expenses, and unforeseen needs.

**Student Bank** The University operates the Student Bank for the convenience of students. If the parent or sponsor wishes to write only one check to include money for both tuition and other expenses, he should *indicate that the surplus may be deposited* in the Student Bank. Money earned by the student in part-time employment can also be deposited in the Student Bank for withdrawal at the student's discretion. The minimum transaction is \$1.

**Checks** Checks should be made payable to Loma Linda University and should have noted thereon the *student's name and Social Security number* so as to ensure that the correct account is readily credited and inadvertence prevented. A charge may be made by the University when a check is not honored by a bank.



- Health insurance      Health insurance coverage is automatically provided in the payment of charges to students registered for 7 units or more. A student enrolled for fewer than these units may *request and pay for* health service coverage. Health insurance covers the hospital and medical expenses outlined in the insurance information folder. Items not covered by the terms of the health insurance are payable by the student in all cases, and payment is expected at the time these services are given. Married students may have family coverage by applying for it within 31 days of their initial enrollment date for the year and by paying additional premiums. Information and forms are available at the Student Aid and Finance Office.
- Veterans      An accepted student eligible to receive veteran's benefits under the 1966 enactment should (a) transfer records to the Veterans Administration Regional Office, 1250 Sixth Avenue, San Diego, California 92101; (b) have a certificate of eligibility sent to the Registrar at Loma Linda University.
- Room deposit      The accepted residence hall student is required to pay the indicated deposit before a room is assigned or occupied. Dates by which deposit must be made or notification of cancellation given are noted in the Schedule of Charges. These relate to the term (fall, winter, spring, summer) for which initial registration is effective. Further details are published in the *Student Handbook*. Loan contracts, scholarships, or other kinds of financial aid are *not accepted in lieu of* this deposit.
- Nursing students      The financial policies in this BULLETIN apply to School of Nursing students registered for the Associate in Science degree program and for the first-year students in the Bachelor of Science program.
- A nursing student receiving the IP designation for a nursing-major course not completed during the quarter is required to reregister and pay tuition again if the course is not completed by the end of the subsequent quarter. A student receiving the NC designation for a nursing-major course listed in the individual course load but not begun during the quarter is required to reregister and pay tuition again. (The student should refer to the School of Nursing BULLETIN for a full explanation of the respective nursing program as the basis for interpreting the foregoing financial practices.)
- International students      A foreign applicant (other than Canadian) on a student visa is required to make an advance deposit (as noted under Deposits) and furnish evidence of additional resources to finance the expenses of the education planned. Because foreign students do not qualify for loans and grants listed under Student Aid, parents or sponsors are responsible for making payments in accordance with the financial practices of the University. Under the "bursary plan," foreign students may apply for financial aid through the treasurer of the Seventh-day Adventist church geographical division conference organization. Students accepted under this plan receive funds matching the church division funds up to 50 percent of the cost of tuition. Employment in the United States is subject to the regulations of the Immigration and Naturalization Service.
- Flat rate      A residence hall student pays the full flat rate regardless of study load (except that a tuition adjustment is permitted if fewer than 12 units are needed during the

final quarter before graduation). No reduction of the flat rate is made when a residence hall student reduces his study load during the quarter.

**Financial clearance** The student is expected to make satisfactory arrangements with the Student Aid and Finance Office for meeting all financial obligations to the University and to keep his financial status clear at all times. He must obtain financial clearance (a) at the initial registration; (b) at the beginning of any new term; (c) before registering for the subsequent year; (d) before taking final examinations at the close of the term.

**Transcripts** The University reserves the right to withhold all information concerning the record of a student who is in arrears in the payment of accounts, other charges, or student loans. No transcripts are issued until all of the student's financial obligations to the University have been met as set forth in this BULLETIN.

**Interest rate** A service fee of one percent per month is charged on a past due account. This is an annual interest rate of 12 percent.

#### SCHEDULE OF CHARGES for 1974-75 (subject to change by Trustee action)

Because of unsettled economic conditions, the following charges are subject to change at the beginning of any quarter.

**Flat charge** The flat charge enables the student to know the cost of education in advance and make arrangements to finance the program. For *residence hall* and *offcampus* students *alike*, the following are included in the indicated charge per quarter (\*):

- Tuition (for full-time study load, 12 units and over).
- Health insurance (routine care and medicine).
- Applied music instruction if required for a major or minor in music.
- Lyceum ticket.
- Diploma, certificate, academic costume.

Included additionally for residence hall students *only*:

- Room charge and membership in residence hall club.
- Meals (as much as the student wishes to eat at mealtime) from registration to the close of examinations, *exclusive of Thanksgiving and interquarter recesses*, but inclusive of:
  - freshman orientation time;
  - student teacher assignment time;
  - candidate participation in commencement events;
  - Snack Shop ticket (\$5 per quarter).

#### FLAT CHARGE (payment required by or before registration) \*

[Because of unpredictable costs of food and other items, these rates are subject to change at the beginning of any quarter.]

- \$1202 Residence hall: per quarter, with 21 meals per week. \*
- 1185 Residence hall: per quarter, with 17 meals per week. \*
- 800 Offcampus per quarter. \*

#### UNIT CHARGE

- \$ 68 Per unit (or fraction), credit or audit: fewer than 12 units.



#### DEPOSITS REQUIRED

- \$ 50 Residence hall room reservation for fall, winter, spring, summer terms: Due September 1, December 1, March 1, May 1.  
1000 Foreign student.

#### SPECIAL CHARGES (payable in cash)

- Application (nonrefundable): American and Canadian, \$10; international, \$20.  
25 Late application for fall, winter, spring, summer terms (nonrefundable): Application after August 15, December 1, March 1, May 1.  
10 Reapplication after nonresidence 3 quarters (nonrefundable).  
10 Late registration (beginning first day after published registration date).  
10 Late financial clearance (beginning second week after published registration date).  
5 Payment plan change.  
10 Waiver examination.  
5 Business Office collection charge for unpaid departmental penalties or check returned for insufficient funds.  
25 Proficiency examination.  
1 Transcript of credit, after first one.  
Library fine or loss, parking fine, property and supplies breakage or loss.  
Special physical education activities.  
Vehicle registration (as published in the current student handbook).

#### MISCELLANEOUS EXPENSES (payable in cash)

- Books, supplies, music, etc. (estimated \$50-75 per quarter).  
Health charges: Care other than that provided by campus health service or covered by health insurance.  
Nonroutine psychological tests.  
Campus clubs and organizations.  
Meal charges other than those included in flat rate:  
During holiday and interquarter recesses; snack shop or market.  
Transportation:  
Fieldwork, practice teaching, intercampus travel, offcampus assignment.  
Laundry.  
Entertainment (other than lyceum).

#### APPLIED MUSIC CHARGES (payable in advance)

- \$ 68 Per unit, credit or audit, unless required for major or minor in music.  
75 Offcampus registration: 1 half-hour period weekly, 10 per quarter.  
150 Offcampus registration: 2 half-hour periods weekly, 20 per quarter.  
50 Secondary or elementary school student: 1 half-hour period weekly, 10 per quarter.

#### REFUNDS

Withdrawal When a student withdraws from all courses and leaves school, these practices are followed:

1. *Tuition.* A minimum charge of \$25 is made if the student withdraws during the first 5 days after the published registration date; thereafter \$28 per additional school day is charged. Tuition is not refunded after the seventh week of the quarter. For part-time students the refund is figured on the basis of tuition prorated over a seven-week period.
2. *Board.* The charge for board per day, inclusive of the published registration day, is \$3.30.
3. *Room.* The charge for room, on the basis of a week or fraction thereof, is \$23. Room charge is not refunded after the seventh week of the quarter.

4. *Illness.* Special consideration is given in the case of prolonged illness.

5. *Drop voucher.* The effective date for the calculation of a refund is the date the completed drop voucher is received in the Student Aid and Finance Office.

6. *Identification card.* The student must return his ID card to the Student Aid and Finance Office to establish eligibility for refund. Refund of meal charges is figured from the date the ID card is received in the Student Aid and Finance Office.

7. *Return home.* If the student does not have funds for return fare home, an emergency assistance may be granted, provided there is sufficient credit in the account.

8. *Refund.* Ordinarily the balance of the account is refunded approximately one month from the date the ID card is returned to the Student Aid and Finance Office. The refund is made to the person initially named as responsible for the account. If a student is receiving financial aid, under normal circumstances the surplus is returned to the aid fund account.

Change in study load

When a commuting student drops one or more courses during a quarter, the charge is prorated on the same basis as for withdrawal from all coursework. The student must present the *add-drop voucher during the quarter* in order to receive a refund.

Residence change

A student who chooses, under existing policy, to move out of the residence hall, is not eligible for a refund on room charge for the remainder of the quarter.

Meal plan change

Change of meal plan may be made only at registration time at the beginning of the quarter.

Overpayment

If the account is overpaid, the patron should allow time for all records (such as cashier receipts, registration records, etc.) to clear through the data processing facility.

## PAYMENT

Two methods of payment are open for the student and/or parents to select from:

- Direct to the University
- Contract with a loaning agency

The details of these methods are explained in the following sections. Once a payment plan is determined and programed for the quarter, the student may not change to another plan without an additional charge.

Direct payment

*Tuition* must be paid in full at the beginning of each quarter. *Board and room* charges for the full quarter are due and payable one month after the beginning of the quarter.

A 1 percent per month service fee is charged on an account past due thirty days or more. This is an annual percentage rate of 12 percent.

Contract payment

The student or parents may contract with a loaning agency for the expenses of the quarter, the school year, or the entire curriculum (keeping in mind that processing a loan contract takes approximately 4 or 5 weeks). The contract may be negotiated for one academic year, with 8 to 12 monthly payments; or for periods up to



four academic years, with monthly payments extended over 48, 60, or 72 months.

If a contract payment plan is selected, the payment check is made to the loaning agency, not to the University.

The benefits of the plans are: (a) payments are predetermined, so that financial plans can be made in advance; (b) payments are reduced to a minimum by being spread over a period of time; (c) if the account is insured, the contract becomes paid in full on the death or total disability of the person responsible for payments; some contracts also insure the student; (d) no cancellation fee is charged by the loan agency in case of withdrawal from registration.

## EMPLOYMENT

- Application A student who needs to work part time to assist with expenses must obtain a work permit from the student employment office. The student applying for a scholarship, grant, or loan, or for work is requested to provide evidence of financial need by filing a *Parents' Confidential Statement* or a *Student Financial Statement* with College Scholarship Service. Forms are available from secondary school counselors or the Student Aid and Finance Office. Filing should be completed early (as noted in the Student Aid information).
- Campus work Campus employment opportunities are offered primarily by such services as bakery, cafeteria, dairy, farm, grounds, housekeeping, maintenance, and market. Some additional opportunities are offered in the residence halls, the library, the general administrative offices, and the academic department offices.
- Local businesses A few local businesses adjacent to the campus provide a limited number of employment opportunities at which the student may earn an average of approximately \$800 a year.
- Cash payment Cash payment for part-time employment by the University is made on a bi-weekly basis for the student's use for personal needs, loan payments, or otherwise as arranged by the student. Or the student may elect to have his check mailed to his parents by special arrangement (except the student on a federal work-study program) or deposited in the Student Bank.
- Tithe Payroll deduction is available to facilitate the payment of tithe on earnings. Arrangements are made at the student's request.

## STUDENT AID

Financial assistance for education is available through federal government sources, state scholarships, private lending agencies, certain University resources, and established awards, grants, scholarships, revolving loan funds, and the like.

- How to apply To apply for a loan or enter on a contract payment plan, the student should (a) *be acquainted* with the information in the Schedule of Charges and in Budgeting for Financial Aid; (b) *be aware* that processing a loan contract takes considerable time; and (c) *begin planning* long enough in advance so that funds are available in time for registration.

Required forms      Financial aid to students is granted on the basis of need. So that need can be evaluated in a consistent way, students seeking aid are required to submit a *Parents' Confidential Statement* (PCS) to College Scholarship Service (CSS) by April 15.

In addition to filing the PCS form by April 15, the student (new or returning) seeking aid should file an *Aid Application* form (a University form) by June 1. Those who apply later than this date receive aid only if funds are available after the needs are met for those who file complete applications by June 1.

The PCS form, together with information about the CSS need-analysis system, may be obtained from the high school guidance counselor by the new applicant for admission to the University. A student currently enrolled at this University can obtain the PCS form from the Student Aid and Finance Office.

Code 4380      The student should use CSS code number 4380 to identify this University in line item two of the PCS form.

#### FEDERAL PROGRAMS

Eligibility      Financial aid programs sponsored by the United States Department of Health, Education, and Welfare require the provision of information used for evaluation by College Scholarship Service in establishing the student's eligibility for aid. The student classified as a tax-deductible *dependent* submits the *Parents' Confidential Statement* form that furnishes evidence of the income of parents. The *independent* student submits the *Student Financial Statement* form.

The following five programs of student assistance are supported by the U. S. Office of Education and are available to Loma Linda University students who meet the federal eligibility requirements:

- Basic Educational Opportunity Grant
- Supplemental Educational Opportunity Grant
- National Direct Student Loan
- Federally Insured Student Loan
- College Work-Study Program

Determination of what aids are applicable in given cases is made in the Student Aid and Finance Office, except for the Basic Educational Opportunity Grant.

The *Aid Application* form of the University, together with the *Parents' Confidential Statement* or the *Student Financial Statement* must be submitted to prove need for financial aid.

Citizen      Also, to qualify for federal financial aid, a student must be a United States citizen or a person in the United States for other than temporary purposes and intending to become a permanent resident.

National Direct Student Loan      Up to \$1,000 per year is available for needy students. After ceasing to be in at least half-time attendance, the recipient repays the loan with 3 percent interest. No payments are required for up to three years during service in the armed forces, Peace Corps, or VISTA.

Basic Educational Opportunity Grant      The Basic Educational Opportunity Grant (BEOG) program makes funds available to eligible students who entered postsecondary education for the first time after April 1, 1973, and are enrolling on a full-time basis. To apply for a BEOG a



student must complete the *Application for Determination of Basic Grant Eligibility* available from the Student Aid and Finance Office.

Supplemental Educational Opportunity Grant	The Supplemental Educational Opportunity Grant (SEOG) program is for undergraduate students whose financial need is such that without the grant the student would be unable to continue his education. The minimum grant is \$200, and this must be matched with a loan, a scholarship, another grant, or labor earnings.
College Work-Study Program	A student from a low-income family is offered work during the school year to assist in meeting educational expenses. Certain offcampus jobs at recreation or camping centers are available during both the summer and the academic year.
Federally Insured Student Loan	Maximum loans of \$2,500 an academic year insured by the federal government may be available from participating lending institutions in many states. The government pays the interest while the student is in school, if there is a need after the family's contribution and financial aid granted has been considered. If the student does not qualify for federal interest benefits, he may still borrow; but he must pay his own interest from the time he takes out the loan until it is repaid. The loan repayment may extend up to ten years at 7 percent interest, with a minimum payment of \$360 per year on smaller loans. (Participating banks require a family depositor relationship for at least six months before they consider accepting an application from a student.) The borrower must submit an affidavit that the loan will be used only for educational purposes; the affidavit must be signed before a notary public or other person authorized to administer oaths. Application forms may be obtained from the lender or from the Student Aid and Finance Office. A PCS form is required of an applicant if the adjusted family income is more than \$15,000.
United Student Aid Fund	Certain banks handle United Student Aid Fund loans instead of FISL. The regulations and policies for USAF loans are the same as for the FISL program.
Law Enforcement Educational Program	The Law Enforcement Assistance Administration supports current or prospective law enforcement personnel who may obtain assistance as follows: (a) grants up to \$750 and loans up to \$2,200 a year to cover direct educational expenses of inservice personnel and loans up to \$2,200 a year for those who plan to enter law enforcement; (b) cancellation of 25 percent of total loans per year of employment in a federal, state, or local law enforcement program.

#### OTHER PROGRAMS

Grant-in-aid	A limited fund is available through the University for special grants to assist students with special financial need and to supplement other aids. Needy students who may not be eligible for assistance under government-sponsored programs or who, because of special circumstances, cannot receive parental support, may be assisted with a grant-in-aid. These range from \$50 to \$300 per year and depend on individual circumstances.
California State Scholarship	Scholarships are available to California residents who show satisfactory results on the Scholastic Aptitude Test of the College Entrance Examination Board and who have a satisfactory grade point average. Residents may apply for such scholarships if they meet requirements and establish need. These scholarships provide tuition grants up to \$2,500 at the college of the student's choice. (Secondary school

counselors can provide full information and application forms for senior students.)

Monthly contract  
loan plans

The student not eligible for low-interest federally sponsored loans may elect a contract plan (some plans with interest; two prepayment plans with a service charge but no interest). Under such plans a student may contract for one year (with 8 to 12 monthly payments) or up to four years (with monthly payments extended up to 60 months). Contracts are signed with and payments made directly to the agency.

Revolving loan funds

A number of low-interest revolving loan funds, from which limited loans are granted to qualifying students, have been set up as named:

Erwin E. Cossentine Loan Fund  
Dartley Revolving Student Loan Fund  
William B. Greene Loan Fund  
Milton and Ethel Griese Loan Fund  
Richard Guy Memorial Fund

Robert A. Hanson Loan Fund  
Miracle Loan Fund  
F. Oliphant Memorial Fund  
Fadelma Ragon Sargeant Loan Fund  
Ellen Rickard Memorial Fund

Colporteur

The student may earn a colporteur scholarship by selling Seventh-day Adventist publications. The church conference, the publishers, and the University join in arrangements for this provision.

Special scholarships  
and awards

Each year students enrolled on the La Sierra campus are considered for different scholarships and awards granted on the basis of one or more of the following criteria: academic excellence, citizenship, contribution to campus life, financial need. Information about the following scholarships and awards is available from the Office of the Dean:

Alumni Federation Award  
K. F. Ambs Leadership Award  
California Congress of Parents and Teachers  
Scholarship  
Farmers Insurance Group Scholarship  
James Irvine Foundation Award  
Edmund C. Jaeger Award (biology)  
Judson Memorial Award  
Eliza L. Landeen Scholarship  
for Elementary Teachers

Layne Foundation Scholarship  
George H. Mayr Foundation Scholarship  
Lavina A. Northrop Award (preseminary)  
I. G. Ortner Scholarship  
Riverside Foundation Heseman Scholarship  
Harry Schrillo (La Sierra Alumni  
Association) Scholarship  
President's Award

**BUDGETING FOR FINANCIAL AID**

Budgeting for financial aid necessitates consideration of more than flat rates. Books, supplies, travel, laundry, personal expense, commuting costs, and other miscellaneous expenses are included in the financial aid budget to establish need. Simply defined, *need* is the sum of the costs less the student's *and* the family's contribution toward the cost of education. The following annual cost budgets are used *for financial aid purposes only*.

Residence hall student, \$4,400

Offcampus student, \$3,900

Application for financial aid for each academic year (with required supporting documents) should be received at the Student Aid and Finance Office by June 1. Aid commitments are made for the year, one-third of the amount committed being applicable to each quarter.

Some funds may be available for students planning to enter the second or third quarters. Applications should be submitted two months in advance.



## STUDENT AFFAIRS

### STUDENT RESPONSIBILITY

Application to and enrollment in the University constitute the student's commitment to honor and abide by the practices and regulations stated in the announcements, BULLETINS, handbooks, and other published materials, and to maintain a manner that is mature and compatible with the University's function as an institution of higher learning.

The University was established to provide education in a distinctive Christian environment. No religious test is applied, but students are expected to respect the Sabbath and to honor the church standards and the ideals of the University. The prospective student has freedom to choose or reject these. But he must make that choice before he enrolls and then must abide by the decision while he is a student.

### FROM UNIVERSITY TO STUDENT

The University regards the student from a cosmopolitan and comprehensive point of view – (a) cosmopolitan in that historically the University global mission has promoted bonds and opportunities in education and service without regard to sex, national or racial origin, or geographical line, and (b) comprehensive in that the University concern for the welfare of the student has been traditionally an integrated concern for assisting the student in balanced development of his intellectual, emotional, physical, religious, and social potentialities.

### GENERAL INFORMATION

Identification number    The student's Social Security number becomes his permanent identification number on his University record. The applicant who does not already have a Social Security number should consult his local post office about securing one well in advance of enrollment. An identification card is issued at the initial enrollment and is renewed as necessary. The student should present his card when applying for library service, health service, or other service that requires identification. Also, the identification (Social Security) number should be noted (together with the student's name) on checks payable to the University to ensure crediting to the proper account readily. When the student withdraws from the University, the card is returned to the Student Aid and Finance Office.

Counseling service    The official counseling agency for the University provides a service to students who desire help from professional counselors. This service, which is free and is on a voluntary basis, is designed to deal with a wide range of educational, vocational, premarital, marital, or other personal problems. No referral is necessary. The goal is to assist individuals to make maximum use of their intellectual and personal re-

sources. Counseling is done in the strictest confidence, and no information is released except by the written request of the person counseled.

Physical fitness      Physical fitness is promoted by various recreational interests and by courses in gymnastics, field exercises, swimming, body building, lifesaving, and health instruction. An effort is made to interest each student in some recreational and health-building activity that he may carry over to enhance his future life.

Health      Living so as to maintain optimum health in the midst of the pressures of pursuing an education is an important part of student growth. The Health Service maintains a campus center where students may go for advice, prescription, and care.

Insurance coverage      The student's health insurance policy covers hospitalization for illness or accidents, including those that occur offcampus. The student should keep and refer to the insurance information folder provided him at registration. This informs him about what benefits the insurance provides and what services must be paid for. (See also the *Financial Information* section).

Worship      Chapel services, residence hall religious appointments, and church worship services provide opportunities for personal enrichment. Choosing to come to this University implies the student's willingness to attend these appointments as part of the educational climate.

Transportation      The student is responsible for transportation arrangements and costs to off-campus assignments. The student who has a car must arrange for vehicle registration and parking permit. The law requires that adequate public liability insurance be carried by car owners, and the driver must have a valid California driver's license.

Property protection      Because the responsible adult has regard for the property of institutions and individuals, it goes without saying that the mature student does his part to protect and safeguard University property, facilities, equipment, and supplies. The student is expected to assume responsibility for the safekeeping of personal belongings, using lockers where these are available and otherwise exercising appropriate attentiveness to the protection of his own property and that of others.

## ORGANIZATIONS

Professional Association      Among the purposes of the Professional Education Association are the following: (a) to provide oncampus opportunity for free exchange of ideas relating to the education profession; (b) to provide a social setting in which preprofessional and inservice educators can meet on common ground for fellowship; and (c) to promote the effectiveness of professional education programs at the University and facilitate professional growth among students. Membership is open to students who are working toward professional credentials and/or one of the degrees offered by the School of Education.

Clubs      Various oncampus organizations are open to student membership according to individual interests. These organizations are listed in the BULLETIN of the College of Arts and Sciences.











# II

Associate Program  
Baccalaureate Programs  
Master of Arts Programs  
Specialist in Education Programs  
Credential Programs  
Departments of Instruction

The School of Education offers instruction in fulfillment of requirements for the Associate in Arts, the Bachelor of Science, the Bachelor of Arts, the Master of Arts, the Specialist in Education degrees, and various credentials. The programs offered, the requirements specified, and the departments of instruction are outlined in the sections of this division of the BULLETIN.

The code letters used with the course lists refer to the four departments of instruction:

EDAD Educational Administration  
EDCE Counselor Education  
EDCI Curriculum and Instruction  
EDFO Foundations of Education

Credits are shown in quarter units.

The course number system is outlined in the Departments of Instruction section.

# ASSOCIATE PROGRAM

## ASSOCIATE IN ARTS

For students interested in serving as teacher aides, the School of Education offers a two-year program leading to the Associate in Arts degree.

Specific course requirements, to a total of 94 units, are as indicated below.

Freshman year	<i>Autumn quarter</i>	<i>Units</i>
	ENGL 101 Freshman English ( <i>or</i> ENGL 095)	4
	PSED 111 Body Mechanics ( <i>or</i> PSED 181)	1/2
	RLGN 101 Mission and Message of Jesus ( <i>or</i> choice)	4
	SECY 102 Intermediate Typewriting	4
	SOCI 211 Introduction to Sociology	4
		16 1/2
	<i>Winter quarter</i>	
	C MSP 101 Fundamentals of Speech	4
	ENGL 102 Freshman English ( <i>or</i> ENGL 101)	4
	PSCH 101 General Psychology I	4
	PSED 181 Movement Skills ( <i>or</i> PSED 111)	1/2
	SECY 106 Office Services I	4
		16 1/2
	<i>Spring quarter</i>	
	ARTS 201 Introduction to Studio Arts	2
	ARTS 261 Crafts	2
	EDCI 201 Orientation to Teaching	3
	MATH 095 Basic Mathematics	4
	MUSC 101 Music Fundamentals	3
	PSED 181 Movement Skills ( <i>or</i> PSED 111)	1/2
		14 1/2
Sophomore year	<i>Autumn quarter</i>	
	BIOL 203 Physiology of Man ( <i>or</i> CFSC 175)	4
	CFSC 175 Child Development ( <i>or</i> BIOL 203)	4
	EDCI 221 General Methods I	4
	HIST 151 Survey of American History and Institutions	4
	PSED 181 Movement Skills ( <i>or</i> PSED 111)	1/2
	RLGN Choice	4
		16 1/2
	<i>Winter quarter</i>	
	EDCI 215 Multimedia Instruction	4
	EDCI 222 General Methods II	4
	HIST 152 Survey of American History and Institutions	4
	PSED 237 Playground Leadership	2
		14
	<i>Spring quarter</i>	
	EDCI 235 Teacher Aide Fieldwork	12
	Elective	4
		16



## BACCALAUREATE PROGRAMS

### BACHELOR OF ARTS / BACHELOR OF SCIENCE

The School of Education, in collaboration with the College of Arts and Sciences, offers programs on the undergraduate level leading to teaching credentials. Interested students should see the credentials adviser for programing.

#### ELEMENTARY EDUCATION PROGRAMS / B.A. or B.S.

The following programs of study leading to the bachelor's degree meet requirements for the General Conference Department of Education Standard Credential in Elementary Education. The program for the liberal arts major also meets the California state requirements for a preliminary teaching credential.

#### LIBERAL ARTS MAJOR PROGRAM / B.A.

**Bachelor of Arts** The LIBERAL ARTS MAJOR, a diversified major leading to the Bachelor of Arts degree, is designed mainly for students planning a career in multiple-subject instruction in elementary schools and early childhood education, as commonly practiced in California. However, it is also available to other students. The major is distributed among the following four areas: *English and speech* (including grammar, literature, composition); *mathematics* and the *physical and life sciences*; *social sciences* (other than education and education methodology); and *humanities* and the *fine arts* (including foreign languages).

**Credential** The program meets requirements for the General Conference Department of Education Standard Credential in Elementary Education and the California state requirements for a preliminary multiple-subject credential.

**Requirements** This program includes the following:

1. Completion of 190 units (88 upper division), including those outlined in 2, 3, and 4.

2. Completion of the *liberal arts* requirements, 126 units (40 upper division):

English and speech, 28-36 units.

Mathematics and the physical and life sciences, 28-36 units.

Social sciences, 28-36 units.

Humanities and the fine arts, 28-36 units.

**English and speech** *Required courses*, 28 units

28-36 units

CMSP 101 Fundamentals of Speech

4 units

CMSP 321 Semantics

4 units

ENGL 101 Freshman English

4 units

ENGL 102 Freshman English

4 units

ENGL 381	Modern Grammar	4 units
ENGL 401	Advanced Composition	4 units
ENGL 415	Literature for Children	4 units

*Suggested electives, 0-8 units*

CMDS 277	Development of Speech and Language	4 units
CMSP 201	Oral Interpretation	4 units
CMSP 328	Persuasion	4 units
ENGL 423	American Literature: Romanticism	4 units
ENGL 424	American Literature: Realism	4 units
ENGL 425	American Literature of the Twentieth Century	4 units
ENGL 441	Biblical Literature	4 units

Mathematics / physical  
and life sciences  
28-36 units

*Required courses, 22 units*

BIOL 203	Physiology of Man	4 units
BIOL 421	Human Ecology	2 units
MATH 222	Concepts in Mathematics	4 units
MATH 281	Introduction to Probability	4 units
PHYS 107	Introduction to Physics	4 units
PHYS 301	Astronomy	4 units

*Suggested electives, 6-14 units*

BIOL 441	Human Genetics	3 units
BIOL 472	General Entomology	4 units
MATH 131	Calculus of Elementary Functions	5 units
MATH 271	Introduction to Computer Programing	4 units
MATH 371	Advanced Computer Programing	4 units
PHYS 202	Geology	4 units
PHYS 204	Physics of Music and Speech	4 units
PHYS 305	Physics and Man	4 units

Social sciences  
28-36 units

*Required courses, 28 units*

ECON 251	Principles of Macroeconomics	4 units
GEOG 407	Historical Geography of the United States	4 units
HIST 151	Survey of American History and Institutions	4 units
HIST 152	Survey of American History and Institutions	4 units
HIST 207	History of Western Civilization (or 208 or 209)	
HIST 208	History of Western Civilization (or 207 or 209)	4 units
HIST 209	History of Western Civilization (or 207 or 208)	
PSCH 101	General Psychology I	4 units
SOCI 211	Introduction to Sociology	4 units

*Suggested electives, 0-8 units*

ANTH 411	Cultural Anthropology	4 units
ECON 252	Principles of Microeconomics	4 units
ANTH 308	Geography of Man	5 units
HIST 413	Europe Since 1938	4 units
HIST 459	California History and Government	4 units
PSCH 201	General Psychology II	4 units
PSCH 341	Introduction to Personality	4 units
SOCI 411	The Family	4 units
SOCI 431	Urban Sociology	4 units



Humanities / fine arts	<i>Required courses, 16 units</i>		
28-36 units	ARTS 201	Introduction to Studio Art	2 units
	ARTS 291	Introduction to Art ( <i>or</i> MUSC 201)	4 units
	ARTS 305	Development of Aesthetic Awareness	2 units
	MUSC 201	Introduction to Music ( <i>or</i> ARTS 291)	4 units
	MUSC 305	Basic Music	4 units
	PHIL 203	Value	4 units
	<i>Suggested electives, 12-30 units</i>		
	ARTS 261	Crafts	2 units
	ARTS 491	History of Art	4 units
	ARTS 492	History of Art	4 units
	ARTS 493	History of Art	4 units
	LANG	A modern foreign language	
		For the <i>liberal arts major</i> , credit in a modern foreign language contingent on completion of one language through the intermediate level.	
	MUSC 331	History of Music	4 units
	MUSC 332	History of Music	4 units
	MUSC 333	History of Music	4 units
	PHIL 201	Knowledge	4 units
	PHIL 202	Being	4 units
	PHIL 431	Aesthetics	4 units

3. Completion of the *professional education* requirements, 36 units (33 upper division). Required only for the General Conference Department of Education Standard Credential, EDCI 412 and EDFO 404 (#).

EDCI 201	Orientation to Teaching		3 units
EDCI 411	Elementary School Curriculum and Instruction: Language Arts		2 units
EDCI 412	Elementary School Curriculum and Instruction: Religion and Social Studies	#	4 units
EDCI 414	Curriculum and Instruction: Reading		5 units
EDCI 415	Elementary School Curriculum and Instruction: Mathematics		4 units
EDCI 425	Directed Teaching in the Elementary School		18 units
EDFO 302	Psychological Foundations of Education		4 units
EDFO 404	Philosophy of Seventh-day Adventist Education	#	3 units

4. Completion of the following other specific requirements, 24 units:

Health sciences (to include methods of teaching health), 3 units.

Physical education (6 quarters), 3 units.

Religion, 18 units (4 upper division).

Electives to bring the program total to 190 units.

ELEMENTARY EDUCATION MAJOR PROGRAM / B.S.

Bachelor of Science The *elementary education major* leading to the Bachelor of Science degree is based on completion of the subject matter outlined in the paragraphs that follow.

Credential The program meets requirements for the General Conference Department of Education Standard Credential in Elementary Education. This major is NOT accepted by the state of California as a basis for any credential.

Requirements This program includes the following:

1. Completion of the *general studies* requirements in the College of Arts and Sciences.

2. Completion of the *elementary education major* requirements from the following (or equivalents approved by the School of Education), 54 units. Required courses are indicated by asterisk (\*):

EDCE 401	Educational Measurements	3 units
EDCE 541	Principles of Guidance	3 units
*EDCI 201	Orientation to Teaching	3 units
*EDCI 411	Elementary School Curriculum and Instruction: Language Arts	2 units
*EDCI 412	Elementary School Curriculum and Instruction: Religion and Social Studies	4 units
*EDCI 413	Elementary School Curriculum and Instruction: Science and Health	2 units
*EDCI 414	Curriculum and Instruction: Reading	5 units
*EDCI 415	Elementary School Curriculum and Instruction: Mathematics	4 units
*EDCI 425	Directed Teaching in the Elementary School	18 units
*EDFO 302	Psychological Foundations of Education	4 units
EDFO 303	Social Foundations of Education	4 units
EDFO 321	Psychology of Human Growth and Development	4 units
*EDFO 404	Philosophy of Seventh-day Adventist Education	3 units

3. Completion of the following *cognates*: ARTS 201 and 305; ENGL 415; MATH 222; MUSC 305; PSED 381.

4. *Electives* to bring the total number of units to 190.



## SECONDARY TEACHING PROGRAM / B.A. or B.S.

The program in *secondary teaching* is based on a single-subject major offered in the College of Arts and Sciences. Application to the teacher preparation program should be made to the School of Education as early as possible, preferably before the beginning of the junior year.

**Credential** To meet the General Conference Department of Education requirements for the Standard Credential in Secondary Education, the student must complete the program outlined in the paragraphs that follow. The program also meets the California state requirements for a preliminary single-subject credential.

**Requirements** This program includes the following:

1. Completion of the *general studies* requirements in the College of Arts and Sciences.
2. Completion of a *single-subject major* in the College of Arts and Sciences.
3. Completion of a *minor* in the College of Arts and Sciences (strongly recommended, although not required).
4. Completion of the following *professional education* courses (36-39 units). Required only for the General Conference Department of Education Standard Credential, EDFO 404 (#).

EDCI 201	Orientation to Teaching	3 units
EDCI 414	Curriculum and Instruction: Reading	5 units
EDCI 432	Secondary School Curriculum and Instruction	6 units
EDCI 447	Directed Teaching in the Secondary School	18 units
EDFO 302	Psychological Foundations of Education	4 units
EDFO 404	Philosophy of Seventh-day Adventist Education	# 3 units

## MASTER OF ARTS PROGRAMS

Areas Graduate programs leading to the Master of Arts degree are offered in the following areas:

Elementary Education  
Secondary Teaching  
Counselor Education  
Educational Administration  
Educational Supervision  
Foundations of Education

Assistantships Graduate assistantships are available. Inquiry should be directed to the Office of the Dean.

The three major stages of the programs are:

Stage I (regular standing), 15 units  
Stage II (advancement to candidacy), 30 units  
Stage III (completion), 45 units

The requirements for each stage are shown in the following outline:

Stage I For regular standing, 15 units.

1. Completion of the basic requirements with a grade average of B (3.0) or better; 9 units of approved work may be transferred. The basic requirements are as follows:

EDAD 521 Educational Administration  
EDCE 541 Principles of Guidance  
EDCI 512 Curriculum Planning (or EDFO 502)  
EDFO 501 Methods and Materials of Research  
EDFO 502 Psychological Theories of Instruction (or EDCI 512)

2. The Graduate Record Examination (aptitude) or Miller Analogies Test. Students whose combined standard scores on the two components of the GRE aptitude test fall below 850 are asked to take supplementary tests to facilitate guidance in their graduate study. A percentile rank of 35 or better is required on the Miller Analogies Test.

3. Residence requirement of at least 12 units.

Stage II For advancement to candidacy, 30 units.

1. Concentrated area study.  
2. Written application for candidacy (after completion of approximately 30 units of the program).  
3. Assignment of a research project or thesis guidance committee.  
4. Approval of research proposal by project or thesis guidance committee.



- Stage III For completion, 45 units.
1. Filing of application for graduation.
  2. Completion of coursework, including fieldwork as needed.
  3. Graduate Record Examination (advanced).
  4. Writing of project or thesis (final draft due three weeks before graduation).
  5. Written comprehensive examination (four weeks before graduation).
  6. Oral comprehensive examination (two weeks before graduation).

### ELEMENTARY EDUCATION / Master of Arts

The graduate program in ELEMENTARY EDUCATION builds on the baccalaureate *liberal arts* major or the *elementary education* major.

Credential Requirements for the *elementary education credential* (from either the state of California or the General Conference Department of Education) must be fulfilled before the degree is conferred.

Coursework Completion of postbaccalaureate coursework to a minimum of 45 units as outlined below is required:

#### BASIC REQUIREMENTS, 18-21 units

EDCI 512	Curriculum Planning	3 units
EDCI 696	Research Project (or 698)	3 units
EDCI 698	Thesis (or 696)	6 units
EDFO 501	Methods and Materials of Research	3 units
	Religion (upper division or graduate)	3 units

*Any two of the following courses:*

EDAD 521	Educational Administration	3 units
EDCE 541	Principles of Guidance	3 units
EDFO 502	Psychological Theories of Instruction	3 units

#### AREA OF SPECIALIZATION AND COGNATES, 24-27 units

(to be selected in consultation with the adviser)

EDCE 401	Educational Measurements	3 units
EDCE 667	Seminar in Analysis and Treatment of Learning Difficulties	3 units
EDCI 471	Early Childhood Education	4 units
EDCI 599	Research Topics in Curriculum and Instruction	2-6 units
EDCI 612	Seminar in Continuous Progress Programs	4-10 units
EDCI 613-621	Seminars in Elementary Education	3-27 units
EDFO 503	Contemporary Problems in Education	3 units
EDFO 505	History of Educational Thought	4 units
EDFO 631	History of Religious Education	4 units
EDFO 641	Seminar in Seventh-day Adventist Education	3 units
	Coursework in College of Arts and Sciences	0-18 units

SECONDARY TEACHING / Master of Arts

The graduate program in SECONDARY TEACHING builds on the baccalaureate *single-subject* major.

**Credential** Requirements for a *secondary teaching credential* (from either the State of California or the General Conference Department of Education) must be fulfilled before the degree is conferred.

**Teaching majors** Teaching majors are offered in the following:

agriculture	history	music
art	home economics	physical education
biology	industrial arts	physics
business education	mathematics	religion
chemistry	modern languages:	speech
English	French, German, Spanish	

**Coursework** Completion of postbaccalaureate coursework to a minimum of 45 units is outlined:

**PROFESSIONAL EDUCATION, 22 units**

EDAD 521	Educational Administration	3 units
EDCE 541	Principles of Guidance	3 units
EDFO 501	Methods and Materials of Research	3 units
EDFO 502	Psychological Theories of Instruction	3 units
EDCI 512	Curriculum Planning	3 units
EDCI 696	Research Project ( <i>or</i> 698)	3 units
EDCI 698	Thesis ( <i>or</i> 696)	6 units
	<i>Elective</i>	3 units

**ARTS AND SCIENCES, 23 units**

Religion (upper division or graduate) <i>required</i>	4 units
Graduate courses in major area	10 units
<i>Electives:</i> Selected in consultation with the adviser: in major, minor, or cognate area	9 units



## COUNSELOR EDUCATION / Master of Arts

**Prerequisites** Prerequisites for the graduate program in COUNSELOR EDUCATION include the following:

1. Program recommended by the department and approved by the Graduate Committee.
2. Personal characteristics desirable for pupil personnel work (with verification by two or more persons who have been associated with the student in an administrative or supervisory relationship).

**Coursework** Required postbaccalaureate coursework to a minimum of 45 units is outlined below. Required courses in the area of specialization are indicated by asterisk (\*).

### BASIC REQUIREMENTS, 12 units

EDAD	521	Educational Administration	3 units
EDCE	541	Principles of Guidance	3 units
EDCI	512	Curriculum Planning ( <i>or</i> EDFO 502)	3 units
EDFO	501	Methods and Materials of Research	3 units
EDFO	502	Psychological Theories of Instruction ( <i>or</i> EDCI 512)	3 units

### AREA OF SPECIALIZATION, 27 units

*EDCE	401	Educational Measurements	3 units
*EDCE	405	The Dynamics of Individual Behavior	3 units
*EDCE	461	The Exceptional Child	3 units
EDCE	463	The Mentally Retarded Child	3 units
EDCE	465	The Gifted Child	3 units
EDCE	499	Projects and Topics in Counselor Education	2-6 units
*EDCE	551	Student Personnel Services	3 units
*EDCE	553	Education and Career Planning	3 units
*EDCE	561	Counseling Theory and Techniques	3 units
*EDCE	563	Group Process Theory and Procedures	3 units
*EDCE	565	Fieldwork in Guidance	6 units
EDCE	566	Fieldwork in Psychometry	3-6 units
EDCE	567	Fieldwork in School Psychology	3-6 units
EDCE	599	Research Topics in Counselor Education	2-6 units
EDCE	647-662	Seminars in Guidance	each, 3 units
EDCE	663	Intelligence Testing Practicum	6 units
EDCE	665	Appraisal Techniques in Guidance	3 units
EDCE	667	Analysis and Treatment of Learning Difficulties	3 units
EDCE	668	Projective Techniques	3 units

### ADDITIONAL REQUIREMENTS, 6-9 units

RLGT	432	Christian Ethics	3 units
EDCE	696	Research Project ( <i>or</i> 698)	3 units
EDCE	698	Thesis ( <i>or</i> 696)	6 units

## EDUCATIONAL ADMINISTRATION / Master of Arts

- Careers** The master's degree in EDUCATIONAL ADMINISTRATION provides general and specific knowledge and skills appropriate for the preparation of principals, business managers, and other supporting administrators in elementary and secondary education. For a description of the credential program please see page 56.
- Prerequisites** Prerequisites for the graduate program in *educational administration* include the following:
1. A current and valid standard teaching credential.
  2. Successful full-time classroom teaching experience certified by chief school administrators.
  3. Potential for administrative leadership (with verification by two or more persons who have been associated with the student in an administrative or supervisory relationship).
- Distribution of instruction** The curriculum consists of 45 units beyond the baccalaureate degree and shall be distributed as follows:
- Department of Counselor Education, 3 units
  - Department of Curriculum and Instruction, 6 units
  - Department of Educational Administration, 21 units
  - Department of Foundations of Education, 6 units
  - Department of Religion, 3 units
  - Electives (to be selected in consultation with the adviser), 6 units
- Coursework** The following courses shall be completed by all students in *educational administration*. Students with an emphasis in elementary school administration, secondary school administration, or school business management should select additional appropriate courses in consultation with the adviser.

### BASIC REQUIREMENTS, 15 units

EDAD 521	Educational Administration	3 units
EDCE 541	Principles of Guidance	3 units
EDCI 512	Curriculum Planning	3 units
EDFO 501	Methods and Materials of Research	3 units
EDFO 502	Psychological Theories of Instruction	3 units

### AREA OF SPECIALIZATION, 18 units

EDAD 571	Personnel Administration in Education	3 units
EDAD 572	School Finance	3 units
EDAD 574	Legal Aspects of Education	3 units
EDAD 578	Fieldwork in Educational Administration	3-6 units
EDAD 696	Research Project (or 698)	3 units
EDAD 698	Thesis (or 696)	6 units
	<i>Elective</i>	3 units

### ADDITIONAL REQUIREMENTS, 12 units

EDCI 542	Supervision in Elementary and Secondary Schools	3 units
RLGT 432	Christian Ethics	3 units
	<i>Electives: Selected in consultation with the adviser</i>	6 units



## EDUCATIONAL SUPERVISION / Master of Arts

**Prerequisites** Prerequisites for the master's degree in EDUCATIONAL SUPERVISION include the following:

1. A current and valid teaching credential issued by the California State Commission for Teacher Preparation and Licensing, or by the General Conference Department of Education.

2. Successful full-time classroom teaching experience certified by chief school administrators; approval of the department chairman.

3. Personal characteristics desirable for supervisory work (with verification by two or more persons who have been associated with the student in a supervisory relationship.)

**Coursework** Required postbaccalaureate coursework to a minimum of 45 quarter units is outlined below. Required courses in the area of specialization are indicated by asterisk (\*).

### BASIC REQUIREMENTS, 15 units

EDAD	521	Educational Administration	3 units
EDCE	541	Principles of Guidance	3 units
EDCI	512	Curriculum Planning	3 units
EDFO	501	Methods and Materials of Research	3 units
EDFO	502	Psychological Theories of Instruction	3 units

### AREA OF SPECIALIZATION AND COGNATES, 30 units

EDAD	571	Personnel Administration in Education	3 units
EDAD	574	Legal Aspects of Education	3 units
EDAD	575	Elementary School Administration	3 units
EDAD	576	Secondary School Administration	3 units
EDCE	553	Education and Career Planning	3 units
EDCE	563	Group Process Theory and Procedures	3 units
*EDCE	663	Intelligence Testing Practicum	6 units
*EDCE	667	Analysis and Treatment of Learning Difficulties	3 units
*EDCI	542	Supervision in Elementary and Secondary Schools	3 units
*EDCI	565	Fieldwork in Supervision	3 units
EDCI	613-621	Seminars in Elementary Education	3-27 units
EDCI	631-642	Seminars in Secondary Education	3-27 units
*EDCI	696	Research Project ( <i>or</i> 698)	3 units
*EDCI	698	Thesis ( <i>or</i> 696)	6 units
EDFO	503	Contemporary Problems in Education	3 units
EDFO	505	History of Educational Thought	3 units
EDFO	631	History of Religious Education	4 units
EDFO	641	Seminar in Seventh-day Adventist Education	3 units
		*Religion (upper division or graduate)	3 units

## FOUNDATIONS OF EDUCATION / Master of Arts

- Purpose** The graduate program in FOUNDATIONS OF EDUCATION is intended to provide opportunity for the study of education as a discipline rather than as a specific vocational preparation. Therefore there are no credential requirements. Students desiring to fulfill credential requirements should consult with the credentials adviser.
- Coursework** Required postbaccalaureate coursework to a minimum of 45 units is outlined below. Required courses in the area of specialization are indicated by asterisk (\*).

### BASIC REQUIREMENTS, 15 units

EDAD 521	Educational Administration	3 units
EDCE 541	Principles of Guidance	3 units
EDCI 512	Curriculum Planning	3 units
EDFO 501	Methods and Materials of Research	3 units
EDFO 502	Psychological Theories of Instruction	3 units

### AREA OF SPECIALIZATION, 16 units

EDFO 503	Contemporary Problems in Education	3 units
EDFO 505	History of Educational Thought	3 units
*EDFO 599	Research Topics in Foundations of Education	2-6 units
EDFO 641	Seminar in Seventh-day Adventist Education	3 units
*EDFO 698	Thesis	6 units

### ADDITIONAL REQUIREMENTS, 14 units

Religion (upper division or graduate)	3 units
<i>Electives:</i> Selected in consultation with the adviser: in cognate areas	11 units



## SPECIALIST IN EDUCATION PROGRAMS

- Areas** Graduate programs leading to the Specialist in Education degree (ED.S.) are offered in the following areas:  
Counselor Education  
Educational Administration  
Educational Supervision
- Assistantships** A limited number of graduate assistantships are available. Inquiry should be directed to the Office of the Dean.
- Program options** The Specialist in Education program requires a minimum of 45 units of post-master's work, or 90 units of postbaccalaureate work. The degree may be pursued as a two-year postbaccalaureate program of 90 units, or it may be completed in two stages:  
1. Completion of a Master of Arts program in the area of specialization.  
2. Completion of one year (45 units) of post-master's work as outlined in the chosen program.
- General requirements** Coursework for the Specialist in Education degree should be planned in consultation with the adviser to include the following:  
Core requirements —  
Religion  
Philosophical-historical-social foundations  
Psychological foundations  
Curriculum planning  
Principles of administration  
Principles of guidance  
Educational measurement and evaluation  
Fieldwork in the area of specialization  
Methods and materials of research  
Research project or thesis  
Specialization requirements consistent with guidelines of credential authorities.  
Cognate requirements or electives, as desired or recommended by the Graduate Committee.  
Specific requirements are listed in each program described in the following pages.
- Admission** Admission to the Specialist in Education program is by approval of the Graduate Committee. A grade average of B (3.0) or better is required for admission to regular standing. The Graduate Committee will consider evidence of the applicant's ability to do independent thinking and research, and evidence of professional promise. Applications are available at the Office of the Dean, School of Education, Loma Linda University, Riverside, California 92505.

## COUNSELOR EDUCATION / Specialist in Education

- Careers** The Specialist in Education degree in COUNSELOR EDUCATION prepares professional personnel for various positions such as school counselor, dormitory director, school psychometrist, school psychologist, and special education counselor. By combining research, practical experience, and study in counselor education with coursework in administration, supervision, educational foundations, behavioral sciences, curriculum, religion, and other areas of study, the student may prepare for a wide variety of career choices in the field.
- Prerequisites** Persons selecting the *counselor education* program must give evidence of personal characteristics desirable for pupil personnel work. Potential for leadership in this type of work must be verified by at least two administrators or supervisors who have been closely associated with the applicant. Undergraduate preparation for this program will generally be a major in psychology or a combination of the behavioral sciences, although other emphases may be approved by the Graduate Committee.
- Coursework** The program builds on the Master of Arts in *counselor education* as described in this bulletin. The master's program is designed to meet requirements for the *pupil personnel services credential*. The additional coursework for the degree is designed to meet requirements for the *school psychologist credential*.
- The curriculum leading to the Specialist in Education degree in *counselor education* consists of a minimum of 45 units of post-master's coursework or 90 units of postbaccalaureate coursework distributed as follows:

### BASIC GRADUATE SEQUENCE, 15 units

EDAD 521	Educational Administration	3 units
EDCE 541	Principles of Guidance	3 units
EDCI 512	Curriculum Planning	3 units
EDFO 501	Methods and Materials of Research	3 units
EDFO 502	Psychological Theories of Instruction	3 units

### AREA OF SPECIALIZATION, 63 units

EDFO 555	Educational Statistics	3 units
EDCE 401	Educational Measurements	3 units
EDCE 405	The Dynamics of Individual Behavior	3 units
EDCE 461	The Exceptional Child	3 units
EDCE 463	The Mentally Retarded Child	3 units
EDCE 465	The Gifted Child	3 units
EDCE 551	Student Personnel Services	3 units
EDCE 553	Education and Career Planning	3 units
EDCE 561	Counseling Theory and Techniques	3 units
EDCE 562	Counseling Practicum	3 units
EDCE 563	Group Process Theory and Procedures	3 units
EDCE 565	Fieldwork in Guidance	3-6 units
EDCE 566	Fieldwork in Psychometry	3-6 units
EDCE 567	Fieldwork in School Psychology	3-6 units

EDCE 663	Intelligence Testing Practicum	6 units
EDCE 665	Appraisal Techniques in Guidance	3 units
EDCE 667	Analysis and Treatment of Learning Difficulties	3 units
EDCE 668	Projective Techniques	3 units

**ADDITIONAL REQUIREMENTS, 12 units**

EDAD 574	Legal Aspects of Education	3 units
EDCE 696	Research Project	3 units
EDFO 505	History of Educational Thought	3 units
RLGT 432	Christian Ethics	3 units



## EDUCATIONAL ADMINISTRATION / Specialist in Education

**Careers** The Specialist in Education degree in EDUCATIONAL ADMINISTRATION prepares professional personnel for various positions such as superintendent of schools, elementary school principal, secondary school principal, administrator of academic services, administrator of educational programs, and school business manager. By combining research, practical experience, and study in educational administration with courses in supervision, curriculum, psychology, counseling, educational foundations, religion, business, sociology, anthropology, history, and other areas of study, a student may prepare for a wide variety of administrative and supervisory careers in education.

**Prerequisites** Persons selecting the program in *educational administration* must hold a valid standard teaching credential. Successful full-time teaching experience and potential for administrative leadership must be verified by at least two administrators or supervisors who have been closely associated with the applicant.

**Coursework** The curriculum leading to the Specialist in Education degree in *educational administration* consists of 90 units of postbaccalaureate coursework distributed as follows:

- Department of Counselor Education, 9 units
- Department of Curriculum and Instruction, 9 units
- Department of Educational Administration, 36 units
- Department of Foundations of Education, 9 units
- Cognate courses (courses taken outside the School of Education), 14 units
- Electives (selected in consultation with the adviser), 13 units

### BASIC REQUIREMENTS, 15 units

EDAD	521	Educational Administration	3 units
EDCE	541	Principles of Guidance	3 units
EDCI	512	Curriculum Planning	3 units
EDFO	501	Methods and Materials of Research	3 units
EDFO	502	Psychological Theories of Instruction	3 units

### AREA OF SPECIALIZATION, 33 units

EDAD	571	Personnel Administration in Education	3 units
EDAD	572	School Finance	3 units
EDAD	574	Legal Aspects of Education	3 units
EDAD	578	Fieldwork in Educational Administration	3-6 units
EDAD	599	Research in Educational Administration ( <i>or</i> 698)	3 units
EDAD	676	School-Community Relations	3 units
EDAD	682	School Facilities Planning	3 units
EDAD	696	Research Project ( <i>or</i> 698)	3 units
EDAD	698	Thesis ( <i>or</i> 696 and 599)	6 units
		<i>Electives</i> , in the area of emphasis	6 units

### ADDITIONAL REQUIREMENTS, 42 units

EDCE		Electives	6 units
EDCI	542	Supervision in Elementary and Secondary Schools	3 units
EDCI		Elective	3 units

EDFO 505	History of Educational Thought	3 units
EDFO 555	Educational Statistics	3 units
ANTH 411	Cultural Anthropology	4 units
PSCH 503	Psychology of Interpersonal Relations	3 units
RLGT 432	Christian Ethics	3 units
SOCI 435	Collective Behavior	4 units
	<i>Electives:</i> Selected in consultation with the adviser	10 units

## EDUCATIONAL SUPERVISION / Specialist in Education

- Careers** The Specialist in Education degree in EDUCATIONAL SUPERVISION prepares professional personnel for the supervision of curriculum and instruction at the school level and at the district and/or conference level. By combining research, practical experience, and study in supervision with educational administration, curriculum, psychology, counseling, educational foundations, religion, and other areas of study, students may prepare for a variety of supervisory careers in education.
- Prerequisites** Persons selecting the program in *educational supervision* must hold a valid standard teaching credential. Successful full-time teaching experience and potential for supervisory leadership must be verified by at least two administrators or supervisors who have been closely associated with the applicant.
- Coursework** The curriculum leading to the Specialist in Education degree in *educational supervision* consists of 90 units of postbaccalaureate coursework distributed as follows:

### BASIC REQUIREMENTS, 15 units

	EDAD 521	Educational Administration	3 units
	EDCE 541	Principles of Guidance	3 units
	EDCI 512	Curriculum Planning	3 units
	EDFO 501	Methods and Materials of Research	3 units
	EDFO 502	Psychological Theories of Instruction	3 units

### AREA OF SPECIALIZATION AND COGNATES, 75 units (required courses indicated by asterisk)

	*EDAD 571	Personnel Administration in Education	3 units
	*EDAD 574	Legal Aspects of Education	3 units
	EDAD 575	Elementary School Administration	3 units
	EDAD 576	Secondary School Administration	3 units
	*EDCE 553	Education and Career Planning	3 units
	*EDCE 563	Group Process Theory and Procedures	3 units
	*EDCE 663	Intelligence Testing Practicum	6 units
	*EDCE 667	Analysis and Treatment of Learning Difficulties	3 units
	*EDCI 542	Supervision in Elementary and Secondary Schools	3 units
	*EDCI 565	Fieldwork in Supervision	6 units
	EDCI 599	Research Topics in Curriculum and Instruction	2-6 units
	EDCI 613-621	Seminars in Elementary Education	3-27 units
	EDCI 631-642	Seminars in Secondary Education	3-27 units
	*EDCI 696	Research Project	3 units
	EDFO 503	Contemporary Problems in Education	3 units
	*EDFO 505	History of Educational Thought	3 units
	EDFO 631	History of Religious Education	4 units
	EDFO 641	Seminar in Seventh-day Adventist Education	3 units
		*Religion (upper division or graduate)	3 units
		<i>Electives:</i> Selected in consultation with the adviser	20 units



## CREDENTIAL PROGRAMS

### TEACHING CREDENTIALS

VIKTOR A. CHRISTENSEN, Adviser

Postbaccalaureate, or "fifth-year," programs are available for the purpose of fulfilling requirements for teaching credentials issued by the General Conference of Seventh-day Adventists Department of Education and/or the Commission for Teacher Preparation and Licensing of the State of California. In general, the professional education requirements are the same as those listed in the *liberal arts* and *secondary education programs* in the *Baccalaureate Programs* section of this BULLETIN.

Since specific requirements for credentials change from time to time, the student is urged to consult with the credentials adviser about credential programs.

SDA Basic requirements for a Seventh-day Adventist standard teaching credential are:

1. A baccalaureate or higher degree.
2. Completion of required professional education courses (see the *elementary education* and *secondary teaching* programs).

State Basic requirements for a California state clear teaching credential are:

1. A baccalaureate or higher degree (a major in education not acceptable).
2. A "fifth year" of study, to be completed within five years of the first employment.
3. An approved program of professional education (see the *elementary education* and *secondary teaching* programs).
4. Successful completion of a subject-matter examination (or its waiver) as specified in the Ryan Act.
5. Demonstration of knowledge of the various methods of teaching reading (to a level deemed adequate by the Commission) by successful completion of a program of study approved by the Commission, or by successful completion of a Commission-approved reading examination.
6. Completion of a course in health education, including methods of teaching health.

Preliminary A preliminary teaching credential may be granted on the basis of a baccalaureate degree and the completion of the approved professional education program.

## SERVICES CREDENTIALS

### ADMINISTRATIVE SERVICES

CLIFFORD L. JAQUA, Adviser

SDA The *administration credential* may be issued to an applicant who meets the following requirements:

1. Qualifies for a professional teaching credential.
2. Holds a master's degree, with at least 27 quarter units in school administration and curriculum development.
3. Has completed a minimum of three years of successful teaching as verified by the employing organization.

State The minimum requirements for the services credential with a specialization in *administrative services* include the following:

1. Possession of a valid teaching credential or a services credential with a specialization in pupil personnel services.
2. A minimum of three years of successful full-time classroom teaching experience in the public schools or in private schools of equivalent status; or three years of further experience in the field of pupil personnel services.
3. Successful completion of an examination (multiple-subject matter) selected and interpreted by the Commission for Teacher Preparation and Licensing; or an approved waiver.
4. A program of specialized and professional preparation in administrative services approved by the Commission; or a one-year internship in a Commission-approved program of supervised inservice training in administrative services; or an examination in administrative services.

### HEALTH SERVICES (school nurse)

VIKTOR A. CHRISTENSEN, Adviser

State The minimum requirements for a services credential with a specialization in health are:

1. Five years (or the equivalent) of college or university education; or five years of professional preparation approved by the Commission for Teacher Preparation and Licensing.
2. Possession of a valid license, certificate, or registration (appropriate to the health service to be designated) issued by the agency authorized by law to license, certificate, or register persons to practice that health service in California.
3. Such additional requirements as may be prescribed by the Commission.

## PUPIL PERSONNEL SERVICES

GEORGE T. SIMPSON, Adviser

SDA An endorsement for guidance and/or counseling may be issued to an applicant who holds a Standard Credential and has completed a minimum of 27 quarter units of graduate work in educational guidance and counseling.

An endorsement for guidance and/or counseling may be issued to an applicant who holds a professional credential; who has completed three years as a guidance coordinator or an officially designated school counselor; and who has a master's degree in guidance and counseling.

State The minimum requirements for the services credential with a specialization in *pupil personnel services* are either items 1 and 2 or items 3 and 4:

1. (a) A baccalaureate degree or a higher degree, except in professional education, from an approved institution; (b) a fifth year of study, to be completed within seven years of the first employment of the certified employee; and (c) such specialized and professional education as the Commission for Teacher Preparation and Licensing may require, with completion of a Commission-approved program of supervised field experience (including in the classroom) jointly sponsored by a school district and a college or university.

2. Successful completion of an examination selected and interpreted by the Commission (or approved waiver).

3. Possession of a valid license, certificate, or registration (appropriate to the service to be rendered) issued by the agency authorized by law to license, certificate, or register persons to practice that service in California.

4. One year's experience in a Commission-approved program of supervised fieldwork (a requirement which may be waived if the Commission finds that previous fieldwork is of such a nature as to prepare the applicant adequately for service in the schools).

Preparation programs that result in concurrent issuance of a services credential with a specialization in pupil personnel services and a teaching credential may be approved by the Commission.



## DEPARTMENTS OF INSTRUCTION

For convenience of reference, the departments of instruction are listed alphabetically.

Unit of credit      Credit is indicated in *quarter units*. A quarter unit of credit represents 10-12 class hours, together with requisite study, preparation, and practice.

Fieldwork          Fieldwork assignments, a part of each credential program, are under the direction of the Fieldwork Committee. In this assignment the student has supervised experience.

Code letters        The subject areas of the departments are indicated by code letters as follows:

EDAD	Educational Administration	EDCI	Curriculum and Instruction
EDCE	Counselor Education	EDFO	Foundations of Education

Course number     The first digit of the course number indicates the year level of the course:

101-199	first undergraduate year, lower division.
201-299	second undergraduate year, lower division.
301-399	third undergraduate year, upper division; graduate credit for graduate students.
401-499	fourth undergraduate year, upper division; graduate credit for graduate students.
501-599	fifth year; graduate courses.
601-699	graduate seminar and research courses.

## COURSES OPEN TO NONEDUCATION STUDENTS

By consent of the department chairman.

- EDAD 572 School Finance
- EDAD 574 Legal Aspects of Education
- EDAD 679 Management of School-Related Industries
- EDCE 343 The Residence Hall Counseling Program
- EDCE 405 Dynamics of Individual Behavior
- EDCE 561 Counseling Theory and Techniques
- EDCE 563 Group Process Theory and Procedures
- EDCE 651 Youth Leadership
- EDCE 656 Activities Sponsorship
- EDCE 657 Family Guidance
- EDCE 658 Group Processes
- EDCE 661 Civic-Ethical-Social Guidance
- EDCI 215 Multimedia Instruction
- EDCI 451 Media in Classroom
- EDCI 453 Graphics in Education
- EDCI 471 Early Childhood Education
- EDCI 475 Principles of Curriculum Development
- EDCI 512 Curriculum Planning
- EDCI 515 Curriculum Development in Higher Education
- EDFO 321 Psychology of Human Growth and Development
- EDFO 404 Philosophy of Seventh-day Adventist Education (recommended especially for prospective pastors)
- EDFO 503 Contemporary Problems in Education
- EDFO 505 History of Educational Thought
- EDFO 631 History of Religious Education

DEPARTMENT OF  
COUNSELOR EDUCATION

GEORGE T. SIMPSON, Chairman

- Faculty CLIFFORD D. ACHORD, PH.D., 1972. Assistant Professor of Psychology AS 1972  
B.A. Union College 1965  
M.A. Loma Linda University SE 1968  
PH.D. University of Northern Colorado 1972
- R. RICHARD BANKS, PH.D., 1969. Associate Professor of Psychology AS 1970  
B.A. Loma Linda University AS 1949  
M.A. University of Michigan 1959  
PH.D. University of Notre Dame 1966
- JANET M. JACOBS, 1959. Assistant Professor of Counselor Education 1966  
B.A. Union College 1934  
M.A. Claremont Graduate School 1964
- CLIFFORD E. MULVIHILL, 1972. Associate Professor of Counselor Education 1972  
B.A. Pacific Union College 1950  
M.A. California State University, San Diego 1960  
ED.D. University of Southern California 1973
- GAINES R. PARTRIDGE, 1971. Professor of Counselor Education 1971  
B.S. Union College 1947  
M.ED. University of Nebraska 1951; ED.D. 1961
- GEORGE T. SIMPSON, 1947. Professor of Administration and Guidance 1957  
B.A. Walla Walla College 1934  
M.A. University of Denver 1947  
ED.D. Columbia University 1956
- PETER G. STRUTZ, 1965. Associate Professor of Psychology AS 1969  
B.S. Walla Walla College 1962; M.A. 1963  
PH.D. University of Alberta 1966
- TRACY R. TEELE, 1969. Assistant Professor of Counselor Education 1969  
B.A. Atlantic Union College 1955  
M.ED. Boston University 1959
- FLOYD G. WOOD, 1967. Assistant Professor of Counselor Education 1967  
B.A. Loma Linda University AS 1946  
M.A. Andrews University 1956  
M.S.ED. University of Southern California 1972

Undergraduate preparation for the Master of Arts in *pupil personnel services* is generally that of a major in psychology or a combination of the behavioral sciences, although other emphases may be approved by the department. Deficits to be made up within the program do not count toward the degree.

The *pupil personnel services credential program* for the Master of Arts degree usually is considered the basic program for entrance into the *school psychologist credential program* and for the Specialist in Education degree. However, other comparable coursework may be considered as adequate preparation by the department.



## COURSES

- Upper division
- EDCE 343 The Residence Hall Counseling Program** 1, 1, 1 units  
A problem-centered approach; source personnel, literature review, and discussion practicum.  
Fall, winter, spring.
- EDCE 401 Educational Measurements** 3 units  
The role of measurement, principles of evaluation, simple statistics, criteria for reliability and validity, test construction, school uses of tests. Includes laboratory.  
Prerequisite: MATH 281 or consent of the instructor.  
Fall, spring, summer.
- EDCE 405 Dynamics of Individual Behavior** 3 units  
Inquiry into the basic forces shaping man's intellectual, emotional, and social behavior; implications for effective personal adjustment and self-actualization.  
Fall, spring, summer.
- EDCE 461 The Exceptional Child** 3 units  
A study of the determinants, characteristics, problems, and adjustments of children who deviate markedly from the norm in their mental, physical, emotional, and social aptitudes, traits, and tendencies. Educational methods to be used with deviant children investigated and analyzed.  
Prerequisite: EDCE 405 or EDFO 321.  
Fall, spring.
- EDCE 463 The Mentally Retarded Child** 3 units  
A course dealing with the etiology of mental retardation; diagnosis, characteristics, and classification of mental defectives. Study (based on available psychological evidences) of degrees of impairment and the resultant personality, school, family, and institutional problems.  
Winter.
- EDCE 465 The Gifted Child** 3 units  
A developmental study of the peculiar qualities that make up intellectual giftedness, special capacities, and special aptitudes. Psychological, philosophical, social, educational, and personal issues analyzed and studied.  
Spring.
- EDCE 499 Projects and Topics in Counselor Education** 2-6 units  
Prerequisite: Consent of the department chairman.  
Fall, winter, spring, summer.
- Graduate
- EDCE 541 Principles of Guidance** 3 units  
Concepts, methods, and organizations in the educational, vocational, health, and civic-ethical-social guidance of students. Includes pupil personnel activities and services.  
Fall, winter, spring, summer.
- EDCE 551 Student Personnel Services** 3 units  
A critical examination of the organization and procedures in student (pupil) personnel services in American schools; laws relating to children.  
Prerequisite: EDCE 541.  
Fall, spring.
- EDCE 553 Education and Career Planning** 3 units  
Occupational and educational information; collection and dissemination of such in regard to vocational and educational placement; a practical approach to career choice theory, occupational trends, and work experience programs.  
Prerequisite: EDCE 541.  
Winter, summer.
- EDCE 561 Counseling Theory and Techniques** 3 units  
A study of the theory, ethics, and practice of counseling, interviewing, and relating in various school guidance situations.  
Prerequisite: EDCE 401 and 541.  
Winter, summer.

**EDCE 562 Counseling Practicum** 3 units  
 An opportunity for the student to participate in the counseling of individuals and groups, under supervision as a laboratory experience.  
 Prerequisite: EDCE 561.  
 Spring, summer.

**EDCE 563 Group Process Theory and Procedures** 3 units  
 Group guidance: theories of group-individual interaction; the communication process. Designed to give the prospective counselor insight into the development and structure of organized groups through personal participation and reporting.  
 Prerequisite: EDCE 541.  
 Fall, spring.

**EDCE 565 Fieldwork in Guidance** 3-6 units  
 Supervised field experience in schools and other guidance related agencies. Application to Fieldwork Committee required at least *six weeks* before enrollment for the course. (Approximately 40 clock hours of fieldwork for 1 unit of credit.)  
 Prerequisite: Completion of area of specialization and department recommendation.

**EDCE 566 Fieldwork in Psychometry** 3-6 units  
 Supervised fieldwork in school psychometry. Application to Fieldwork Committee required at least *six weeks* before enrollment for the course. (Approximately 40 clock hours of fieldwork for 1 unit of credit.)  
 Prerequisite: Completion of area of specialization and department recommendation.

**EDCE 567 Fieldwork in School Psychology** 3-6 units  
 Supervised fieldwork in school psychology. Application to Fieldwork Committee required at least *six weeks* before enrollment for the course. (Approximately 40 clock hours of fieldwork for 1 unit of credit.)  
 Prerequisite: Completion of area specialization and department recommendation.

**EDCE 575 Family Life and Child Guidance** 3 units  
 An emphasis on habit formation and mental hygiene within the home milieu of positive family relations; an exploration of the cooperative home-school-community approach to problem prevention or solution.  
 Prerequisite: EDFO 321.  
 Winter.

**EDCE 599 Research Topics in Counselor Education** 2-6 units  
 Registration by consent of the department chairman.  
 Fall, winter, spring, summer.

**Seminars** Courses 647-662 provide opportunity for both individual and group study of the major trends and developments in student personnel activities and services.  
 Prerequisite: Personal experience; consent of the instructor.

- EDCE 647 Behavior Modification** 3 units
- EDCE 651 Youth Leadership** 3 units
- EDCE 652 Counseling and Referral** 3 units
- EDCE 653 Measurement and Evaluation** 3 units
- EDCE 654 Pupil Personnel Services** 3 units
- EDCE 655 Education and Career Planning** 3 units
- EDCE 656 Activities Sponsorship** 3 units
- EDCE 657 Family Guidance** 3 units
- EDCE 658 Group Processes** 3 units

EDCE 659	Elementary School Guidance	3 units
EDCE 660	Secondary School Guidance	3 units
EDCE 661	Civic-Ethical-Social Guidance	3 units
EDCE 662	The Exceptional Child	3 units
EDCE 663	Intelligence Testing Practicum	6 units
	Administration and uses of individual intelligence tests and tests of special ability; emphasis on the WISC, WAIS, Stanford-Binet, Arthur Point Scale. Study of tests that determine a minor's variation from the norm in mental or emotional characteristics.	
	Prerequisite: EDCE 401 and 541.	
	Fall, summer.	
EDCE 665	Appraisal Techniques in Guidance	3 units
	Accumulation, organization, and interpretation of personal data; evaluation methods; case studies of children who deviate from the norm in mental or emotional characteristics. Laboratory.	
	Prerequisite: EDCE 541 and 663.	
	Winter.	
EDCE 667	Analysis and Treatment of Learning Difficulties	3 units
	Study of diagnostic tests and learning problems; a practicum in diagnosis and the application of remedial techniques.	
	Prerequisite: EDCE 541 and 663.	
	Fall.	
EDCE 668	Projective Techniques	3 units
	Theory, administration, and interpretation of individual and group tests of personality, with emphasis on projective techniques.	
	Prerequisite: EDCE 561 and 663.	
	Spring.	
EDCE 696	Research Project	3 units
EDCE 698	Thesis	6 units



DEPARTMENT OF  
CURRICULUM and INSTRUCTION

VIKTOR A. CHRISTENSEN, Chairman and Credentials Adviser

- Faculty
- VIKTOR A. CHRISTENSEN, 1962. Professor of Curriculum and Instruction 1972  
B.A. Loma Linda University AS 1959  
M.A. California State University, Fresno 1961  
PH.D. University of Southern California 1969
- AGNES R. EROH, 1969. Professor of Elementary Education 1969  
B.A. Columbia Union College 1945  
M.ED. Pennsylvania State University 1959  
ED.D. Boston University 1964
- MARY W. GROOME, 1938. Professor of Elementary Education 1967  
B.A. University of Redlands 1943  
M.A. Claremont Graduate School 1950
- REUBEN L. HILDE, 1970-72, 1975. Adjunct Associate Professor of Curriculum and Instruction 1975  
B.A. Loma Linda University AS 1950  
M.A. Andrews University 1953  
PH.D. University of Southern California 1970
- JOYCE W. HOPP, 1968. Associate Professor of Health Education SH 1974  
B.S. Walla Walla College 1951  
M.P.H. Harvard University 1955  
PH.D. University of Southern California 1974
- WILLARD H. MEIER, 1963. Professor of Educational Foundations and Curriculum 1969  
B.A. Walla Walla College 1940  
M.A. University of Washington 1949  
ED.D. University of California, Los Angeles 1966
- WILMA F. PHILLIPS, 1975. Assistant Professor of Elementary Education 1975  
B.S. University of Southern Mississippi 1963  
M.A.E. Ball State University 1972; ED.D. 1975
- JOHN F. SIPKENS, 1973. Associate Professor of Curriculum and Instruction 1975  
B.A. Walla Walla College 1959; M.A. 1961  
ED.D. Montana State University 1973

- Directed teaching Admission to directed teaching is by application to the Fieldwork Committee. Applications for the fall semester should be submitted no later than April 15, and for the spring semester no later than November 15. Senior or graduate standing, one quarter in residence, a minimum grade point average of 2.3, and professional education courses (to include the course Psychological Foundations of Education and the prescribed courses in curriculum and instruction) are prerequisites.
- Time required **The state of California defines *directed teaching* as "one full semester of full time student teaching."** Students should plan their schedules, therefore, so they can be in the school from about 8:00 a.m. to about 3:30 p.m. (the time may vary in different schools) five days per week for one semester. The fall semester usually begins on the day after Labor Day and ends the last week of January; the spring semester begins late in January and ends the middle of June.
- Transportation The student is expected to provide his own transportation for directed teaching.

## COURSES

- Lower division
- EDCI 201 Orientation to Teaching 3 units**  
Reading and discussion about the role of the teacher and the purpose of the school. Observation of, participation in, and evaluation of classroom activities. Required for admission to teacher preparation programs. (Open to freshmen in their third quarter.)  
Fall, winter, spring.
- EDCI 215 Multimedia Instruction 4 units**  
Audiovisual equipment operation skills. Preparation and duplication of teaching materials (by duplicating, mimeographing, and electrostatic techniques). Production and preservation of visual materials and their creative uses in teaching and in classroom environment.  
Prerequisite: Enrollment in the teacher aide program.
- EDCI 221 General Methods I 4 units**  
Methods, materials, and instructional aids in reading, language, arts, social studies, and religion as related to the work of the teacher aide.  
Fall.
- EDCI 222 General Methods II 4 units**  
Methods, materials, and instructional aids in mathematics, science, health, art, and classroom management as related to the work of the teacher aide.  
Winter.
- EDCI 235 Teacher Aide Fieldwork 12 units**  
Supervised classroom observation and participation as a teacher aide.  
Prerequisite: EDCI 221, 222.
- Upper division
- EDCI 411 Elementary School Curriculum and Instruction: Language Arts 2 units**  
Development of instructional objectives, relating activities to objectives, evaluation of instruction, instructional resources. Modern grammar (ENGL 381) should be completed or taken concurrently with EDCI 411.  
Prerequisite: EDCI 201; EDFO 302 or 321.  
Fall.
- EDCI 412 Elementary School Curriculum and Instruction: Religion and Social Studies 4 units**  
Development of instructional objectives, relating activities to objectives, evaluation of instruction, instructional resources.  
Prerequisite: EDCI 201; EDFO 302 or 321.  
Winter.
- EDCI 413 Elementary School Curriculum and Instruction: Science and Health 2 units**  
Scope, sequence, methods, materials, and equipment. Coordination among home, school, and community.  
Prerequisite: EDCI 201; EDFO 302 or 321.  
Spring.
- EDCI 414 Curriculum and Instruction: Reading 5 units**  
Development of instructional objectives, relating activities to objectives, evaluation of instruction, instructional resources, observation and participation in the classroom. Includes instruction in phonics.  
Prerequisite: EDCI 201; EDFO 302 or 321.  
Fall.
- EDCI 415 Elementary School Curriculum and Instruction: Mathematics 4 units**  
Curriculum organization, methods, materials, and instructional aids. Observation and micro teaching.  
Prerequisite: EDCI 201; EDFO 302 or 321.  
Winter.

**EDCI 418 Early Childhood Education Curriculum and Instruction (K-3) 6 units**  
 Curriculum organization, methods, materials, and instructional aids for kindergarten through grade three. Observation and participation in the classroom. Science, mathematics, social studies, health.

Prerequisite: EDCI 201; EDFO 302 or 321.  
 Winter.

**EDCI 425 Directed Teaching in the Elementary School 6-18 units**  
 Supervised teaching experience. Also a weekly seminar on the organization and management of the classroom.

Prerequisite: Admission to teacher preparation program. Senior or graduate standing. Satisfactory completion of EDCI 201, 411, 414, 415; EDFO 302 or 321. Consent of the Field-work Committee.

See Directed Teaching sidehead under Admission Requirements (Specific Programs) in the *Admission Information* section.

Fall, spring semester.

**EDCI 432 Secondary School Curriculum and Instruction 6 units**  
 Selecting and organizing learning opportunities; concepts of curriculum and instruction; practices, procedures, materials, and evaluation in the secondary school. Laboratory in audiovisual methods and materials.

Prerequisite: EDCI 201 and EDFO 302.

Fall, winter, spring, summer.

Special methods

Courses 433-446 are intended for prospective secondary school teachers. Objectives, methods, materials, and problems involved in teaching a particular field are studied.

Prerequisite or concurrent: EDCI 432.

**EDCI 433 Curriculum and Instruction: Art 4 units**  
 On demand.

**EDCI 434 Curriculum and Instruction: Business Education 4, 4 units**  
 Shorthand and typewriting, one quarter; general business and bookkeeping, one quarter. Both quarters (8 units) recommended, but not required. Includes philosophy and history of business education.

Prerequisite: BSED 431.

Fall, winter.

**EDCI 435 Curriculum and Instruction: English and Reading 4 units**  
 Fall, winter.

**EDCI 436 Curriculum and Instruction: Home Economics 4 units**  
 Fall.

**EDCI 437 Curriculum and Instruction: Industrial Education 4 units**  
 Winter.

**EDCI 438 Curriculum and Instruction: Foreign Languages 4 units**  
 Fall.

**EDCI 439 Curriculum and Instruction: Mathematics 4 units**  
 On demand.

**EDCI 440 Curriculum and Instruction: Music 4 units**  
 Fall.

**EDCI 441 Curriculum and Instruction: Physical Sciences 4 units**  
 On demand.

**EDCI 442 Curriculum and Instruction: Speech Arts 4 units**  
 On demand.

**EDCI 443 Curriculum and Instruction: Social Studies 4 units**  
 On demand.



- EDCI 444 Curriculum and Instruction: Life Sciences 4 units  
On demand.
- EDCI 445 Curriculum and Instruction: Health Education 4 units  
On demand.
- EDCI 446 Curriculum and Instruction: Religion 4 units  
On demand.
- EDCI 447 Directed Teaching in the Secondary School 6-18 units  
Supervised teaching experience. Also a weekly seminar on the organization and management of the classroom.  
Prerequisite: Admission to teacher preparation program. Senior or graduate standing. Satisfactory completion of EDCI 201, 414, 432; EDFO 302. Consent of the Fieldwork Committee.  
See Directed Teaching sidehead under Admission Requirements (Specific Programs) in the *Admission Information* section.  
Fall, spring semester.
- EDCI 451 Media in the Classroom 3 units  
Practical "hands-on" media experience. How to create learning centers, bulletin boards, instructional aids, and games. Sound slide, 8mm, and television productions. Selection, utilization, and evaluation of educational films, educational media, and instructional equipment.  
Prerequisite: EDCI 215 or EDCI 432 or ARTS 201 or teaching experience.
- EDCI 453 Graphics in Education 3 units  
Techniques, processes, and methods by which visual materials can be prepared for the classroom. Advanced production of overhead transparency materials; lettering and display techniques; and the preservation of graphic materials.  
Prerequisite: EDCI 215 or EDCI 432 or ARTS 201 or teaching experience.
- EDCI 471 Early Childhood Education 4 units  
Intensive study and observation of the preschool child, with emphasis on learning opportunities in the home and on readiness for school.  
Winter.
- EDCI 475 Principles of Curriculum Development 4 units  
Concepts of curriculum; development of goals and objectives; evaluation of existing curriculums; selection and organization of curriculum materials, with emphasis on professional programs.  
On demand.
- EDCI 499 Projects and Topics in Curriculum and Instruction 2-6 units  
Fall, winter, spring, summer.
- Graduate EDCI 512 Curriculum Planning 3 units  
The curriculum in elementary and secondary schools; selection and organization of materials; evaluation; supervision and curriculum improvement; articulation of elementary and secondary curriculums with higher education.  
Fall, winter, summer.
- EDCI 515 Curriculum Development in Higher Education 3 units  
Principles of curriculum development: selection, organization, and evaluation of learning experiences; nature, place, and interrelationship of general and specialized education in college.  
Winter.
- EDCI 525 Elementary Teaching Internship 6-18 units  
A district internship program offered through collaboration of local school districts and School of Education.
- EDCI 541 Supervision of Student Teachers 2 units  
For supervising teachers.

EDCI 542	Supervision in Elementary and Secondary Schools	3 units
	Principles and practices of supervision; evaluation of curriculum and instruction.	
EDCI 547	Secondary Teaching Internship	6-18 units
	A district internship program offered through collaboration of local school districts and School of Education.	
EDCI 548	Managing Study Skills	3 units
	A study of techniques and materials used to improve study skills of junior and senior high school students.	
	Prerequisite: Teaching experience.	
EDCI 549	Interaction Skills for Teacher Development	3 units
	A laboratory process for the development of basic professional skills in communications; interaction and problem solving for classroom teachers.	
EDCI 565	Fieldwork in Supervision	3-6 units
	Supervised field experience in schools. Application to Fieldwork Committee required at least six weeks before enrollment in fieldwork.	
	Prerequisite: Three years of successful teaching experience; completion of coursework in area of specialization, and recommendation of department chairman.	
	Research Topics in Curriculum and Instruction	2-6 units
	winter, spring, summer.	
EDCI 611	Seminar in Early Childhood Education	3 units
	A study of early childhood, with implications for the curriculum for the preschool child.	
	On demand.	
EDCI 612	Seminar in Continuous Progress Programs	4-10 units
	On demand.	

Seminars,  
elementary education

Courses 613-621 provide opportunity for study of curriculum and instruction practices in elementary schools.

Prerequisite: Teaching experience; consent of the instructor.

EDCI 613	Reading	3 units
EDCI 614	Language Arts	3 units
EDCI 615	Social Studies	3 units
EDCI 616	Mathematics	3 units
EDCI 617	Science	3 units
EDCI 618	Health and Physical Education	3 units
EDCI 619	Religion	3 units
EDCI 620	Art	3 units
EDCI 621	Music	3 units

Seminars,  
secondary education

Courses 631-642 provide opportunity for group and individual study of the major trends in secondary education methodology and curriculum.

Prerequisite: Teaching experience; consent of the instructor.

EDCI 631	Religion	3 units
EDCI 632	English	3 units
EDCI 633	Social Sciences	3 units
EDCI 634	Mathematics	3 units
EDCI 635	Physical Sciences	3 units
EDCI 636	Life Sciences	3 units
EDCI 637	Health and Physical Education	3 units
EDCI 638	Modern Languages	3 units
EDCI 639	Fine Arts	3 units
EDCI 640	Home Economics	3 units
EDCI 641	Industrial Arts	3 units
EDCI 642	Business Education	3 units
EDCI 696	Research Project	3 units
EDCI 698	Thesis	6 units



## DEPARTMENT OF EDUCATIONAL ADMINISTRATION

CLIFFORD L. JAQUA, Chairman

- Faculty
- WALTER COMM, 1962-72, 1974. Professor of Educational Administration 1972  
B.A. Pacific Union College 1950  
M.A. Andrews University 1951  
ED.D. University of Southern California 1967
- CLIFFORD L. JAQUA, 1974. Professor of Educational Administration 1974  
B.A. Union College 1951  
M.S.ED. University of Southern California 1957; ED.D. 1967
- VERNON H. KOENIG, 1965. Associate Professor of Educational Administration 1967  
B.A. Union College 1945  
M.A. Pacific Union College 1952  
ED.D. Stanford University 1962
- C. GRANT MACAULAY, JR., 1968-74, 1975. Adjunct Associate Professor of Educational Administration 1971  
B.S. University of Southern California 1950  
M.A. California State University, Fresno 1958  
ED.D. University of Southern California 1967
- GEORGE T. SIMPSON, 1947. Professor of Administration and Guidance 1957  
B.A. Walla Walla College 1934  
M.A. University of Denver 1947  
ED.D. Columbia University 1956

## COURSES

- EDAD 521 Educational Administration 3 units  
A survey of the field of educational administration. For persons not specializing in administration, or a beginning course for persons expecting to specialize in administration. Examines educational systems and services, legal structures and financial support systems, and administrative purposes of public and nonpublic education.
- EDAD 571 Personnel Administration in Education 3 units  
Explanations of personnel policy determination; procedures employed in recruitment, selection, appointment, and induction of personnel; the formulation and administration of salary schedules; provisions for professional welfare and inservice improvement of personnel.
- EDAD 572 School Finance 3 units  
Review of public and nonpublic school revenues, and educational finance support programs. Examination of local ability and effort in financing schools. Study of school financial statements and budgets.
- EDAD 574 Legal Aspects of Education 3 units  
Study of laws, judicial decisions, and constitutional provisions relating to education. Legal principles involved in practical problems of school administration.
- EDAD 575 Elementary School Administration 3 units  
A study of the role of the elementary school administrator in organizing, administering, and supervising the staff, pupils, and program of an elementary school.
- EDAD 576 Secondary School Administration 3 units  
A detailed study of the general problems of organization, supervision, and management of the secondary school in the areas of curriculum development, staff relations, student services, plant development, and community relations.

- EDAD 578 Fieldwork in Educational Administration** 3-6 units  
Supervised field experience at the school level. Actual job performance and observation.  
Prerequisite: Minimum of 6 units in educational administration; recommendation of department chairman.
- EDAD 599 Research in Educational Administration** 3-6 units  
A survey of the range of administrative problems which need to be studied. Analysis of selected research reports, theses, and dissertations to acquaint the graduate student with techniques of conducting and reporting articles in the field of educational administration.
- EDAD 676 School-Community Relations** 3 units  
Consideration of community education in developing an educational program. A study of the means for securing cooperative educational planning through mutual understanding between the school and its publics.
- EDAD 677 Administration of Student Services** 3 units  
Objectives, organization, and administration of student services: student residences, health services, religious programs, government, publications, social life, discipline, recreation, and student records.
- EDAD 679 Management of School-Related Industries** 3 units  
Organization and administration of student work programs and the management of industries. Management skills and techniques of administering industries.
- EDAD 680 Administration of Educational Programs and Evaluation** 3 units  
Examination of purposes, theoretical designs, staff and facility needs, and appraisal techniques of each educational program. Emphasis on techniques for evaluating schools. Study of criteria of national, regional, state, and professional accrediting associations.
- EDAD 682 School Facilities Planning** 3 units  
Study of procedures in school plant planning: estimating population growth, selecting a site, determining educational specifications, selecting and working with an architect, managing school facilities.
- EDAD 683 Techniques in Administrative Leadership** 3 units  
Goal identification, line and staff concepts, organizing principles, constraints, change factors, systems for governance, concepts and styles of leadership and administrative evaluation.
- EDAD 684 School Business Administration** 3 units  
Examination of the functions of school business management. Includes purchasing, budgets and budget operations, funds accounting, insurance, records and reports, storage of records, office supervision and operations, personnel management of nonteaching employees, and work simplification.
- EDAD 686 Administration of School Systems** 3 units  
Organization and administration of district level leadership in public schools; local conference and union conference-level leadership in Seventh-day Adventist schools.
- EDAD 694 Seminar in Educational Administration** 3 units  
Discussion of contemporary issues in school administration by advanced students and/or experienced administrators. Student reports on current issues and the latest reading in administration. Topics chosen based on the needs of the class and each student. Written and oral reports.
- EDAD 696 Research Project** 3 units  
Execution and report of a research study in education, with consultation. Required of all graduate degree candidates in education who do not elect to write a thesis. Student to register for course after consultation with adviser.  
Prerequisite: EDFO 501 and a minimum of 6 units in educational administration.
- EDAD 698 Thesis** 6 units  
Required of all graduate degree candidates in education who do not choose the research project (EDAD 696).  
Prerequisite: EDFO 501 and a minimum of 6 units in educational administration.



## DEPARTMENT OF FOUNDATIONS OF EDUCATION

MAURICE D. HODGEN, Chairman

- Faculty MAURICE D. HODGEN, 1958-63, 1968. Professor of Educational Foundations 1972  
B.S. Pacific Union College 1952  
M.A. Columbia University 1956; ED.D. 1958
- GROVER C. MATHEWSON, 1973. Assistant Professor of Educational Foundations 1973  
B.A. University of California, Riverside 1965; M.A. 1971  
PH.D. University of California, Berkeley 1973
- WILLARD H. MEIER, 1963. Professor of Educational Foundations and Curriculum 1969  
B.A. Walla Walla College 1940  
M.A. University of Washington 1949  
ED.D. University of California, Los Angeles 1966

### COURSES

- Upper division **EDFO 302 Psychological Foundations of Education** **4 units**  
Human growth and development, the learning process, and evaluation techniques as they relate to learners in the elementary and secondary schools. Directed observation and participation in schools required for prospective teachers who must complete 4 units. Available to other students (without participation in the schools) for 3 units. Prerequisite to EDCI 432, 447, or 448.  
Prerequisite: PSCH 101.  
Fall, winter, spring, summer.
- EDFO 303 Social Foundations of Education** **4 units**  
A study of the relationships between schools and other social institutions, between schools and their communities, and within the subculture of the school. Emphasis in the first and third quarters on philosophic concerns and historical backgrounds; emphasis in the second quarter on sociological and anthropological considerations. Fieldwork required.  
Fall, winter, spring.
- EDFO 321 Psychology of Human Growth and Development** **4 units**  
Steps in development, from conception to maturity, with emphasis on language learning and social behavior.  
Winter.
- EDFO 404 Philosophy of Seventh-day Adventist Education** **3 units**  
Examination of the basic ideas about education held by the Seventh-day Adventist church; the application of these ideas in Adventist schools and other education programs. Participation in planning and presentation shared by the Department of Religion. Meets the religion requirement for the senior year and the credentials requirements in Principles of Seventh-day Adventist Education.  
Fall, winter, spring, summer.
- EDFO 499 Projects and Topics in Foundations of Education** **2-6 units**  
Guided independent study of historical, philosophical, sociological, or comparative aspects of education. Participation in continuing research being conducted in the department.  
Prerequisite: Consent of the department chairman.  
Fall, winter, spring, summer.



Graduate	<p><b>EDFO 501 Methods and Materials of Research</b> <span style="float: right;"><b>3 units</b></span>  Prerequisite: Consent of the instructor.  Fall, winter, spring, summer.</p> <p><b>EDFO 502 Psychological Theories of Instruction</b> <span style="float: right;"><b>3 units</b></span>  The teaching-learning relationships; activities useful to systematic investigation of these relationships.  Fall, spring, summer.</p> <p><b>EDFO 503 Contemporary Problems in Education</b> <span style="float: right;"><b>3 units</b></span>  Problems viewed in the light of sociological and historical research, philosophical analysis, and the particular concerns of education; e.g., literacy, racial integration of the schools, teacher and student militancy, federal aid to parochial schools.  Winter, summer.</p> <p><b>EDFO 505 History of Educational Thought</b> <span style="float: right;"><b>4 units</b></span>  A study of books which have come to be considered educational classics. Reading, discussion, and writing about ideas the authors have on reality, knowledge, moral rightness, and beauty, with the purpose of evaluating the present importance of the ideas in relation to the practice of education and of formulating personal systematic statements on similar topics.  Fall.</p> <p><b>EDFO 555 Educational Statistics</b> <span style="float: right;"><b>3 units</b></span>  Application of statistical techniques to the problems of education.  Winter, summer.</p> <p><b>EDFO 599 Research Topics in Foundations of Education</b> <span style="float: right;"><b>2-6 units</b></span>  Prerequisite: Consent of the instructor.  Fall, winter, spring, summer.</p> <p><b>EDFO 631 History of Religious Education</b> <span style="float: right;"><b>4 units</b></span>  A context for the discussion of the documents and school practices of the religious groups that have undertaken programs of formal education. The relationship of schools to Christian mission.  Spring.</p> <p><b>EDFO 641 Seminar in Seventh-day Adventist Education</b> <span style="float: right;"><b>3 units</b></span>  Study of selected essays by Ellen G. White; analytic and systematic approaches. A course intended to allow for intensive investigation; oral and written reports.  Prerequisite: EDFO 404.  Spring.</p> <p><b>EDFO 651 Models for Education</b> <span style="float: right;"><b>4 units</b></span>  Opportunity to construct a written description of education for ideal conditions. Classic utopian plans used as models of form but not of substance.  Winter.</p> <p><b>EDFO 698 Thesis</b> <span style="float: right;"><b>6 units</b></span></p>
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# III

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University Administration  
School of Education  
Alumni Federation  
Accreditation  
Instructional Resources  
For Information

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Vice President	Foundation Affairs	ROBERT J. RADCLIFFE, C.G.A.
Vice President	Development	DAVID J. BIEBER, ED.D.



LA SIERRA CAMPUS COMMITTEES

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Faculty Social Activities	Margarete A. Hilts, <i>Chairman</i>	Monte R. Andress Faye M. Chamberlain	Maurice D. Hodgen Judy E. Osborne
Religious Activities Committee	David D. Osborne, <i>Chairman</i> Kenneth L. Vine, <i>Cochairman</i> Gary L. Bradley	Walter S. Hamerslough Maurice D. Hodgen Paul J. Landa Lena N. Lantry F. Lynn Mallery	Robert L. Osmunson John J. Robertson Tracy R. Teele Lloyd H. Wilson Students
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# THE SCHOOL OF EDUCATION

WILLARD H. MEIER, ED.D., Dean

VIKTOR A. CHRISTENSEN, PH.D., Associate Dean

## FACULTY COMMITTEES

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Graduate Committee	Willard H. Meier, <i>Chairman</i> Viktor A. Christensen Agnes R. Eroh	Maurice D. Hodgen Clifford L. Jaqua Grover C. Mathewson Clifford E. Mulvihill	Wilma F. Phillips George T. Simpson John F. Sipkens Teacher Representatives AS
Fieldwork Committee	Viktor A. Christensen, <i>Chairman</i> Agnes R. Eroh Mary W. Groome	Clifford L. Jaqua Grover C. Mathewson Willard H. Meier Wilma F. Phillips	George T. Simpson John F. Sipkens Floyd G. Wood Teacher Representatives AS
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Social Affairs Committee	Agnes R. Eroh, <i>Chairman</i>	Hazel D. Peters	Floyd G. Wood

#### FACULTY and COOPERATING PERSONNEL

Faculty	CLIFFORD D. ACHORD, PH.D., Counselor Education (primary appointment in College of Arts and Sciences)
	R. RICHARD BANKS, PH.D., Counselor Education (primary appointment in College of Arts and Sciences)
	VIKTOR A. CHRISTENSEN, PH.D., Chairman, Department of Curriculum and Instruction; Adviser, Credential Programs
	WALTER COMM, ED.D., Educational Administration
	AGNES R. EROH, ED.D., Curriculum and Instruction
	MARY W. GROOME, M.A., Curriculum and Instruction
	REUBEN L. HILDE, SR., PH.D., Curriculum and Instruction
	MAURICE D. HODGEN, ED.D., Chairman, Department of Foundations of Education
	JOYCE W. HOPP, PH.D., Curriculum and Instruction (primary appointment in School of Health)



JANET M. JACOBS, M.A., Counselor Education  
 CLIFFORD L. JAQUA, ED.D., Chairman, Department of Educational Administration  
 MAYBEL V. JENSEN, M.A., Special Education  
 VERNON H. KOENIG, ED.D., Educational Administration  
 C. GRANT MACAULAY, JR., ED.D., Educational Administration  
 GROVER C. MATHEWSON, PH.D., Foundations of Education  
 WILLARD H. MEIER, ED.D., Curriculum and Instruction; Foundations of Education  
 CLIFFORD E. MULVIHILL, ED.D., Counselor Education  
 ANDREW N. NELSON, PH.D., Foundations of Education (Emeritus Professor)  
 GAINES R. PARTRIDGE, ED.D., Counselor Education  
 WILMA F. PHILLIPS, ED.D., Curriculum and Instruction  
 GEORGE T. SIMPSON, ED.D., Chairman, Department of Counselor Education;  
 Educational Administration  
 JOHN F. SIPKENS, ED.D., Curriculum and Instruction  
 PETER G. STRUTZ, PH.D., Counselor Education (primary appointment in College of  
 Arts and Sciences)  
 TRACY R. TEELE, M.ED., Counselor Education  
 FLOYD G. WOOD, M.S.ED., Counselor Education

Cooperating Personnel

RICHARD L. BOBST, M.A., Methods in Physical Sciences  
 DONALD G. BOWER, M.A., Industrial Education  
 KENDALL D. BUTLER, M.A., Supervising Principal, La Sierra Elementary School  
 ROGER A. CHURCHES, M.F.A., Art Education  
 WALTER S. HAMERSLOUGH, ED.D., Health and Physical Education  
 MARGARETE A. HILTS, PH.D., Methods in Foreign Languages  
 FREDERICK G. HOYT, PH.D., Social Studies Education  
 GEOFFREY T. JONES, PH.D., Mathematics Education  
 RUTH LOVE, M.A., Special Education  
 LOIS E. MCKEE, ED.D., Business Education  
 HAROLD R. MILLIKEN, M.A., Methods in Life Sciences  
 JUDY E. OSBORNE, M.A.T., Home Economics Education  
 ANDREW PETERS, M.A., Principal, La Sierra Academy  
 W. FRED RILEY, PH.D., Vocational Agriculture Education  
 MARILYN M. TEELE, M.ED., Methods in English and Reading

## ALUMNI FEDERATION

The Alumni Federation was organized in 1958. This organization provides an avenue by which the several alumni associations, distinctive of emphases represented by curriculums of the University, join their common concern for the continued welfare of the institution. In turn, through the Federation the University demonstrates its interest in the continued general and professional development of the alumni, whom it regards as the ultimate and true expression of its accomplishments.

By united and reciprocal interaction, the Alumni and the University seek to ensure a growing community of scholars, practitioners, and citizens dedicated to excellence. Vitally concerned with excellence in education, the Federation lends itself to enlarging the sphere of influence for good envisioned by the founders of the University.

The Federation seeks to foster unity and loyalty and to promote the growth of the total institution and at the same time the best interests of each part. The Federation endeavors —

1. To foster the natural bond among alumni of each individual school, maintaining the right of alumni to direct their own group activities.
2. To assist the University and its schools in their duty to provide for the continuing general welfare of all students, faculty, and alumni.
3. To encourage alumni through constituent associations to assist in providing adequate and dependable financial support both for the University and for alumni activities.

## SCHOOL ALUMNI ASSOCIATION

The School of Education Alumni Association is a member association of the Alumni Federation. Membership is open to former students who have completed degrees and/or credential programs in the School of Education or in the education department of the former La Sierra College. Present and former teachers of the School and of the former department are eligible for regular membership. Distinguished educators may be given honorary membership.

## ACCREDITATION

The University THE UNIVERSITY: Founded as College of Evangelists 1905-06. Chartered as College of Medical Evangelists by the state of California December 13, 1909. Accredited by Northwest Association of Secondary and Higher Schools April 7, 1937. Accredited by Western Association of Schools and Colleges (prior to January 1962, Western College Association) February 24, 1960. Became Loma Linda University July 1, 1961. Professional curriculums started and approved as indicated.

ARTS AND SCIENCES: Founded in 1922 as La Sierra Academy, a secondary school; in 1927 became Southern California Junior College; in 1946 was accredited as the four-year La Sierra College; in 1967 became College of Arts and Sciences of the University.

THE GRADUATE SCHOOL: Started in 1954. Accredited through University accreditation.

The professions DENTAL HYGIENE: Started in 1959. Approved by the Council on Dental Education of the American Dental Association since September 7, 1961.

DENTISTRY: Started in 1953. Approved by the Council on Dental Education of the American Dental Association since May 23, 1957.

DIETETICS: Certificate program started in 1922; baccalaureate degree conferred 1932-54; graduate program offered since 1954. Internship program continuously approved by American Dietetic Association since October 1957; reestablishment of baccalaureate program authorized October 1971.

EDUCATION: School of Education organized in 1968 and approved by the California State Board of Education June 12, 1969.

HEALTH: Started in 1948; reorganized in 1964. Approved by the American Public Health Association June 23, 1967.

MEDICAL RECORD ADMINISTRATION: Started in 1963. Approved by the Council on Medical Education of the American Medical Association since December 1, 1963.

MEDICAL TECHNOLOGY: Started in 1937. Approved by the Council on Medical Education of the American Medical Association since August 28, 1937.

MEDICINE: Started in 1909. Approved by the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association since November 16, 1922.

NURSING: Hospital training school started at Loma Linda in 1905. Hospital training school added at Los Angeles in 1924. Degree school organized in 1948. Accredited by the National Nursing Accrediting Service December 10, 1951, with approval continuing under the National League for Nursing. Initial 1917 approval of California State Board of Health extended until college program approved July 1, 1952, by the California State Board of Nursing Education and Nurse Registration. Public Health Nursing certification recognized 1959.

OCCUPATIONAL THERAPY: Started in 1959. Initial approval by the American Occupational Therapy Association and the Council on Medical Education of the American Medical Association June 10, 1960. Full approval March 30, 1962.

PHYSICAL THERAPY: Started in 1941. Initial approval by the Council on Medical Education of the American Medical Association June 6, 1942. Reapproved by the Council and by the American Physical Therapy Association February 3, 1961.

RADIOLOGICAL TECHNOLOGY: Started in 1941. Approved by the Council on Medical Education of the American Medical Association since November 19, 1944.



## INSTRUCTIONAL RESOURCES

**LIBRARIES** The University has main libraries on the La Sierra and the Loma Linda campuses and in addition has access to libraries in the region. The joint holdings of the University are:

	LA SIERRA	LOMA LINDA	TOTAL
Books and bound periodicals	136,300	268,487	404,787
Current periodical subscriptions	1,000	2,500	3,500

Students and faculty members have full borrowing privileges at both libraries. Immediate information and lending arrangements can be accomplished by telephone. Mail service and personal delivery can be utilized also.

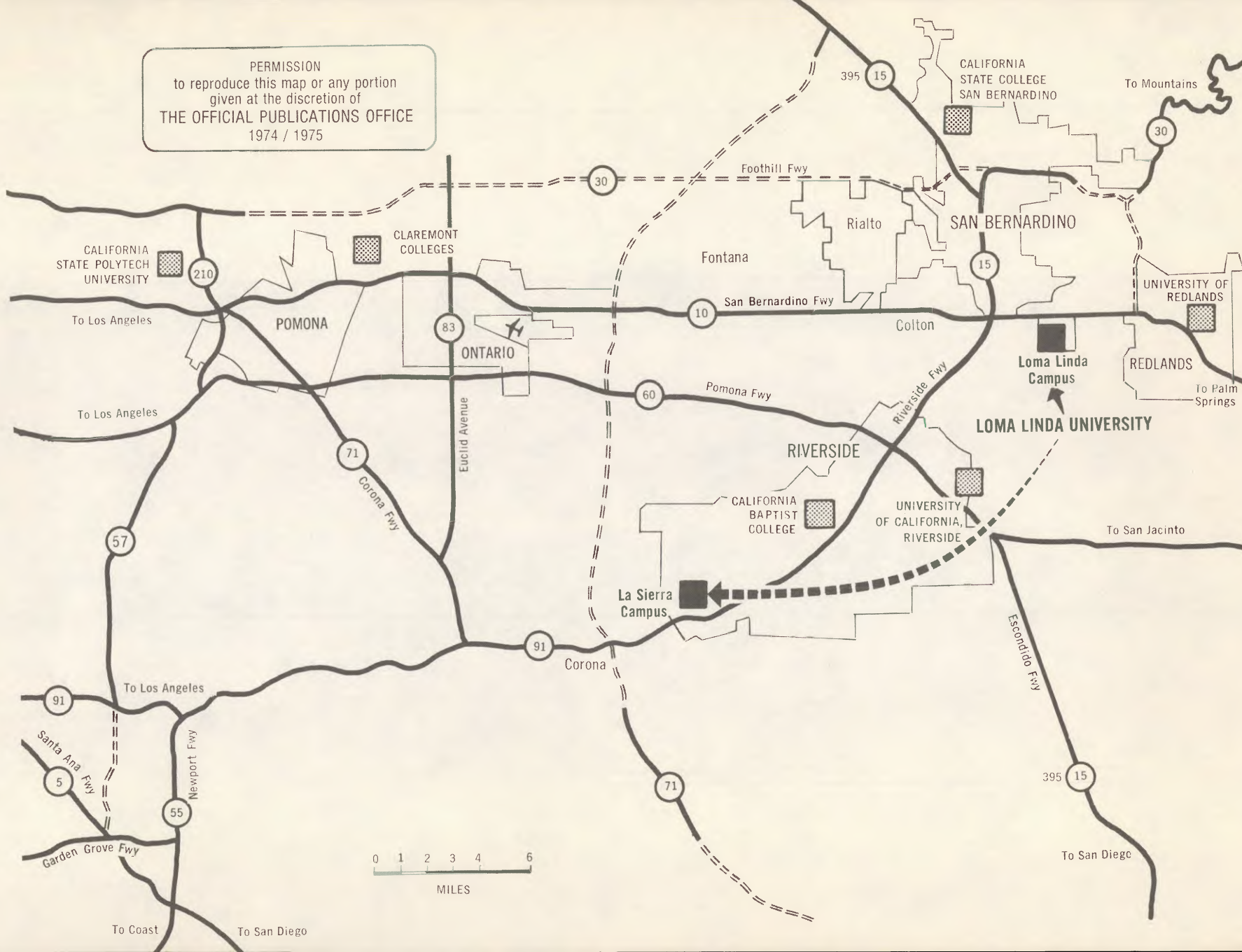
**La Sierra campus** The Library of the La Sierra campus has a general liberal arts collection, with concentrations in history, religion, English, and education. The Heritage Room collection is of nineteenth-century Seventh-day Adventist books and pamphlets. In addition to the microfiche Library of American Civilization already purchased, augmentation of microform holdings is in process. The Media Services department of the Library is the control center for audiovisual services for the campus; also the Curriculum Laboratory, cosponsored with the School of Education, is located in the Library.

**Loma Linda campus** The Library acquisitions at Loma Linda are in medicine, dentistry, allied health professions, graduate programs, and a liberal arts undergraduate collection in support of certain graduate and professional programs. About half the resources are in medical and related fields, among them some rare materials in the history of medicine. The Human Relations Area Files on microfiche make available at this Library primary source materials on most of the known cultures of the world. Since 1957 designated the official west coast depository for Seventh-day Adventist literature regularly provided by church publishing houses in North America, the Library maintains such publications in the Heritage Room established in 1971. Here also are the Ellen G. White source materials; University archives; and an in-process collection of published and unpublished works pertaining to the early Adventist Movement.

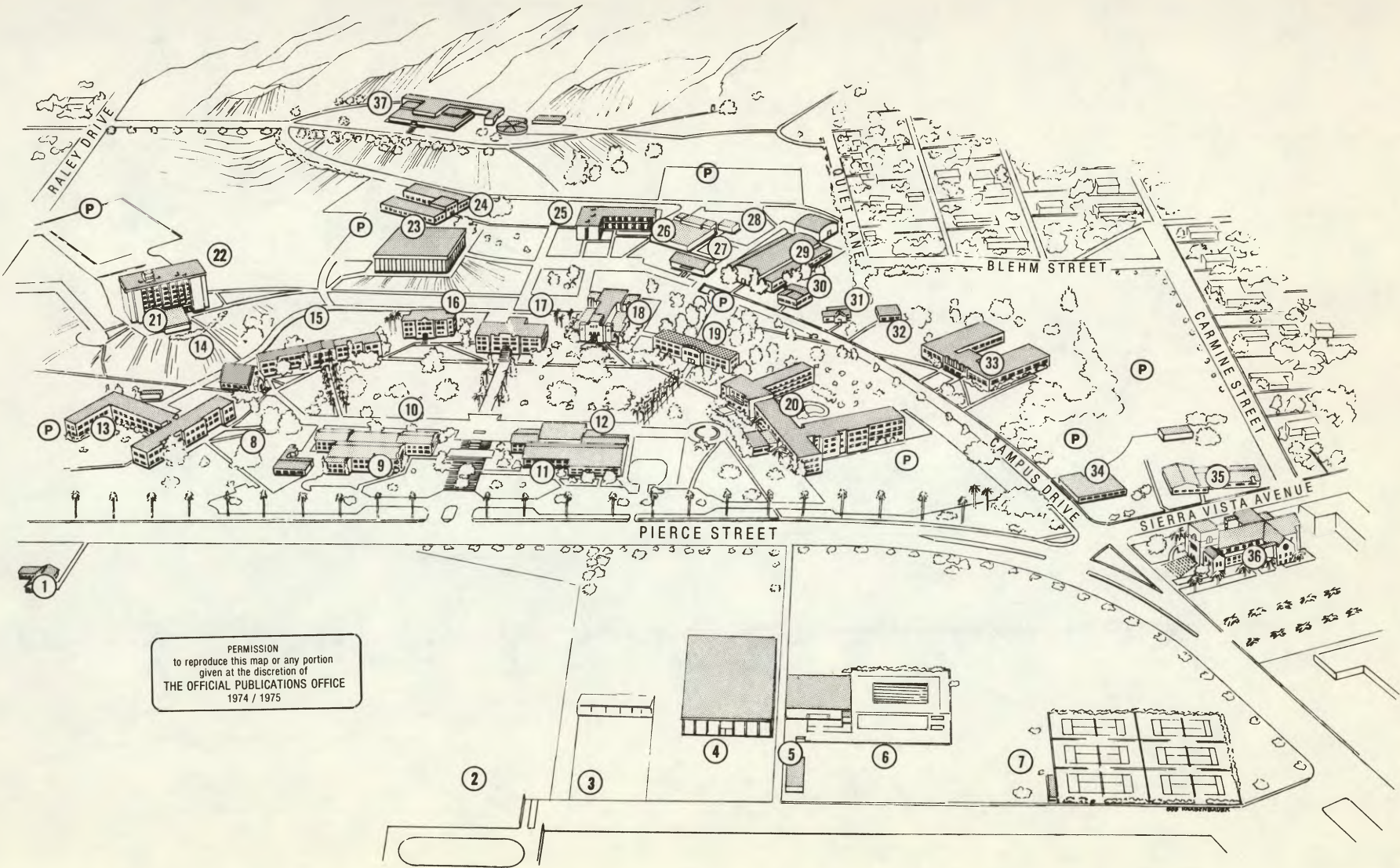
**Interlibrary loan** Materials not available in either Library or in the immediate community are obtainable through the Interlibrary Loan service. At Loma Linda the teletypewriter (TWX) can be used for interlibrary communication. Teachers and graduate students can also be provided computer-printed bibliographies on medical-related subjects through the Medline services in which the Library participates.

**COMPUTER SYSTEM** The Scientific Computation Facility, a computer complex located in the Medical Center, serves the students and faculty of the University in instructional and research functions. Available facilities span the range from small-scale to large-scale systems. Particular emphasis has been given to providing real-time data acquisition and graphical output capabilities. Programing aids are available to expedite the man-machine dialogue and to assist in applying the computer to the solution of problems in a variety of disciplines. An extensive program library serves many routine needs; but researchers are encouraged to write their own specialized programs for their own particular needs. Programing instruction and assistance are provided for this purpose.

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## LA SIERRA CAMPUS MAP

### NUMERICAL LEGEND

- 1 Agriculture
- 2 Equestrian facility
- 3 Archery range
- 4 Alumni Pavilion
- 5 Physical Education office
- 6 Swimming facility
- 7 Tennis courts
- 8 Security Patrol
- 9 Fulton Memorial Hall:  
Administrative services
- 10 Fulton Memorial Hall:  
Administrative officers
- 11 Student Center
- 12 The Commons / Food Service
- 13 Calkins Hall: men
- 14 Matheson Chapel
- 15 South Hall: women
- 16 San Fernando Hall: Physics
- 17 La Sierra Hall: Arts and  
Sciences / Education
- 18 Hole Memorial Hall:  
Auditorium / Music /  
Education / Testing
- 19 Gladwyn Hall: women
- 20 Angwin Hall: women
- 21 Meier Chapel
- 22 Sierra Towers: men
- 23 University Library
- 24 Ambs Hall: Industrial Studies
- 25 Consumer Related Sciences
- 26 Communication / KLLU
- 27 Art
- 28 Nursing
- 29 Industrial building
- 30 Mail Service

- 31 Health Service
- 32 Animal quarters
- 33 Palmer Hall:  
Biology / Chemistry
- 34 Behavioral Sciences
- 35 Sierra Vista Chapel /  
Welfare Center
- 36 La Sierra Church
- 37 Physical Plant / Receiving

### ALPHABETICAL LEGEND

- Academic Affairs VP, 10  
Accounting Service, 9  
Administrative officers, 10  
Administrative services, 9  
Agriculture, 1  
Alumni Pavilion, 4  
Ambs Hall, 24  
Angwin Hall: women, 20  
Animal quarters, 32  
Anthropology, 34  
Archery range, 3  
Art, 27  
Arts and Sciences, College of, 17  
Audiovisual Service, 23  
Behavioral Sciences, 34  
Biology, 33  
Business and Economics, 9

- Calkins Hall: men, 13  
Chemistry, 33  
Church, La Sierra, 36  
College of Arts and Sciences, 17  
Commons, The, 12  
Communication, 26  
Consumer Related Sciences, 25  
Counseling Service, 17  
Dean of Students, 10  
Education, 17, 18  
English, 17  
Equestrian facility, 2  
Financial Affairs VP, 10  
Food Service, 12  
Fulton Memorial Hall, 9, 10  
Gladwyn Hall: women, 19  
Gymnasium, 4  
Health Service, 31  
History and Political Science, 17  
Hole Memorial Hall, 18  
Industrial building, 29  
Industrial Studies, 24  
KLLU, 26  
La Sierra Church, 36  
La Sierra Hall, 17  
Library, University, 23  
Mail Service, 30  
Mathematics, 17  
Matheson Chapel, 14  
Meier Chapel, 21  
Men's residences, 13, 22  
Modern Languages, 17

- Music, 18  
Nursing, 28  
Palmer Hall, 33  
Personnel Office, 9  
Physical Education, 5  
Physical Plant, 37  
Physics, 16  
President, University, 10  
Psychology, 34  
Purchasing Service, 9  
Receiving, 37  
Registrar's Office, 9  
Religion, 17  
San Fernando Hall, 16  
School of Education, 17  
Secretarial Studies, 9  
Security Patrol, 8  
Sierra Towers: men, 22  
Sierra Vista Chapel, 35  
Sociology, 34  
Student Affairs VP, 10  
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