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1977-78



school of education

LOMA LINDA UNIVERSITY

Bulletin of LOMA LINDA UNIVERSITY School of Education 1977-78

The information in this BULLETIN
is made as accurate as is possible
at the time of publication. The
student is responsible for informing
himself of 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
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school of education

LOMA LINDA UNIVERSITY

1977-78

CONTENTS

The University, 5
Calendar, 6

I

School of Education, 11
Admission Information, 14
Academic Information, 18
Financial Information, 22
Student Affairs, 33

II

Baccalaureate Programs, 38
Fifth-Year Programs, 43
Master of Arts Programs, 46
Specialist in Education Programs, 54
Credential Programs, 60
Departments of Instruction, 63
 Counselor Education, 64
 Curriculum and Instruction, 68
 Educational Administration, 74
 Foundations of Education, 77

III

The Trustees, 81
University Administration, 81
The School of Education, 85
Alumni Federation, 88
Accreditation, 89
Instructional Resources, 90
Maps, 92
Index, 95
Telephone Directory, 97

LOMA LINDA UNIVERSITY is a two-campus Seventh-day Adventist coeducational institution located in inland Southern California and is part of the Seventh-day Adventist system of higher education.

On the La Sierra campus, 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. On the Loma Linda campus, in the San Bernardino-Redlands area, professional curriculums are offered by the Schools of Allied Health Professions, Dentistry, Health, Medicine, and Nursing. Graduate programs of the departments of the schools are offered from both campuses through the Graduate School.

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 of the University are approved by their respective professional organizations.

Curriculums are offered leading to 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, Specialist in Education, and Doctor of Philosophy degrees.

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 1,450. Men and women from as many as eighty nations are represented in the annual enrollment of approximately 4,800 students.

Loma Linda University selects its students without discrimination based on race, creed, color, sex, or place of national origin.

1977

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		

19

20

24

SUMMER QUARTER 1977

Registration

Instruction begins

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

29

Independence Day recess

Six-week session ends

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

11

Last day for filing of approved research project or thesis for summer completion

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	

5

6

25-27

27

AUTUMN QUARTER 1977

Labor Day recess

Student teachers report for duty

Testing, orientation, registration of freshmen

Instruction begins

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					

11

17-22

Last day to enter a course

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			

1

3

23-27

28

Last day to file application for spring 1978 fieldwork

Midterm; last day to withdraw from a course with no transcript record

Thanksgiving recess

Instruction resumes

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

12-15

15

Final examinations

Autumn quarter ends

1978

CALENDAR

January

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				

3
4
17
30

WINTER QUARTER 1978

Registration
Instruction begins
Last day to enter a course
Education Day

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	22	23	24	25
26	27	28				

8
20

Midterm; last day to withdraw from a course with no transcript record
President's Day

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	28	29	30	31	

2- 5
13-16
17
22

Alumni Homecoming
Final examinations
Winter quarter ends
Last day to file for candidacy for spring graduation

SPRING QUARTER 1978

27
28

Registration
Instruction begins

April

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						

3
3
10
17-22
18
23

Last day to submit preliminary copy of research project or thesis for spring graduation
Last day to file application for fall 1978 fieldwork
Last day to enter a course
Week of Devotion
Last day to submit petition for spring graduation
Master's comprehensive examinations for spring graduation

May

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		

2
18
26
29

Midterm; last day to withdraw from a course with no transcript record
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

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	

5- 8
8
9-11

Final examinations
Spring quarter ends
Commencement Events

SUMMER QUARTER 1978

18
19
23

Registration
Instruction begins
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
24
28

Independence Day recess
Last day for final oral examinations
Six-week session ends
Eight-week session ends August 10
See summer schedule for special sessions



THE CHRISTIAN UNIVERSITY

- ideally an environment in which true education takes place; in which the wise and inspiring teacher and the responsive, responsible learner forge an interdependent union in the quest for knowledge, truth, and spiritual realities . . .
- a community of scholars turning toward that which is of universal worth in the world of experience and ideas . . . a community offering opportunity to exchange inexperience for mastery in a chosen discipline; ignorance for wisdom; provincialism and prejudice for broad involvement and openmindedness . . . promoting concern for the dignity of the individual . . . liberating while instilling a respect for freedom and its attendant responsibilities . . . presenting alternatives and consequences, that the learner may freely consider, choose, and live by enduring values . . . seeking to awaken a yearning for excellence . . . to kindle a spirit of investigation . . . to sharpen the powers of observation and discernment . . . to focus intelligence on noble goals . . . to refine the taste for pleasures that renew the energies . . . to expand the physical, mental, and moral faculties . . .
- a university Christian in its commitment to Him Who is the Truth, Who creates and fulfills the highest aspirations of the soul, Whom to know is life eternal . . . a university seeking to unite human nature with the Divine . . . thus enabling the learner to serve those whom his uniqueness can touch most deftly . . . to serve with grace and joy those whose needs for healing and growth he was created to fill . . . to serve with love and delight the triune God, the Origin of all that is and of all who are.



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"> 1. Teaching credentials: (a) multiple subject matter and (b) single subject matter. The "fifth-year" program is fully approved. 2. Services credentials: (a) administrative services; (b) pupil personnel services; (c) health services (school nurse).
Degrees, programs	<p>Curriculums are offered for the degrees 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"> 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. 2. To help inservice and prospective educational personnel to build a sound philosophy of education in Christian, historical, and sociological context. 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. 4. To motivate investigative curiosity and a desire to participate in the advancement of knowledge, particularly in the art and science of education. 5. To help the student develop knowledge and skill in educational research, so that he may contribute to the advancement of education. 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. 7. To provide qualified and dedicated educational personnel for Seventh-day Adventist schools.
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 Office of Admissions and Records. Application and all supporting information – transcripts, test results, references, wallet-size photographs – should be in the Office of Admissions and Records 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 Office of Admissions and Records 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.

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 204 (Orientation to Teaching) and *application* to the Teacher Preparation Committee are required for admission to a teacher education program. Admission to the secondary teaching program does not automatically include admission to the elementary teaching program, or vice versa.

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 in the *Academic Information* section.)

TRANSFER CREDIT

The student applying for admission by transfer from another college must file with the Director of Admissions and Records 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

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

Admission of students from countries other than the 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 Director of Admissions and Records 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 Office of Admissions and Records. 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

- Undergraduates 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. Students 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.
- Graduates The normal load for a full-time graduate student is 12 units. A graduate student carrying 8 units is considered a full-time student.

Student teachers	For student teachers, 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"> 1. Acceptable standards of performance are specified for a course. 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. 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. 4. Unachieved objectives typically reflect inadequate practice of the type of performance called for in the objectives. 5. The teacher reflects his effectiveness by ability to help the student achieve valid objectives. 6. Letter grades are based on achievement of valid objectives. 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. 			
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	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 (undergraduate) C– 1.7 D+ 1.3* D 1.0* Minimum acceptable performance for credit	
			* Not acceptable on a major, minor, or professional education program	
Status	AU Audit IP In progress NC No credit		I Incomplete S Satisfactory performance (equivalent to C or better at undergraduate level; B or better at graduate level)	
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 Study 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 in the 500s or 600s).
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 approval of the Dean.

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.

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, 785-2175
Student employment / 785-2147

Advance payment Payment must be made in advance as follows: (a) a \$50 *room deposit* (for residence hall students) by September 1; (b) the *flat charge* of \$985 (graduate students \$995) for tuition by or before registration; (c) the guarantee deposit of \$1,250 for *international applicants* before issuance of I-20. For further details, see the Schedule of Charges; Deposits; International Students; Payment Plan; 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 and miscellaneous expenses. It is advisable to deposit at least \$75-150 each quarter in the Student Bank for books, vehicle registration, supplies, personal expenses, etc.

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 *account number* to ensure that the correct account is credited. 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 <i>request and pay for</i> 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 on rates and the appropriate forms are available at the Cashier's 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, 11000 Wilshire Boulevard, Los Angeles, California 90024; and (b) have a certificate of eligibility sent to the Records Office, La Sierra campus. Information regarding veteran's benefits may be obtained at the Office of Admissions and Records.
Room deposit	The accepted residence hall student is required to pay the \$50 deposit before a room is assigned or occupied. Dates by which deposit must be made or notification of cancellation given are September 1, December 1, March 1, and May 1. These relate to the term (fall, winter, spring, summer) for which initial registration is effective. Further details are published in the <i>Student Handbook</i> . Loan contracts, grants, scholarships, or other kinds of financial aid are <i>not accepted in lieu of</i> this deposit.
International students	<p>An international applicant (other than Canadian) on a student visa is required to make an advance deposit of \$1,250. All international students must furnish evidence of additional resources to finance the expenses of the education planned. Because international 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. A Financial Information Form is available from the Office of Admissions. The student must obtain the proper signatures on the form and file it with the Student Aid and Finance Office before clearance can be given for the issuance of an I-20 form.</p> <p>Under the "bursary plan" of the Seventh-day Adventist church, an international student may apply for financial aid through the treasurer of his division. Undergraduate 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.</p>
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 for each of the two final quarters before graduation). No reduction of the flat rate is made when a residence hall student reduces his study load during the quarter.

Audit	A student may audit a lecture course only and pay one-half of the single hour tuition charge. Courses requiring special instruction and laboratories such as art, ceramics, auto mechanics, chemistry, etc., cannot be taken on an audit basis. If a student later wishes to challenge the course audited by taking a proficiency examination, the other one-half of the tuition as well as the fee for the examination must be paid.
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 at the beginning of any new term and before taking final examinations prior to graduation.
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. This includes being current in repayment of any student loan.
Past due account	A service fee of one percent per month is charged on a past due account. This is an annual interest rate of 12 percent.
Statements	Under the Privacy Act of 1974, a postsecondary student has full rights of privacy with regard to his account. Statements will be sent only to the person indicated by the student on his registration form.

SCHEDULE OF CHARGES for 1977-78 (subject to change by Trustee action)

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 flat charge per quarter:

Tuition (for full-time study load, 12 units to 18.5 units).
 Health insurance (routine care and medicine).
 Applied music instruction as required for a major or approved for a minor in music.
 Lyceum ticket.
 Diploma, certificate, academic costume.
 ASLU fees.

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, according to the meal plan selected) 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 PER QUARTER (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.]

- \$1467 Residence hall: up to 18.5 units, 21 meals per week.
- 1449 Residence hall: up to 18.5 units, 17 meals per week (no meal Saturday night or all day Sunday).
- 1405 Residence hall: up to 18.5 units, any 10 meals per week.
- 985 Offcampus student: 12 to 18.5 units.
(Graduate and nursing students, \$10 more per rate quoted above.)

UNIT CHARGE

- \$ 85 Per unit (or fraction), graduate student credit; fewer than 12 units.
- 83 Per unit (or fraction), undergraduate student credit; fewer than 12 units.
- 50 Per unit (or fraction), credit; more than 18.5 units.

AUDIT CHARGES

- \$ 42 Per unit (see audit regulations, page 24).

DEPOSITS REQUIRED

- \$ 50 Residence hall room reservation for fall, winter, spring, summer terms: Due September 1, December 1, March 1, May 1.
- 1250 International student.

SPECIAL CHARGES (payable in cash)

- \$ 10 Application (nonrefundable).
- 25 Late application for fall, winter, spring, summer terms (nonrefundable): Application after August 15, December 1, March 1, May 1.
- 25 Application (nonrefundable): International students.
- 10 Reapplication after nonresidence 3 quarters (nonrefundable).
- 10 Late registration (first day after published registration date, \$3 per day thereafter).
- 5 Payment plan change.
- 5 Business Office collection charge for unpaid department charges or check returned for insufficient funds.
- 15 Waiver examination.
- 30 Proficiency examination (up to 4 units credit).
- 20 Thesis or project continuation per quarter.
- 3 Change of identification card.
- 2 Transcript of credit, after first one.
- Library fine or loss, parking fine, property or supplies breakage or loss.
- Special physical education activities.
- Vehicle registration (temporary, \$1; A or D sticker, \$7; O sticker, \$3).

MISCELLANEOUS EXPENSES (payable in cash)

Books, supplies, music, etc. (estimated \$50-100 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 at Cashier's Office)

- \$ 83 For one-half hour music lesson weekly, 9 per quarter.
- 70 Secondary and elementary school students: one-half hour period weekly, 9 per quarter.

REFUNDS

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

1. *Date of withdrawal.* The official date of withdrawal and the effective date of the calculation of a refund is the date on which the *completed drop voucher* is turned in to the Records Office.

2. *Tuition.* A minimum charge of \$50 is made if the student withdraws during the first 5 days after the published registration date; thereafter 3.2 percent of the tuition is charged per school day, up to the full amount. These charges apply to part-time as well as full-time students.

3. *Board.* The \$5.00 snack shop ticket charge is nonrefundable. The charge for board used will be \$3.75 per day for the 21-meal plan, \$23.80 per week or \$4.20 per day for the 17-meal plan, and \$20.00 per week or fraction thereof for the 10-meal plan.

4. *Room.* The charge for room is on the basis of \$29 per week or fraction thereof. Room charge is not refunded after the seventh week of the quarter.

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

6. *Illness.* Special consideration is given for tuition refund in the case of prolonged illness.

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. *Room deposit.* Refund will be made when the residence hall dean returns the signed residence hall contract to the Cashier's Office. The University reserves the right to apply the deposit to any unpaid obligations.

9. *Refund.* Ordinarily the balance of the account is refunded approximately one month from the date of the completed drop voucher. The refund is made to the student unless other instructions are given. If a student is receiving financial aid, under normal circumstances the surplus is returned to the aid fund account. California state scholarship and Basic Educational Opportunity Grant (BEOG) funds are prorated.

Change in study load

Any course added will be charged from the beginning of the quarter. When a commuting student drops one or more courses during the 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. When a residence hall student reduces his study load, no refund is made except for an overload.

Residence change

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

- Meal plan change** A change of meal plan ordinarily may be made only at registration time at the beginning of the quarter. Otherwise the change of plan charge of \$5 applies, as well as does the fee for a new I.D. card.
- Overpayment** If the account is overpaid, the student should allow time for all records (such as cashier receipts, registration records, etc.) to clear through the normal accounting procedures. A signed request form or letter from the student is necessary to initiate the procedure for any refund.

PAYMENT

Two methods of payment are available to the student and/or parents:

- 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* is to 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 which is thirty days or more past due. This is an annual percentage rate of 12 percent.

- Contract payment with outside agency** 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 Financial Aid Form (FAF) with College Scholarship Service. Forms are available from secondary school counselors or the Student Aid and Finance Office. Filing should be completed by April 15 so that the necessary information will be received in the Student Aid and Finance Office by June 1.

Campus work	Campus employment opportunities are offered primarily by such services as cafeteria, dairy, farm, grounds, housekeeping, maintenance, Versitron, 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, etc. The student may elect to have his check applied to his account (except the student on a federal work-study program).
Tithe	Payroll deduction is available to facilitate the payment of tithe on earnings. Arrangements are made at the student's request. A student on a federal work-study program cannot apply for a payroll deduction for tithe.

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 aid or enter on a contract payment plan, the student should (a) <i>be acquainted</i> with the information in the Schedule of Charges and in Budgeting for Financial Aid, (b) <i>be aware</i> that processing an aid application or loan contract takes considerable time, and (c) <i>begin planning</i> long enough in advance so that funds are available in time for registration.
Required forms	<p>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 Financial Aid Form (FAF) to College Scholarship Service (CSS) by April 15.</p> <p>In addition to filing the FAF by April 15, the student (new or returning) seeking aid should file a <i>University Aid Application</i> 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.</p> <p>The FAF 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 FAF from the Student Aid and Finance Office.</p>
Code 4380	The student should use CSS code number 4380 to identify this University in line item seventy-two of the 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 must have his "Parents' Information" section of the FAF filled out as well as the "Student's Information" section. A clearly independent student needs to fill out only the "Student's Information" section and submit the FAF to CSS.

In order to continue to be eligible for federal aid, a student must be making satisfactory academic progress. For a full-time student, this means the satisfactory completion of a full year's requirement each academic year.

Citizenship 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. International students are not eligible to receive federal aid.

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 (special application necessary)
- 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 (with the exception of the Basic Educational Opportunity Grant and part of the Federally Insured Student Loan).

Regulations The student should acquaint himself with the Department of Health, Education and Welfare regulations which govern each federal program.

National Direct Student Loan Up to \$1,500 per year is available for needy students. Nine months after ceasing to be in at least half-time attendance, the recipient begins to repay the loan at 3 percent interest. No payments are required for up to three years during services 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 are enrolled on at least a half-time basis. To apply for a BEOG, a student must complete the *Application for Determination of Basic Grant Eligibility* available from high school counselors or 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 who has financial need 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. (Some 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 FAF is required of an applicant if the adjusted family income is \$25,000 or more.
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.

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 \$600 per year and depend on individual circumstances. Application is made each year with an aid application after proving financial need to the financial aid officer.
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 \$2,700 at the college of the student's choice. Applications for state aid must be completed early in December for the following year's aid. (Secondary school counselors can provide full information and application forms for senior students.)

The state of California also offers the College Opportunity Grant and the Vocational Training Grant. Applications are available from all secondary school counselors and for students currently enrolled in the University, from the Student Aid and Finance Office.

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:

Robert E. Cleveland Loan Fund	Miracle Loan Fund
Dartley Revolving Student Loan Fund	F. Oliphant Memorial Fund
William B. Greene Loan Fund	Fadelma Ragon Sargeant Loan Fund
Milton and Ethel Griesse Loan Fund	Ellen Rickard Memorial Fund
Richard Guy Memorial Fund	Sierra Singers Trust Fund
Robert A. Hanson Loan Fund	Marie Stover 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	Layne Foundation Scholarship
K. F. Ambs Leadership Award	George H. Mayr Foundation Scholarship
J. B. Bogle Memorial Scholarship	Lavina A. Northrop Award (preseminary)
California Congress of Parents and Teachers Scholarship	I. G. Ortner Scholarship
Farmers Insurance Group Scholarship	Riverside Foundation Heseman Scholarship
James Irvine Foundation Award	Harry Schrillo (La Sierra Alumni Association) Scholarship
Edmund C. Jaeger Award (biology)	President's Award
Judson Memorial Award	
Eliza L. Landeen Scholarship for Elementary Teachers	

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 resources. 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 encouraging recreational interests and providing courses in gymnastics, field exercises, swimming, body building, lifesaving, and health instruction. Effort is made to interest each student in recreational and health-building activities 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.)

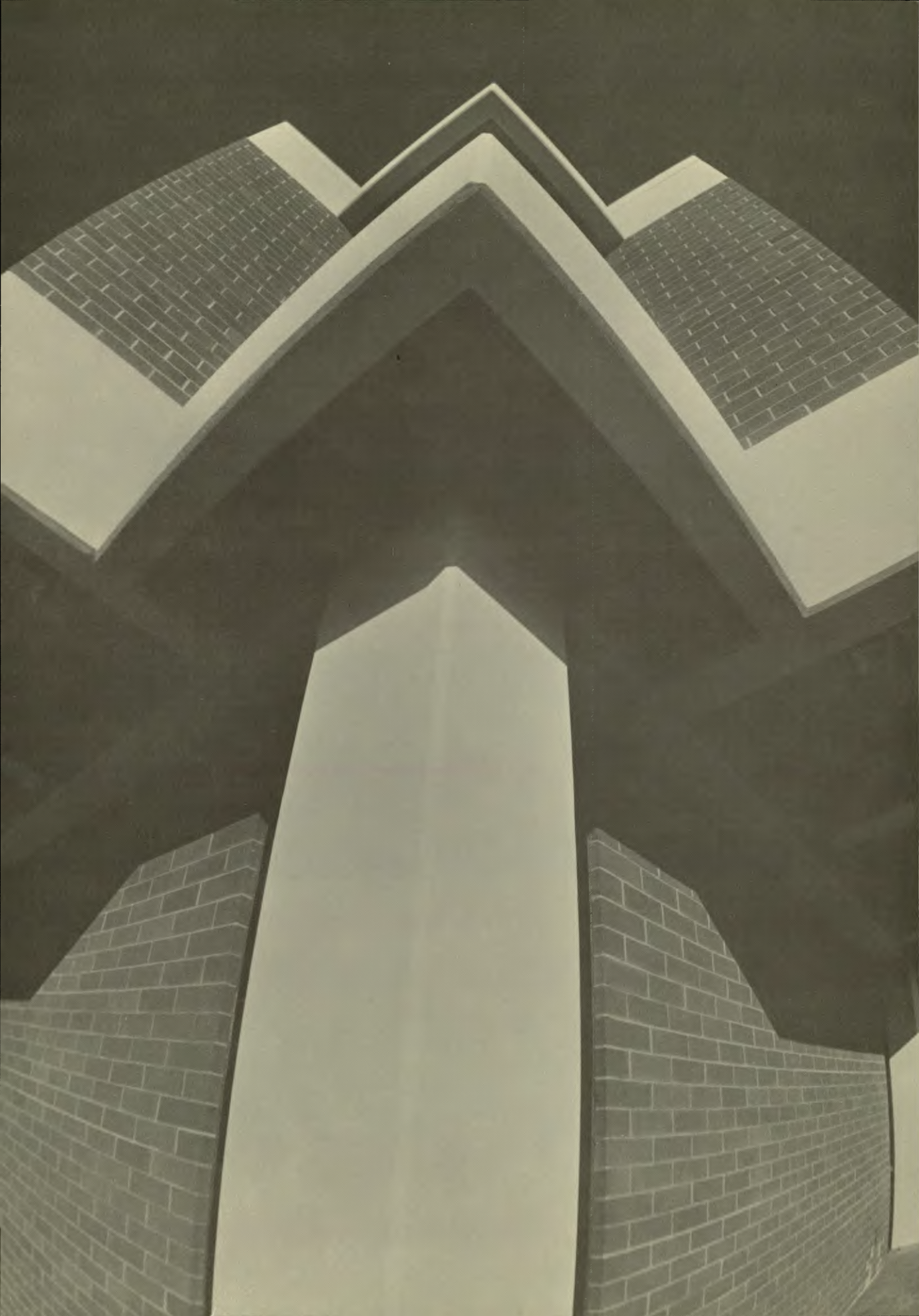
Worship Chapel services, residence hall religious appointments, and church worship services provide opportunities for personal enrichment. Choosing to come to this University implies the student's willingness to attend these appointments as part of the educational climate.

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. Law requires that adequate public liability insurance be carried by car owners and that drivers have valid California driver's licenses.

Property protection Because the responsible adult has regard for the property of institutions and individuals, 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.

Grievance, dismissal Students who are involved in dismissal proceedings, or who wish to express a grievance, may obtain from the Office of the Dean a copy of guidelines governing dismissal or presenting a grievance.





II

Baccalaureate Programs
Fifth-Year 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 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

Credit is shown in quarter units.

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

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 28-36 units	<i>Required courses</i> , 28 units		
	SPCH 104	Fundamentals of Speech	4 units
	SPCH 326	Semantics	4 units
	ENGL 101	Freshman English	4 units
	ENGL 102	Freshman English	4 units

ENGL 304	Advanced Composition	4 units
ENGL 385	Modern Grammar	4 units
ENGL 415	Literature for Children	4 units

Suggested electives, 0-8 units

SPPA 277	Development of Speech and Language	4 units
SPCH 204	Oral Interpretation	4 units
SPCH 328	Persuasion	4 units
ENGL 416	Literature for Adolescents	4 units
ENGL 425	Major American Authors	4 units
ENGL 445	Biblical Literature	4 units

Mathematics / physical
and life sciences
28-36 units

Required courses, 22 units

BIOL 107	Physiology of Man	4 units
BIOL 427	Human Ecology	2 units
MATH 225	Concepts in Mathematics	4 units
MATH 251	Introduction to Probability	4 units
PHYS 117	Introduction to Physics	4-6 units
PHYS 304	Astronomy	4 units

Suggested electives, 6-14 units

BIOL 444	Human Genetics	3 units
BIOL 475	General Entomology	4 units
MATH 130	Calculus of Elementary Functions	5 units
MATH 275	Introduction to Computer Programing	4 units
MATH 375	Advanced Computer Programing	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

ANTH 308	Geography of Man	5 units
PSCH 104	General Psychology I	4 units
SOCI 104	Introduction to Sociology	4 units
ECON 254	Principles of Macroeconomics	4 units
HIST 156	Survey of American History and Institutions	4 units
HIST 157	Survey of American History and Institutions	4 units
HIST 207	History of Western Civilization to 1300 (or 208 or 209)	
HIST 208	History of Western Civilization 1300-1815 (or 207 or 209)	4 units
HIST 209	History of Western Civilization Since 1815 (or 207 or 208)	

Suggested electives, 0-8 units

ANTH 315	Cultural Anthropology	4 units
PSCH 206	General Psychology II	4 units
PSCH 344	Introduction to Personality	4 units
SOCI 414	The Family	4 units
SOCI 415	Urban Sociology	4 units
ECON 255	Principles of Microeconomics	4 units
HIST 416	Europe Since 1938	4 units
HIST 459	California History and Government	4 units

Humanities / fine arts	<i>Required courses, 16 units</i>		
28-36 units	ART 204	Introduction to Studio Art	2 units
	ART 304	Development of Aesthetic Awareness	2 units
	MUHL 205	Introduction to Music	4 units
	MUED 305	Basic Music	4 units
	PHIL 207	Value	4 units

Suggested electives, 12-20 units

ART 264	Crafts	2 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.	
MUHL 335	History of Music	4 units
MUHL 336	History of Music	4 units
MUHL 337	History of Music	4 units
PHIL 205	Knowledge	4 units
PHIL 206	Being	4 units
PHIL 435	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 417 and EDFO 404 (#).

EDCI 204	Orientation to Teaching	3 units
EDCI 414	Curriculum and Instruction: Reading	5 units
EDCI 415	Elementary School Curriculum and Instructions: Mathematics	4 units
EDCI 416	Elementary School Curriculum and Instruction: Language Arts	2 units
EDCI 417	Elementary School Curriculum and Instruction: Religion and Social Studies	# 4 units
EDCI 425	Directed Teaching in the Elementary School	18 units
EDFO 305	Psychological Foundations of Education	4 units
EDFO 404	Philosophy of Seventh-day Adventist Education	# 3 units

4. Completion of the following other specific requirements.

Health sciences.

Physical education (6 quarters), 3 units.

Religion, 18 units (to include RELT 245, 254; and 4 units upper division).

HIST 485	History of Seventh-day Adventism	# 4 units
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 (to include RELT 245, RELT 254, and HIST 485).

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 an asterisk (*):

EDCE 404	Educational Measurements	3 units
EDCE 540	Principles of Guidance	3 units
*EDCI 204	Orientation to Teaching	3 units
*EDCI 414	Curriculum and Instruction: Reading	5 units
*EDCI 415	Elementary School Curriculum and Instruction: Mathematics	4 units
*EDCI 416	Elementary School Curriculum and Instruction: Language Arts	2 units
*EDCI 417	Elementary School Curriculum and Instruction: Religion and Social Studies	4 units
*EDCI 418	Elementary School Curriculum and Instruction: Science and Health	2 units
*EDCI 425	Directed Teaching in the Elementary School	18 units
*EDFO 305	Psychological Foundations of Education	4 units
EDFO 307	Social Foundations of Education	4 units
EDFO 324	Psychology of Human Growth and Development	4 units
*EDFO 404	Philosophy of Seventh-day Adventist Education	3 units

3. Completion of the following *cognates*: ART 204 and 304; ENGL 415; MATH 225; MUED 305; PETH 384; HIST 485.

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 (to include RELT 245, RELT 254, and HIST 485).
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	204	Orientation to Teaching	3 units
EDCI	414	Curriculum and Instruction: Reading	5 units
EDCI	430	Secondary School Curriculum and Instruction	6 units
EDCI	457	Directed Teaching in the Secondary School	18 units
EDFO	305	Psychological Foundations of Education	4 units
EDFO	404	Philosophy of Seventh-day Adventist Education	# 3 units

FIFTH-YEAR PROGRAMS

One of the requirements for a Clear Teaching Credential is the completion of a "fifth year" of coursework taken in an approved institution of higher education. Loma Linda University has defined its fifth-year programs as a minimum of 45 quarter units.

GENERAL INFORMATION

Advising and program planning

The student has a choice of seven alternative fifth-year programs. Within each program there is some flexibility which allows the student a role in the program design.

An applicant to the fifth-year teacher education program must complete the application for admission or readmission to Loma Linda University. If he has not already been accepted into the Teacher Preparation Program, he also must apply for admission to this program. The School of Education then sets up a student file, which includes transcripts and references, and determines a time for an interview for analysis, assessment, and projection.

If the student has already indicated his fifth-year program choice before the interview, then the evaluation process is begun on the check-off form provided for that alternative. If the choice is made during the interview, the forms are evaluated at that time. This tentative evaluation is verified later. If the student chooses to complete the credential program in three consecutive quarters, he is counseled at the beginning of each quarter. If he elects to spread the program over a longer period, counseling will be provided as deemed necessary by the adviser and/or the student. Periodic progress checks are made by the adviser, and the student is notified of his status on an annual basis.

Acceptable coursework

Loma Linda University will accept as part of the student's fifth-year program postbaccalaureate coursework taken for credit at an institution of higher education (including out-of-state institutions), provided such coursework is acceptable as fifth-year coursework at the institution in which it was taken. The University also will accept credit for extension courses (including inservice training) toward a fifth-year program, provided such credit is acceptable toward a fifth-year program in the institution from which credit was received. A limited number of lower division (freshman and sophomore) courses may be included in the fifth-year program, provided they are deemed by the candidate and the University to be a part of the program designed to improve the student's teaching skills and increase his competence. All programs which include lower division coursework must be approved by the Loma Linda University Teacher Education Council.

Final review and credential recommendation After the student submits application for the Clear Teaching Credential, the adviser evaluates transcripts in order to determine if all requirements for the alternative chosen have been met. If the student has taught during this time, verification of successful teaching experience will be considered by the adviser, who will act upon the application.

Student appeal If the student feels that evaluation of the transcripts or of other materials submitted is incorrect, appeal may be made in writing to the Loma Linda University Teacher Education Council. If satisfaction is not received, an interview with the committee will be arranged. Further appeal may be made to the Commission for Teacher Preparation and Licensing.

Health education requirement The health education requirement is met at Loma Linda University by taking the following course:

PETH 414 Mental Health and Drug Abuse Education 4 units

Candidates who can verify that they have completed the health education requirement in another accredited institution will not need to repeat this requirement at Loma Linda University.

FIFTH-YEAR OPTIONS

Students may complete the fifth-year requirement through one of seven alternatives.

Option 1 The continuing student completes the fifth year as a full-time student immediately after graduation from Loma Linda University. The following requirements must be met:

	Courses in student's major	10 units
EDCI 514	Curriculum Planning	3 units
EDFO 505	Psychological Theories of Instruction	3 units
*PETH 414	Mental Health and Drug Abuse Education	4 units
	Electives, including any statutory requirements not met at the undergraduate level (ethnic courses will be allowed as elective credit)	25 units

*This course meets the state requirement for one unit of health, including drug abuse education and methods of teaching health. It is required of all candidates recommended by Loma Linda University unless verification is provided that the requirement has been met in another approved institution. It may be completed prior to graduation, and thus would not constitute a fifth-year requirement.

Option 2 Programs leading to a Master of Arts degree in education (e.g., elementary Master of Arts in education education, secondary teaching, educational administration, and counselor education) at Loma Linda University will be accepted as fifth-year programs. Statutory requirements (such as the health unit) may be taken as electives or may be taken in addition to M.A. requirements.

Option 3 A Master of Arts degree in a subject matter area (e.g., English, history, etc.)
 Master of Arts completed at Loma Linda University will be accepted as a fifth-year program when
 in a subject matter area the following additional requirements have been met satisfactorily:

EDCI	514	Curriculum Planning	3 units
EDFO	505	Psychological Theories of Instruction	3 units
All statutory requirements for the Clear Credential			

Option 4 Loma Linda University is seeking approval of Specialist Credential programs
 Specialist credential in the areas of health service, reading, early childhood, and agriculture. When these
 programs are approved, they will provide other alternatives for the fifth year. Statu-
 tory requirements may be taken either as electives in the program or in addition to
 the program.

Option 5 The additional major program is an alternative designed for the candidate who
 Additional major desires to complete a second major or to prepare for the necessary examination in a
 program second major. The following requirements must be met satisfactorily:

EDCI	514	Curriculum Planning	3 units
EDFO	505	Psychological Theories of Instruction	3 units
Courses in the student's major and all statutory requirements			

Option 6 A student who has completed a baccalaureate degree without the components
 Approved professional in professional education may complete the basic professional program at Loma
 program Linda University (36 units) and the following:

EDCI	514	Curriculum Planning	3 units
EDFO	505	Psychological Theories of Instruction	3 units
Electives, including all statutory requirements			3 units

Option 7 The student may design a fifth-year program in cooperation with the credentials
 Student-designed adviser. Each program must be approved by the Loma Linda University Teacher
 program Education Council and must include the following:

EDCI	514	Curriculum Planning	3 units
EDFO	505	Psychological Theories of Instruction	3 units
Statutory requirements not previously met			

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 (program approval), 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 program approval, 15 units.

1. Completion of the following basic requirements with a grade of B or better in each:

EDAD 524 Educational Administration
EDCE 540 Principles of Guidance
EDCI 514 Curriculum Planning (*or* EDFO 505)
EDFO 504 Methods and Materials of Research
EDFO 505 Psychological Theories of Instruction (*or* EDCI 514)

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 and a written application for regular standing and/or program approval.

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	514	Curriculum Planning	3 units
EDCI	696	Research Project (<i>or</i> 698)	3 units
EDCI	698	Thesis (<i>or</i> 696)	6 units
EDFO	504	Methods and Materials of Research	3 units
		Religion (upper division or graduate)	3 units

Any two of the following courses:

EDAD	524	Educational Administration	3 units
EDCE	540	Principles of Guidance	3 units
EDFO	505	Psychological Theories of Instruction	3 units

AREA OF SPECIALIZATION AND COGNATES, 24-27 units (to be selected in consultation with the adviser)

EDCE	404	Educational Measurements	3 units
EDCE	667	Analysis and Treatment of Learning Difficulties	3 units
EDCI	464	Early Childhood Education	4 units
EDCI	599	Research Topics in Curriculum and Instruction	2-6 units
EDCI	615	Seminar in Continuous Progress Programs	4-10 units
EDCI	616-627	Seminars in Elementary Education	3-27 units
EDFO	507	Contemporary Problems in Education	3 units
EDFO	545	History of Educational Thought	4 units
EDFO	635	History of Religious Education	4 units
EDFO	649	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	
English as a second language		

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

PROFESSIONAL EDUCATION, 22 units

EDAD 524	Educational Administration	3 units
EDCE 540	Principles of Guidance	3 units
EDCI 514	Curriculum Planning	3 units
EDCI 696	Research Project (<i>or</i> 698)	3 units
EDCI 698	Thesis (<i>or</i> 696)	6 units
EDFO 504	Methods and Materials of Research	3 units
EDFO 505	Psychological Theories of Instruction	3 units
	<i>Elective</i>	3 units

ARTS AND SCIENCES, 23 units

Religion (upper division or graduate) <i>required</i>	3 units
Graduate courses in major area	10 units
<i>Electives:</i> Selected in consultation with the adviser: in major, minor, or cognate area	10 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 524	Educational Administration	3 units
EDCE 540	Principles of Guidance	3 units
EDCI 514	Curriculum Planning (<i>or</i> EDFO 505)	3 units
EDFO 504	Methods and Materials of Research	3 units
EDFO 505	Psychological Theories of Instruction (<i>or</i> EDCI 514)	3 units

AREA OF SPECIALIZATION, 27 units

*EDCE 404	Educational Measurements	3 units
*EDCE 405	Dynamics of Individual Behavior	3 units
*EDCE 460	The Exceptional Child	3 units
EDCE 464	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 550	Student Personnel Services	3 units
*EDCE 554	Education and Career Planning	3 units
*EDCE 561	Counseling Theory and Techniques	3 units
*EDCE 564	Group Process Theory and Procedures	3 units
*EDCE 565	Fieldwork in Guidance	6 units
EDCE 599	Research Topics in Counselor Education	2-6 units
EDCE 644-659	Seminars in Guidance	each, 3 units
EDCE 664	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
EDCE 671	Fieldwork in Psychometry	6 units
EDCE 672	Fieldwork in School Psychology (Internship)	6 units

ADDITIONAL REQUIREMENTS, 6-9 units

EDCE 696	Research Project (<i>or</i> 698)	3 units
EDCE 698	Thesis (<i>or</i> 696)	6 units
RELT 444	Christian Ethics	3 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 61.

Prerequisites Prerequisites for the graduate program in *educational administration* for those seeking an administrator's credential 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 should select additional appropriate courses in consultation with the adviser.

BASIC REQUIREMENTS, 15 units

EDAD	524	Educational Administration	3 units
EDCE	540	Principles of Guidance	3 units
EDCI	514	Curriculum Planning	3 units
EDFO	504	Methods and Materials of Research	3 units
EDFO	505	Psychological Theories of Instruction	3 units

AREA OF SPECIALIZATION, 18 units

EDAD	570	Personnel Administration in Education	3 units
EDAD	574	Legal Aspects of Education	3 units
EDAD	578	Fieldwork in Educational Administration	3 units
EDAD	579	School Finance	3 units
EDAD	696	Research Project (or 698)	3 units
EDAD	698	Thesis (or 696)	6 units
		<i>Elective</i> (area of major emphasis)	3 units

ADDITIONAL REQUIREMENTS, 12 units

EDCI	545	Supervision in Elementary and Secondary Schools	3 units
		Religion (RELT 444 Christian Ethics required for state credential)	3 units
		<i>Electives</i> : Selected in consultation with the adviser (EDCE 564 required for state credential)	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 524	Educational Administration	3 units
EDCE 540	Principles of Guidance	3 units
EDCI 514	Curriculum Planning	3 units
EDFO 504	Methods and Materials of Research	3 units
EDFO 505	Psychological Theories of Instruction	3 units

AREA OF SPECIALIZATION AND COGNATES, 30 units

EDAD 570	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 554	Education and Career Planning	3 units
EDCE 564	Group Process Theory and Procedures	3 units
*EDCE 664	Intelligence Testing Practicum	6 units
*EDCE 667	Analysis and Treatment of Learning Difficulties	3 units
*EDCI 545	Supervision in Elementary and Secondary Schools	3 units
*EDCI 565	Fieldwork in Supervision	3 units
EDCI 616-627	Seminars in Elementary Education	3-27 units
EDCI 634-648	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 507	Contemporary Problems in Education	3 units
EDFO 545	History of Educational Thought	4 units
EDFO 635	History of Religious Education	4 units
EDFO 649	Seminar in Seventh-day Adventist Education	3 units
	*Religion (upper division or graduate)	3 units

FOUNDATIONS OF EDUCATION / Master of Arts

Purpose In the Department of Foundations of Education, practitioners in education, as well as others with appropriate interests and background, may specialize in a study of foundational areas which pervade all levels of education. The graduate program is intended for candidates with one or more of the following goals:

1. Those wishing to develop an understanding of the relationship between theoretical concepts and educational processes.
2. Those seeking an opportunity to study education as an academic discipline.
3. Those desiring to contribute to knowledge through research.
4. Those aspiring toward a higher degree or occupation in a field not specifically oriented toward elementary or secondary school activities.

There are no requirements with respect to work experience or certification. However, qualified candidates seeking denominational or state credentials may sometimes coordinate many of the requirements of the foundations degree with preparation for their credentials. In so doing, completion of the minimum M.A. requirements within the department will rarely fulfill credential requirements in their entirety. Students preparing for a credential of any kind should consult with the credentials adviser early in their program sequence.

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	524	Educational Administration	3 units
EDCE	540	Principles of Guidance	3 units
EDCI	514	Curriculum Planning	3 units
EDFO	504	Methods and Materials of Research	3 units
EDFO	505	Psychological Theories of Instruction	3 units

AREA OF SPECIALIZATION, 16 units

EDFO	507	Contemporary Problems in Education	3 units
EDFO	545	History of Educational Thought	4 units
*EDFO	599	Research Topics in Foundations of Education	2-6 units
EDFO	649	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:
1. Core requirements —
Religion
Philosophical-historical-social foundations
Psychological foundations
Curriculum planning
Principles of administration
Principles of guidance
Educational measurements and evaluation
Fieldwork in the area of specialization
Methods and materials of research
Research project or thesis
2. Specialization requirements consistent with guidelines of credential authorities.
3. Cognate requirements or electives, as desired or recommended by the Graduate Committee. |
| Admission | Specific requirements are listed in each program described in the following pages.
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 generally will 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 524	Educational Administration	3 units
EDCE 540	Principles of Guidance	3 units
EDCI 514	Curriculum Planning	3 units
EDFO 504	Methods and Materials of Research	3 units
EDFO 505	Psychological Theories of Instruction	3 units

AREA OF SPECIALIZATION, 62 units

EDFO 555	Educational Statistics	3 units
EDCE 404	Educational Measurements	3 units
EDCE 405	Dynamics of Individual Behavior	3 units
EDCE 460	The Exceptional Child	3 units
EDCE 464	The Mentally Retarded Child	3 units
EDCE 465	The Gifted Child	3 units
EDCE 550	Student Personnel Services	3 units
EDCE 554	Education and Career Planning	3 units
EDCE 561	Counseling Theory and Techniques	3 units
EDCE 562	Counseling Practicum	3 units
EDCE 564	Group Process Theory and Procedures	3 units
EDCE 565	Fieldwork in Guidance	3-6 units

EDCE 664	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
EDCE 671	Fieldwork in Psychometry	6 units
EDCE 672	Fieldwork in School Psychology	6 units

ADDITIONAL REQUIREMENTS, 13 units

EDAD 574	Legal Aspects of Education	3 units
EDCE 696	Research Project	3 units
EDFO 545	History of Educational Thought	4 units
RELT 444	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 who select the program in *educational administration* and who are seeking the administrator's credential 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. Under special circumstances, a student who has not met all prerequisites may be admitted to the program by consent of the department chairman.
- Coursework** The curriculum leading to the Specialist in Education degree in *educational administration* consists of a minimum 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), 15 units
 - Electives (selected in consultation with the adviser), 12 units

BASIC REQUIREMENTS, 15 units

EDAD 524	Educational Administration	3 units
EDCE 540	Principles of Guidance	3 units
EDCI 514	Curriculum Planning	3 units
EDFO 504	Methods and Materials of Research	3 units
EDFO 505	Psychological Theories of Instruction	3 units

AREA OF SPECIALIZATION, 33 units

EDAD 570	Personnel Administration in Education	3 units
EDAD 574	Legal Aspects of Education	3 units
EDAD 578	Fieldwork in Educational Administration	3-6 units
EDAD 579	School Finance	3 units
EDAD 599	Research in Educational Administration (or 698)	3 units
EDAD 676	School-Community Relations	3 units
EDAD 685	School Facilities Planning	3 units
EDAD 696	Research Project (or 698)	3 units
EDAD 698	Thesis (or 696 and 599)	6 units
	<i>Electives in the area of emphasis</i>	6 units

ADDITIONAL REQUIREMENTS, 42 units

EDCE	Electives (564 required for state credential)	6 units
EDCI 545	Supervision in Elementary and Secondary Schools	3 units
EDCI	Elective	3 units
EDFO 555	Educational Statistics	3 units
	Religion (upper division or graduate; RELT 444 required for state credential)	3 units
	Cognate courses	12 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 as outlined below. Required courses in the area of specialization are indicated by asterisk (*).

BASIC REQUIREMENTS, 15 units

EDAD 524	Educational Administration	3 units
EDCE 540	Principles of Guidance	3 units
EDCI 514	Curriculum Planning	3 units
EDFO 504	Methods and Materials of Research	3 units
EDFO 505	Psychological Theories of Instruction	3 units

AREA OF SPECIALIZATION AND COGNATES, 75 units

*EDAD 570	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 554	Education and Career Planning	3 units
*EDCE 564	Group Process Theory and Procedures	3 units
*EDCE 664	Intelligence Testing Practicum	6 units
*EDCE 667	Analysis and Treatment of Learning Difficulties	3 units
*EDCI 545	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 616-627	Seminars in Elementary Education	3-27 units
EDCI 634-648	Seminars in Secondary Education	3-27 units
*EDCI 696	Research Project	3 units
EDFO 507	Contemporary Problems in Education	3 units
*EDFO 545	History of Educational Thought	4 units
EDFO 635	History of Religious Education	4 units
EDFO 649	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.

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 experience in the field of pupil personnel services.
3. 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

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).

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 574	Legal Aspects of Education
EDAD 579	School Finance
EDAD 679	Management of School-Related Industries
EDCE 344	Residence Hall Counseling Program
EDCE 405	Dynamics of Individual Behavior
EDCE 561	Counseling Theory and Techniques
EDCE 564	Group Process Theory and Procedures
EDCE 645	Youth Leadership
EDCE 650	Activities Sponsorship
EDCE 654	Family Guidance
EDCE 655	Group Processes
EDCE 658	Civic-Ethical-Social Guidance
EDCI 458	Media in Classroom
EDCI 459	Graphics in Education
EDCI 464	Early Childhood Education
EDCI 475	Principles of Curriculum Development
EDCI 514	Curriculum Planning
EDCI 515	Curriculum Development in Higher Education
EDFO 324	Psychology of Human Growth and Development
EDFO 404	Philosophy of Seventh-day Adventist Education (recommended especially for prospective pastors)
EDFO 507	Contemporary Problems in Education
EDFO 545	History of Educational Thought
EDFO 635	History of Religious Education

DEPARTMENT OF
COUNSELOR EDUCATION

GEORGE T. SIMPSON, Chairman

- Faculty
- CLIFFORD D. ACHORD, 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, 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. Associate Professor of Counselor Education 1976
B.A. Union College 1934
M.A. Claremont Graduate School 1964
- 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 1956
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
- RICKY E. WILLIAMS, 1977. Instructor in Counselor Education 1977
B.A. Loma Linda University AS 1971; M.A. SE 1975
- FLOYD G. WOOD, 1967. Associate Professor of Counselor Education 1976
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 344 Residence Hall Counseling Program	1, 1, 1 units
	A problem-centered approach; source personnel, literature review, and discussion practicum. Fall, winter, spring.	
	EDCE 404 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. 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 460 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. Fall, spring, summer.	
	EDCE 464 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 540 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 550 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. Winter, summer.	
	EDCE 554 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 540. 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 404 and 540. 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.
Winter, summer.

EDCE 564 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 540.
Fall, spring, summer.

EDCE 565 Fieldwork in Guidance 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 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.

Winter.

EDCE 599 Research Topics in Counselor Education 2-6 units
Registration by consent of the department chairman.

Fall, winter, spring, summer.

Seminars Courses 644-659 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 644 Behavior Modification	3 units
EDCE 645 Youth Leadership	3 units
EDCE 646 Counseling and Referral	3 units
EDCE 647 Measurement and Evaluation	3 units
EDCE 648 Pupil Personnel Services	3 units
EDCE 649 Education and Career Planning	3 units
EDCE 650 Activities Sponsorship	3 units
EDCE 654 Family Guidance	3 units
EDCE 655 Group Processes	3 units
EDCE 656 Elementary School Guidance	3 units
EDCE 657 Secondary School Guidance	3 units
EDCE 658 Civic-Ethical-Social Guidance	3 units
EDCE 659 The Exceptional Child	3 units

- EDCE 664 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 404 and 540; M.A. degree or equivalent.
 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 540 and 664.
 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. Laboratory.
 Prerequisite: EDCE 540 and 664.
 Fall.
- EDCE 668 Projective Techniques** **3 units**
 Theory, administration, and interpretation of individual and group tests of personality, with emphasis on projective techniques. Laboratory.
 Prerequisite: EDCE 561 and 664.
 Spring.
- EDCE 671 Fieldwork in Psychometry** **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.)
- EDCE 672 Fieldwork in School Psychology** **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.)
- 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
- MARILYN J. CHRISTIAN, 1963. Professor of Nursing SN 1969
B.S. Columbia Union College 1954
M.S.N. Catholic University of America 1957
ED.D. University of Southern California 1974
- 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 1, and for the spring semester no later than November 1. 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 be-

gins 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 | <p>EDCI 204 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.</p> |
| Upper division | <p>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 204; EDFO 305.
 Fall, spring, summer.</p> <p>EDCI 415 Elementary School Curriculum and Instruction: Mathematics 4 units
 Curriculum organization, methods, materials, and instructional aids. Observation and micro-teaching.
 Prerequisite: EDCI 204; EDFO 305; MATH 225.
 Fall, summer.</p> <p>EDCI 416 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 385) should be completed or taken concurrently with EDCI 416.
 Prerequisite: EDCI 204; EDFO 305.
 Fall, summer.</p> <p>EDCI 417 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 204; EDFO 305.
 Winter, summer.</p> <p>EDCI 418 Elementary School Curriculum and Instruction: Science and Health 2 units
 Scope, sequence, methods, materials, and equipment. Coordination among home, school, and community.
 Prerequisite: EDCI 204; EDFO 305.
 Spring.</p> <p>EDCI 419 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 204; EDFO 305.
 On demand.</p> <p>EDCI 424 Organization and Management of Small S.D.A. Schools 2 units
 Designed for teachers in one- and two-teacher schools. A study of such topics as daily and weekly schedules, relationships with board and constituency, maintenance of cumulative records and register, testing programs, care of facilities, and ordering of supplies.
 Spring, summer.</p> |

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 204, 414, 415, 416; EDFO 305. Consent of the Fieldwork Committee.

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

Fall, spring semester.

EDCI 430 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 204; EDFO 305.

Fall, spring, summer.

Special methods Courses 434-454 are intended for prospective secondary school teachers. Objectives, methods, materials, and problems involved in teaching a particular field are studied.

Prerequisite or concurrent: EDCI 430.

EDCI 434 Curriculum and Instruction: Art **4 units**

On demand.

EDCI 435 Curriculum and Instruction: Business Education I **4 units**

Literature, history, philosophy, and methods of business education: shorthand and typewriting. Winter.

EDCI 436 Curriculum and Instruction: Business Education II **4 units**

Literature, history, philosophy, and methods of business education: bookkeeping and general business.

Spring.

EDCI 437 Curriculum and Instruction: English and Reading **4 units**

Fall, winter.

EDCI 438 Curriculum and Instruction: Home Economics **4 units**

Spring.

EDCI 439 Curriculum and Instruction: Industrial Education **4 units**

Spring.

EDCI 440 Curriculum and Instruction: Foreign Languages **4 units**

Spring.

EDCI 444 Curriculum and Instruction: Mathematics **4 units**

On demand.

EDCI 445 Curriculum and Instruction: Music **4 units**

Fall.

EDCI 446 Curriculum and Instruction: Physical Sciences **4 units**

On demand.

EDCI 447 Curriculum and Instruction: Speech Arts **4 units**

On demand.

EDCI 448 Curriculum and Instruction: Social Studies **4 units**

On demand.

- EDCI 449 Curriculum and Instruction: Life Sciences** 4 units
On demand.
- EDCI 450 Curriculum and Instruction: Health and Physical Education** 2 units
On demand.
- EDCI 454 Curriculum and Instruction: Religion** 4 units
On demand.
- EDCI 457 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 204, 414, 430; EDFO 305. Consent of the Fieldwork Committee.
See Directed Teaching sidehead under Admission Requirements (Specific Programs) in the *Admission Information* section.
Fall, spring semester.
- EDCI 458 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 430 or ART 204 or teaching experience.
On demand.
- EDCI 459 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 430 or ART 204 or teaching experience.
On demand.
- EDCI 464 Early Childhood Education** 4 units
Investigation of approaches to the curriculum for the young child as a basis for the development of an approach unique to the child.
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 514 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.
Fall, winter.
- EDCI 525 Elementary Teaching Internship** 6-18 units
A district internship program offered through collaboration of local school districts and School of Education.
Fall, winter, spring.

EDCI 544	Supervision of Student Teachers	2 units
	For supervising teachers. On demand.	
EDCI 545	Supervision in Elementary and Secondary Schools	3 units
	Principles and practices of supervision; evaluation of curriculum and instruction. On demand.	
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. On demand.	
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. On demand.	
EDCI 557	Secondary Teaching Internship	6-18 units
	A district internship program offered through collaboration of local school districts and School of Education. Fall, winter, spring.	
EDCI 565	Fieldwork in Supervision	3-6 units
	Supervised field experience in schools. Application to Fieldwork Committee required at least <i>six weeks</i> before enrollment in fieldwork. Prerequisite: Three years of successful teaching experience; completion of coursework in area of specialization, and recommendation of department chairman. Fall, winter, spring.	
EDCI 599	Research Topics in Curriculum and Instruction	2-6 units
	Fall, winter, spring, summer.	
EDCI 614	Seminar in Early Childhood Education	3 units
	A study of early childhood, with implications for the curriculum for the preschool child. On demand.	
EDCI 615	Seminar in Continuous Progress Programs	4-10 units
	On demand.	
Seminars, elementary education	Courses 616-627 provide opportunity for study of curriculum and instruction practices in elementary schools. Prerequisite: Teaching experience; consent of the instructor.	
EDCI 616	Reading	3 units
EDCI 617	Language Arts	3 units
EDCI 618	Social Studies	3 units
EDCI 619	Mathematics	3 units
EDCI 620	Science	3 units
EDCI 624	Health and Physical Education	3 units
EDCI 625	Religion	3 units
EDCI 626	Art	3 units
EDCI 627	Music	3 units

Seminars,
secondary education

Courses 634-649 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 634	Religion	3 units
	EDCI 635	English	3 units
	EDCI 636	Social Sciences	3 units
	EDCI 637	Mathematics	3 units
	EDCI 638	Physical Sciences	3 units
	EDCI 639	Life Sciences	3 units
	EDCI 640	Health and Physical Education	3 units
	EDCI 644	Modern Languages	3 units
	EDCI 645	Fine Arts	3 units
	EDCI 646	Home Economics	3 units
	EDCI 647	Industrial Arts	3 units
	EDCI 648	Business Education	3 units
	EDCI 649	Reading	3 units
Research	EDCI 696	Research Project	3 units
	EDCI 698	Thesis	6 units

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

CLIFFORD L. JAQUA, Chairman

- Faculty
- DAVID J. BIEBER, 1964. Professor of Educational Administration 1977
B.A. Union College 1936
M.A. University of Minnesota 1945
ED.D. University of California, Berkeley 1972
- 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
- ARNO KUTZNER, 1976. Associate Professor of Educational Administration 1977
B.A. Walla Walla College 1959
M.A. Loma Linda University 1969
PH.D. Arizona State University 1971
- C. GRANT MACAULAY, JR., 1968-1974, 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 1956
B.A. Walla Walla College 1934
M.A. University of Denver 1947
ED.D. Columbia University 1956

- Departmental associates
and consultants
- EDGAR J. ANDERSON, ED.D., Associate Secretary of Education, Pacific Union Conference
- KENDALL D. BUTLER, M.A., Supervising Principal, La Sierra Elementary School
- OTIS EDWARDS, ED.D., Director of Education, Far Eastern Division
- JAY LANTRY, ED.D., Superintendent of Schools, Central California Conference
- ROBERT M. MEAD, M.A., Superintendent of Schools, Northern California Conference
- WALLACE D. MINDER, M.A., Superintendent of Schools, Southeastern California Conference
- GILBERT L. PLUBELL, M.A., Superintendent of Schools, Oregon Conference
- PAUL E. PLUMMER, ED.D., Superintendent of Schools, Southern California Conference
- GAYLE RHOADS, M.A., Principal, Lodi Academy
- WILBERT M. SCHNEIDER, PH.D., Director of Education, Pacific Union Conference
- E. KENNETH SMITH, M.A., Principal, Loma Linda Elementary School
- GERRY THOMPSON, ED.D., Associate Director of Education, Pacific Union Conference
- HARVEY VOTH, M.A., Principal, Monterey Bay Academy

COURSES

* May be repeated for additional credit.

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| Graduate | <p>EDAD 524 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.</p> <p>EDAD 570 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>*EDAD 577 Directed Readings 2-4 units
 Topics in educational administration.</p> <p>*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.</p> <p>EDAD 579 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.</p> <p>*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.</p> <p>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.</p> <p>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.</p> <p>EDAD 679 Management of School-Related Industries 3 units
 Organization and administration of student work programs and the management of school industries. Management skills and techniques of administering industries.</p> |
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- 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 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 685 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 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 687 Seminar in Leadership in Organizations** 3 units
A study of leadership as a unique activity; emphasis on concepts, perspectives, theory, skills, operationalizing, implementation, evaluation, teaching and consulting.
- *EDAD 688 Seminar in Divine Dynamics of S.D.A. Education** 3 units
A study of the origin, nature, and purpose of S.D.A. education; emphasis on the role of the school leader particularly relating to the divine agencies.
- *EDAD 689 Work Conference** 1-4 units
Educational conferences, workshops, clinics, experience.
- *EDAD 690 Seminar in Communication in Organizations** 3 units
A study of communication as it affects the work of the leader; emphasis on concepts, perspectives, theory, skills, operationalizing, implementation, evaluation, teaching and consulting.
- *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 readings in administration. Topics chosen based on the needs of the class and each student. Written and oral reports.
- *EDAD 695 Seminar in Planning in Organizations** 3 units
A study of planning as a function of leadership; emphasis on concepts, perspectives, theory, operationalizing, implementation, evaluation, teaching and consulting.
- 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 504 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 504 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
- NORMAN C. MABERLY, 1976. Professor of Educational Foundations 1976
 B.T.H. Walla Walla College 1952
 M.A. Andrews University 1954
 ED.D. University of Southern California 1962
- 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 305 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. Prerequisite to EDCI 430 or 457.
 Prerequisite: PSYC 104.
 Fall, winter, spring, summer.
- EDFO 307 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 on sociological and anthropological considerations. Fieldwork required.
 Winter, summer.
- EDFO 324 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. Meets the credentials requirements in Principles of Seventh-day Adventist Education.
 Fall, winter, spring, summer.
- EDFO 405 Dynamics of Learning and Teaching** **3 units**
 Theories of learning applied to teaching; the evaluation process.
 Fall (Loma Linda campus).
- 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	EDFO 504 Methods and Materials of Research	3 units
	Fall, winter, spring, summer.	
	EDFO 505 Psychological Theories of Instruction	3 units
	Theoretical approaches to learning and teaching, studied for the purpose of developing better understandings of the psychological dynamics underlying various classroom practices.	
	Fall, spring, summer.	
	EDFO 507 Contemporary Problems in Education	3 units
	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.	
	EDFO 545 History of Educational Thought	4 units
	Formative ideas about education in Western thought; their effects and present importance.	
	Fall.	
	EDFO 555 Educational Statistics	3 units
	Application of statistical techniques to the problems of education.	
	Winter, summer.	
	EDFO 599 Research Topics in Foundations of Education	2-6 units
	Prerequisite: Consent of the instructor.	
	Fall, winter, spring, summer.	
	EDFO 635 History of Religious Education	4 units
	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.	
	EDFO 649 Seminar in Seventh-day Adventist Education	3 units
	Selected essays by Ellen G. White; analytic and systematic approaches. Present status of theory and practice of Seventh-day Adventist education.	
	Prerequisite: EDFO 404.	
	Spring.	
	EDFO 651 Models for Education	4 units
	Opportunity to construct a written description of education for ideal conditions. Classic utopian plans for education.	
	Winter.	
	EDFO 698 Thesis	6 units





III

The Trustees
University Administration
La Sierra Campus Administration
La Sierra Campus Committees
School of Education
Alumni Federation
Accreditation
Instructional Resources
For Information

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Assistant Director of Admissions	KATHRYN L. WOOD, M.A.
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Assistant Deans

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Student Aid and Finance

MALCOLM S. FISHER, M.A.

Assistant Director of
Student Aid and Finance

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Associate Director of
Personnel Relations

C. ROSCOE SWAN, M.A.

Accountant

EARL M. GILLESPIE, B.A.

PUBLIC RELATIONS

Director

JOHN T. HAMILTON, M.MUS.

Public Information Officer

BONNIE L. DWYER, B.A.

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Teacher Education Council	Viktor A. Christensen, <i>Chairman</i> Donald G. Bower Kendall D. Butler Mary P. Byers Roger A. Churches	Delmer I. Davis Agnes R. Eroh Margarete A. Hilts Frederick G. Hoyt Geoffrey T. Jones	C. Grant Macaulay Lois E. McKee Willard H. Meier Wilma F. Phillips Peter G. Strutz

THE SCHOOL OF EDUCATION

WILLARD H. MEIER, ED.D., Dean
VIKTOR A. CHRISTENSEN, PH.D., Associate Dean

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Admissions Committee	Willard H. Meier, <i>Chairman</i> Charlene A. Baker Delmer I. Davis David R. Dickerson Agnes R. Eroh Malcolm S. Fisher	Fritz Guy Ivan G. Holmes Carolyn R. Howard Laurene W. Jenkins Geoffrey T. Jones Robert L. Osmunson	Mamie Ozaki Gaines R. Partridge Tracy R. Teele Kenneth L. Vine Ricky E. Williams Kathryn L. Wood
Curriculum Committee	Willard H. Meier, <i>Chairman</i> Viktor A. Christensen Agnes R. Eroh Maurice D. Hodgen	Clifford L. Jaqua Vernon H. Koenig Norman C. Maberly Wilma F. Phillips George T. Simpson	John F. Sipkens Ricky E. Williams Floyd G. Wood Students Teacher Representatives AS
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Fieldwork Committee	Viktor A. Christensen, <i>Chairman</i> Agnes R. Eroh Mary W. Groome	Clifford L. Jaqua Vernon H. Koenig Willard H. Meier Wilma F. Phillips	George T. Simpson John F. Sipkens Floyd G. Wood Teacher Representatives AS
Research Committee	Maurice D. Hodgen, <i>Chairman</i>	Agnes R. Eroh Vernon H. Koenig	Norman C. Maberly
Scholarships and Awards Committee	Maurice D. Hodgen, <i>Chairman</i>	Viktor A. Christensen Clifford L. Jaqua	George T. Simpson

Teacher Preparation Committee	Viktor A. Christensen, <i>Chairman</i> Agnes R. Eroh	Mary W. Groome Willard H. Meier	Wilma F. Phillips John F. Sipkens
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Social Affairs Committee	John F. Sipkens, <i>Chairman</i>	Marillyn J. Bradley	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)
	DAVID J. BIEBER, ED.D., Educational Administration
	VIKTOR A. CHRISTENSEN, PH.D., Chairman, Department of Curriculum and Instruction; Adviser, Credential Programs
	MARILYN J. CHRISTIAN, ED.D., Curriculum and Instruction (primary appointment in School of Nursing)
	WALTER COMM, ED.D., Educational Administration (primary appointment in School of Medicine)
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	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
	VERNON H. KOENIG, ED.D., Educational Administration
	ARNO KUTZNER, PH.D., Educational Administration
	NORMAN C. MABERLY, ED.D., Foundations of Education
	C. GRANT MACAULAY, JR., ED.D., Educational Administration
	WILLARD H. MEIER, ED.D., Curriculum and Instruction; Foundations of Education
	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
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	PETER G. STRUTZ, PH.D., Counselor Education (primary appointment in College of Arts and Sciences)
	TRACY R. TEELE, M.ED., Counselor Education

Cooperating Personnel

- RICKY E. WILLIAMS, M.A., Counselor Education
FLOYD G. WOOD, M.S.ED., Counselor Education
EDGAR J. ANDERSON, ED.D., Associate Director of Education, Pacific Union Conference
RICHARD L. BOBST, M.A., Associate Professor of Physics (College of Arts and Sciences)
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OTIS EDWARDS, ED.D., Director of Education, Far Eastern Division
JULIA F. FOX, M.A., Coordinator and Consultant, Learning Disabilities, Colton Joint Unified School District
WALTER S. HAMERSLOUGH, ED.D., Associate Professor of Physical Education (College of Arts and Sciences)
MARGARETE A. HILTS, PH.D., Professor of French (College of Arts and Sciences)
FREDERICK G. HOYT, PH.D., Professor of History and Political Science (College of Arts and Sciences)
GEOFFREY T. JONES, PH.D., Associate Professor of Mathematics (College of Arts and Sciences)
KAY H. KUZMA, ED.D., Assistant Professor of Health Administration (School of Health)
JAY LANTRY, ED.D., Superintendent of Schools, Central California Conference
RUTH LOVE, M.A., School Psychologist, Fontana Unified School District
LOIS E. MCKEE, ED.D., Professor of Secretarial and Business Education (College of Arts and Sciences)
ROBERT M. MEAD, M.A., Superintendent of Schools, Northern California Conference
HAROLD R. MILLIKEN, M.A., Associate Professor of Biology (College of Arts and Sciences)
WALLACE D. MINDER, M.A., Superintendent of Schools, Southeastern California Conference
ELSE L. NELSON, M.A., Associate Director of Education, Pacific Union Conference
JUDY E. OSBORNE, M.A.T., Assistant Professor of Consumer Related Sciences (College of Arts and Sciences)
MARTHA M. PAXTON, M.A., Teacher, Early Childhood Education, San Bernardino City Schools
GILBERT L. PLUBELL, M.A., Superintendent of Schools, Oregon Conference
PAUL E. PLUMMER, ED.D., Superintendent of Schools, Southern California Conference
GAYLE RHOADS, M.A., Principal, Lodi Academy
W. FRED RILEY, PH.D., Associate Professor of Agriculture (College of Arts and Sciences)
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E. KENNETH SMITH, M.A., Principal, Loma Linda Elementary School
ROBERT E. SUTTON, PH.D., Assistant Dean for Student Affairs, School of Dentistry
MARILYN M. TEELE, M.ED., Associate Professor of English (College of Arts and Sciences)
GERRY THOMPSON, ED.D., Associate Director of Education, Pacific Union Conference
HARVEY VOTH, M.A., Principal, Monterey Bay Academy

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 Associations 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

ANESTHESIA: Started in 1972. Approved by the American Association of Nurse Anesthetists August 1, 1976.

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.

NUCLEAR MEDICINE: Approved by the Council on Medical Education of the American Medical Association June 23, 1973.

NURSING: Hospital school started at Loma Linda in 1905. Hospital 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 Board of Registered Nursing. California Board of Registered Nursing approval since 1952. Public Health Nursing preparation 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.

PUBLIC HEALTH SCIENCE: Started in 1974. Approved through University accreditation.

RADIATION THERAPY: Approved by the Council on Medical Education of the American Medical Association December 1, 1974.

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

RESPIRATORY THERAPY: Started in 1971. Approved by the Joint Review Committee for Respiratory Therapy Education of the American Medical Association Council on Medical Education.

INSTRUCTIONAL RESOURCES

LIBRARIES The University has two main libraries (one on the Loma Linda campus and one on the La Sierra campus), and the joint holdings are as follows:

Books, bound periodicals, audiovisual materials	453,323
Current periodical subscriptions	3,102

Bus service is supplied on schedule each weekday between the two campus libraries so that students and faculty can have access to both libraries. Immediate information can be obtained and lending arrangements made by telephone or mail.

Materials that are not available in either of the campus libraries or in the immediate community are obtainable through interlibrary loan. At the Loma Linda Library the teletypewriter (TWX) is used for interlibrary loan requests.

Loma Linda University faculty, staff, and students may also obtain computer-printed bibliographies (some with abstracts or critical reviews) on education, health-related audiovisual materials, and medical- and health-related subjects, through the computer search services in which the Loma Linda Library participates, such as Eric, AVline, Medline, Cancerproj, Cancerline, Epilepsy, Catline, and SDIline. Other topics, such as psychology, biology, and chemistry, may be searched through the services of the Bio-Agricultural Library of the University of California at Riverside.

La Sierra campus	Books, bound periodicals, audiovisual materials	162,232
	Current periodical subscriptions	1,137

The La Sierra campus library is a general liberal arts collection, with concentrations in history, religion, English, and education. A collection of nineteenth-century Seventh-day Adventist books and pamphlets are in the Heritage Collection. In addition to the microfiche Library of American Civilization already purchased (21,000 titles), the library is augmenting microform holdings.

Loma Linda campus	Books, bound periodicals, audiovisual materials	290,091
	Current periodical subscriptions	1,965

The acquisitions of the Vernier Radcliffe Memorial Library on the Loma Linda campus are in medicine, dentistry, allied health professions, and graduate programs; and included in the acquisitions is a liberal arts undergraduate collection in support of certain graduate and professional programs. About half of the resources are in medical and related fields. Some rare materials in the history of medicine are included in the holdings.

Since 1957 this library has been the official west coast depository for Seventh-day Adventist literature regularly provided by church publishing houses in North America. The publications are in the Heritage Collection 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.

The Human Relations Area Files on microfiche make available primary source materials on most of the known cultures of the world.

Consortium

The following colleges and universities have formed a consortium under the name Inland Empire Academic Library Cooperative to give full borrowing privileges to students and faculty members of the following institutions:

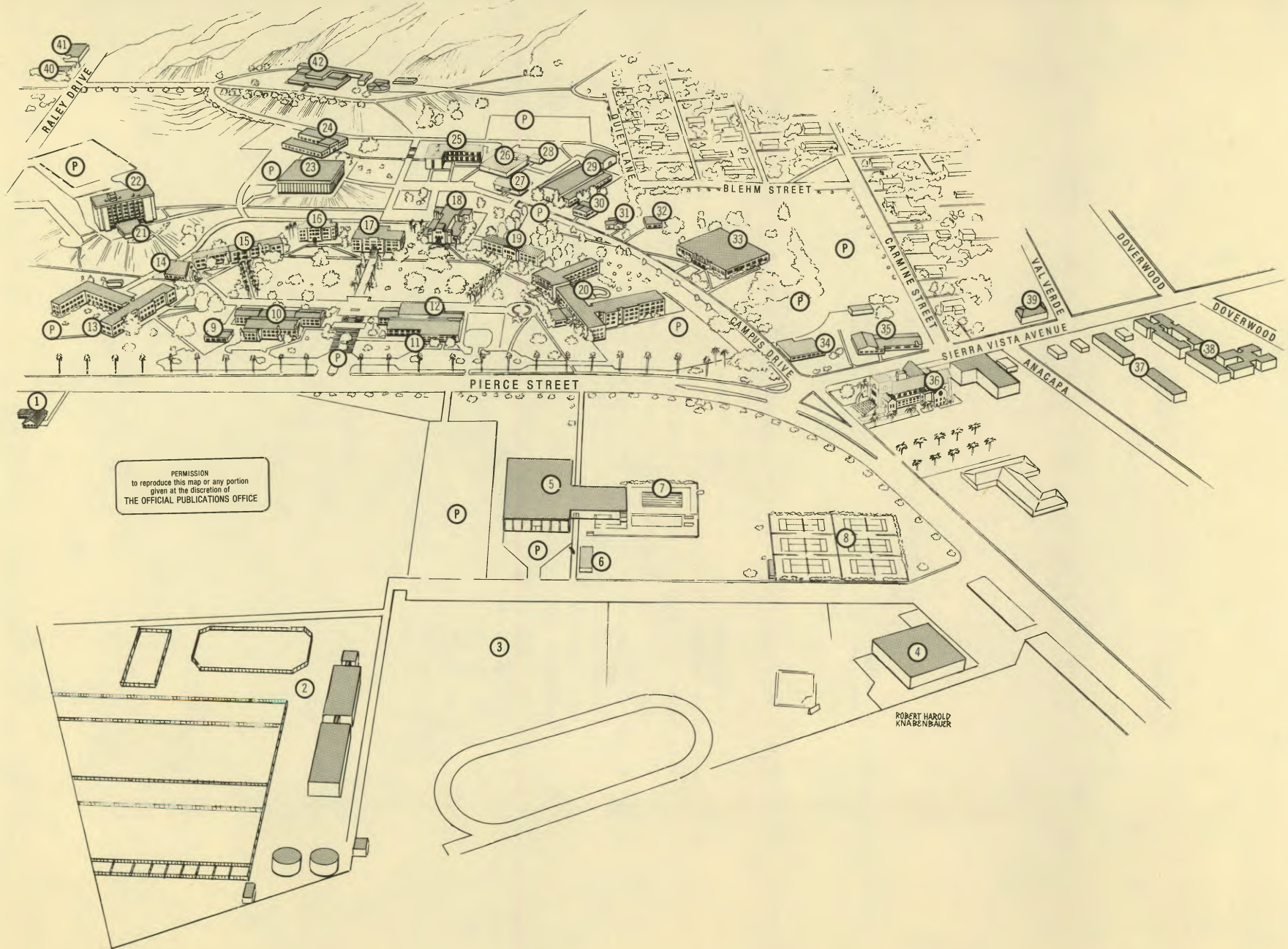
Azusa Pacific College, Azusa
 California Baptist College, Riverside
 California State College, San Bernardino
 California State Polytechnic University, Pomona
 La Verne College, La Verne
 Loma Linda University, Loma Linda/La Sierra campuses
 University of California, Riverside
 University of Redlands, Redlands
 Community colleges in area

Community

Within driving distance of the University campuses are other collections accessible to faculty and students: the University of California (Los Angeles and Irvine campuses), the University of Southern California, the Los Angeles public library, the inland area public libraries, and the unique holdings of the Henry E. Huntington Library and Art Gallery.

COMPUTER SYSTEM

The Biomathematics Department maintains an extensive computer complex serving students and faculty in both academic and scientific functions. The facility consists of two major resources, both located in the Medical Center. The Scientific Computation Facility is organized to accommodate the research function; Biomathematics Computing Services meets the computer-related instructional needs of the University. 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. An advanced and very powerful computing system has recently been installed to facilitate the modeling and simulation of complex systems. 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.



LA SIERRA CAMPUS MAP

NUMERICAL LEGEND

- 1 Agriculture
- 2 Dopp Equestrian Center
- 3 Recreation fields
- 4 College Market / Bookstore
- 5 Alumni Pavilion / Gymnasium
- 6 Physical Education office
- 7 Swimming pool
- 8 Tennis courts
- 9 Security
- 10 Administration
- 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: Counseling / Education / English / History and Political Science / Mathematics / Modern Languages / Religion
- 18 Hole Memorial Hall: Auditorium / Music / Education / Testing
- 19 Gladwyn Hall: women
- 20 Angwin Hall: women
- 21 Meier Chapel
- 22 Sierra Towers: men
- 23 The Library
- 24 Ambs Hall: Industrial Studies
- 25 Consumer Related Sciences
- 26 Communication / KLLU / Nursing
- 27 Art
- 28 Nursing
- 29 Industrial building
- 30 Mail Service / Custodial Service
- 31 Health Service
- 32 Animal quarters
- 33 Palmer Hall: Biology / Chemistry / World Museum of Natural History
- 34 Behavioral Sciences
- 35 Sierra Vista Chapel / Welfare Center

- 36 La Sierra Church
- 37 Walnut Grove Apartments
- 38 Sierra Vista Apartments
- 39 Sierra Vista House
- 40 Rhoads House
- 41 Raley House
- 42 Physical Plant Services Department / Receiving

ALPHABETICAL LEGEND

- Academic Affairs VP, 10
 Accounting Service, 10
 Administration, 10
 Admissions and Records, 10
 Agriculture, 1
 Alumni Affairs, 10
 Alumni Pavilion, 5
 Ambs Hall, 24
 Angwin Hall: women, 20
 Animal quarters, 32
 Anthropology, 34
 Art, 27
 Arts and Sciences, College of, 10
 Audiovisual Service, 23
 Behavioral Sciences, 34
 Biology, 33
 Bookstore, Campus, 4
 Business and Economics, 10
 Business office, 10
 Cafeteria, 12
 Calkins Hall: men, 13
 Chemistry, 33
 Church, La Sierra, 36

- College of Arts and Sciences, 10
 Commons, The, 12
 Communication, 26
 Consumer Related Sciences, 25
 Counseling Center, 17
 Custodial Service, 30
 Dean of Students, 10
 Development VP, 10

- Education, School of, 17
 Employment, student, 10
 English, 17
 Equestrian center, 2

- Financial Affairs VP, 10
 Food Service, 12

- Gladwyn Hall: women, 19
 Graduate School, 10
 Gymnasium, 5

- Health Service, 31
 History and Political Science, 17
 Hole Memorial Hall, 18

- Industrial building, 29
 Industrial Studies, 24
 Information, Public, 10

KLLU, 26

- La Sierra Church, 36
 La Sierra Hall, 17
 Library, The, 23

- Mail Service, 30
 Maintenance, 42
 Market, College, 4
 Mathematics, 17
 Matheson Chapel, 14
 Media Services, 23
 Meier Chapel, 21
 Men's residences, 13, 22, 40, 41
 Modern Languages, 17
 Museum, 33
 Music, 18

- News, Public Information, 10
 Nursing, associate degree, 28

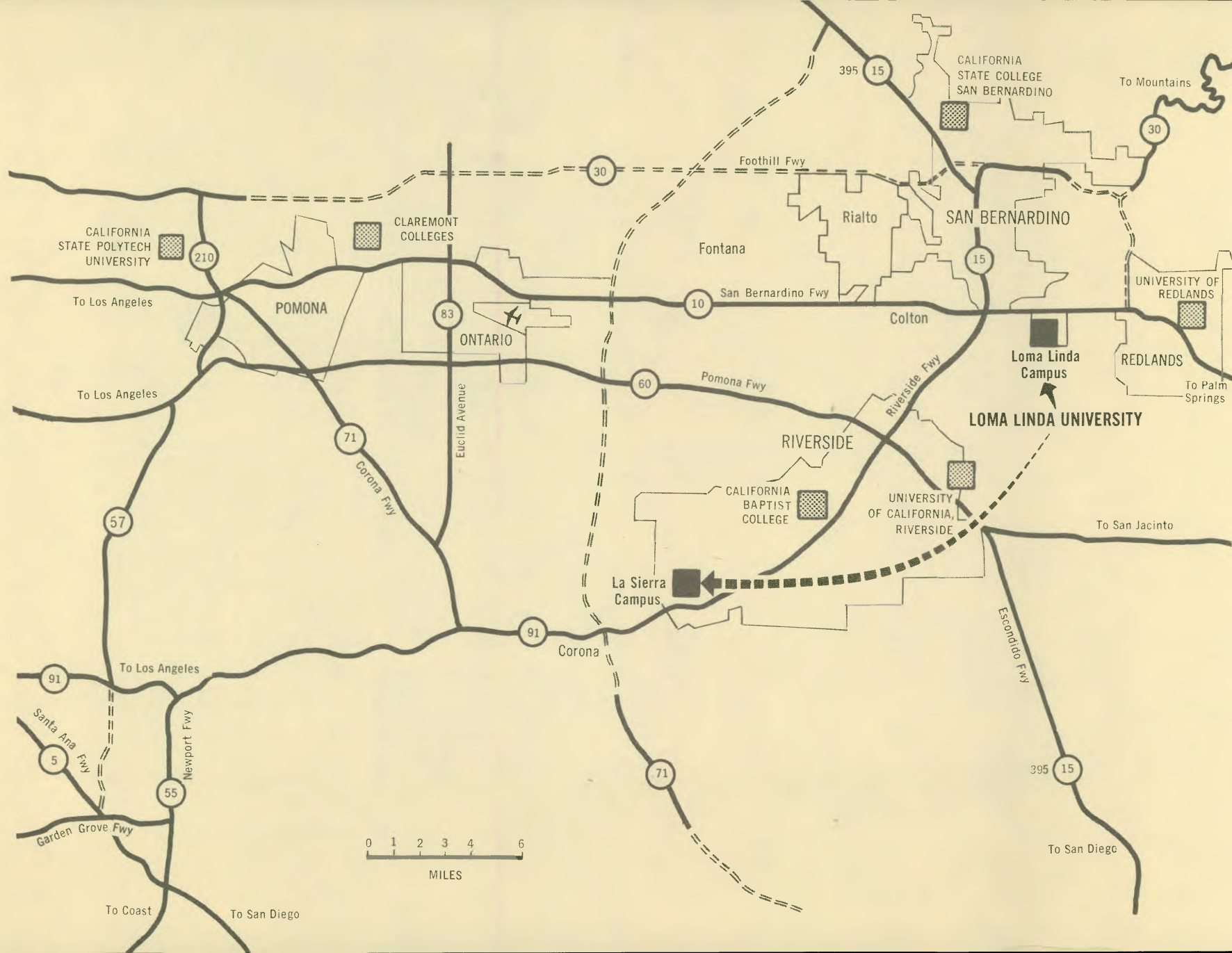
- Palmer Hall, 33
 Payroll, 10
 Personnel, 10
 Physical Education, 6
 Physical Plant Services Department, 42
 Physics, 16
 President, University, 10
 Psychology, 34
 Public Relations VP, 10
 Purchasing, 10

- Raley House, 41
 Receiving, 42
 Recreation fields, 3
 Recruitment, 10
 Religion, 17
 Rhoads House, 40

- Safety, 10
 San Fernando Hall, 16
 School of Education, 17
 Secretarial and Business Education, 10
 Security, 9
 Sierra Towers: men, 22
 Sierra Vista Apartments, 38
 Sierra Vista Chapel, 35
 Sierra Vista House, 39
 Sociology, 34
 South Hall: women, 15
 Student Affairs VP, 10
 Student Aid and Loans, 10
 Student Center, 11
 Student employment, 10
 Student Finance, 10
 Swimming pool, 7

- Tennis courts, 8
 Testing, 18

- Walnut Grove Apartments, 37
 Welfare Center, 35
 Women's residences: 15, 19, 20, 38, 39
 World Museum of Natural History, 33



INDEX

- Academic practices, 18
- Academic residence, 20
- Acceptance, 14
- Account number, 22
- Accreditation, 12, 89
- Administration, School, 12, 82
- Administration, University, 81
- Admission, 14
 - Directed teaching, 15
 - Fieldwork, 15, 63
 - Graduate programs, 15, 43, 46
 - School of Education, 14, 15
 - Teacher education programs, 15
- Advance payment, 22
- Aid, financial, 28, 32
- Alumni Federation, 88
- Appeal, student, 44
- Application and acceptance, 14
- Assistantships, graduate, 46, 54
- Attendance, 18
- Audit, 24
- Awards, 31
- Baccalaureate programs, 38
- Bank, student, 22
- Business hours, 22
- Calendar, 6
- Candidacy, 30
- Cars, 34
- Change of program, 18, 26
- Charges, 24
- Classifications, registration, 18
- Code letters, 63
- College senior, 18
- Colporteur scholarship, 31
- Committees, campus, 84
- Committees, School, 85
- Comprehensive examinations, 47
- Computer system, 91
- Concurrent enrollment, 19
- Cooperative resources, 90
- Counseling service, 33
- Counselor education, 64
- Course load, 18
- Course numbering, 63
- Credential programs
 - Elementary education, 38, 41, 48, 60
 - Secondary teaching, 42, 49
 - Services credentials, 61, 62
 - Teaching credential, 60
- Credential requirements, 60, 61, 62
- Credit by examination, 20
- Curriculum and instruction, 68
- Curriculum laboratory, 13
- Degrees, 12
 - Baccalaureate, 38
 - Master of Arts, 44
 - Specialist in Education, 54
- Departments of instruction, 63
 - Counselor education, 64
 - Curriculum and instruction, 68
 - Educational administration, 74
 - Foundations of education, 77
- Directed teaching, 15
- Directory, 81
- Dismissal, 34
- Education, School of, 11
- Educational administration, 74
- Elementary education major, 38, 41, 48
- Employment, 27
- English proficiency examination, 16
- Enrollment, concurrent, 19
- Entrance requirements
 - Directed teaching, 15
 - Fieldwork, 15, 63
 - Graduate programs, 15, 46
 - School of Education, 14
 - Teacher education programs, 15
- Examinations
 - Comprehensive, 47
 - Graduate Record, 46
 - Miller Analogies Test, 46
 - Oral, 47
 - Proficiency, 20
 - TOEFL, 16
 - Waiver, 20
- Expenses, 24
- Facilities, School of Education, 12
- Faculty, School of Education, 86
- Federal aid programs, 29
- Fees, 24
- Fieldwork, 15, 56, 63
- Fifth-year options, 44
- Financial assistance, 28, 32
- Financial information, 22
- Foreign students, 16, 23
- Foundations of education, 77
- Grade point average, 19
- Grading system, 19
- Graduate program sequence, 15, 46
- Graduate Record examination, 46
- Graduation requirements, 21
- Grants, 29
- Health, 34
- Health examination, 15
- Health insurance, 23, 34
- History and information, University, 5
- History, School of Education, 11
- Identification number, 15, 22, 33
- Information, 14, 97, 98
- Instructional resources, 90
- Insurance, 23, 34
- International students, 16, 23

- Liberal arts major, 38
- Libraries, 82, 90
- Load, course, 18
- Loans, 29
- Master of Arts degree, 46
 - Counselor education, 44, 50
 - Educational administration, 51
 - Educational supervision, 52
 - Elementary education, 44, 48
 - Foundations of education, 53
 - Secondary teaching, 44, 49
- Meal plan change, 27
- Miller Analogies Test, 46
- Music charges, 25
- Objectives, 12
- Officers, School, 82
- Officers, University, 81
- Oral examination, 47
- Overpayment, 27
- Overseas student, 16, 23
- Payment plans, 27
- Philosophy, School of Education, 12
- Philosophy, University, 9, 33
- Physical examination, 15
- Physical fitness, 34
- Procedures, application and acceptance, 14
- Proficiency examinations, 20
- Program change, 18, 26
- Programs of instruction
 - Baccalaureate, 38, 42
 - Credential, 60
 - Fifth-year, 43
 - Master's, 46
 - Specialist in Education, 54
- Property protection, 34
- Provisional student, 18
- Readmission, 16
- Refunds, 26
- Registration classifications, 18
- Registration procedure, 18, 20
- Regular student, 18
- Residence requirements, 20
- Room deposit, 23
- Scholarships and awards, 28, 31
- Scholastic standing, 19
- School administration, 12, 82
- School alumni association, 88
- Secondary teaching program, 42, 49
- Services credentials, 61
- Social Security number, 33
- Special student, 18
- Specialist in Education degree, 54
 - Counselor education, 55
 - Educational administration, 57
 - Educational supervision, 59
- Student affairs, 33
- Student aid, 28
- Student bank, 22
- Student responsibility, 33
- Student teaching, 15
- Student visa, 16
- Study load, 18
- Teaching credential, 60
- Teaching, directed, 15
- Telephone directory, 97
- Time limit, 20
- Tithe, 28
- TOEFL, 16
- Transcripts, 14, 24
- Transfer credits, 16
- Transportation, 34
- Trustees, 81
- Tuition and fees, 24
- Unit of credit, 19, 63
- University administration, 81
- University, The, 5
- Veterans, 23
- Visa, 16
- Waiver examinations, 20
- Withdrawal, 18, 26
- Work-study program, 30
- Worship, 34

TO COMMUNICATE WITH THE SCHOOL OF EDUCATION

By mail SCHOOL OF EDUCATION
Loma Linda University
La Sierra Campus
Riverside, California 92505

By telephone	785-2263	General interests, School of Education
Area 714		
	785-2266	Dean of the School
	785-2266	Admissions
	785-2225	Credentials Advisement
	785-2224	Elementary Teacher Preparation
	785-2225	Secondary Teacher Preparation
	785-2225	Teacher Placement
	785-2074	Graduate Records
	785-2266	Graduate Advisement

DEPARTMENTS

785-2265	Educational Administration
785-2267	Counselor Education
785-2225	Curriculum and Instruction
785-2226	Foundations of Education

SERVICES

785-2190	Audiovisual Service
785-2079	Testing Service

UNIVERSITY INFORMATION

Both campuses	General University interests	The President
	Admission	Admissions Office
	Student welfare, housing, visas	Student Affairs Office
	Student finance	Student Aid and Finance Office
	Records	Office of Admissions and Records
La Sierra campus	MAIL: Riverside	TELEPHONE (area 714):
	California 92505	Riverside
	College of Arts and Sciences	Dean 785-2210
	School of Education	Dean 785-2266
Loma Linda campus	MAIL: Loma Linda	TELEPHONE (area 714):
	California 92354	796-7311 Redlands
		824-0800 San Bernardino
		824-0800 Riverside
	School of Allied Health Professions	Dean
	ANESTHESIA	
	DIETETICS	
	MEDICAL RECORD ADMINISTRATION	
	MEDICAL TECHNOLOGY	
	OCCUPATIONAL THERAPY	
	PHYSICAL THERAPY	
	PUBLIC HEALTH SCIENCE	
	RADIOLOGICAL TECHNOLOGY	
	RESPIRATORY THERAPY	
	School of Dentistry	Dean
	DENTISTRY	
	DENTAL HYGIENE	
	DENTAL ASSISTING	
	School of Health	Dean
	School of Medicine	Dean
	School of Nursing	Dean
	Division of Religion	Dean
	The Graduate School	Dean



