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school of education

Bulletin of

LOMA LINDA UNIVERSITY

Bulletin of LOMA LINDA UNIVERSITY School of Education 1979-1980

The information in this BULLETIN
is made as accurate as is possible
at the time of publication.
Students are responsible for informing
themselves of and satisfactorily meeting
all requirements pertinent to their
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 standing,
candidacy, and graduation.

GENERAL OFFICE HOURS

Records/Student Finance
9 to 12 Monday-Friday
1 to 3 Monday-Thursday

Administration
8 to 12 Monday-Friday
1 to 5 Monday-Thursday

School of Education
8 to 12 Monday-Friday
1 to 5 Monday-Thursday
and by appointment

CLOSED
Saturday, Sunday
legal holidays

BULLETIN OF
LOMA LINDA UNIVERSITY
Volume 70, Number 1, April 15, 1979

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June 11, June 15, June 25;
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as second-class matter,
Loma Linda, California 92350

**school of
education**

**LOMA LINDA UNIVERSITY
1979-1980**

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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, Loma Linda 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 Arts, Associate in Science, Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Social Work, Master of Arts, Master of Hospital Administration, Master of Public Health, Master of Science, Master of Science in Public Health, Specialist in Education, Doctor of Dental Surgery, Doctor of Health Science, Doctor of Medicine, Doctor of Philosophy, and Doctor of Public Health.

The core of the combined faculties consists of approximately 600 full-time teachers. Part-time and voluntary teachers, especially clinicians in the professional curriculums, bring the total past 1,600. Men and women from as many as eighty nations are represented in the annual enrollment of over 5,000 students.

Loma Linda University selects its students without discrimination based on race, color, sex, national origin, age, ancestry, or handicap. It does, however, retain the right to give preference in student admissions to qualified Seventh-day Adventist students. While this right is retained, it should be emphasized that the admission of students is not limited exclusively to Seventh-day Adventist applicants.

1979

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

17
18
22

SUMMER QUARTER 1979

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
27

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
9
13

Last day for filing of approved research project or thesis for summer completion
Eight-week session ends
Last day to withdraw with a record of W
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						

4
SEP 30-OCT 2

AUTUMN QUARTER 1979

Student teachers report for duty
Testing, orientation, registration

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			

3
17
15-20

Instruction begins
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	

21-25
26

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					

4
17-20
20

Last day to withdraw with record of W
Final examinations
Autumn quarter ends

1980

CALENDAR

January								
S	M	T	W	T	F	S		
		1	2	3	4	5	7	Registration
6	7	8	9	10	11	12	8	Instruction begins
13	14	15	16	17	18	19	21	Last day to enter a course
20	21	22	23	24	25	26	28	Education Day
27	28	29	30	31				
February								
S	M	T	W	T	F	S		
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23	18	Presidents' Day
24	25	26	27	28	29			
March								
S	M	T	W	T	F	S		
						1	3	Last day to withdraw with record of W
						2	3	Alumni Homecoming
2	3	4	5	6	7	8	17-20	Final examinations
9	10	11	12	13	14	15	20	Winter quarter ends
16	17	18	19	20	21	22	20	Last day to file for candidacy for spring graduation
23	24	25	26	27	28	29		SPRING QUARTER 1980
30	31						31	Registration
April								
S	M	T	W	T	F	S		
		1	2	3	4	5	1	Instruction begins
6	7	8	9	10	11	12	10	Last day to submit preliminary copy of research project or thesis for spring graduation
13	14	15	16	17	18	19	14	Last day to enter a course
20	21	22	23	24	25	26	21-26	Week of Devotion
27	28	29	30				23	Last day to submit petition for spring graduation
May								
S	M	T	W	T	F	S		
				1	2	3	20	Last day to submit research project or thesis in final form for spring graduation
4	5	6	7	8	9	10	26	Memorial Day recess
11	12	13	14	15	16	17	27	Last day to withdraw with record of W
18	19	20	21	22	23	24	27	Last day for final oral examination and filing of approved research project or thesis for spring graduation
25	26	27	28	29	30	31		
June								
S	M	T	W	T	F	S		
1	2	3	4	5	6	7	9-12	Final examinations
8	9	10	11	12	13	14	12	Spring quarter ends
15	16	17	18	19	20	21	13-15	Commencement Events
22	23	24	25	26	27	28		SUMMER QUARTER 1980
29	30						22	Registration
							23	Instruction begins
							30	Last day to enter a course
July								
S	M	T	W	T	F	S		
		1	2	3	4	5	4	Independence Day recess
6	7	8	9	10	11	12		Six-week session ends AUG 1
13	14	15	16	17	18	19		Eight-week session ends AUG 15
20	21	22	23	24	25	26		See summer schedule for special sessions
27	28	29	30	31				



To each individual, life brings the kaleidoscopic experiences which challenge earthly potential, showing — as through a glass darkly — the unlimited potential of the world to come. The ability of the individual to follow perceptive choices with effective acts — to become the master rather than the slave — is determined in large measure by the education he has received.

In harmony with its strong conviction that true education embraces the development of all facets of personhood, the University provides facilities and disciplines to the end that students may gain healthy and vigorous bodies and sound and disciplined minds capable of creative and critical thinking; an appreciation of the best in literature, art, and music; vocations whereby livings may be earned and society may be served; and characters which exhibit moral integrity.

At Loma Linda University, education itself is viewed within the broader context of a universe at once the handiwork of God and the setting of a world discordant with rebellion and evil, a world where the perversion of God's purpose for his creation has marred not only the harmony of man and society but also that of the natural world. From this perspective stems the definitive statement of the University's aim, the ultimate and true criterion of her success — To Make Man Whole.

While recognizing that wholeness will be achieved only in a world made new, the University seeks to exemplify its belief that it is in this world that human entities must be the instruments of divine healing to broken human lives. And from this community of learners and teachers go men and women who have caught the vision of wholeness, men and women whose lives are a challenge to others as they seek to meet the measure of the One who came two thousand years ago — To Make Man Whole.



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. This building burned and 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 and Supervision
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); (d) clinical-rehabilitative services in language, speech, and hearing.
Degrees, programs	<p>Curriculums are offered for the degrees Bachelor of Science, 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 gain the knowledge, skills, and attitudes required for success in the 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 a contribution may be made to the advancement of education. 6. To engender and nurture in the student the desire to use professional skills in selfless service to mankind, regardless of race or creed or geographical location. 7. To provide qualified and dedicated educational personnel for the 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 area of credential programs. He is the chief credentials adviser and chairs the committee 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 freeways and air-</p>

ways. 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 La Sierra Hall on the north.

A curriculum laboratory and media center, a music education laboratory, a reading laboratory, a psychometry laboratory, an administration laboratory, and the Learning Advancement Program 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 92515

- Procedure
1. Application forms are available from the Office of Admissions and Records and from the School of Education. 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.

ADMISSION REQUIREMENTS/Specific Programs

Teacher preparation A new student wishing to prepare for elementary teaching (a multiple-subject program, with a liberal arts major) should apply to the College of Arts and Sciences for admission to the liberal arts major, and to the School of Education for admission to the Teacher Preparation Program. Application forms are available at the Office of the Dean, School of Education.

The student who wishes to prepare for secondary teaching (a single-subject major) should apply to the School of Education as soon as a decision is made 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 2.5 or higher.

The student's teacher education program should be planned 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. The applicant is expected to present a grade point average of 2.5 or higher for admission to directed teaching, and an average of 3.0 or higher for fieldwork in administration and supervision and in counselor education. If the student fails in fieldwork to meet any requirement imposed by the School of Education or by the school in which work is in progress, withdrawal from the program may be requested. (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 from an accredited college or university, or the equivalent. 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 higher in the overall program and in the major field. Some students with an overall grade point average between 2.5 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.) Applicants who qualify for regular admission to graduate study will not be required to submit scores from standardized tests as a part of their admission documentation.

International students for whom English is a second language and who have spent less than one academic year in American higher education will be admitted on a provisional basis only. Eligibility for such admission must be established, in part, by performance at or above the 50th percentile on the general norms for the Test of English as a Foreign Language (TOEFL), the Michigan English Language Test, or equivalent. Ordinarily, this test will be taken in the applicant's country of origin before admission to the University is granted. Those who enter the U.S. without having satisfied this provision will not be permitted to begin graduate study until the test requirements have been met.

Applicants for graduate admission who do not qualify for regular admission because of an inadequate undergraduate grade point average must support their eligibility for provisional admission by one of the following:

1. Miller Analogies Test at the 35th percentile or higher on national norms.
2. Graduate Record Examination Aptitude Test with a total standard score of 800 or higher for the verbal and quantitative tests combined (minimum of 400 on the verbal test). Applicants wishing to specialize in mathematics or science teaching areas must complete the Graduate Record Examination with a minimum score of 400 on the quantitative tests.

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 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

VERNON H. KOENIG, 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) submit official English translations of their transcripts; (c) furnish suitable recommendations from responsible persons; (d) pass the Test of English as a Foreign Language (TOEFL) or its equivalent, if English is not the student's native language; and (e) give evidence of ability to meet all financial obligations to the University during the proposed course of study.

English proficiency

The student who does not have a sufficient score on the Michigan English Language Test, TOEFL, or other evidence of English proficiency, is required to attend an intensive American language institute offered during the five weeks 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 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 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. This should be done in consultation with the 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 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	The following assumptions form the basis on which the grading system operates:																															
	<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's effectiveness is reflected through 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	Grades and status designations are reported and recorded to indicate credit and standing, and grade points are computed, as follows:																															
Grades	<table> <tr> <td>A</td> <td>4.0</td> <td>Outstanding performance</td> </tr> <tr> <td>A-</td> <td>3.7</td> <td></td> </tr> <tr> <td>B+</td> <td>3.3</td> <td></td> </tr> <tr> <td>B</td> <td>3.0</td> <td>Very good performance</td> </tr> <tr> <td>B-</td> <td>2.7</td> <td></td> </tr> <tr> <td>C+</td> <td>2.3</td> <td></td> </tr> </table>	A	4.0	Outstanding performance	A-	3.7		B+	3.3		B	3.0	Very good performance	B-	2.7		C+	2.3		<table> <tr> <td>C</td> <td>2.0</td> <td>Satisfactory performance (undergraduate)</td> </tr> <tr> <td>C-</td> <td>1.7</td> <td></td> </tr> <tr> <td>D+</td> <td>1.3*</td> <td></td> </tr> <tr> <td>D</td> <td>1.0*</td> <td>Minimum acceptable performance for credit</td> </tr> </table> <p>* Not acceptable on a major, minor, or professional education program</p>	C	2.0	Satisfactory performance (undergraduate)	C-	1.7		D+	1.3*		D	1.0*	Minimum acceptable performance for credit
A	4.0	Outstanding performance																														
A-	3.7																															
B+	3.3																															
B	3.0	Very good performance																														
B-	2.7																															
C+	2.3																															
C	2.0	Satisfactory performance (undergraduate)																														
C-	1.7																															
D+	1.3*																															
D	1.0*	Minimum acceptable performance for credit																														
Status	<table> <tr> <td>AU</td> <td>Audit</td> </tr> <tr> <td>IP</td> <td>In progress</td> </tr> <tr> <td>W</td> <td>Withdrew (no credit)</td> </tr> </table>	AU	Audit	IP	In progress	W	Withdrew (no credit)	<table> <tr> <td>I</td> <td>Incomplete</td> </tr> <tr> <td>S</td> <td>Satisfactory performance (equivalent to C or better at undergraduate level; B or better at graduate level)</td> </tr> </table>	I	Incomplete	S	Satisfactory performance (equivalent to C or better at undergraduate level; B or better at graduate level)																				
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GPA	To be eligible for graduation the <i>undergraduate</i> student must maintain a grade point average of 2.5 or higher, and the <i>graduate</i> student must earn a grade point average of 3.0 or higher at the master's level and 3.3 at the specialist's level.																															

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.

Equivalency To seek credit by equivalency 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 the 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. 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 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

Baccalaureate programs Students seeking baccalaureate degrees in the School of Education must complete a total of 190 quarter units, with a grade point average of 2.5 or higher for graduation. Specific requirements are indicated in Section II of this BULLETIN under *Baccalaureate Programs*.

Graduate programs Detailed requirements for advanced degrees are given in Section II of this BULLETIN under *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.
3. Submitted a satisfactory project or thesis.
4. Passed all required examinations.
5. Earned a grade point average of 3.0 or higher for the M.A. degree and 3.3 or higher for the ED.S. degree.

At least four weeks prior to graduation, candidates for a graduate degree must complete a *written comprehensive* examination, as designated by the appropriate departments of specialization and evaluated by the student's Guidance Committee. The examination will deal primarily with the area of specialization and may utilize any form of questioning deemed appropriate by the Guidance Committee. It is not intended that this be a detailed final test over specific content minutiae but more of a determination of whether or not the candidate has acquired those important general concepts and principles which appear to be relevant to future occupational roles and goals.

At least two weeks prior to graduation, an *oral examination* will be given to those who did unsatisfactory work on the written comprehensive and to those who are submitting a research project or thesis as a part of their program of studies. Interviews with all other candidates may be scheduled by the departments, if desired.

Coming as it does at the end of the candidate's formal classwork, the oral examination is intended primarily as an opportunity for the candidate to demonstrate to the satisfaction of the Guidance Committee the possession of:

1. A clear working knowledge of the concepts, principles, methodology, and implications arising from the thesis or project.
2. A level of mastery sufficient to solve substantive practical and conceptual problems that are likely to be encountered in the field of specialization, with particular emphasis on areas of weakness as revealed in the comprehensive examinations written by the student.

A candidate who fails to satisfy the oral examining committee will be told in what specific respects the performance was unsatisfactory. An opportunity to repeat either the oral or written examination will then be given at a date no sooner than one quarter from the date the examination first was taken. Should the student fail to satisfy the committee the second time, a further attempt will not be permitted until the satisfactory completion of additional coursework in the areas of weakness.

Commencement
exercises

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 approval of the Dean.

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



FINANCIAL INFORMATION

GENERAL PRACTICES

- Plan ahead** The student is expected to have arranged for financial resources to cover all 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 and 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 Finance / 785-2251
Student Aid / 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* for tuition before registration for each quarter; (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 Plans; and other subsections in this *Financial Information* section of the BULLETIN.
- Cash needs** The student should arrange to have cash available for all special charges 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 parents or sponsors wish to write only one check to include money for both tuition and other expenses, they 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, La Sierra campus, 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 *request and pay for* health service coverage. Health insurance covers the hospital and medical expenses outlined in the insurance information folder. Items not covered by the terms of the health insurance are payable by the student in all cases, and payment is expected at the time these services are given. Married students may have family coverage by applying for it within 31 days of their initial enrollment date for the year and by paying additional premiums. Information 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 University Records Office, La Sierra campus. Information regarding veteran's benefits may be obtained at the University Records Office.
- 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 *Student Handbook*. Loan contracts grants, scholarships, or other kinds of financial aid are *not accepted in lieu of* this deposit.
- International students** 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.
- Under the "bursary plan" of the Seventh-day Adventist church, international students may apply for financial aid through the treasurer of their division. Undergraduate students accepted under this plan receive funds matching the church division funds up to 25 percent of the cost of tuition. Employment in the United States is subject to the regulations of the Immigration and Naturalization Service.
- Flat rate** A residence hall student pays the full flat rate regardless of study load (except that a tuition adjustment is permitted if fewer than 12 units are needed for each of the two final quarters before graduation). No reduction of the flat rate is made when a residence hall student reduces the study load during the quarter.

- Audit** A student may audit a lecture course only and pay one-half of the minimum load tuition rate for the course. 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** Students are expected to make satisfactory arrangements with the Student Aid and Finance Office for meeting all financial obligations to the University and to keep their financial status clear at all times. Financial clearance must be obtained at the beginning of any new term and before taking the 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 quarterly service charge of 2 percent is applied on the unpaid balance at the end of December, March, June and September. This is an annual interest rate of 8 percent.
- Statements** Under the Privacy Act of 1974, postsecondary students have full rights of privacy with regard to their account. Statements will be sent only to the person indicated by the student on the registration form.

SCHEDULE OF CHARGES for 1979-80 (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.
- Concert series ticket.
- Diploma, certificate, academic costume.
- ASLLU 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 (\$10 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.]

- \$1759 Residence hall: up to 18.5 units per quarter, with 21 meals per week.
- 1742 Residence hall: up to 18.5 units per quarter, with 17 meals per week. (No meal Saturday night or all day Sunday.)
- 1693 A 10-meal per week plan is available with special permission.
- 1195 Offcampus: 12-18.5 units per quarter.

UNIT CHARGE

- \$ 100 Per unit (or fraction), fewer than 12 units.
- 66 Per unit (or fraction), more than 18.5 units.

AUDIT CHARGE

- \$ 50 Per unit (see audit regulations, page 25).

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 Meal plan change.
- 5 Business Office collection charge for unpaid department charges or check returned for insufficient funds.
- 15 Waiver examination.
- 30 Equivalency examination (up to 4 units credit).
- 20 Thesis or project continued 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.
- 8 Vehicle registration (\$20/year).

MISCELLANEOUS EXPENSES (payable in cash)

Books, supplies, music, etc. (estimated \$75-100 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 concert series).

APPLIED MUSIC CHARGES (payable in advance at Cashier's Office)

- \$ 70 Per unit, credit or noncredit, for students enrolled for 12-18.5 units, unless required for major or approved for a minor in music.
- 100 Per unit, credit or noncredit, for students enrolled for less than 12 units, unless required for major or approved for a minor in music.
- 70 Secondary or elementary school student: 1 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 3.3 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 \$10.00 snack shop ticket charge is nonrefundable. The charge for board used will be prorated on a daily basis for the 21- and 17-meal plans (any part of a day is counted as a full day). The 10-meal plan will be prorated on a weekly basis (any part of a week is counted as a full week).

4. *Room.* The charge for room use will be prorated over a seven-week period (any part of a week is counted as a full week).

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

6. *Illness.* Special consideration may be given for tuition refunds 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 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 the residence hall student reduces the study load, no refund is made except for an overload.

Residence change A student who chooses 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 meal plan charge of \$5 applies, as well as the fee for a new ID 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 procedure. 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.

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 six weeks after the beginning of the quarter.

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, Fast Pack, 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 the check applied directly to his/her 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) *be acquainted* with the information in the Schedule of Charges and in Budgeting for Financial Aid, (b) *be aware* that processing an aid application or loan contract takes considerable time, and (c) *begin planning* long enough in advance so that funds are available in time for registration.
- Required forms** Financial aid to students is granted on the basis of need. So that need can be evaluated in a consistent way, students seeking aid are required to submit a *Financial Aid Form* (FAF) to College Scholarship Service (CSS) by April 15.
- In addition to filing the FAF by April 15, the student (new or returning) seeking aid should file a *University Aid Application* form by June 1. Those who apply later than this date receive aid only if funds are available after the needs are met for those who file complete applications by June 1.
- The FAF, together with information about the CSS need-analysis system, may be obtained from a high school guidance counselor or from this and any other university student aid office.
- Code 4380** The student should use CSS code number 4380 to identify this University. The CSS identifying name and code for this University and campus is Loma Linda U – Riverside 4380.

FEDERAL PROGRAMS

Eligibility Financial aid programs sponsored by the United States Department of Health, Education and Welfare and administered by this University 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 the "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 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 supportable 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 \$1,250 per year may be 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 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/her 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. Students who do not qualify for federal interest benefits may still borrow; but they must pay their own interest from the time the loan is taken out 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 deposit 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 Office.

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 and a determination of financial need is required.

California State
Scholarship

Scholarships are available to California residents who have a satisfactory grade point average and show a financial need. 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 are available from all secondary school counselors and the University Student Aid Office.

The state of California also offers the College Opportunity Grant and the Vocational Training Grant. Applications are available from all secondary school counselors and from the University Student Aid 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 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 Griese 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	

BUDGETING FOR FINANCIAL AID

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

Residence hall student, \$6,361

Offcampus student, \$5,848

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

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

STUDENT AFFAIRS

STUDENT RESPONSIBILITY

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

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

FROM UNIVERSITY TO STUDENT

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

GENERAL INFORMATION

- Identification number All students will be assigned University identification numbers by the Office of Admissions and issued identification cards. The seven-digit ID number must appear on all checks payable to the University, to ensure crediting to the proper account. The ID card will be used for admissions and records, library, health, and many other services. When the student withdraws from the University, the card is returned to the Student Aid and Finance Office.
- Counseling service The official counseling agency for the University provides a service to students who desire help from professional counselors. This service, which is free and is on a voluntary basis, is designed to deal with a wide range of educational, vocational, premarital, marital, or other personal problems. No referral is necessary. The goal is to assist individuals to make maximum use of their intellectual and personal re-

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

Physical fitness

Physical fitness is promoted by various recreational interests and by courses in gymnastics, field exercises, swimming, body building, lifesaving, and health instruction. An effort is made to interest students in some recreational and health building activity that they may carry over to enhance their 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 at registration. The folder provides information 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 campus vehicle registration and parking permit. The law requires that adequate public liability insurance be carried by car owners, and the driver must have a valid California driver's license.

Property protection

Because the responsible adult has regard for the property of institutions and individuals, the mature student will endeavor to protect and safeguard University property, facilities, equipment, and supplies. Students are 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 their own property and that of others.

CAMPUS ORGANIZATIONS

Many campus organizations offer opportunities for extracurricular activity, experience, and growth. The following list suggests the range of groups that regularly function on the campus, governing themselves under bylaws approved by the Student Affairs Committee:

- African Student Association
- Agriculture Club
- Associated Students of Loma Linda University
- Associated Students of Nursing
- Behavioral Science Club
- Black Student Association
- Business Club
- Campus Ministries
- Chinese Club
- Consumer Related Sciences Club
- Equestrian Club
- Film Society
- Food Service Council
- French Club
- Hawaiian Club
- Heperec Club (health, physical education, recreation, youth services)
- Industrial Studies Club
- International Students Club
- Japanese Club
- Middle East Club
- Organizacion Latinoamericana Estudiantil (O.L.E.)
- Photography Club
- Professional Education Association
- Social Work Club
- Student Missionary Club

STUDENT HANDBOOK

Explanations of many aspects of student life and detailed information concerning the University's expectations of its students are published in the *Student Handbook*, which is sent to every student admitted to the University.





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 and Leadership
EDCE Counselor Education
EDCI Curriculum and Instruction
EDFO Educational Foundations

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 / Bachelor of Arts or Bachelor of Science

The following programs of study leading to the bachelor's degree meet requirements for the General Conference Department of Education Basic 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 / BACHELOR OF ARTS

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

English and speech 28-36 units	<i>Required courses, 16 units</i>		
	ENGL 304	Expository Writing, or equivalent	4 units
	ENGL 385	Modern Grammar, or equivalent	4 units
	ENGL 415	Literature for Children, or equivalent	4 units
	SPCH 104	Fundamentals of Speech, or equivalent	4 units
	Additional courses in English or speech to bring the total number of units to 28-36.		

Mathematics/physical or life sciences 28-36 units	<i>Required courses, 12 units</i>		
	BIOL 107	Physiology of Man, or equivalent	4 units
	MATH 225	Concepts of Mathematics, or equivalent	4 units
	PHYS 117	Introduction to Physics, or equivalent	4 units
	Additional courses in mathematics or physical or life sciences to bring the total number of units to 28-36.		

Social sciences 28-36 units	<i>Required courses, 16 units</i>			
	HIST	156	Survey of American History and Institutions I, or equivalent (to include Federal Constitution)	4 units
	HIST	157	Survey of American History and Institutions II, or equivalent (to include Federal Constitution)	4 units
	PSYC	104	General Psychology I, or equivalent	4 units
	SOCI	104	Introduction to Sociology, or equivalent	4 units

Additional courses in social sciences to bring the total number of units to 28-36.

Humanities/fine arts 28-36 units	<i>Required courses, 6-12 units</i>			
			One course in art	2-4 units
			One course in music	2-4 units
			One course in philosophy	2-4 units

Additional courses in humanities or fine arts to bring the total number of units to 28-36. (May include foreign language.)

3. Completion of the professional education requirements, 36 units (33 upper division). Courses designated by a dagger sign (†) are required only for the General Conference Department of Education credentials.

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	425	Directed Teaching in the Elementary School	6-18 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 science
- Physical activity courses (6 quarters, 3 units)
- Religion, 18 units (to include RELT 245, 254; and RELH 485)
- Communication skills (ENGL 101 and 102, or ENGL 124 with a grade of B or better)

Special note Beginning with the 1979-80 academic year, the liberal arts major will be offered through the College of Arts and Sciences, Loma Linda University. New students entering the elementary teacher preparation program, therefore, will make application to the College of Arts and Sciences for the liberal arts program. Students already in this program will complete the degree in the School of Education, unless they break residency for one quarter or more (not counting summer quarters). Students who enroll for the liberal arts major in the College of Arts and Sciences and who want to use the major as a basis for teaching should contact the School of Education as early as possible.

ELEMENTARY EDUCATION MAJOR PROGRAM / BACHELOR OF SCIENCE

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 Basic 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 RELH 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
*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	6-18 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 214 and 384.

4. Electives to bring the total number of units to 190 (88 upper division).



SINGLE-SUBJECT MAJOR PROGRAM/BACHELOR OF ARTS OR BACHELOR OF SCIENCE

The program in elementary teaching is generally based on the liberal arts major; but if a SINGLE-SUBJECT MAJOR is used instead, the multiple-subject matter requirement may be met by passing the common part of the National Teacher Examination. Application to the Teacher Preparation Program should be made no later than early in the sophomore year.

Credential

To meet the General Conference Department of Education requirements for the Basic Credential in Elementary Education, the student must complete the program outlined below. The program also meets the California state requirements for a preliminary multiple-subject credential when the candidate passes the common part of the National Teacher Examination.

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 RELH 485).
2. Completion of a major in the College of Arts and Sciences.
3. Passing of the common part of the National Teacher Examination.
4. Completion of the following professional education courses (36-43 units).

Courses designated by a dagger (†) are required only for the General Conference Department of Education credentials.

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 425	Directed Teaching in the Elementary School	6-18 units
EDFO 305	Psychological Foundations of Education	4 units
†EDFO 404	Philosophy of Seventh-day Adventist Education	3 units



**SECONDARY TEACHING PROGRAM / Bachelor of Arts or
Bachelor of Science**

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 Basic 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 when the single-subject major has been approved by the Commission for Teacher Preparation and Licensing as a waiver program.

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 RELH 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 Basic 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	6-18 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 the student has not already been accepted into the Teacher Preparation Program, application must also be made 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 a 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, counseling takes place at the beginning of each quarter. If the election is made 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 current 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 competence. All programs which include lower division coursework must be approved by the Loma Linda University Teacher Educational 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 one of the following courses:

PETH 214	Personal and Community Health	4 units
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, including community colleges, 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
Continuing student 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
EDCI 564	Special Education in the Regular Classroom	3 units
EDFO 505	Psychological Theories of Instruction	3 units
_____	Electives, including any statutory requirements not met at the undergraduate level (ethnic courses will be allowed as elective credit)	26 units

Option 2
Master of Arts in education Programs leading to a Master of Arts degree in education (e.g., elementary education, secondary teaching, educational administration, and counselor education) at Loma Linda University will be accepted as fifth-year programs. Statutory requirements (such as special education and health) 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
EDCI 564	Special Education in the Regular Classroom	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
EDCI 564	Special Education in the Regular Classroom	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
EDCI 564	Special Education in the Regular Classroom	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
EDCI 564	Special Education in the Regular Classroom	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
Postsecondary Teaching
Counselor Education
Educational Administration and Leadership
Educational Foundations

Program stages The three major stages of the programs are:

Stage I: program review and departmental approval, 15 units
Stage II: advancement to candidacy, 30 units
Stage III: program completion, 45 units

Stage I Program review and departmental approval before completion of 15 units.

Stage II Advancement to candidacy, 30 units.

1. Completion of basic requirements.
2. Completion of approximately 30 units of the program with a grade point average of 3.0 or higher.
3. Written application for candidacy.
4. Graduate Record Examination (Advanced in Education).
5. Assignment of a research project or thesis guidance committee.

Stage III Program completion, 45 units.

1. Written application for graduation.
2. Completion of coursework with a grade point average of 3.0 or higher.
3. Completion of project or thesis (final draft due three weeks before graduation).
4. Completion of written comprehensive examination (four weeks before graduation).
5. Oral examination (two weeks before graduation).

Deficiencies

The student may move from *provisional* graduate standing to *regular* graduate standing by removing quantitative and qualitative deficiencies, and by completing the following requirements:

1. At least 2 of the following courses, with a grade point average of 3.0 or higher:

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

2. Residence requirement of at least 8 units.

3. Written application to the Graduate Committee for regular standing.

4. Formal program approval on completion of 15 units applicable to the master's program, with a grade point average of 3.0 or higher.



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, 21-24 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> EDCI 698)	3 units
EDCI 698	Thesis (<i>or</i> EDCI 696)	6 units
EDFO 504	Methods and Materials of Research	3 units
EDFO 505	Psychological Theories of Instruction	3 units
_____	Religion (upper division or graduate)	3 units

AREA OF SPECIALIZATION AND COGNATES, 21-24 units

(to be selected in consultation with the adviser)

EDCE 404	Educational Measurements	3 units
EDCE 667	Corrective Learning Procedures	3 units
EDCI 464	Early Childhood Education	4 units
EDCI 538	Diagnosis and Remediation of Reading Difficulties	3 units
EDCI 539	Elementary Reading Strategies	3 units
EDCI 564	Special Education in the Regular Classroom	3 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	3 units
EDFO 635	History of Religious Education	4 units
EDFO 649	Seminar in Seventh-day Adventist Education	4 units
_____	Coursework in the 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	geology	music
art	history	physical education
biology	home economics	physics
business education	industrial arts	religion
chemistry	mathematics	speech
English	modern languages:	
English as a second language	French, German, Spanish	

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> EDCI 698)	3 units
EDCI 698	Thesis (<i>or</i> EDCI 696)	6 units
EDFO 504	Methods and Materials of Research	3 units
EDFO 505	Psychological Theories of Instruction	3 units
	Elective	3 units

ARTS AND SCIENCES, 23 units

Religion (upper division or graduate) <i>required</i>	3 units
Graduate courses in major area	10 units
Electives: Selected in consultation with the adviser (in major, minor, or cognate area)	10 units

POSTSECONDARY TEACHING / Masters of Arts

The graduate program in POSTSECONDARY TEACHING builds on one of the following prerequisites:

1. A master's degree in a subject-matter area (e.g., English, history, physical education, etc.).
2. An advanced professional degree (e.g., M.D., D.D.S., etc.).
3. A baccalaureate degree, with registration and/or licensing in a health profession (e.g., respiratory therapy, physical therapy, etc.).
4. A baccalaureate degree and a position as a college or university teacher in a Seventh-day Adventist college or university outside the North American Division of the General Conference of Seventh-day Adventists.

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

PROFESSIONAL EDUCATION

EDAD 675	Administrative Leadership in Higher Education	3 units
EDAD 688	Seminar in Divine Dynamics of Seventh-day Adventist Education (<i>or</i> EDFO 649)	3 units
EDCE 564	Group Process Theory and Procedures	3 units
EDCI 515	Curriculum Development in Higher Education	3 units
EDCI 518	Teaching Methods and Practicum in Higher Education	4 units
EDCI 599	Research Topics in Curriculum and Instruction	2-6 units
EDCI 696	Research Project	3 units
EDFO 405	Dynamics of Learning and Teaching	3 units
EDFO 504	Methods and Materials of Research	3 units
EDFO 505	Psychological Theories of Instruction	3 units
EDFO 507	Contemporary Problems in Education (<i>or</i> EDFO 545)	3 units
EDFO 545	History of Educational Thought (<i>or</i> EDFO 507)	3 units
EDFO 649	Seminar in Seventh-day Adventist Education (<i>or</i> EDAD 688)	3 units

OTHER REQUIREMENTS

_____	Religion (upper division or graduate)	3 units
_____	Electives (400 through 600 level courses, to be selected in consultation with the adviser)	8 units

COUNSELOR EDUCATION / Master of Arts

The Department of Counselor Education offers two programs leading to the Master of Arts degree.

State credential program

The state credential program is approved by the state of California as preparation for the Pupil Personnel Services Credential. This credential is mandatory for counselors in California public schools and is highly recommended for those serving in a similar role in Seventh-day Adventist schools and colleges.

Noncredential program

The noncredential program is for students whose educational interests do not include state certification. It is primarily for counselors working in social service agencies, correctional and mental health services, and related nonschool professions where the Pupil Personnel Services Credential is not required. It also provides an alternative fifth-year program for classroom teachers interested in improving their interpersonal helping skills but who are not particularly concerned with qualifying as certified counselors.

SDA credentials

Both the state credential program and the noncredential program satisfy the fifth-year requirements for a Seventh-day Adventist professional certificate endorsed for guidance and/or counseling if both EDFO 505 and EDCI 514 are included.

Prerequisites

In addition to all admission requirements for the master's degree, the following prerequisites are specified for graduate programs in COUNSELOR EDUCATION:

1. A minimum of 9 quarter units in psychology, sociology, and/or related behavioral sciences. Deficiencies in this requirement may be removed after admission to graduate study, but the credits thus earned will not apply to the minimum degree program.

2. Verification of desirable personal characteristics for pupil personnel work by two persons who have been associated with the candidate in an administrative or a supervisory relationship. The applicant must obtain this verification by requesting letters which attest to abilities in human relations, trustworthiness, and other related personality factors.

Coursework

A minimum Master of Arts program consists of 45 quarter units. Some individual programs may include more than this minimum because of the particular needs and interests of the candidate. Each student selects an adviser in the Department of Counselor Education. In consultation with the adviser, the student is expected to assume responsibility for all coursework and procedures required to complete the program.

All courses listed below (except electives) are required for the state credential program. Those designated with an asterisk (*) are required for the noncredential program.

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, 21-27 units

*EDCE 404	Educational Measurements	3 units
*EDCE 405	Dynamics of Individual Behavior	3 units
EDCE 460	The Exceptional 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 564	Group Process Theory and Procedures	3 units
EDCE 565	Fieldwork in Guidance	6 units
*—————	Electives in COUNSELOR EDUCATION (<i>for noncredential program only</i>)	12-15 units

ADDITIONAL REQUIREMENTS, 6-12 units

*EDCE 696	Research Project (<i>or</i> EDCE 698)	3 units
*EDCE 698	Thesis (<i>or</i> EDCE 696)	6 units
*RELT 454	Christian Social Ethics	3 units
*—————	Electives in FOUNDATIONS OF EDUCATION or PSYCHOLOGY as needed to complete the 45 unit minimum (<i>for noncredential program only</i>)	3-6 units



EDUCATIONAL ADMINISTRATION AND LEADERSHIP / Master of Arts

Careers The master's degree in EDUCATIONAL ADMINISTRATION AND LEADERSHIP provides general and specific knowledge and skills appropriate for the preparation of principals, school business managers, supervisors of instruction, and other supporting school administrators and leaders.

Noncredentialed program The noncredentialed program is for students seeking a master's degree in educational administration and leadership without a need for the California State Administrative Services credential and/or the Seventh-day Adventist Administrator's Certificate for elementary and secondary schools. This program is flexible enough to allow the student who needs the theory and practical skills of leadership to plan a personalized program. The program should be planned in consultation with the adviser, and it must be approved by the Department of Educational Administration and Leadership.

State credential, SDA certificate Program requirements for the California State Administrative Services Credential may be met by the following state of California approved programs outlined below. Requirements for the Seventh-day Adventist Administrator's Certificate for endorsement as a principal or supervisor may be incorporated into the Master of Arts degree in educational administration and leadership. For a description of the credential requirements, please see page 65.

Program The curriculum for the Master of Arts degree in educational administration and leadership consists of a minimum of 45 units beyond the baccalaureate degree and shall be distributed as follows:

- Department of Counselor Education, 3 units
- Department of Curriculum and Instruction, 3 units
- Department of Educational Administration and Leadership, 24 units
- Department of Educational Foundations, 3 units
- Division of Religion, 3 units (upper division or graduate)
- Electives (selected in consultation with the adviser), 9 units

Coursework The following courses shall be completed by students seeking a California State Administrative Services Credential (courses designated with an asterisk are required for the noncredentialed program):

Counselor education	*EDCE 540	Principles of Guidance	3 units
	EDCE 564	Group Process Theory and Procedures	3 units
Curriculum and instruction	*EDCI 514	Curriculum Planning	3 units

Educational administration and leadership	*EDAD 524	Educational Administration	3 units
	EDAD 545	Supervision of Instruction	3 units
	EDAD 570	Personnel Administration in Education	3 units
	EDAD 574	Legal Aspects of Education	3 units
	EDAD 575	Elementary School Administration (<i>or</i> EDAD 576)	3 units
	EDAD 576	Secondary School Administration	3 units
	EDAD 578	Fieldwork in Educational Administration and Supervision	3 units
	EDAD 579	School Finance	3 units
	*EDAD 696	Research Project (<i>or</i> EDAD 698)	3 units
	EDAD 698	Thesis	6 units
Educational foundations	*EDFO 504	Methods and Materials of Research	3 units
	EDFO 505	Psychological Theories of Instruction	3 units
Religion	*RELT 454	Christian Social Ethics	3 units
Elective	————	Elective, to be selected in consultation with the adviser	3 units

EDUCATIONAL FOUNDATIONS / Master of Arts

Purpose In the Department of Educational Foundations, 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 Educational Foundations	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
Electives: Selected in consultation with the adviser, in cognate areas	11 units

SPECIALIST IN EDUCATION PROGRAMS

Areas of specialization	Graduate programs leading to the Specialist in Education degree (ED.S.) are offered in the following areas: Counselor Education Curriculum and Instruction Educational Administration and Leadership
Program options	The Specialist in Education degree requires completion of a minimum of 90 quarter units of postbaccalaureate coursework. The degree may be pursued in either one of the following two ways: 1. Completion of a master's degree in the area of specialization and completion of a minimum of 45 quarter units of coursework, as outlined by the department of specialization, in addition to that required for the master's degree program. 2. Completion of 90 quarter units of postbaccalaureate coursework as outlined by the department of specialization.
Option 1	Under option one the stages of completion of the master's degree will be followed as outlined under the M.A. programs in the School of Education BULLETIN. The post-master's coursework should be completed through the following stages.
Program approval	Sometime before completion of the first 15 quarter units of post-master's coursework, a total program for the Specialist in Education degree (minimum of 90 quarter units) should be presented to the Graduate Committee by the department chairman for committee approval.
Candidacy	The Graduate Committee takes official action to determine candidacy status after the student completes a minimum of 30 quarter units of post-master's coursework of an approved program and after the following specific requirements have been met: 1. An approved ED.S. program on file. 2. A minimum of 8 quarter units in residency at Loma Linda University. 3. Regular graduate standing with a grade point average of 3.3 or higher. 4. Application for candidacy on file.
Completion of degree	The candidate should have completed the following requirements before the degree is granted: 1. Approval of candidacy. 2. Approved program with grade point average of 3.3 or higher. 3. Application and approval for graduation on file.
Option 2 Program approval	A program should be presented to the Graduate Committee by the department chairman for committee approval after the student has completed the following requirements: 1. At least three of the basic requirements, with a grade point average of 3.3 or higher.

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

- 2. Advanced Graduate Record Examination in Education.
- 3. Residence requirement of at least 8 quarter units at Loma Linda University.
- 4. A minimum of 15 quarter units of coursework, with a grade point average of 3.3 or higher.

Candidacy

- For advancement to candidacy a student must have completed the following:
- 1. All basic requirements.
 - 2. Approximately 75 quarter units of an approved program, with a grade point average of 3.3 or higher.
 - 3. Advanced Graduate Record Examination in Education.
 - 4. Written application for candidacy on file
 - 5. Assignment of a research project or thesis Guidance Committee.

Completion of degree

- The candidate must complete the following requirements before the degree is granted:
- 1. Approval for candidacy.
 - 2. An approved program, with grade point average of 3.3 or higher.
 - 3. Application and approval for graduation on file.

Core requirements

Coursework for the Specialist in Education degree should be planned in consultation with the adviser to include the following core requirements:

- Religion
- Philosophical-historical-social foundations of education
- Psychological foundations of education
- Curriculum planning
- Principles of administration and leadership
- Principles of guidance
- Educational measurements and evaluation
- Fieldwork in the area of specialization
- Methods and materials of research
- Research project or thesis

SCHOOL PSYCHOLOGY / Specialist in Education

- Careers** The Specialist in Education degree for SCHOOL PSYCHOLOGY provides professional personnel with specialized skills for the identification, prevention, and correction of learning or behavioral problems in elementary and secondary school pupils. The program may also be of interest to school psychometrists, special education counselors, and teachers or counselors seeking advanced opportunities in a wide variety of career choices related to the educational development of normal or exceptional learners.
- Credential** The Department of Counselor Education has applied to the California Commission for Teacher Preparation for authorization to recommend candidates for the School Psychologist Credential beginning July 1979. Until official approval has been granted by the commission, applicants and candidates are advised to consult with the department chairman to determine the current status of the credential program.
- The degree program is planned to provide all elements required for the credential. However, the credential may be acquired without earning the degree; or the degree program may be pursued without fulfilling the credential requirements. For most candidates, the two programs will be identical and coterminous.
- Prerequisites** In addition to admission to graduate study in the School of Education, persons selecting the school psychology program must give evidence of the following:
1. Eligibility for a California Basic Pupil Personnel Services Credential, with authorization for counseling.
 2. At least one upper division or graduate course in each of the following areas: measurement, personality theory, counseling theory, exceptional child, developmental psychology, research methods.
 3. Verification of potential for pupil personnel work by letters from two administrators or supervisors who have been closely associated with the applicant. These letters must attest to qualifications in human relations, trustworthiness, and other personal characteristics desirable for counselors and school psychologists.
- Applicants lacking in any of the above prerequisites may be admitted to the ED.S. program in school psychology with the understanding that deficiencies must be removed at the earliest possible date prior to entry into practicums or fieldwork. Credit thus earned may be used for electives or it may be in addition to the approved minimum program.
- Coursework** A minimum program under Option 1 for the Specialist in Education degree in school psychology comprises 45 quarter units beyond a Master of Arts degree in counselor education or in a closely related field of behavioral sciences or education. Under Option 2 the program consists of 90 quarter units of postbaccalaureate coursework without a master's degree — 45 units as specified under the Master of Arts program in counselor education plus the 45 units indicated in the following. Candidates seeking a credential only, without the degree, need only complete the program which follows, if all necessary prerequisites have been met.

AREA OF SPECIALIZATION, 30 units

EDCE 464	Mental Exceptionality	3 units
EDCE 664	Individual Intelligence Testing	4 units
EDCE 667	Corrective Learning Procedures	3 units
EDCE 668	Assessment of Personal Adjustment	3 units
EDCE 670	Individual Education Programs	3 units
EDCE 675	Fieldwork in School Psychology	3-12 units
EDCE 694	Seminar: Individual and Cultural Differences	1-3 units

ADDITIONAL REQUIREMENTS, 9-12 units

EDCI 514	Curriculum Planning	3 units
EDAD 574	Legal Aspects of Education	3 units
EDFO 555	Educational Statistics	3 units
*EDFO —	Electives in social or philosophical foundations of education (with advisement)	3 units

ELECTIVES, 3-6 units (with advisement)

EDCE 599	Research Topics in Counselor Education	2-6 units
EDCI 538	Diagnosis and Remediation of Reading Difficulties	3 units
————	Elective in COUNSELOR EDUCATION or PSYCHOLOGY	3 units

*Mandatory for the Specialist in Education Program in school psychology but optional for candidates seeking a credential without a degree.

Course waivers

Candidates for the school psychology degree or credential may request permission to demonstrate certain competencies by examination rather than by coursework. To be granted this request, however, the candidate must produce evidence of significant experience, inservice activity, or related study in areas being challenged.

A maximum of 6 units of credit for fieldwork in school psychology (EDCE 675) may be waived for those who are employed in a situation providing the necessary experiences at the appropriate levels. One unit of such credit may be waived for each 40 hours of verified and approved inservice activity *after completion* of prerequisites specified for fieldwork.

It should be noted that regardless of whether specific course waivers are granted by examination or inservice credit, all candidates for the Specialist in Education degree must accumulate a minimum of 45 units in approved courses. If waivers are granted to those seeking a school psychologist credential only, without the ED.S. degree, the recommendation for the credential will be based on demonstrated competencies rather than on the completion of a specific number of units or courses.

Time requirements

Full-time students ordinarily complete the program in a minimum of four quarters. However, since most of the coursework is offered late afternoons and evenings, part-time students are accepted with the understanding that fieldwork assignments will require full-time participation for at least one quarter (excluding the summer session). Practicums toward the end of the program sequence will also require occasional activities in regular school hours during a summer or in one other quarter prior to entering fieldwork.

CURRICULUM AND INSTRUCTION / Specialist in Education

- Careers** The Specialist in Education degree in CURRICULUM AND INSTRUCTION prepares professional personnel for classroom teaching and for various specialties in education (e.g., special education, reading, etc.). By combining practical experience with the study of curriculum, psychology, educational foundations, religion, and other subject-matter disciplines, students may prepare to be master teachers in a variety of areas.
- Prerequisites** Persons selecting the program in curriculum and instruction must hold a valid teaching credential and have completed three years of successful teaching by the time the degree is granted.
- Coursework** The curriculum leading to the Specialist in Education degree in curriculum and instruction consists of 90 units of postbaccalaureate coursework, as outlined below:

Department of Counselor Education, 9 units
Department of Curriculum and Instruction, 36 units
Department of Educational Administration and Leadership, 9 units
Department of Educational Foundations, 12 units
Cognate courses (taken outside the School of Education), 12 units
Electives (selected in consultation with the adviser), 12 units

BASIC REQUIREMENTS

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

OTHER REQUIREMENTS

_____	Religion (upper division or graduate)	6 units
EDFO 555	Educational Statistics	3 units
EDCI 599	Research Topics in Curriculum and Instruction	2-6 units
EDCI 696	Research Project (<i>or</i> EDCI 698)	3 units
EDCI 698	Thesis (<i>or</i> EDCI 696)	6 units

EDUCATIONAL ADMINISTRATION AND LEADERSHIP /
Specialist in Education

Careers The Specialist in Education degree in EDUCATIONAL ADMINISTRATION AND LEADERSHIP prepares professional personnel for various positions (e.g., superintendent of schools, supervisor of instruction, 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 and leadership with courses in supervision, curriculum, nursing, counseling, educational foundations, religion, business, sociology, history, and other areas of study, a student prepares for a wide variety of administrative and supervisory careers in educational leadership.

SDA Superin-
tendent of schools
endorsement
Program

Persons who select the Specialist in Education program in educational administration and leadership and who are seeking the administrator's certificate with an endorsement for superintendent of schools should see page 65.

The curriculum leading to the Specialist in Education degree in educational administration and leadership consists of a minimum of 90 units of postbaccalaureate coursework distributed as follows:

- Department of Counselor Education, 6 units
- Department of Curriculum and Instruction, 6 units
- Department of Educational Administration and Leadership, 36 units
- Department of Educational Foundations, 6 units
- Division of Religion (upper division or graduate), 3 units
- Electives (selected in consultation with the adviser), 33 units

The Specialist in Education program should be planned in consultation with the adviser. The program must be approved by the Department of Educational Administration and Leadership.

The following specific courses, if not previously completed, are required for the Specialist in Education degree:

Educational administration and leadership	EDAD 578	Fieldwork in Educational Administration and Supervision	3 units
	EDAD 599	Research in Educational Administration	3 units
	EDAD 696	Research Project (<i>or</i> EDAD 698)	3 units
	EDAD 698	Thesis (<i>or</i> EDAD 696)	6 units
Educational foundations	EDFO 555	Educational Statistics	3 units
	EDFO 504	Methods and Materials of Research	3 units
Religion	_____	Upper division or graduate course	3 units

CREDENTIAL PROGRAMS

VIKTOR A. CHRISTENSEN, Adviser

TEACHING CREDENTIALS

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 Requirements for a Seventh-day Adventist Basic Credential in Elementary Education are:

1. General eligibility.
2. A baccalaureate or higher degree.
3. 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

- SDA The administrator credential may be issued to a candidate who:
1. Meets general eligibility requirements for Seventh-day Adventist credentials.
 2. Qualifies for a standard or professional certificate.
 3. Holds a master's (or higher) degree, including at least 27 quarter units selected from the areas of curriculum, school administration, supervision, school law, school finance, school plant planning, personal administration, field experience, school public relations, and religious education.
 4. Meets the requirements for endorsement in at least one of the following areas: (a) principal — has completed a minimum of 12 quarter units (8 semester hours) of advanced study in curriculum, supervision, and school administration; (b) supervisor — has completed at least 22 quarter units (15 semester hours) of advanced study in curriculum, supervision, and school administration; (c) superintendent of schools — qualifies for a principal's endorsement; has completed at least 36 quarter units (24 semester hours) of advanced coursework in educational administration, including administration of school systems, educational planning, evaluation, personnel administration, school law, school finances, and school plant planning; and has completed a minimum of 3 consecutive years of successful school administration, as evaluated 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

- 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

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

CLINICAL-REHABILITATIVE SERVICES

State The minimum requirements for a services credential with a specialization in clinical or rehabilitative services are:

1. A baccalaureate degree or higher degree from an institution approved by the Commission.

2. A fifth year, or its equivalent, of college or university education.

3. Such specialized and professional preparation as the Commission may require.

DEPARTMENTS OF INSTRUCTION

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

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

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

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
EDCI 458	Media in the 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**

NORMAN C. MABERLY, Chairman

- Faculty **CLIFFORD D. ACHORD**, 1972. Associate Professor of Marriage and Family Counseling 1977
 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
- NELSON E. EVANS**, 1978. Assistant Professor of Counselor Education 1978
 B.A. Atlantic Union College 1961
 M.A. Andrews University 1974
 ED.D. Andrews University 1978
- WINIFRED A. KNOWLING**, 1978. Assistant Professor of Counselor Education 1978
 B.S. Union College 1956
 M.A. University of Iowa 1971
 ED.S. University of Iowa 1973
 PH.D. University of Iowa 1977
- NORMAN C. MABERLY**, 1976. Professor of Counselor Education and Foundations 1976
 B.TH. Walla Walla College 1952
 M.A. Andrews University 1954
 ED.D. University of Southern California 1962
- GAINES R. PARTRIDGE**, 1971. Professor of Counselor Education 1971
 B.S. Union College 1947
 M.ED. University of Nebraska 1951
 ED.D. University of Nebraska 1961
- ROBERT E. SUTTON**, 1977. Assistant Professor of Counselor Education 1977
 B.A. Walla Walla College 1964
 M.A. Walla Walla College 1967
 PH.D. University of Idaho 1975
- 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. Assistant Professor of Counselor Education 1977
 B.A. Loma Linda University AS 1971
 M.A. Loma Linda University SE 1975
 PH.D. University of Northern Colorado 1977
- 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
- Voluntary **JANET M. JACOBS**, 1959. Associate Professor of Counselor Education 1976
 B.A. Union College 1934
 M.A. Claremont Graduate School 1964
- GEORGE T. SIMPSON**, 1947. Emeritus Professor of Counselor Education 1978
 B.A. Walla Walla College 1934
 M.A. University of Denver 1947
 ED.D. Columbia University 1956

COURSES

- Upper division
- EDCE 344 Residence Hall Counseling Program** **1, 1, 1 unit**
A problem-centered approach; source personnel, literature review, and discussion practicum.
- EDCE 404 Educational Measurements** **3 units**
The role of measurement, principles of evaluation, simple statistics, criteria for reliability and validity, and a survey of the major types of standardized tests and inventories used in psychological and educational assessment.
- EDCE 405 Dynamics of Individual Behavior** **3 units**
Inquiry into the basic factors shaping man's intellectual, emotional, and social behavior; implications for effective personal adjustment and self-actualization.
- 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. Emphasis on educational methods and adaptation.
- EDCE 464 Mental Exceptionality** **3 units**
The etiology, characteristics, and diagnosis of children whose cognitive functioning deviates from the norm. Implications for school and family considered for retardates, slow learners, and the gifted.
Prerequisite: EDCE 460.
- EDCE 499 Projects and Topics in Counselor Education** **2-6 units**
Prerequisite: Consent of the department chairman.
- EDCE 540 Principles of Guidance** **3 units**
Concepts, methods, and organizations in the educational, vocational, health, and civic-ethical-social guidance of students. Emphasis on pupil personnel activities and services.
- EDCE 550 Student Personnel Services** **3 units**
A critical examination of the organization and procedures in pupil personnel services in schools; laws relating to children.
- EDCE 554 Education and Career Planning** **3 units**
Occupational and educational information; collection and dissemination of information about vocational and educational placement; a practical approach to career choice theory, occupational trends, and work-experience programs.
- 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.
- 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 or corequisite EDCE 561.



- EDCE 564 Group Process Theory and Procedures** **3 units**
 Group guidance, theories of group-individual interaction, and the communication process. Designed to give the prospective counselor insight into the development and structure of organized groups.
- EDCE 565 Fieldwork in Guidance** **3-6 units**
 Supervised field experience in schools and other guidance-related agencies. Application to department chairman required at least *six weeks* before enrollment in the course. (Approximately 40 clock hours of fieldwork for 1 unit of credit.)
 Prerequisite: 30 units of counselor education coursework, including EDCE 540 and EDCE 561; recommendation by the department.
- EDCE 599 Research Topics in Counselor Education** **2-6 units**
 Prerequisite: Consent of the department chairman.
- EDCE 664 Individual Intelligence Testing** **4 units**
 Supervised experience in the administration, scoring, and interpretation of several mental ability tests, including Stanford-Binet, Wechsler Scales, Leiter, Columbia, and Arthur Point Scales.
 Prerequisite: EDCE 404.
- EDCE 667 Corrective Learning Procedures** **3 units**
 A practicum in diagnosis and remediation of learning difficulties, with emphasis on basic cognitive and perceptual disabilities. Includes the utilization of a wide range of individual and group assessment instruments in laboratory and school situations.
 Prerequisite: EDCE 404.
- EDCE 668 Assessment of Personal Adjustment** **3 units**
 Theory, methods, and instruments for assessing personality traits and social adjustment. Competencies developed with various types of personality inventories and projective techniques.
 Prerequisite: EDCE 404 and a course in personality theory.
- EDCE 670 Individual Education Programs** **3 units**
 A casework practicum in preparing comprehensive individual education programs for normal and exceptional pupils in grades K-12. Includes procedures for parents and staff, inservice training of teachers, and program evaluation.
 Prerequisite: Consent of the instructor.
- EDCE 675 Fieldwork in School Psychology** **3-12 units**
 Supervised on-site experience in local schools and agencies with all aspects of a school psychologist's work (12 units, totaling at least 500 clock hours, required for Ed.S. degree in school psychology and/or the school psychologist credential).
 Prerequisite: EDCE 670; eligibility for a Basic Pupil Personnel Services Credential; recommendation by the department (apply *six weeks* before enrollment in the course).
- EDCE 689 Work Conference (topic to be supplied)** **1-3 units**
 Group discussion and activities with topics of practical concern for counselors, school psychologists, and others interested in the pupil personnel services profession. Topics selected according to interest and demand or to meet specific program needs.
- EDCE 694 Seminar (topic to be supplied)** **1-3 units**
 Study of contemporary issues and topics in student personnel activities or in school psychological services. Topics selected according to interest and demand or to meet specific program needs.
- 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 Curriculum and Instruction 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, SR., 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. 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
- ROLAND L. MCKENZIE, 1978. Assistant Professor of Curriculum and Instruction 1978
B.A. Columbia Union College 1967
M.A. Pepperdine University 1971
- 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. Associate Professor of Curriculum and Instruction 1978
B.S. University of Southern Mississippi 1963
M.A.E. Ball State University 1972
ED.D. Ball State University 1975

Directed teaching Admission to directed teaching is by application to the Teacher Preparation 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 2.5, and professional education courses (to include the course Psychological Foundations of Education and the prescribed courses in curriculum and instruction) are prerequisites.

- Time required** The state of California defines *directed teaching* as "one full semester of full-time student teaching." Students should plan their schedules, therefore, so they can be in the school from about 8:00 a.m. to about 3:30 p.m. (the time may vary in different schools) five days per week for one semester. The fall semester usually begins on the day after Labor Day and ends the last week of January; the spring semester begins late in January and ends the middle of June.
- Transportation** The student is expected to provide his own transportation for directed teaching.

COURSES

- Lower division** **EDCI 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.)
- Upper division** **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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- EDCI 499 Projects and Topics in Curriculum and Instruction** **2-6 units**

Graduate	<p>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.</p> <p>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.</p> <p>EDCI 518 Teaching Methods and Practicum in Higher Education 4 units Instructional planning and classroom procedures as they apply to academic and clinical teaching at the postsecondary level. Practical applications in classroom and clinical situations.</p> <p>EDCI 525 Elementary Teaching Internship 6-18 units A district internship program offered through collaboration of local school districts and School of Education.</p> <p>EDCI 538 Diagnosis and Remediation of Reading Difficulties 3 units</p> <p>EDCI 539 Elementary Reading Strategies 3 units Methods for improvement of reading instruction in the elementary school by developing a knowledge base and/or skills in the areas of the reading process, sociological and psychological aspects related to reading, methods and materials for evaluation and instruction, and procedures for organizing and implementing instruction.</p> <p>EDCI 544 Supervision of Student Teachers 2 units For supervising teachers.</p> <p>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.</p> <p>EDCI 557 Secondary Teaching Internship 6-18 units A district internship program offered through collaboration of local school districts and School of Education.</p> <p>EDCI 564 Special Education in the Regular Classroom 3 units Identifies emerging responsibilities of the regular educator for the education of children with special needs. Emphasizes methods of identification of such children; development of individualized programs and strategies appropriate for classroom teaching of these children.</p> <p>EDCI 599 Research Topics in Curriculum and Instruction 2-6 units</p> <p>EDCI 614 Seminar in Early Childhood Education 3 units A study of early childhood, with implications for the curriculum for the preschool child.</p> <p>EDCI 615 Seminar in Continuous Progress Programs 4-10 units</p>
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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 and Health	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	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

Seminar,
curriculum

EDCI 694 Seminar in Curriculum and Instruction 3 units
Discussion of contemporary issues in curriculum and instruction. Topics to be chosen on the basis of the needs of the students.

Research

EDCI 696 Research Project 3 units

EDCI 698 Thesis 6 units



DEPARTMENT OF
EDUCATIONAL ADMINISTRATION AND LEADERSHIP

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. University of Southern California 1967
- VERNON H. KOENIG, 1965. Professor of Educational Administration 1976
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

- Departmental associates
and consultants
- EDGAR J. ANDERSON, ED.D., Associate Director of Education, Pacific Union Conference
- REINHOLD R. BIETZ, B.A., Director of Leadership Seminars, General Conference
Washington, D.C.
- C. EDWARD BOYATT, JR., ED.D., Principal, Glendale Academy
- KENDALL D. BUTLER, M.A., Small Schools Supervising Principal, Southeastern
California Conference
- OTTIS EDWARDS, ED.D., Director of Education, Far Eastern Division
- DELMER W. HOLBROOK, ED.D., President of Home Study Institute and Associate Director
of Leadership Seminars, General Conference, Washington, D.C.
- JAY LANTRY, ED.D., Superintendent of Schools, Central California Conference
- KENNETH R. LORENZ, PH.D., Principal, Loma Linda Academy
- 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, ED.S., Principal, Pacific Union College Elementary School
- ROBERT E. STAHLNECKER, ED.D., President, Lakpahana Adventist Seminary,
Southern Asia Division
- 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.

- Graduate **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.
- EDAD 545 Supervision of Instruction** 3 units
Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision.
- 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.
- EDAD 574 Legal Aspects of Education** 3 units
Study of laws, judicial decisions, and constitutional provisions relating to education. Legal principles involved in practical problems of school administration.
- EDAD 575 Elementary School Administration** 3 units
A study of the role of the elementary school administrator in organizing, administering, and supervising the staff, pupils, and program of an elementary school.
- EDAD 576 Secondary School Administration** 3 units
A detailed study of the general problems of organization, supervision, and management of the secondary school in the areas of curriculum development, staff relations, student services, plant development, and community relations.
- * **EDAD 577 Directed Readings** 2-4 units
Topics in educational administration.
- * **EDAD 578 Fieldwork in Educational Administration and Supervision** 3-6 units
Supervised field experience at the school level. Actual job performance and observation.
Prerequisite: Minimum of 6 units in educational administration; recommendation of department chairman.
- EDAD 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.
- * **EDAD 599 Research in Educational Administration** 3-6 units
A survey of the range of administrative problems which need to be studied. Analysis of selected research reports, theses, and dissertations to acquaint the graduate student with techniques of conducting and reporting articles in the field of educational administration.
- * **EDAD 674 Seminar in Supervision of Instruction** 3-6 units
Covers the role, aims, and principles of supervision of instruction for elementary and secondary schools; helps teachers and staff members to coordinate and correlate the instructional programs and areas of instruction. For those preparing for responsibility as supervisor, department head, principal, or superintendent. May be repeated to a total of 6 units.

- EDAD 675 Administrative Leadership in Higher Education** 3 units
Philosophy, theory, objectives, organization, leadership, academic programs, business, development, and student affairs in higher education.
- EDAD 676 School-Community Relations** 3 units
Consideration of community education in developing an educational program. A study of the means for securing cooperative educational planning through mutual understanding between the school and its publics.
- EDAD 677 Administration of Student Affairs** 3 units
Objectives, organization, and administration of student affairs: student residences, health services, religious programs, government, publications, social life, discipline, recreation, and student records.
- EDAD 679 Management of School-Related Industries** 3 units
Organization and administration of student work programs and the management of school industries. Management skills and techniques of administering industries.
- EDAD 680 Administration of Educational Programs and Evaluation** 3 units
Examination of purposes, theoretical designs, staff and facility needs; 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 697 Administrative Internships**

3-12 units

Students intern in responsible positions with administrators in cooperating educational institutions or school systems, under the supervision of a faculty member in the area of educational administration and leadership. Permission of supervisor and acceptance of plans required *one quarter* in advance of registration. May be repeated to a total of 12 units.

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
EDUCATIONAL FOUNDATIONS**

- 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. Columbia University 1958
- NORMAN C. MABERLY**, 1976. Professor of Counselor Education and Foundations 1976
 B.TH. 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
- GARLAND J. MILLET**, 1978. Professor of Education 1978
 B.A. Pacific Union College 1934
 M.A. Pacific Union College 1947
 PH.D. George Peabody College for Teachers 1965
- JAMES N. SCOTT**, 1979. Professor of Education 1979
 B.A. La Sierra College 1951
 M.A. University of the Pacific 1959
 ED.D. University of the Pacific 1968

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.
- 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.
- 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.
- 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.

	EDFO 405 Dynamics of Learning and Teaching	3 units
	Theories of learning applied to teaching; the evaluation process.	
	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.	
Graduate	EDFO 504 Methods and Materials of Research	3 units
	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.	
	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).	
	EDFO 545 History of Educational Thought	3 units
	Formative ideas about education in Western thought; their effects and present importance.	
	EDFO 555 Educational Statistics	3 units
	Application of statistical techniques to the problems of education.	
	EDFO 599 Research Topics in Foundations of Education	2-6 units
	Prerequisite: Consent of the instructor.	
	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.	
	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.	
	EDFO 651 Models for Education	4 units
	Opportunity to construct a written description of education for ideal conditions. Classic utopian plans for education.	
	EDFO 698 Thesis	6 units



THE WORK OF EDUCATION AND
THE WORK OF REDEMPTION ARE ONE

THE WORLD





III

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Dean of Men

CHARLES SOLIZ, B.A.

Assistant Deans

KELLY B. BOCK, B.S.
LAVERNE W. ROTH, M.A.
LLOYD H. WILSON, B.A.

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LAURENE W. JENKINS, M.A.

Associate Deans

VERNA A. BARCLAY, M.A.
MARILYN R. MOON, B.A.

Assistant Dean

ANITA M. HAYES, B.S.

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Business Administrator

THEODORE H. UREN, M.A.

Associate Business Administrator

HARVEY C. T. JOHNSON, B.S.

Associate Director of
Student Aid and Finance

RAYMOND SCHOEPFLIN, B.S.

Assistant Director of
Student Aid and Finance

W. STEPHEN MURPHY, B.A.

Associate Director of
Personnel Relations

C. ROSCOE SWAN, M.A.

Accountant

EARL M. GILLESPIE, B.A.

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Director

JOHN T. HAMILTON, M.MUS.

Public Information Officer

BONNIE L. DWYER, B.A.

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Student Affairs Committee	Tracy R. Teele, <i>Chairman</i> William M. Allen Jacques Benzakein Charlotte A. Blankenship Mary P. Byers Harold E. Fagal Walter S. Hamerslough	Jack L. Hartley Laurene W. Jenkins Geoffrey T. Jones Iris M. Landa Gaines R. Partridge T. Richard Rice Carolann S. Rosario Ray Schoepflin	Robert Schneider Charles Soliz, Jr. Nelson E. Thomas Kenneth L. Vine Ricky E. Williams Adeny S. Woods Students
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Teacher Education Council	Viktor A. Christensen, <i>Chairman</i> Jacques Benzakein Roger A. Churches C. Douglas Eddleman Agnes R. Eroh Harold E. Fagal	V. Bailey Gillespie Anees A. Haddad Wilfred M. Hillock Melvin G. Holm Frederick G. Hoyt Geoffrey T. Jones C. Grant Macaulay	Roland L. McKenzie Willard H. Meier Wilma F. Phillips Norman D. Powell Peter G. Strutz Students

THE SCHOOL OF EDUCATION

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

FACULTY COMMITTEES

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Admissions	Willard H. Meier, <i>Chairman</i> Viktor A. Christensen	Clifford A. Jaqua Norman C. Maberly James N. Scott	Ricky E. Williams Kathryn L. Wood
Curriculum	Willard H. Meier, <i>Chairman</i> Viktor A. Christensen Agnes R. Eroh Nelson E. Evans	Clifford L. Jaqua Vernon H. Koenig Norman C. Maberly Wilma F. Phillips James N. Scott	Floyd G. Wood Students Teacher Representatives AS
Graduate	Willard H. Meier, <i>Chairman</i> Viktor A. Christensen Agnes R. Eroh Nelson E. Evans Anees A. Haddad	Maurice D. Hodgen Ivan G. Holmes Frederick G. Hoyt Clifford L. Jaqua Vernon H. Koenig Norman C. Maberly	Lois E. McKee Wilma F. Phillips James N. Scott Floyd G. Wood Invitees AS
Learning Advancement Program	Nelson E. Evans, <i>Chairman</i> Viktor A. Christensen	Agnes R. Eroh Vernon H. Koenig Norman C. Maberly	Willard H. Meier Wilma F. Phillips Floyd G. Wood
Research	Norman C. Maberly, <i>Chairman</i>	Vernon H. Koenig	Wilma F. Phillips
Scholarships and Awards	Floyd G. Wood, <i>Chairman</i>	Viktor A. Christensen Clifford L. Jaqua	Norman C. Maberly

Teacher Preparation	Viktor A. Christensen, <i>Chairman</i> Agnes R. Eroh	Mary W. Groome Roland L. McKenzie	Willard H. Meier Wilma F. Phillips
Alumni Affairs	Floyd G. Wood <i>Chairman</i>	Viktor A. Christensen	Willard H. Meier

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)
	AGNES R. EROH, ED.D., Curriculum and Instruction
	NELSON E. EVANS, ED.D., Counselor Education
	MARY W. GROOME, M.A., Curriculum and Instruction
	REUBEN L. HILDE, SR., PH.D., Curriculum and Instruction
	MAURICE D. HODGEN, ED.D., 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
	WINIFRED A. KNOWLING, PH.D., Counselor Education
	VERNON H. KOENIG, ED.D., Educational Administration
	ARNO KUTZNER, PH.D., Educational Administration
	NORMAN C. MABERLY, ED.D., Chairman, Department of Counselor Education; Foundations of Education
	C. GRANT MACAULAY, JR., ED.D., Educational Administration
	ROLAND L. MCKENZIE, M.A., Curriculum and Instruction
	WILLARD H. MEIER, ED.D., Curriculum and Instruction; Foundations of Education
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	WILMA F. PHILLIPS, ED.D., Curriculum and Instruction
	JAMES N. SCOTT, ED.D., Educational Foundations
	GEORGE T. SIMPSON, ED.D., Counselor Education
	ROBERT E. SUTTON, PH.D., Counselor Education
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- RICKY E. WILLIAMS, PH.D., Counselor Education
FLOYD G. WOOD, M.S.ED., Counselor Education
- EDGAR J. ANDERSON, ED.D., Associate Director of Education, Pacific Union Conference
JACQUES BENZAKEIN, M.A., Associate Professor of French (College of Arts and Sciences)
REINHOLD R. BIETZ, B.A., Director of Leadership Seminars, General Conference of Seventh-day Adventists
C. EDWARD BOYATT, JR., ED.D., Principal, Glendale Academy
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ROGER A. CHURCHES, M.F.A., Associate Professor of Art (College of Arts and Sciences)
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V. BAILEY GILLESPIE, PH.D., Associate Professor of Theology and Christian Personality (Division of Religion)
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GEOFFREY T. JONES, PH.D., Associate Professor of Mathematics (College of Arts and Sciences)
EDWIN A. KARLOW, PH.D., Chairman, Department of Physics (College of Arts and Sciences)
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GAYLE RHOADS, M.A., Principal, Lodi Academy
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DONALD W. THURBER, PH.D., Assistant Professor of Music (College of Arts and Sciences)
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 Federation and the University seek to ensure a growing community of scholars, practitioners, and citizens dedicated to excellence. Vitaly 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	428,979
Current periodical subscriptions	3,944

Bus service is provided 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 campus library or in the immediate community are obtainable through interlibrary loan. At Loma Linda the teletypewriter (TWX) can be used for interlibrary communication. This equipment can also provide teachers and graduate students computer-printed bibliographies on medical-related subjects through the Medline and services in which the Loma Linda library participates.

La Sierra campus	Books, bound periodicals, audiovisual materials	183,909
	Current periodical subscriptions	1,180

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 is 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	245,074
	Current periodical subscriptions	2,764

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 and La Sierra campuses
- University of California, Riverside
- University of Redlands, Redlands
- Community colleges in the area

Community

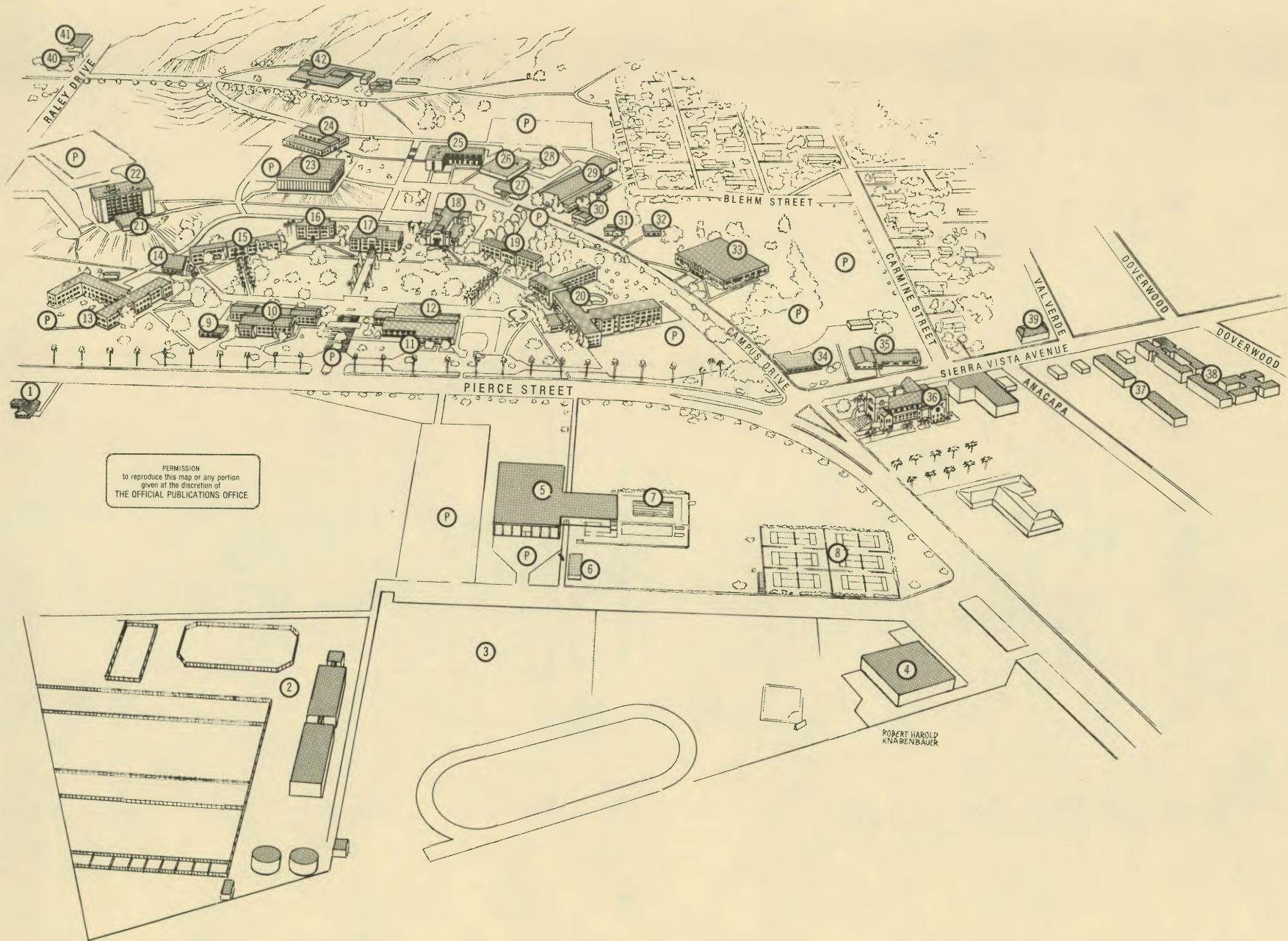
Within driving distance of the University campuses are other collections accessible to faculty and students: the University of California (Los Angeles and Irvine campuses), the University of Southern California, the Los Angeles public library, the inland area public libraries, and the unique holdings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

**INSTRUCTIONAL
COMPUTER
LA SIERRA CAMPUS**

The College of Arts and Sciences, in cooperation with the School of Education and the University Libraries, maintains an instructional computer system on the La Sierra campus. It is available without cost and easily accessible to Loma Linda University faculty, staff, and students for various educational activities. The system serves as a laboratory for the computer science major program and for classes in computer programming. The user has access to the system through any one of a dozen terminals in various buildings on campus. These terminals are as easy to use as a typewriter. The user essentially carries on a dialogue with the computer. The system's time-sharing capabilities permit several persons to use the computer simultaneously. The file processing system permits easy storage and retrieval of programs and data. An inexperienced user can easily do significant problem solving because the system software was designed with the novice in mind. The programming language - BASIC-PLUS - has the simplicity of the original Dartmouth college BASIC but is enhanced with many specialized features. These features provide the experienced user with the sophisticated tool for solving advanced problems. The computer is a PDP 11/40, manufactured by Digital Equipment Corporation (similar to those recently installed on the 19 campuses of the California State College system). The expandable system now is equipped with industry-compatible tape and disc drives, a plotter, and a document reader.

**COMPUTER
LOMA LINDA CAMPUS**

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 caters to 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. Programming 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. Programming instruction and assistance are provided for this purpose.



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KVAENBAUER

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

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- Financial Affairs VP, 10
- Food Service, 12

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- Graduate School, 10
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- La Sierra Church, 36
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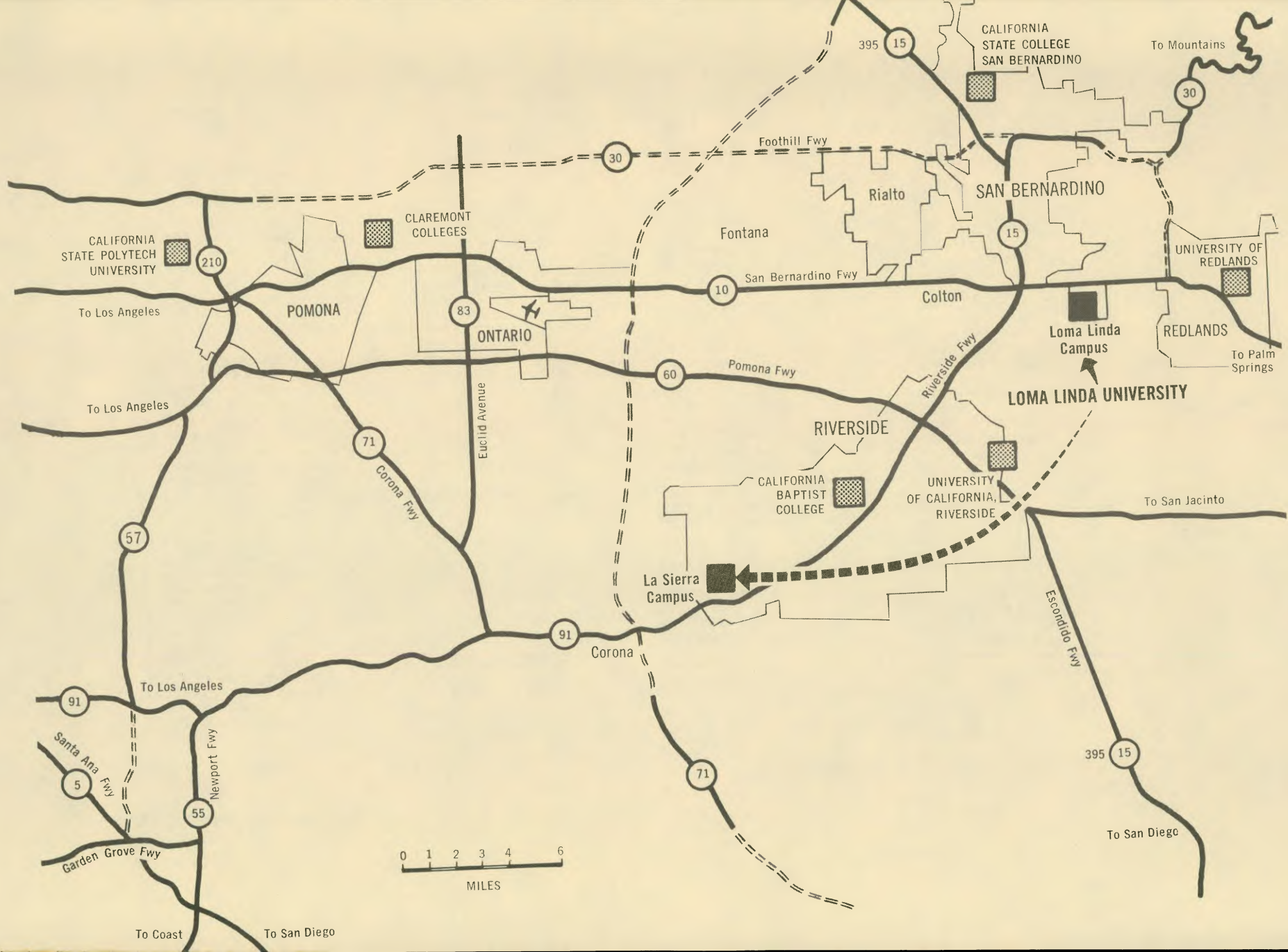
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- Tennis courts, 8
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CALIFORNIA
STATE COLLEGE
SAN BERNARDINO

SAN BERNARDINO

CLAREMONT
COLLEGES

CALIFORNIA
STATE POLYTECH
UNIVERSITY

POMONA

ONTARIO

Fontana

Rialto

Colton

UNIVERSITY OF
REDLANDS

REDLANDS

Loma Linda
Campus

LOMA LINDA UNIVERSITY

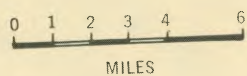
RIVERSIDE

CALIFORNIA
BAPTIST
COLLEGE

UNIVERSITY
OF CALIFORNIA,
RIVERSIDE

La Sierra
Campus

Corona



To Coast

To San Diego

To San Diego

To San Jacinto

To Palm
Springs

To Mountains

To Los Angeles

To Los Angeles

To Los Angeles

Foothill Fwy

San Bernardino Fwy

Pomona Fwy

Riverside Fwy

Corona

To Los Angeles

Newport Fwy

Santa Ana Fwy

Garden Grove Fwy

Escondido Fwy

Corona Fwy

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TO COMMUNICATE WITH
THE SCHOOL OF EDUCATION

By mail SCHOOL OF EDUCATION
Loma Linda University
La Sierra Campus
Riverside, California 92515

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
	785-2203	
	785-2225	Teacher Placement
	785-2266	Graduate Advisement

DEPARTMENTS

785-2267	Counselor Education
785-2225	Curriculum and Instruction
785-2265	Educational Administration and Leadership
785-2266	Educational Foundations

SERVICES

785-2190	Audiovisual Service
785-2226	Learning Advancement Program
785-2079	Testing Service

UNIVERSITY INFORMATION

Both campuses	General University interests Admission Student welfare, housing, visas Student finance Records	The President Admissions Office Student Affairs Office Student Aid and Finance Office Office of Admissions and Records
La Sierra campus	MAIL: Riverside California 92515 College of Arts and Sciences School of Education	TELEPHONE (area 714): Riverside Dean 785-2210 Dean 785-2266
Loma Linda campus	MAIL: Loma Linda California 92350 School of Dentistry	TELEPHONE (area 714): 796-0140 Redlands 824-0039 Riverside, San Bernardino 796-7311 Redlands 824-0800 Riverside, San Bernardino
	All other Schools	Dean
	School of Allied Health Professions ANESTHESIA DIETETICS MEDICAL RECORD ADMINISTRATION MEDICAL TECHNOLOGY OCCUPATIONAL THERAPY PHYSICAL THERAPY PUBLIC HEALTH SCIENCE RADIOLOGICAL TECHNOLOGY RESPIRATORY THERAPY	Dean
	School of Dentistry DENTISTRY DENTAL HYGIENE DENTAL ASSISTING	Dean
	School of Health	Dean
	School of Medicine	Dean
	School of Nursing	Dean
	Division of Religion	Dean
	The Graduate School	Dean

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This not only helps in tracking expenses but also ensures compliance with tax regulations.

In the second section, the author provides a detailed breakdown of the company's revenue streams. This includes sales from various product lines and services. The data shows a steady increase in revenue over the past year, which is attributed to improved marketing strategies and operational efficiency.

The third section focuses on the company's financial health and liquidity. It highlights the company's strong cash flow and low debt-to-equity ratio. These factors are crucial for long-term sustainability and growth. The author also mentions the company's commitment to investing in research and development to stay ahead in the market.

Finally, the document concludes with a summary of the company's overall performance and future outlook. The author expresses confidence in the company's ability to continue its upward trajectory and meet its strategic goals for the coming year.