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1987 - 1988 Bulletin

Loma Linda University

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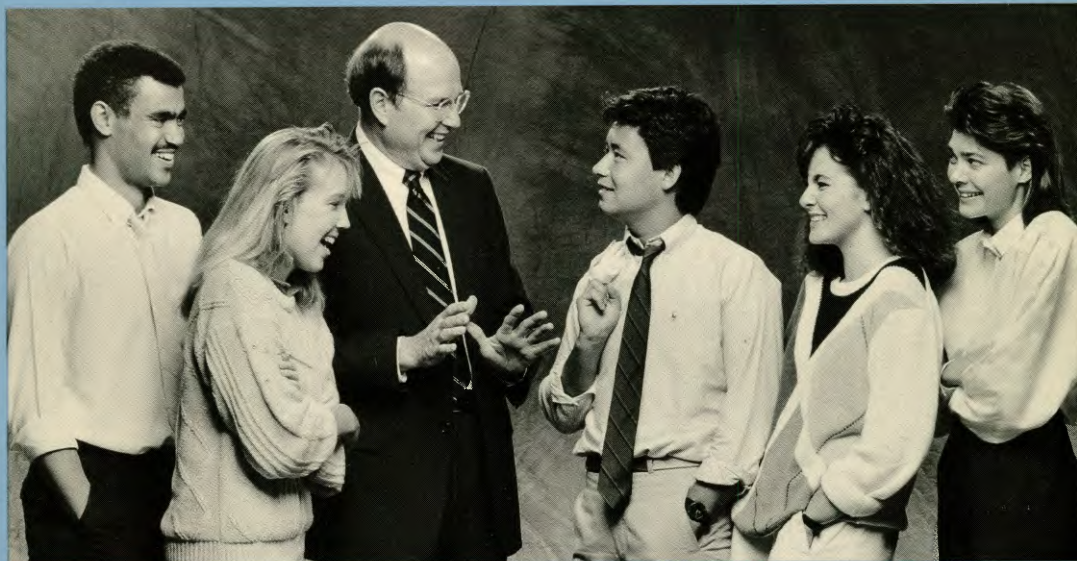
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Bulletin of

Loma Linda University



School of Education

1987-88

**Bulletin of LOMA LINDA UNIVERSITY
School of Education 1987-88**

Pictured on cover from left to right: Mike McLeary, Laurie Furgason,
Norman J. Woods (University president), Don Sand, Ligia Radoias,
Bridgette Duggan.

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, and
legal holidays

BULLETIN OF
LOMA LINDA UNIVERSITY
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school of education

LOMA LINDA UNIVERSITY

1987-88

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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, business and management, pre-professional programs for the health-related professions, and programs in professional education in fulfillment of requirements for teaching credentials are offered by the College of Arts and Sciences, the School of Business and Management, 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 Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, and the North American Division Commission on Accreditation of the Board of Regents of the General Conference of Seventh-day Adventists, Loma Linda University is a member of the American Council on Education and the Association of American Colleges. 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 Business Administration, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Social Work, Master of Arts, Master of Business Administration, Master of Health Administration, Master of Public Health, Master of Science, Master of Science in Public Health, Specialist in Education, Doctor of Dental Surgery, Doctor of Education, Doctor of Health Science, Doctor of Medicine, Doctor of Philosophy, and Doctor of Public Health degrees.

The core of the combined faculties consists of approximately 743 full-time teachers. Part-time and voluntary teachers, especially clinicians in the professional curriculums, bring the total past 1,885. Men and women from as many as 100 nations are represented in the annual enrollment of nearly 4,400 students.

NONDISCRIMINATION POLICY

The University is established by the Seventh-day Adventist church as an integral part of its teaching ministry.

The University is committed to equal education and employment opportunities for men and women of all races and does not discriminate on the basis of handicap, sex, race, color, or national origin in its educational and admissions policies, financial affairs, employment programs, student life and services, or any University-administered program.

To this end, the University is in compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended, and substantial compliance with Title IX of the Education Amendments of 1972 (45 CFR 86 et seq.) and Sections 503 and 504 of the Rehabilitation Act of 1973. The University also complies with the Age Discrimination in Employment Act of 1967 and Section 402 of the Vietnam Era Veterans Adjustment Act of 1974 and does not discriminate against any employee or applicant for employment on the basis of age or because they are disabled veterans or veterans of the Vietnam era. In addition, the University administers student programs without discrimination on the basis of age, except in those programs where age is a bona fide academic qualification for admission in accordance with the provisions of the Age Discrimination Act of 1975.

The University reserves constitutional and statutory rights as a religious institution and employer to give preference to Seventh-day Adventists in admissions and employment. The University believes that Title IX regulations are subject to constitutional guarantees against unreasonable entanglement with or infringements on the religious teachings and practices of the Seventh-day Adventist church. The University expects students and employees to uphold biblical principles of morality and deportment as interpreted by the Seventh-day Adventist church. The University claims exemptions from the provisions of Title IX set forth in CFR Sections 86.21, 86.31, 86.40, and 86.57(b) insofar as they conflict with church teachings and practices of morality, deportment, and appearance.

AFFIRMATIVE ACTION

The University routinely monitors its educational and employment practices regarding women, minorities, and the handicapped to ensure compliance with the law and University policy. The University's affirmative action policy is to provide equal access to admissions, educational programs and activities, financial aid, student services, and employment.

In compliance with Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, a grievance procedure has been established to process student complaints alleging violation of these regulations or of the University's policy of nondiscrimination based on sex or handicap. Inquiries concerning Title IX may be directed to the dean of students. Employment-related discrimination complaints, including those filed by student employees, are processed in conformity with the provisions outlined in existing staff personnel policies. Complaints related to discrimination in academic areas are reviewed in conformity with the procedures established by the academic administration.



LOMA LINDA UNIVERSITY

HISTORY

Loma Linda University has grown out of the institution founded at Loma Linda, California, by the Seventh-day Adventist church in 1905. The original schools — Nursing and Medicine — have been joined by Allied Health Professions, Dentistry, and Health on the Loma Linda campus. In 1967 the former La Sierra College joined the University, adding the College of Arts and Sciences and the School of Education. The School of Business and Management was established on the La Sierra campus in 1986. The University now comprises two campuses — one at Loma Linda and one in Riverside (La Sierra), California. The Division of Religion and the Graduate School are administered on both campuses.

The University, operated by the Seventh-day Adventist church, is committed to the vision of its founders and sustained by its close association with the church.

PHILOSOPHY

As implied by its motto, *To Make Man Whole*, the University affirms these tenets as central to its view of education:

God is the creator and sustainer of the universe.

Mankind's fullest development entails a growing understanding of the individual in relation to both God and society.

The quest for truth and professional expertise, in an environment permeated by religious values, benefits the individual and society and advances the ministry of the Seventh-day Adventist church.

MISSION

Loma Linda University's fundamental purpose as an institution of higher education is to provide — through the faculty, staff, administration, and curricula — an environment for learning that emphasizes individual commitment to Christ, personal integrity, intellectual development, and generous service to mankind and the church.

Particular attention is given to selecting curricula that educate students for Christian service. Whether or not the discipline is directly expressed

in denominational employment, the educational philosophy and methodology are molded by Seventh-day Adventist concerns and values.

The University's College of Arts and Sciences provides a significant liberal arts foundation intended to broaden and enrich the student, whatever the career choice. Professional and postbaccalaureate programs concentrate University resources in religion, education, business and management, social services, health and biomedical sciences, and other fields having a history of high priority among Seventh-day Adventists.

Although many Seventh-day Adventist students at Loma Linda University come from the western United States and most from North America, the University recognizes the larger constituency of the Adventist church throughout the world. Other students who esteem the Christian values of the University provide an additional constituency.

Because Loma Linda University is part of a system of Seventh-day Adventist institutions of higher education, it often serves these institutions through professional collaboration as well as academic agreements. Moreover, the University responds continually to the church's needs for skilled professionals, scholars, and administrators.

Loma Linda University's commitment to excellence in teaching is undergirded by scholarly activity, with growing emphasis on research in areas consistent with its educational goals. The University also provides extensive continuing professional education both locally and on distant campuses in North America and abroad.

In expressing its mission the University:

retains the practices of weekly chapel services on both campuses and required study in religion for all students because these activities not only develop and reinforce Christian community, but also add richness and balance to the academic, spiritual, and social life of the student. Furthermore, the University expects its citizens to live in harmony with the Seventh-day Adventist lifestyle.

under the direction of the Board of Trustees, embraces the concept of shared participation in governance among administration, faculty, and students as the process by which decisions are made, implemented, and evaluated.

fosters the ideal of academic freedom, seeking to protect the faculty member from pressures both internal and external which would hinder the pursuit of knowledge and truth. At the same time, it assumes that faculty members will act responsibly within the context of the philosophy and mission of the University.

affirms and practices nondiscrimination with regard to age, color, gender, ethnic origin, or handicap. It does, however, offer Adventist students preference in admission; and faculty and staff are recruited with specific attention to their membership in the Seventh-day Adventist church.

Loma Linda University readily accepts its role as a resourceful contributor to its constituencies, higher education, and the local community.

ADOPTED BY THE BOARD OF TRUSTEES
August 26, 1985

1987

CALENDAR

June

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

22
22

SUMMER QUARTER 1987

Registration
Instruction begins

July

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

3
31

Independence Day recess
Six-week session ends

August

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

14

Eight-week session ends
See summer schedule for special sessions

September

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

27-29
30

AUTUMN QUARTER 1987

Testing, orientation, registration
Instruction begins

October

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

7

Last day to enter a course

1987

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					

25-29
30
30

Thanksgiving recess
Instruction resumes
Last day to withdraw with a record of W

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		

14-17
17

Final examinations
Winter quarter ends

1988

January

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

4
5
12
18
25

WINTER QUARTER 1988

Registration
Instruction begins
Last day to enter a course
Martin Luther King, Jr., Day recess
Education Day

February

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

15
29

Presidents' Day recess
Last day to withdraw with a record of W

March

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

11-14
14-17
17
17

28
29

Alumni Homecoming LS
Final examinations
Winter quarter ends
Last day to file for candidacy for spring graduation
SPRING QUARTER 1988
Registration
Instruction begins

1988

CALENDAR

April

S M T W T F S

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

5
18-23
27-MAY 1

Last day to enter a course
Week of Devotion
Fine Arts Festival

May

S M T W T F S

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

24
26
30

Last day to withdraw with a record of W
Awards Assembly
Memorial Day recess

June

S M T W T F S

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

6-9
9
12
20
21

Final examinations
Instruction ends
Conferral of degrees
SUMMER QUARTER 1988
Registration
Summer quarter begins

July

S M T W T F S

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

4
29

Independence Day recess
Six-week session ends
Eight-week session ends AUG 12
See summer schedule for special sessions





I

School of Education Admission Information Financial Information Student Affairs Academic Information

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 currently designated:

Department of Administration and Leadership

Department of Curriculum and Instruction

Department of Educational Foundations and Research

Department of Educational Psychology and Counseling

Accreditation The following credential programs are approved by the California State Commission for Teacher Preparation and Licensing under the Ryan Act:

1. Teaching credentials: (a) multiple-subject matter, (b) single-subject matter, (c) special education specialist for the learning handicapped.

2. Services credentials: (a) administrative services; (b) pupil personnel services; (c) health services (school nurse); (d) clinical-rehabilitative services in language, speech, and hearing; (e) school psychologist.

Degrees, programs Curriculums are offered for the degrees Bachelor of Science, Master of Arts, Specialist in Education, and Doctor of 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 Commission on Teacher Credentialing.

Goals The goals of the School of Education are:

1. To provide the student opportunities to gain the knowledge, skills, and attitudes required for success in the chosen area of study 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 The dean is the chief administrative officer of the School. The associate dean and the department chairmen are directly responsible to the dean and collaborate with him and the faculty to develop instructional programs in the four departments. Directors of the various services of the school are also responsible to the dean. He presides at meetings of the Executive Committee, committees on admissions and graduate programs, and at general meetings of the faculty. He also chairs the Executive

Committee for Extended Campus Programs. The associate dean's primary responsibilities are in the areas of credential and off-campus programs. He is the chief credentials adviser and the director of Extended Campus Programs.

Location and facilities 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 airways. 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 and leadership center, and the Learning Advancement Program provide practicums 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 fieldwork 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 the 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. Applicants are considered for admission only on the recommendation of the department in which study is desired.

APPLICATION AND ACCEPTANCE

Where to write Inquiry about admission and application should be addressed to:

School of Education
Loma Linda University
Riverside, California 92515

OR

Office of Admissions
Loma Linda University
Riverside, California 92515

Procedure 1. Application forms are available from the Office of Admissions 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 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 the transcripts sent directly to the Office of Admissions by the registrars of the schools 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.

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 Department of Curriculum and Instruction in the School of Education for admission to the Teacher Preparation Program. Application forms are available in the Department of Curriculum and Instruction in the School of Education.

The student who wishes to prepare for secondary teaching (a single-subject major) should apply to the Department of Curriculum and Instruction in the School of Education for admission to the Teacher Preparation Program 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 guarantee 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 the 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.

Master of Arts degree programs To be eligible for admission to a Master of Arts 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, providing this does not constitute an overload. This approval does not constitute admission to a graduate degree program. No more than 12 graduate units may be taken prior to acquiring the undergraduate degree.

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 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) NONDEGREE/NONCERTIFICATE 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 scoring 550 or above on the Test of English as a Foreign Language (TOEFL), or an equated score of 90 on the Michigan English Language Test. Ordinarily, the TOEFL 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 may be given provisional status for a designated period of time, during which time the student will show evidence of eligibility for regular status. Such factors as the grade point average, special standardized test scores, and other evidence of academic proficiency will be taken into consideration when granting regular graduate status.

Specialist in Education degree programs An applicant may be admitted to an Ed.S. degree program on the same basis as admission to an M.A. degree program. However, admission to an Ed.S. degree program ordinarily follows completion of an M.A. degree program in the same area of specialization as desired in the advanced degree. Departmental requirements should be consulted for particulars of each program.

Doctor of Education degree programs Applicants may be admitted to the Ed.D. degree program upon completion of a master's degree, with superior graduate scholarship, at an accredited institution of higher education.

The doctoral programs are designed to develop leaders of excellent knowledge, skills, and commitment. Serious efforts are put forth to identify candidates who show marked potential. In addition to a record of superior scholarship, applicants are expected to give evidence of good character and serious purpose; to possess outstanding records of professional performance; to exhibit proficiency in oral and written use of English; and to demonstrate the ability to adequately conduct and report significant research.

Particulars concerning progression through to completion of the Doctor of Education degree requirements are outlined in the Department of Administration and Leadership and the Department of Curriculum and Instruction sections of this BULLETIN.

TRANSFER CREDIT

The student applying for admission by transfer from another college or university must file with the Office of Admissions complete records of all studies taken at the college and university 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 and 9 additional units toward the specialist 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

Admission into a graduate program in the School of Education is effective for a period of seven years. When a student completes a given program (e.g., a master's degree program) and desires to go on to the next degree level (Ed.S), (s)he must file an application for 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) score 550 or above on the Test of English as a Foreign Language (TOEFL), or an equated score at or above 90 on the Michigan English Language Test, 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 TOEFL or the Michigan English Language Test is required to take the appropriate level course work in English as a second language. An intensive English Language Institute is offered during the six 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 Finance Office, and must give assurance that additional funds will be forthcoming to meet school expenses. Scholarships and assistantships available to international students are scarce, and employment is limited by regulations of the Immigration and Naturalization Service to no more than twenty 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 regarding 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 Finance Office.

ADMISSION OF STUDENTS FROM UNACCREDITED INSTITUTIONS

The School of Education has established the following policy, which is in accordance and consistent with the general University policy on admission of students from unaccredited schools. Distinction will continue to

be made between applications of students seeking professional education credentials and those seeking advanced degrees.

Undergraduate students For students seeking the directed teaching experience but who choose to complete their work at an unaccredited institution, the following requirements must be met:

1. A passing score on CBEST.
2. A minimum of one quarter of full-time course work in the School of Education.

Upon completion of the professional education requirements, the student will apply to the Pacific Union Conference Office of Education for the teaching credential through the institution from which (s)he is graduating.

Graduate students A student from an unaccredited institution who seeks admittance to a graduate program in the School of Education may be admitted with provisional standing after the following requirements have been met:

1. The undergraduate degree program has been evaluated by an official of the Office of University Records, and all deficiencies indicated by that office have been made up. Validation shall include an evaluation of the general structure and course content of the degree program to determine if it meets the broad guidelines of an acceptable baccalaureate degree, and an assurance that instruction was given by a faculty with appropriate degrees and/or professional training.

2. A total score not less than 800 has been obtained on the combined verbal and quantitative sections of the Graduate Record Examinations General Tests. *For elementary education majors*, a passing score on the general knowledge section of the Core Battery of the National Teachers Examination must be obtained. *For single-subject majors*, a passing score on the Subject-Matter Area Examinations of the National Teachers Examination must be obtained.

After admission, the student may move from provisional graduate standing to regular graduate standing by completing at least 12 units with a grade point average of 3.0 or higher, including at least two basic requirement courses, as specified in the School of Education application for regular standing.

Fifth-year program Teachers and other professional educators who are employed in the Seventh-day Adventist schools of the Pacific Union Conference and who have graduated from an accredited college may be:

1. Accepted into a fifth-year, nondegree credential program.
2. Allowed to include professional education course deficiencies to apply to the fifth-year program. School of Education BULLETIN policy governs

what course a department may choose to place on a student's subsequent Master of Arts degree program once (s)he is accepted as a graduate student.

Denominational credentials A student who has graduated from an unaccredited institution and who seeks only denominational credentials is to:

1. Have his/her undergraduate program validated by an accredited college and make up deficiencies prior to being accepted into the School of Education fifth-year program.

OR,

2. Achieve a passing score on the general knowledge section of the Core Battery of the National Teachers Examination for education majors, or a passing score on the Subject-Matter Area Examination of the National Teachers Examination for single-subject majors (secondary).

AND,

3. Give evidence of adequate academic competence by attaining at least a 2.5 G.P.A. throughout their fifth-year program in the School of Education.

FINANCIAL INFORMATION

GENERAL INFORMATION

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 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 a.m.-3:00 p.m. Monday through Thursday

9:00 a.m.-12:00 noon Friday

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 payments Payments must be made in advance as follows: (a) a \$50 room deposit by residence hall students; (b) the tuition charge for the current quarter; (c) the minimum guarantee deposit of \$2,280 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 the *Financial Information* section of this 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 \$100-150 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.

Checks Checks should be made payable to Loma Linda University, La Sierra campus, and should have noted thereon the *student's name and I.D. 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 service plans are automatically provided in the payment of charges for students registered for 7 units or more. A student enrolled for fewer than these units may *request and pay* for health service coverage. The health plan covers the hospital and medical expenses outlined in the Student Health Service folder. Items not covered by the terms of the health plan 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 fifteen 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. (See also the *Student Affairs* section.)

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 Office of University Records, La Sierra campus. Information regarding veteran's benefits may be obtained at the Office of University Records.

Room and damage deposits The accepted residence hall student is required to pay a \$50 nonrefundable (except as provided in Section IV of the Residential License Agreement) room reservation deposit, which must be accompanied by a properly signed and executed Residential License Agreement before a room is assigned or occupied. In addition, a \$50 room damage and cleaning deposit is required and is refundable according to the provisions listed under Section II of the Residential License Agreement. Further details are published in the *Student Handbook*. Loan contracts, grants, scholarships, or other kinds of financial aid are not accepted in lieu of these deposits.

International students An international applicant (other than Canadian) on a student visa is required to make an advance deposit of \$2,280. 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 Office of Admissions before clearance can be given for the issuance of an I-20 form.

Residence hall study load A licensed residence hall student is expected to carry an academic load of at least 8 units per quarter and be matriculated.

Audit A student may audit a lecture course only. There is a special audit charge rate. 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 an equivalency examination, the balance of the regular tuition as well as the fee for the examination must be paid.

Financial clearance Students are expected to make satisfactory arrangements with the Student 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 each quarter, which means as a minimum, tuition must be covered.

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. A student who wishes immediate release of a transcript must clear all outstanding financial obligations (including those of the current quarter) by cash, money order, or cashier's check before the transcript will be issued.

Past due accounts 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 1987-88 (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 off-campus 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 (\$20 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.]

- \$3216 Residence hall: 12 to 18.5 units per quarter, with 19 meals per week.
- 3208 Residence hall: 12 to 18.5 units per quarter, with 15 meals per week.
- 3182 Residence hall: 12 to 18.5 units per quarter, with 10 meals per week.
- 2280 Tuition: 12 to 18.5 units per quarter.

UNIT CHARGE

- \$ 190 Per unit, fewer than 12 units.
- 122 Per unit, more than 18.5 units.
- 170 Applied music, not for academic credit, for 9 one-half hour lessons. Charges are payable in advance at the Cashier's Office.
- 70 Applied music, for academic credit, for 9 one-half hour lessons (this equals 1 unit of credit). This fee is charged in addition to the regular unit tuition charge unless required for a music major or minor.

AUDIT CHARGE

- \$ 95 Per unit (see audit regulations, page 29).

DEPOSITS REQUIRED

- \$ 50 Residence hall room reservation to accompany Residential License Agreement.
- 50 Residence hall room damage and cleaning deposit to accompany Residence License Agreement.
- 2280 International student (minimum for most international students).

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 three quarters (nonrefundable).
- 10 Late registration, first day after published registration date; \$3 per day thereafter.
- 10 Business Office collection charge for unpaid department charges or check returned for insufficient funds.
- 20 Waiver examination.
- 40 Equivalency examination (up to 4 units credit).
- 30 Thesis or project continued, per quarter.
- 5 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 per quarter (\$20/year).

Dissertation publication fee A fee of \$75 is charged to the graduate student who completes a doctoral dissertation in the School of Education. This fee includes the following:

Copy costs for five copies

Binding costs for three copies

Microfilm service and abstract publication costs

The fee is to be paid at the dean's office by the graduate student at the time the dissertation is ready for copying and binding and prior to the students' graduation.

The department chairman/the chairman of the doctoral committee is to notify the student of the fee requirement. The secretary to the dean of the School of Education will accept the dissertation for copying and binding only on receipt of the fee payment.

MISCELLANEOUS EXPENSES (payable in cash)

Books, supplies, music, etc. (estimated \$100-150 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, off-campus assignment.

Laundry.

Entertainment (other than concert series).

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 Office of University Records.

2. *Tuition.* A minimum charge of 5 percent of the billed tuition is made during the first five days of school after the published registration date; thereafter a 3 percent charge of the billed tuition for each school day up to the full amount of the charge. This applies to part-time as well as full-time students.

3. *Board.* After deducting the \$20 nonrefundable snack shop ticket, the charge for board used will be prorated on a daily basis for the nineteen-and fifteen-meal plans (any part of a day is counted as a full day). The ten-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 is governed by the Residential License Agreement, which provides for a prorated refund based on 30-day notice of cancellation (see Section IV of the agreement).

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. *Damage deposit.* Refund will be made when the residence hall dean returns the signed residence hall release to the Cashier's Office. The University reserves the right to apply the deposit to any unpaid obligations. The amount refunded will reflect any deductions made for damages or cleaning.

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 Pell Grant funds are prorated.

Change in study load A student who adds or drops a course during the first two weeks of the quarter will be charged tuition for that course from the beginning of the quarter, unless the resulting class load is within the limits of the flat rate charge for tuition. No financial adjustment is made for the student who adds and drops the same number of units on one day. A student who drops a class during the first eight weeks of the quarter may be eligible for a partial refund according to the policy on page 29. No refund can be given until the drop form is turned in to the Office of University Records.

Residence change A student who chooses to move out of the residence hall during the quarter is subject to the prorated refund provisions of the Residential License Agreement, which are based on a 30-day cancellation notice (see Section IV of this agreement).

Meal plan change At the beginning of each quarter when financial clearance is obtained, a meal plan may be chosen. No change of meal plan may be made during the quarter.

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 eight to ten weeks). The contract may be negotiated for one academic year, with eight to twelve monthly payments; or for periods up to four academic years, with monthly payments extended over forty-eight, sixty, or seventy-two 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) or *Student Aid Application for California* (SAAC) with College Scholarship Service. Forms are available from secondary school counselors or the Student Aid Office. Filing should be completed by March 15 so that the necessary information will be received in the Student Aid Office by May 1.

Campus work Campus employment opportunities are offered primarily by such services as cafeteria, dairy, farm, grounds, housekeeping, maintenance, and market. Some additional opportunities are offered in the residence halls, the library, the general administrative offices, and the academic department offices.

Local businesses A few local businesses adjacent to the campus provide a limited number of employment opportunities at which the student may earn an average of approximately \$1000 a year.

Cash payment Cash payment for part-time employment by the University is made on a biweekly 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).

Payroll deduction Payroll deduction is available to facilitate the payment of tithe and to apply earnings on student accounts. Arrangements are made at the student's request. A student on a federal work-study program cannot apply for a payroll deduction.

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) or Student Aid Application for California (SAAC) to College Scholarship Service (CSS) by March 15. The analysis of this form must be in the Student Aid Office file by May 1 in order to be considered for aid with the first group processed. Those whose files are complete after May 1 are considered for aid on the same basis but only as funds are available. The FAF or SAAC, together with information about the CSS need-analysis system, may be obtained from a high school guidance counselor or from this or any other university student aid office.

Code 4380 The student should use CSS code number 4380 to identify this University/campus. The CSS identifying name and code for the La Sierra campus of this University is Loma Linda U — Riverside 4380.

FEDERAL PROGRAMS

Eligibility Financial aid programs sponsored by the United States Department of Education 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 dependent must have the "Parents' Information" section of the FAF or SAAC filled out, as well as the applicable "Student Information." A clearly independent student needs to fill out only the Student Information section and submit the FAF or SAAC to CSS.

The independent student (or the parents of the dependent student) must submit a copy of their IRS-1040 form with all the accompanying schedules.

Continued eligibility (academic progress) Evaluation of a student's eligibility to continue to receive federal aid will be made at least once a year. In order to continue to be eligible for federal aid, a student must be making satisfactory academic progress. This means that the student must maintain a cumulative grade point average of at least 2.0 and must satisfactorily complete two-thirds of the units attempted each quarter. Students have a maximum of eight years to complete a bachelor's degree.

A student on academic disqualification is not eligible to register or to receive financial aid. Eligibility for aid may be renewed at a later time if the student reapplies for admission and is granted an acceptance.

Undergraduate students who have been denied financial aid because they do not meet the above requirements and who feel that there are mitigating circumstances that need to be considered may appeal the decision to a Student Financial Aid Appeals Committee made up of the director of admissions and recruitment, director of student finance, and the assistant to the dean of the College of Arts and Sciences. Graduate students in the School of Education are to seek the assistance of the director of student finance and the associate dean of the School of Education.

Citizenship To qualify for federal financial aid, a student must be a United States citizen or a person in the United States for other than temporary purposes and intending to become a permanent resident. International students are not eligible to receive federal aid.

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

- Pell Grant (formerly Basic Educational Opportunity Grant)
- Supplemental Educational Opportunity Grant
- National Direct Student Loan
- Guaranteed Student Loan
- College Work-Study Program

Determination of what aids are applicable in given cases is made in the Student Aid Office (with the exception of the Pell Grant and part of the Guaranteed Student Loan).

Regulations The student should become acquainted with the Department of Education regulations which govern each federal program.

National Direct Student Loan Up to \$1,500 per year may be available for needy students. Six months after ceasing to be in at least half-time attendance, the recipient begins to repay the loan at 5 percent interest. There are some other specific provisions for further delaying payments. The student should check with the Student Aid Office for the individual situations.

Pell Grant (formerly BEOG) The Pell Grant program makes funds available to eligible undergraduate students who are enrolled on at least a half-time basis. To apply for a Pell Grant a student must complete the *Application for Determination of Pell 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 determines their eligibility for federal funds. The minimum grant per academic year is \$200; the maximum is \$2000.

College work-study program A student who has financial need may be offered work during the school year to assist in meeting educational expenses. Certain off-campus jobs at recreation or camping centers may be available during both the summer and the academic year.

Guaranteed Student Loan The Guaranteed Student Loan (GSL) is a federal- or state-guaranteed loan available to undergraduate and graduate students on a need basis. The loan is obtained from a bank. As of September 1983, the interest rate may be 7, 8, or 9 percent, depending on the individual student situation. As of January 1, 1981, the repayment deferment time will vary from six to nine months, depending on the individual student situation. (This deferment time refers to the delayed time before one must start payment on the loan after ceasing to be at least a half-time student). Loans for undergraduate students can be \$2,625 or \$4,000 per year, depending on the student's year in college; graduate or professional, \$7,500 per year. Please check with the Student Aid Office to determine the regulations that fit your category.

United Student Aid Fund Certain banks handle United Student Aid Fund (USAF) loans instead of GSL. The regulations and policies for USAF loans are the same as for the GSL 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. 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 \$4,320 at the college of the student's choice. Applications for state aid are available from all secondary school counselors and the 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 Student Aid Office. These funds must be applied for well in advance of the academic year in which they are to be used. The student should check with the high school counselor or the Student Aid Office for the application period (this period normally is during January and February preceding the applicable school year).

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 eight to twelve monthly payments) or up to four years (with monthly payments extended up to sixty months). Contracts are signed and payments are made directly to the agency.

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. The following is a list of scholarships and awards that are available:

K. F. Ambs Leadership Award
J. B. Bogle Memorial Scholarship
Dean's Award
Farmers Insurance Group Scholarship
Edmund C. Jaeger Award
Maybel Jensen Scholarship
Johnson Tractor Company Scholarship
Judson Memorial Award
Eliza L. Landeen Scholarship
Landeen, Airey, Hilde Scholarship
Layne Foundation Scholarship
Helena Christina Magnussen Memorial Scholarship
Marie Barber Marchus Scholarship
George H. Mayr Foundation Scholarship

National Business Education Association Merit Award
Lavina A. Northrop Scholarship
I. G. Ortnier Scholarship
President's Award
Riverside Foundation Heseman Scholarship
Harry Schriilo Scholarship
The Specht Memorial Scholarship
Teacher Preparation Scholarship
Jake J. Walcker Scholarship
Alfred Walters Music Scholarship
Howard O. Welty Loyal Daughters and Sons Scholarship

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 \$11,784

Off-campus student \$10,232

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

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

STUDENT AFFAIRS

STUDENT RESPONSIBILITY

Application to and enrollment in the University constitute (1) the student's commitment to honor and abide by the practices and regulations stated in the announcements, bulletins, handbooks, and other published materials and (2) 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 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 resources. Counseling is done in the strictest confidence; and no information is released except by the written request of the person counseled, or as is normally required by law.

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, prescriptions, and care.

Students' Health Service Plans Students who are registered and paying tuition for seven or more units per quarter (excluding course in progress [IP] or covered by employee tuition benefits) are covered by the Students' Health Service Plans. Other students may purchase the benefits through the Department of Risk Management of the University.

The Students' Health Service Plans provide certain medical care through the campus Health Service. Eligible students are also provided with limited coverage under the following Plans: Accident Plan, Hospital and Surgical Plan, and Accidental Death and Dismemberment Plan. Students may also purchase the optional Major Medical Expense Benefit Plan. This plan is required for international students.

Brochures are available which give details regarding the benefits provided by each plan. For further information contact the Department of Risk Management (telephone: 714/824-4386, extension 6013) or Health Service (telephone: 714/785-2200).

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 experience.

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 driver's license issued by the state of California.

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 functions on the campus, governing themselves under bylaws approved by the Student Affairs Committee:

- American Chemical Club
- Associated Students of Loma Linda University
- Band
- Black Students Association
- Business Club
- Campus Ministries
- Chinese Club
- Communications Club
- Computer/DPMA Club
- Education Club
- Film Society Club
- Geology Club
- Hawaiian Club
- Heperec Club (health, physical education, recreation, youth services)
- History Club
- Industrial Technology Club
- International Student Association
- Korean Club
- Law Club
- Mathematics Club
- Men's Dorm Council
- Music Club
- Olympians
- Pre-Med Club
- Psychology Club
- Social Work Club
- Student Missionary Club
- University Singers
- Wellness Works
- West Indies Club
- Women's Dorm Council

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.

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 Office of University Records, and clearing financial arrangements with the Student Finance Office.

Late registration is permissible only in case of a compelling reason, and in no case may registration take place later than the first five class days of the quarter. 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 University Records. This should be done in consultation with the adviser and/or the dean.

A course dropped within two weeks of registration day (one week in the summer term) is not included on grade reports or transcripts. If a student withdraws after the first two weeks or two weeks before the end of the term (one week in the summer term), a notation of W is recorded.

A student who wishes to add a course must do so within the first five class days 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. 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 two of the following courses, with a grade point average of 3.0 or higher:

EDAD 524 Educational Organization and Leadership

EDCI 514 Curriculum Planning

EDFO 504 Methods and Materials of Research
EDFO 505 Psychological Theories of Instruction
EDPC 540 Principles of Guidance

2. Residence requirement of at least 6 units in one quarter.
3. Written application to the Graduate Committee for regular standing.
4. Formal program approval on completion of 12 units applicable to the master's degree program, with a grade point average of 3.0 or higher.

Nondegree/noncertificate The student who enrolls for selected courses for personal or professional purposes without application toward a degree is classified as a *nondegree/noncertificate* 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

Undergraduate 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 a minimum of 12 units is considered a full-time student.

Graduate The normal load for a full-time graduate student is 12 units. A graduate student carrying 8 units or more is considered a full-time student.

Student teacher The directed teaching experience is considered a full academic load. A student will be allowed to take an additional course only in exceptional cases and by permission of the director of student teaching.

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 course work 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:

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

A	4.0	Outstanding performance	C	2.0	Satisfactory performance (undergraduate)
A—	3.7		C—	1.7*	
B+	3.3		D+	1.3**	
B	3.0	Very good performance	D	1.0**	Minimum acceptable performance for credit
B—	2.7				
C+	2.3				

* Committee action necessary for approval
** Not acceptable on a major, minor, or professional education program

Status

AU	Audit	I	Incomplete
IP	In progress	S	Satisfactory performance (equivalent to C or better at undergraduate level; B or better at graduate level)
W	Withdraw (no credit)		

GPA To be eligible for teaching credential recommendation, the student must maintain a grade point average of 2.5 or higher. The graduate student must earn a grade point average of 3.0 or higher at the master's level, 3.3 at the specialist's level, and 3.5 at the doctoral level to be eligible for a degree.

In-progress grades In-progress (IP) grades are issued for certain classes that merit extended time for continuing and completing work that has been started in a given quarter. Classes that involve continuing research, the implementation of certain features of education, fieldwork, practicums, and directed teaching illustrate the types of classes that merit IP grades.

School of Education policy provides for a five-quarter span of in-progress class work. This means that the IP may be continued for four quarters following the quarter in which the student registered for the class. Should the student fail to complete his/her work at the end of the five quarters, the student will receive a grade from the teacher or process a withdrawal (w).

It is the student's responsibility to complete the course in the allotted time or to request an extension of time from the department involved.

Should the department determine that the student merits more time, it may be granted through departmental action. The student is then to be notified by the Office of University Records of a \$25 charge per course per quarter to be levied after the fifth quarter.

Dissertations are exempted from this policy.

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 the permanent record; and the grade point average is not affected.

Credit for proficiency examinations is recorded only after the student has successfully completed one quarter, or the equivalent, at this 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's degree in the School of Education must be in residence to earn a minimum of 18 units of credit at this University. Residence requirements for the Doctor of Education degree are specified on page 58. 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 seven 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 this BULLETIN in the Department of Curriculum and Instruction section.

Graduate programs Detailed requirements for advanced degrees are given in this BULLETIN in the departmental sections. 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 or dissertation.
4. Passed all required examinations.
5. Earned a grade point average of 3.0 or higher for the M.A. degree, 3.3 or higher for the Ed.S. degree, and 3.5 or higher for the Ed.D. degree.

At least four weeks prior to graduation, candidates for a graduate degree must satisfactorily complete a *written comprehensive* examination, as designated by the appropriate department 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 the 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 class work, 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 research project, thesis, or dissertation.
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 course work in the areas of weakness.

Conferral of degrees The candidate completing degree requirements at the end of the spring quarter is expected to be present at the conferral of degrees 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.

Second Master of Arts degree A student who has previously earned one or more master's degrees from either Loma Linda University or another accredited institution may pursue another Master of Arts degree in any department of the School of Education under the following conditions:

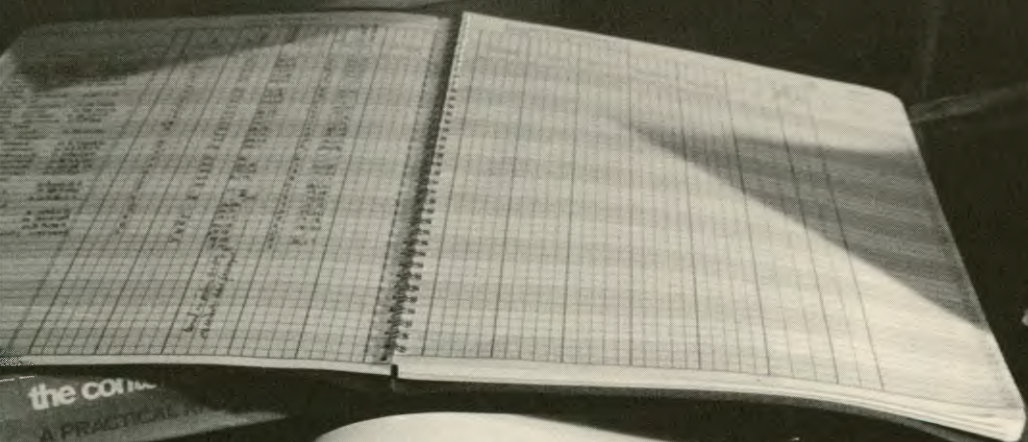
1. The area of specialization must be different from that of any previous graduate degrees.
2. All requirements for the additional master's degree must be met in accordance with an approved program of studies for the Master of Arts degree within the chosen area of specialization.
3. If any of the required courses on the program of studies have been taken as a part of a previous graduate degree, a maximum of 15 quarter units thus earned may be waived. Hence, a student with a previous master's degree may complete a second master's degree with only 30 units if all other requirements are satisfied.
4. Credits applied to a second master's degree program may not be used to satisfy the requirements for an Ed.S. degree.

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peacefulmen because the joy... was brought to them.
Statistics prove that... have fewer car accidents
and better health than do non... things.
he was seen in...
visiting... to warn them of bad...
As to the creation of this universe...
see it first hand but we can see that an...
greater that... had to make the universe...
to be here. Take the birth of...
and the ovum develops into...
flower come from a seed. Every...
place it did not just happen to do what...
is, someone had to put them there.
Clarence Darrow states that...
no implication that an intelligent...
for every rock or crystal has basic...
shapes. They did not just happen to...
make them that way.
So we can see that we do not have to...
mind of God in order to believe in him. And...
to be an intelligent person behind...
a picture in our...
can see the...
thing I...

LA SIERRA HALL



II

Departments and Programs of Instruction

The School of Education offers instruction in fulfillment of requirements for the degrees Bachelor of Science, Master of Arts, Specialist in Education, and Doctor of Education. Various credential programs are also available. The programs offered, the requirements specified, and the departments of instruction are outlined in the sections of this division of the BULLETIN.

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 Administration and Leadership
EDCI Curriculum and Instruction
EDFO Educational Foundations and Research
EDPC Educational Psychology and Counseling

Course numbers 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.
401-499 fourth undergraduate year, upper division; graduate credit for graduate students.
501-799 graduate level.

**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
EDAD 688 Seminar in Divine Dynamics of SDA Education
EDCI 475 Principles of Curriculum Development
EDCI 514 Curriculum Planning
EDCI 515 Curriculum Development in Higher Education
EDCI 519 Principles and Practices of Discipline
EDFO 305 Psychological Foundations of Education
EDFO 404 Philosophy of Seventh-day Adventist Education (recommended especially for prospective pastors)
EDFO 405 Dynamics of Learning and Teaching
EDFO 424 Human Growth and Development
EDFO 507 Contemporary Problems in Education
EDFO 545 History of Educational Thought
EDFO 547 History and Philosophy of Higher Education
EDFO 635 History of Religious Education
EDPC 405 Dynamics of Individual Behavior
EDPC 444 Residence Hall Counseling Program
EDPC 561 Counseling Theory and Techniques
EDPC 564 Group Process Theory and Procedures

DEPARTMENT OF ADMINISTRATION AND LEADERSHIP

CLIFFORD L. JAQUA, Chairman

FACULTY

DAVID J. BIEBER, 1964. Professor of Administration and Leadership 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 Health Administration SH 1972

B.A. Pacific Union College 1950

M.A. Andrews University 1951

ED.D. University of Southern California 1967

KENT A. HANSEN, 1980. Assistant Professor of Administration and Leadership 1981

B.A. Loma Linda University 1975

J.D. Willamette University 1979

CLIFFORD L. JAQUA, 1974. Professor of Administration and Leadership 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 Administration and Leadership 1976

B.A. Union College 1945

M.A. Pacific Union College 1952

ED.D. Stanford University 1962

ARNO KUTZNER, 1976. Associate Professor of Administration and Leadership 1977

B.A. Walla Walla College 1959

M.A. Loma Linda University 1969

PH.D. Arizona State University 1971

R. DALE McCUNE, 1980. Professor of Education 1980

B.A. Union College 1951

M.ED. University of Southern California 1959

ED.D. University of Southern California 1970

NORMAN D. POWELL, 1985. Associate Professor of Administration and Leadership 1985

B.A. La Sierra College 1962

M.A. Loma Linda University 1970

ED.D. University of Southern California 1982

DEPARTMENTAL ASSOCIATES AND CONSULTANTS

EDGAR J. ANDERSON, ED.D., Director of Education, Pacific Union Conference

KENDALL D. BUTLER, ED.D., Small Schools Supervising Principal, Southeastern California Conference

KENNETH HUTCHINS, ED.S., Superintendent of Schools, Northern California Conference

JOHN KERBS, ED.D., Principal, Loma Linda Academy

H. D. LAWSON, ED.D., Principal, Highland Academy (Tennessee), Kentucky-Tennessee Conference

JON MILLS, ED.D., Associate Superintendent of Schools, Southeastern California Conference

WALLACE D. MINDER, ED.D., Superintendent of Schools, Southeastern California Conference

GILBERT L. PLUBELL, PH.D., Director of Education, North Pacific Union Conference
WILBERT M. SCHNEIDER, PH.D., Educational and Management Consultant
GERRY THOMPSON, ED.D., Associate Director of Education, Pacific Union Conference
MILTON E. THORMAN, ED.S., Superintendent of Schools, Central California Conference
WENDEL TUCKER, PH.D., Principal, La Sierra Academy

The Department of Administration and Leadership, with the support of the other three departments of Loma Linda University School of Education, offers programs leading to the Master of Arts degree, the Specialist in Education degree, and the Doctor of Education degree. The department offers approved programs leading to a Preliminary Administrative Services Credential for the state of California, and the Seventh-day Adventist Administrative Certificate with endorsements in elementary and secondary principalship, supervision, and superintendency of schools.

The comprehensiveness of course offerings and the extensiveness of library holdings and other resources for study and research, coupled with the quality and diversity of faculty and students, contribute to the excellence of the various degree programs. Loma Linda University is located in a large concentration of public and Seventh-day Adventist elementary and secondary schools, colleges, and universities. This provides excellent opportunities for field experiences.

There is a constant need for highly qualified administrators and leaders. Effective leadership requires and deserves the finest quality of specialized preparation.

The department provides programs designed to prepare individuals for leadership positions in school and nonschool settings. Department graduates hold positions such as principal, superintendent, supervisor, team leader, teacher, chairperson, residence hall dean, college administrator, school public relations officer, university and college professor, school business manager, government and private agency leader, pastor, and director of nursing service.

Graduate assistantships may be awarded to a limited number of outstanding graduate students who have been admitted to the School of Education or who are eligible for admission. Prospective students seeking graduate assistantships or other financial assistance should make application at least nine months in advance of expected enrollment.

MASTER OF ARTS

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

Department of Administration and Leadership (24)
Department of Curriculum and Instruction (3)
Department of Educational Foundations and Research (3)
Department of Educational Psychology and Counseling (3)
Electives selected in consultation with the adviser (12)

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 an adviser, and it must be approved by the Department of Administration and Leadership.

Course work The following specific courses are required for the Master of Arts degree in administration and leadership:

ADMINISTRATION AND LEADERSHIP

EDAD 524 Educational Organization and Leadership (3)

CURRICULUM AND INSTRUCTION

EDCI 514 Curriculum Planning (3)

EDUCATIONAL FOUNDATIONS AND RESEARCH

EDFO 504 Methods and Materials of Research (3)

EDUCATIONAL PSYCHOLOGY AND COUNSELING

EDPC 540 Principles of Guidance (3)

Program completion There are four major stages for program completion, each of which is to be initiated by the student.

Stage I Admission (page 20).

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

Stage III Advancement to candidacy, 30 units:

1. Completion of approximately 30 units of the approved program with a grade point average of 3.0 or higher.

2. Written application for candidacy.
3. Graduate Committee approval.

Stage IV Program completion, 45 units:

1. Approval for candidacy.
2. Written petition for graduation.
3. Completion of course work with a grade point average of 3.0 or higher.
4. Completion of written comprehensive examination (four weeks before graduation).
5. Graduate Record Examination (Advanced in Education) taken before graduation.

SDA administrator's certificate Academic requirements for the Seventh-day Adventist Administrator's Certificate for endorsement as a principal, supervisor, or superintendent may be incorporated into the Master of Arts degree in administration and leadership.

State credential The following courses shall be completed by students seeking a California State Preliminary Administrative Services Credential:

ADMINISTRATION AND LEADERSHIP

- EDAD 524 Educational Organization and Leadership (3)
 EDAD 545 Supervision of Instruction (3)
 EDAD 570 Personnel Administration in Education (3)
 EDAD 574 Legal Aspects of Education (3)
 EDAD 576 School Administration, K-12 (3)
 EDAD 578 Fieldwork in Administration and Supervision (3)
 EDAD 579 School Finance (3)

CURRICULUM AND INSTRUCTION

- EDCI 514 Curriculum Planning (3)
 EDCI 564 Special Education in the Regular Classroom (3)

EDUCATIONAL FOUNDATIONS AND RESEARCH

- EDFO 504 Methods and Materials of Research (3)
 EDFO 505 Psychological Theories of Instruction (3)

EDUCATIONAL PSYCHOLOGY AND COUNSELING

- EDPC 405 Dynamics of Individual Behavior (3)

SPECIALIST IN EDUCATION

Program The Specialist in Education degree in administration and leadership consists of a minimum of 90 units of postbaccalaureate course work, of which 45 units must be completed beyond the Master of Arts degree.

The curriculum leading to the Specialist in Education degree must be distributed as follows:

Department of Administration and Leadership (36)
Department of Curriculum and Instruction (6)
Department of Educational Foundations and Research (6)
Department of Educational Psychology and Counseling (6)
Electives selected in consultation with the adviser (36)

Course work The following specific courses are required for the Specialist in Education degree, in addition to those required for the Master of Arts degree in administration and leadership:

EDUCATIONAL FOUNDATIONS

EDFO 555 Educational Statistics (4)
EDFO 604 Program Research and Evaluation (3)

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

Program completion There are four major stages for program completion, each of which is to be initiated by the student.

Stage I Admission (page 20).

Stage II Program review and departmental approval before completion of 60 postbaccalaureate units.

Stage III Advancement to candidacy, 75 units:

1. Completion of approximately 75 units of the approved program with a grade point average of 3.3 or higher.
2. Written application for candidacy.
3. Graduate Committee approval.

Stage IV Program completion, 90 units:

1. Approval for candidacy.
2. Completion of course work with a grade point average of 3.3 or higher.
3. Graduate Record Examination (Advanced in Education) taken before graduation.
4. Petition and approval for graduation.

SDA administrator's certificate Requirements for the Seventh-day Adventist Administrator's Certificate for endorsement as a principal, supervisor, or superintendent may be incorporated into the Specialist in Education degree in administration and leadership.

DOCTOR OF EDUCATION

Program The curriculum leading to the Doctor of Education degree in administration and leadership consists of a minimum of 132 units of postbaccalaureate course work distributed as follows:

- Department of Administration and Leadership (66)
- Department of Curriculum and Instruction (9)
- Department of Educational Foundations and Research (9)
- Department of Educational Psychology and Counseling (9)
- Electives selected in consultation with the adviser (39)

The Doctor of Education degree program must be submitted to the Department of Administration and Leadership for approval.

Course work The following specific courses are required for the Doctor of Education degree, in addition to those required by the Master of Arts and the Specialist in Education degrees in administration and leadership:

- EDFO 699 Research Design (3)
- EDAD 798 A, B, C, D Doctoral Dissertation (12)

Residence requirements A minimum of one academic year of course work is required beyond the Ed.S. level (two beyond the master's level). This is interpreted as registration in courses, seminars, and research for a minimum of 42 units beyond the Ed.S. level (or 87 units beyond the master's level, and 132 units beyond the baccalaureate degree).

Since the Ed.D. in administration and leadership builds on the M.A. and the Ed.S. degrees with specialization in administration and leadership and related components, a doctoral student not having completed those components will need to complete deficiencies in addition to the required 42 units of post-Ed.S. studies. It may be determined that certain components from the M.A. and Ed.S. programs need to be updated by additional course work when a student's previous work has not been kept fresh by recent professional involvement and/or study.

All 42 units beyond the Specialist in Education degree must be taken at Loma Linda University and must be completed in not more than four years. At least 24 units must be completed in residence during an 18-month period of doctoral student status (i.e., three 8-unit quarters or two 12-unit quarters). At least 18 of these 24 units must be earned in regularly scheduled

courses other than fieldwork and dissertation. Students who continue to carry work responsibilities in addition to their doctoral studies must have their immediate employment superior sign the residency plan of study, indicating an awareness of and support for the student's doctoral residency plan of study.

Program completion There are four major stages for program completion.

Stage I Admission (page 20).

Stage II Admission to doctoral student status The applicant must have a Specialist in Education degree or its equivalent (Master of Arts degree plus 45 quarter units), with superior scholarship from an accredited institution; a satisfactory score on the Graduate Record Examination (Advanced in Education) and/or other supplementary examination(s); and a minimum of six quarter units of graduate level course work in each of the following supporting areas of study, also with superior scholarship in those courses: (educational psychology and counseling), curriculum and instruction, and educational foundations and research.

The applicant must submit evidence of ability to do research and to write with clarity. Research done at the M.A. or the Ed.S. level ordinarily will provide such evidence.

At least three satisfactory recommendations are required: one each from a former employer, a former employee, and a professor who is familiar with the applicant's abilities but who is not on the faculty of this School's Department of Administration and Leadership.

Stage III Candidacy The Graduate Committee will advance to candidacy for the Ed.D. degree the student who has completed with a satisfactory grade point average all required course work and who has passed the departmental qualifying examination. Before advancement to candidacy, the student must also present a dissertation proposal approved by the Doctoral Research Committee.

Stage IV Degree completion The student will petition the Graduate Committee and the School of Education faculty for graduation upon completion of an approved program of at least 42 units of post-Ed.S. work (132 units postbaccalaureate) with a grade point average of 3.5 or higher, and the dissertation. **The dissertation is to be completed in its final form, ready for binding, six weeks prior to the expected graduation date.** The dissertation format is to comply with the format outlined in William G. Campbell, et.al, *Form and Style: Theses, Reports, Term Papers*, seventh edition; and in the School of Education publication, "Project, Thesis, and Dissertation Guidelines," June 1986.

The final defense examination must be scheduled no later than one month prior to the expected graduation date. This examination will be open to faculty, friends, and students.

State credential, SDA certificate Program requirements for the California State Preliminary Administrative Services Credential may be met by following state of California approved programs. Requirements for the Seventh-day Adventist Administrator's Certificate for endorsement as a principal, supervisor, or superintendent may be incorporated into the Doctor of Education degree in administration and leadership. Please refer to page 112.

Dissertation publication fee See Financial Information section page 31.

COURSES

* May be repeated for additional credit.

GRADUATE

EDAD 524 Educational Organization and Leadership (3)

For persons not specializing in administration, or a beginning course for persons expecting to specialize in administration. Examines educational systems and services, legal structures, financial support systems, and administrative purposes of public and nonpublic education.

EDAD 545 Supervision of Instruction (3)

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)

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)

Study of laws, judicial decisions, and constitutional provisions relating to education. Legal principles involved in practical problems of school administration.

EDAD 576 School Administration, K-12 (3)

Focus on principles and theories of administration and leadership of schools. Study of leadership opportunities and responsibilities in areas of purpose, direction, accountability, organization management, personnel relationships, student problems and services, and school/community relations.

***EDAD 577 Directed Readings (2-4)**

Topics in educational administration.

EDAD 578 A, B Fieldwork in Administration and Supervision (3)

Supervised field experience at the school level. Actual job performance and observation.

Prerequisite: Minimum of 6 units in administration; recommendation of department chairman.

EDAD 579 School Finance (3)

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 588 Computer Application for School Administrators (3)

A hands-on course for nonexperts in microcomputer use. This course covers the basic principles of microcomputer use and software evaluation. Practice in the use of commercially available word processing, data base, spread sheet, graph software, and their application in the school office. Includes a brief overview of available dedicated software and optical devices.

EDAD 589 Developing Conventions, Institutes, and Work Conferences (1-3)

Designed to develop expertise in planning, implementing, and evaluating such activities as teachers' institutes, work conferences, clinics, and conventions.

***EDAD 599 Research Topics in Administration and Leadership (1-6)**

EDAD 645 Legal Aspects of Private Education (3)

A selective examination of legal issues and problems associated with church schools, K-graduate, including tax exemptions, work-study programs, church-state relations, accreditation, compulsory education, disciplinary standards, worship and religious study requirements, and liability. Emphasis on risk management and preventive law.

EDAD 674 A, B Seminar in Supervision of Instruction (3)

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.

Prerequisite: EDAD 545.

EDAD 675 Administrative Leadership in Higher Education (3)

Philosophy, theory, objectives, organization, leadership, academic programs, business, development, and student affairs in higher education.

EDAD 676 School-Community Relations (3)

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)

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)

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)

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)

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)

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)

Organization and administration of district-level leadership in public schools; local and union conference-level leadership in Seventh-day Adventist schools.

EDAD 687 Seminar in Leadership in Organizations (3)

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 SDA Education (3)

A study of the origin, nature, and purpose of SDA education. Emphasis on the role of the school leader, particularly relating to the divine agencies.

***EDAD 689 Work Conference (1-4)**

Educational conferences, workshops, clinics, experience.

EDAD 690 Seminar in Communication in Organizations (3)

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 Administration and Leadership (3)**

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)

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)

Execution and report of a research study in education, with consultation. Student to register for course after consultation with adviser.

Prerequisite: EDFO 504.

EDAD 697 A, B, C, D Administrative Internships (3-12)

Student internship 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)

Option for graduate degree candidates in education to engage in sophisticated research in the theory and practice of educational leadership.

Prerequisite: EDFO 504 and approval of the adviser.

EDAD 798 A, B, C, D Doctoral Dissertation (3-12)

Prerequisite: EDFO 699 and approval of the EDAD department chairman.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

BETTY T. McCUNE, Chairman

FACULTY

- HORACE B. ALEXANDER, 1982. Assistant Professor of Curriculum and Instruction 1985
B.A. Andrews University 1973
M.A. Andrews University 1975
ED.S. Loma Linda University 1982
ED.D. Loma Linda University 1985
- ERVIN H. BIGHAM, 1983. Professor of Curriculum and Instruction 1983
B.A. Walla Walla College 1952
M.A. Walla Walla College 1963
ED.D. University of the Pacific 1979
- VIKTOR A. CHRISTENSEN, 1962. Professor of Curriculum and Instruction 1972
B.A. Loma Linda University AS 1959
M.A. California State University, Fresno 1961
PH.D. University of Southern California 1969
- AGNES R. EROH, 1969. Emeritus Professor of Curriculum and Instruction 1969
B.A. Columbia Union College 1945
M.ED. Pennsylvania State University 1959
ED.D. Boston University 1964
- PATRICIA J. FOSTER, 1968. Professor of Nursing SN 1981
M.S.N. Vanderbilt University 1963
PH.D. Claremont Graduate School 1977
- S. EUGENE GASCAY, 1985. Professor of Curriculum and Instruction 1985
B.S. Atlantic Union College 1953
M.A. Northern Colorado State University 1959
ED.D. Northern Colorado State University 1963
- MARY W. GROOME, 1938. Emeritus Professor of Curriculum and Instruction 1980
B.A. University of Redlands 1943
M.A. Claremont Graduate School 1950
- REUBEN L. HILDE, SR., 1970-72, 1980. Professor of Curriculum and Instruction 1980
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
- BETTY T. McCUNE, 1980. Professor of Curriculum and Instruction 1986
B.S. Pacific Union College 1966
M.ED. Walla Walla College 1974
ED.D. University of Southern California 1983
- WILLARD H. MEIER, 1963. Emeritus Professor of Educational Foundations and Curriculum and Instruction 1983
B.A. Walla Walla College 1940
M.A. University of Washington 1949
ED.D. University of California, Los Angeles 1966

The Department of Curriculum and Instruction has two major purposes. The first is the development of competent, professional teachers who are prepared to serve effectively in public schools, private schools, and the Seventh-day Adventist school system. The teacher preparation programs enable the teacher to acquire the credentials needed for teaching in the state of California and/or in Seventh-day Adventist schools.

The department's second major purpose is to provide opportunities for educators seeking advanced degrees. Master of Arts degree programs are designed both for elementary and secondary education, and for special education (learning handicapped). The Specialist in Education (Ed.S.) degree and the Doctorate in Education (Ed.D.) degree are available for those who seek a specialty in curriculum and instruction.

In an effort to serve the needs of the field, the department provides special seminars and workshops.

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

The following credential programs, offered by the Department of Curriculum and Instruction, are approved by the California State Commission on Teacher Credentialing under the Ryan Act:

1. Multiple-subject
2. Single-subject
3. Special education (learning handicapped)
4. Fifth-year

An outline of steps toward the completion of credential programs will be given to the student upon his/her acceptance into the Teacher Preparation Program.

CBEST The Pacific Union Conference and the California Commission on Teacher Credentialing require that candidates who wish to be credentialed for employment in Seventh-day Adventist schools and in public schools must pass the California Basic Education Skills Test (CBEST). This test must be taken before application can be made to the Teacher Education Program. Diagnostic tests and CBEST review seminars will be available to assist the student in preparing for the CBEST. The *CBEST Information Bulletin* is available in the office of the Department of Counselor Education. The fee for the examination is \$32, and Sunday testing dates are available for Saturday-Sabbath keepers.

Directed teaching Admission to directed teaching is by application to the Department of Curriculum and Instruction. Applications for the fall semester should be submitted no later than April 1; for the spring semester they should be submitted no later than November 1. The applicant must be a senior or graduate student, have completed one quarter in residence, have a minimum GPA of 2.5, and have completed the prerequisite professional education courses.

One full semester is required for directed teaching. Students should plan their schedules so they can be in the schools from about 8:00 a.m. to 3:30 p.m. (the time will vary in different schools) five days per week for one semester. Fall semester responsibilities usually begin in mid-August and end at the close of fall quarter; the spring semester begins in early February and ends the middle of June.

Loma Linda University's School of Education also has an approved program for teacher preparation with the North American Division Office of Education. For directed teaching, the requirements established by the School of Education are identical to the requirements for the state of California credential (one full semester of student teaching), with one exception: the student seeking a Master of Arts degree in religious education who wishes to earn a denominational credential must have one nine-week period of directed teaching, with a minimum of three classes per day.

Students are expected to provide their own transportation for directed teaching.

BACHELOR OF ARTS or BACHELOR OF SCIENCE / Elementary Education Programs

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.

BACHELOR OF ARTS / Liberal Arts Major Program

Bachelor of Arts The LIBERAL ARTS MAJOR, offered in the College of Arts and Sciences, is a diversified major leading to the Bachelor of Arts degree and is designed mainly for students planning a career in multiple-subject instruction in elementary schools, 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 (60 upper division).
2. Completion of the liberal arts major requirements, 126 units (40 upper division):

ENGLISH AND SPEECH — 28-36 units

Required courses, 16 units

- ENGL 111, 112 Freshman English (8)
ENGL 304 Expository Writing, or equivalent (4)
ENGL 385 Modern Grammar, or equivalent (4)
ENGL 415 Literature for Children, or equivalent (4)
COMM 104 Fundamentals of Speech, or equivalent (4)

Additional courses in English or speech to bring the total number of units to 28-36.

MATHEMATICS/PHYSICAL OR LIFE SCIENCES — 28-36 units

Required courses, 12 units

- BIOL 107 Physiology of Man, or equivalent (4)
MATH 225 Concepts of Mathematics, or equivalent (4)
PHYS 117 Introduction to Physics, or equivalent (4)

Additional courses in mathematics or physical or life sciences to bring the total number of units to 28-36.

SOCIAL SCIENCES — 28-36 units

Required courses, 16 units

- HIST 156 Survey of American History and Institutions I, or equivalent
(to include Federal Constitution) (4)
HIST 157 Survey of American History and Institutions II, or equivalent
(to include Federal Constitution) (4)
PSYC 104 General Psychology, or equivalent (4)
SOCI 104 Introduction to Sociology, or equivalent (4)

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

HUMANITIES/FINE ARTS — 28-36 units

Required courses, 6-12 units

- One course in art (2-4)
One course in music (2-4)
One course in philosophy (2-4)

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).

- EDCI 204 Orientation to Teaching (3)
EDCI 414 Curriculum and Instruction: Reading (5)
EDCI 415 Elementary School Curriculum and Instruction: Mathematics (4)
EDCI 416 Elementary School Curriculum and Instruction: Language Arts (2)

- †EDCI 417 Elementary School Curriculum and Instruction: Religion and Social Studies (4)
- †EDCI 418 Elementary School Curriculum and Instruction: Science and Health (2)
- EDCI 425 Directed Teaching in the Elementary School (18)
- EDFO 305 Psychological Foundations of Education (4)
- †EDFO 404 Philosophy of Seventh-day Adventist Education (3)

† Required only for the North American Division Office of Education Basic Credential.

4. Completion of the following other specific requirements:

Health science (HLED 214 or equivalent)

Physical activity courses (5 quarters, 2½ units)

Religion, 18 units (to include RELT 245; and RELH 254, 485)

Renewal of the Standard Certificate (denominational credential) The renewal requirement for the Standard Certificate or for the fifth-year program requires that two of the following areas be taken if not included in the four-year program: (1) art/music, (2) children's literature, (3) physical education. (See page 4 of *Certification Requirements, K-12* for North American Division Seventh-day Adventist schools.) These requirements may be fulfilled through the following options:

ART

- ARTX 404 Art and the Curriculum (2) or
- EDCI 626 Seminar in Elementary Education: Art (3)

MUSIC

- *MUED 305 Music in the Elementary School (4) or
- EDCI 627 Seminar in Elementary Education: Music (3)

LITERATURE

- *ENGL 415 Literature for Children (4)

PHYSICAL EDUCATION

- *PETH 385 Practicum in Elementary School Physical Education (2) or
- EDCI 624 Seminar in Elementary Education: Health and Physical Education (3)

*May be acquired at the undergraduate level. When acquired at the undergraduate level or during the fifth year, the course is not required for renewal of credential.

Special note The liberal arts major is offered through the College of Arts and Sciences, Loma Linda University. New students entering the elementary teacher preparation program, therefore, are to make application to the College of Arts and Sciences for the liberal arts program. 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.

BACHELOR OF SCIENCE / Elementary Education
Major Program

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; and RELH 254, 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 (*):

- *EDCI 204 Orientation to Teaching (3)
- *EDCI 414 Curriculum and Instruction: Reading (5)
- *EDCI 415 Elementary School Curriculum and Instruction: Mathematics (4)
- *EDCI 416 Elementary School Curriculum and Instruction: Language Arts (2)
- *EDCI 417 Elementary School Curriculum and Instruction: Religion and Social Studies (4)
- *EDCI 418 Elementary School Curriculum and Instruction: Science and Health (2)
- *EDCI 425 Directed Teaching in the Elementary School (18)
- *EDFO 305 Psychological Foundations of Education (4)
- *EDFO 404 Philosophy of Seventh-day Adventist Education (3)
- EDFO 424 Psychology of Human Growth and Development (4)
- EDFO 506 Social Foundations of Education (3)
- EDPC 506 Instructional Evaluation Design (3)

3. Completion of the following cognates: ENGL 415; MATH 225; MUED 305; HLED 214, PETH 385; PHIL 435 **OR** ARTA 308 or 309.

4. Electives to bring the total number of units to 190 (60 upper division).

BACHELOR OF ARTS or BACHELOR OF SCIENCE/
Single-Subject Major Program, Elementary Education

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 General Knowledge Section of the National Teacher Examinations. 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 General Knowledge Section of the National Teacher Examinations.

This program includes the following:

1. Completion of the general studies requirements in the College of Arts and Sciences (to include RELT 245; RELH 254, 485; and HLED 214).
2. Completion of a major in the College of Arts and Sciences.
3. Passing of the General Knowledge Section of the National Teacher Examinations.
4. Completion of the following professional education courses (33-45 units). Courses designated by a dagger (†) are required only for the General Conference Department of Education credentials.

EDCI	204	Orientation to Teaching (3)
EDCI	414	Curriculum and Instruction: Reading (5)
EDCI	415	Elementary School Curriculum and Instruction: Mathematics (4)
EDCI	416	Elementary School Curriculum and Instruction: Language Arts (2)
†EDCI	417	Elementary School Curriculum and Instruction: Religion and Social Studies (4)
†EDCI	418	Elementary School Curriculum and Instruction: Science and Health (2)
EDCI	425	Directed Teaching in the Elementary School (18)
EDFO	305	Psychological Foundations of Education (4)
†EDFO	404	Philosophy of Seventh-day Adventist Education (3)

BACHELOR OF ARTS or BACHELOR OF SCIENCE / Secondary Teaching Program

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 on Teacher Credentialing 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; RELH 254, 485; and HLED 214 or equivalent).

2. Completion of a single-subject major in the College of Arts and Sciences in one of the following areas:

agriculture	health science	physical education
art	history	physical science
business education	home economics	(chemistry, physics)
(office management)	industrial technology	religious education
English	life science (biology)	social sciences
foreign language	mathematics	(social studies)
government	music	

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).

EDCI	204	Orientation to Teaching (3)
EDCI	414	Curriculum and Instruction: Reading (5)
EDCI	430	Secondary School Curriculum and Instruction (6)
EDCI	457	Directed Teaching in the Secondary School (18)
EDFO	305	Psychological Foundations of Education (4)
†EDFO	404	Philosophy of Seventh-day Adventist Education (3)

† Required only for the North American Division Office of Education Basic Credential.

MASTER OF ARTS / Curriculum and Instruction

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

elementary education
secondary teaching
postsecondary teaching
special education (learning handicapped)
curriculum and instruction (K-12)

Program stages The three major stages of the program 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 development 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).

Stage III Program completion, 45 units:

1. Written application for graduation.
2. Completion of course work with a grade point average of 3.0 or higher.
3. Completion of written comprehensive examination (exemption based upon a Graduate Record Examination [Advanced in Education] score at the 35th percentile or higher).

MASTER OF ARTS / Elementary Education

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.

Course work Completion of postbaccalaureate course work to a minimum of 45 units, as outlined below, is required:

REQUIREMENTS, 21 units

EDAD	524	Educational Organization and Leadership (3)
EDCI	514	Curriculum Planning (3)
EDCI	519	Principles and Practices of Discipline (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDFO	504	Methods and Materials of Research (3)
EDFO	505	Psychological Theories of Instruction (3)
EDPC	540	Principles of Guidance (3)

AREA OF SPECIALIZATION AND ELECTIVES, 24 units

(to be selected in consultation with the adviser)

EDCI	524	Organization and Management of Small SDA Schools (3)
EDCI	532	Instructing the Learning Handicapped (4)
EDCI	538	Diagnosis and Remediation of Reading Difficulties (3)
EDCI	539	Reading Strategies, K-12 (3)
EDCI	544	Supervision of Student Teachers (2)
EDCI	546	The Development and Implementation of Curriculum (3)
EDCI	547	The Bible in Curriculum Planning (3)
EDCI	550	Advanced Instructional Models (3)
EDCI	560	Comparative Curricula (3)
EDCI	562	Early Childhood Education (3)
EDCI	568	Textbook and Curriculum Materials Analysis (3)

EDCI	570	The Development and Preparation of Curriculum Materials (3)
EDCI	577	Directed Readings in Curriculum and Instruction (1-4)
EDCI	599	Research Topics in Curriculum and Instruction (2-6)
EDCI	614	Seminar in Early Childhood Education (3)
EDCI	616-627	Seminars: Elementary Education (3)
EDCI	696	Research Project (3)
EDCI	698	Thesis (6)
EDPC	506	Instructional Evaluation Design (3)
—————		Religion, upper division or graduate (3)

MASTER OF ARTS / Secondary Teaching

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 areas:

agriculture	geology	music
art	history	physical education
biology	home economics	physics
business education	industrial technology	religion
chemistry	mathematics	speech
English	modern languages:	
English as a second language	French, German, Spanish	

Course work Completion of postbaccalaureate course work to a minimum of 45 units, as outlined:

PROFESSIONAL EDUCATION, 21 units

EDAD	524	Educational Organization and Leadership (3)
EDCI	514	Curriculum Planning (3)
EDCI	519	Principles and Practices of Discipline (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDFO	504	Methods and Materials of Research (3)
EDFO	505	Psychological Theories of Instruction (3)
EDPC	540	Principles of Guidance (3)

ARTS AND SCIENCES, 10 units

—————	Graduate courses in major area (10)
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ELECTIVES, 14 units

EDCI	517	Personalizing Instruction in Secondary Schools (3)
EDCI	544	Supervision of Student Teachers (2)
EDCI	546	The Development and Implementation of Curriculum (3)
EDCI	547	The Bible in Curriculum Planning (3)
EDCI	550	Advanced Instructional Models (3)
EDCI	560	Comparative Curricula (3)
EDCI	562	Early Childhood Education (3)

EDCI	568	Textbook and Curriculum Materials Analysis (3)
EDCI	570	The Development and Preparation of Curriculum Materials (3)
EDCI	577	Directed Readings in Curriculum and Instruction (1-4)
EDCI	599	Research Topics in Curriculum and Instruction (2-6)
EDCI	634-649	Seminars in Secondary Education (3)
EDCI	696	Research Project (3)
EDCI	698	Thesis (6)
EDPC	506	Instructional Evaluation Design (3)
<hr/>		Graduate courses in major
<hr/>		Religion, upper division or graduate (3)

MASTER OF ARTS / Religious Education

The Master of Arts degree in religious education is offered by the University's Division of Religion through the Graduate School. For those who obtain this degree and wish to teach religion at the secondary level, the following professional education courses are required:

- *EDFO 305 Psychological Foundations of Education (4)
- *EDFO 404 Philosophy of Seventh-day Adventist Education (3)
- EDCI 414 Curriculum and Instruction: Reading (5)
- **EDCI 433 General Secondary Methods (3)
- EDCI 456 Directed Teaching of Religion in Secondary Schools (9)
- EDCI 574 Curriculum Design in Religious Education (3)

*Prerequisite to EDCI 433

**Prerequisite to EDCI 456

MASTER OF ARTS / Postsecondary Teaching

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.

Course work Completion of postbaccalaureate course work to a minimum of 45 units as outlined:

PROFESSIONAL EDUCATION

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

OTHER REQUIREMENTS

_____ Electives to be selected in consultation with the adviser (11)

MASTER OF ARTS / Special Education (Learning Handicapped)

The graduate program in SPECIAL EDUCATION (learning handicapped) builds on the baccalaureate liberal arts major or the single-subject major, and leads to the California state Special Education Specialist (Learning Handicapped) Credential. Students may enter the program on the undergraduate level by taking the following courses during the senior year: EDCE 404 Standardized Testing in Education, and EDCE 460 The Exceptional Child.

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

In order to qualify for the California Special Education Specialist (Learning Handicapped) Credential, the student must have completed all requirements for the state of California multiple-subject (elementary) teaching credential or the single-subject (secondary) teaching credential.

Course work Completion of postbaccalaureate course work to a minimum of 51 units, as outlined below, is required:

BASIC GENERIC PROGRAM, 20 units

EDCI	528	Curriculum and Instruction in Special Education (4)
EDFO	505	Psychological Theories of Instruction (3)
EDPC	404	Standardized Testing in Education (3)
EDPC	460	The Exceptional Child (3)
EDPC	666	Intervention Methods and Strategies (3)
SPPA	324	Language Disorders of Children (4)

ADVANCED SPECIALIZATION PROGRAM, 19 units

EDCI	532	Instructing the Learning Handicapped (4)
EDCI	534	Directed Teaching of the Learning Handicapped (9)
EDPC	650	Mental Exceptionality (3)
EDPC	667	Corrective Learning Procedures (3)

ADDITIONAL COURSES REQUIRED FOR M.A. DEGREES, 12 units

EDAD	524	Educational Organization and Leadership (3)
EDCI	514	Curriculum Planning (3)
EDFO	504	Methods and Materials of Research (3)
EDPC	540	Principles of Guidance (3)

MASTER OF ARTS / Curriculum and Instruction (K-12)

This graduate program in general curriculum and instruction is primarily designed for teachers and curriculum leaders in K-12 educational systems who must be prepared to teach or administer all grade levels in both elementary and secondary schools. The program includes instruction designed to be beneficial to curriculum leaders in North America as well as other worldwide educational systems.

REQUIREMENTS, 21 units

EDAD	524	Educational Organization and Leadership (3)
EDCI	514	Curriculum Planning (3)
EDCI	519	Principles and Practices of Discipline (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDCI	696	Research Project (3)
EDFO	504	Methods and Materials of Research (3)
EDPC	540	Principles of Guidance (3)

**COURSES ALREADY
OFFERED AT THE
INSTITUTION**

x
x
x
x
x
x
x

AREA OF SPECIALIZATION, 15 units:**(to be selected in consultation with the adviser)**

EDCI	515	Curriculum Development in Higher Education (3)
EDCI	546	The Development and Implementation of Curriculum (3)
EDCI	547	The Bible in Curriculum Planning (3)
EDCI	550	Advanced Instructional Models (3)
EDCI	552	Analysis of Curricular Alternatives (3)
EDCI	560	Comparative Curricula (3)

x
x
x
x
x
x

ELECTIVES, 9 units:

EDAD	687	Seminar on Leadership in Organizations (3)	x
EDAD	695	Seminar on Planning in Organizations (3)	x
EDCI	524	Organization and Management of Small SDA Schools (3)	x
EDCI	528	Curriculum and Instruction in Special Education (4)	x
EDCI	538	Diagnosis and Remediation of Reading Difficulties (3)	x
EDCI	539	Reading Strategies, K-12 (3)	x
EDFO	505	Psychological Theories of Instruction (3) (Recommended)	x
		Religion	x

Other electives may be selected in consultation with the adviser. x

SPECIALIST IN EDUCATION

The Specialist in Education degree in curriculum and instruction contributes to the development of professional personnel for service in a variety of educational settings, including that of the professional teacher (K-16); supervisory functions; and other central office functions involving curriculum leadership. Course work comprises either a 45-unit post-master's program or a 90-unit postbaccalaureate program without a master's degree.

Prerequisites Persons selecting an Ed.S. program in curriculum and instruction must hold a valid Seventh-day Adventist standard teaching credential or equivalent, or have completed the credential requirements by the time the degree is granted.

Program completion The program includes three major stages.

Stage I Program development and departmental approval before completion of 60 postbaccalaureate units.

Stage II Advancement to candidacy, 75 postbaccalaureate units:

1. Completion of approximately 75 units of approved program with a satisfactory grade point average.
2. Written application for candidacy.
3. Graduate Committee approval.

Stage III Program completion, 90 postbaccalaureate units:

1. Approval for candidacy.
2. Completion of course work with a grade point average of 3.3 or higher.
3. Graduate Record Examination (Advanced in Education) taken before graduation.
4. Petition and approval for graduation.

Option 1 — Where the Specialist in Education degree in curriculum and instruction is built on a Master of Arts degree in a field other than professional education, the requirements for the Ed.S. are as follows:

CORE COURSES (or their equivalents) (31-34)

EDAD	524	Educational Organization and Leadership (3)
EDCI	514	Curriculum Planning (3)
EDCI	519	Principles and Practices of Discipline (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDCI	599, 696, or 698	Research, Project, Thesis (3-6)
EDFO	504	Methods and Materials of Research (3)
EDFO	505	Psychological Theories of Instruction (3)
EDFO	555	Educational Statistics (4)
EDFO	604	Program Research and Evaluation (3)
EDFO	—	Elective in Philosophical/Historical/Social Foundations (3)
EDPC	540	Principles of Guidance (3)

AREA OF SPECIALIZATION AND ELECTIVES (11-16)

EDCI	546	The Development and Implementation of Curriculum (3)
EDCI	550	Advanced Instructional Models (3)
EDCI	552	Analysis of Curricular Alternatives (3)
—		Electives to be selected from 500-600 level courses, in consultation with the adviser (2-6)

Option 2 — When the Specialist in Education degree is built on a Master of Arts degree in professional education, the 90-unit postbaccalaureate course work requirements are as follows:

Department of Administration and Leadership (6)

Department of Curriculum and Instruction (27)

Department of Educational Foundations and Research (13)

Department of Educational Psychology and Counseling (6)

Cognate courses (to be taken outside the School of Education if the candidate is preparing for professional service on the secondary or college levels) (10)

Religion (3)

Electives to be selected from 500-600 level courses, in consultation with the adviser (25)

The following courses, or their equivalents, are required:

ADMINISTRATION AND LEADERSHIP, 6

EDAD	524	Educational Organization and Leadership (3)
EDAD	545	Supervision of Instruction (3)

CURRICULUM AND INSTRUCTION, 27

- EDCI 514 Curriculum Planning (3)
- EDCI 519 Principles and Practices of Discipline (3)
- EDCI 546 The Development and Implementation of Curriculum (3)
- EDCI 550 Advanced Instructional Models (3)
- EDCI 552 Analysis of Curricular Alternatives (3)
- EDCI 564 Special Education in the Regular Classroom (3)
- EDCI 568 Textbook and Curriculum Materials Analysis (3) or
- EDCI 570 The Development and Preparation of Curriculum Materials (3)
- EDCI 599, 696 or 698 Research, Project, Thesis (3-6)

EDUCATIONAL FOUNDATIONS AND RESEARCH, 13

- EDFO 504 Methods and Materials of Research (3)
- EDFO 505 Psychological Theories of Instruction (3)
- EDFO — Elective in Philosophical/Historical/Social Foundations (3)
- EDFO 555 Educational Statistics (4)
- EDFO 604 Program Research and Evaluation (3)

EDUCATIONAL PSYCHOLOGY AND COUNSELING, 6

- EDPC 506 Instructional Evaluation Design (3)
- EDPC 540 Principles of Guidance (3)

*COGNATE COURSES AND/OR MAJOR, 10

RELIGION, 3

ELECTIVES, 25

*Candidates seeking an Ed.S. with emphasis in elementary education will be guided into graduate courses and seminars in such areas as reading, mathematics, and special education.

DOCTOR OF EDUCATION

The Doctor of Education degree in curriculum and instruction is designed for educators whose interests and experiences lie in the area of curriculum leadership. The program provides for study in administration, educational foundations, counseling and personal relationships, with an in-depth study in curriculum and instruction. A minimum of 132 units of postbaccalaureate course work is required.

Prerequisite Persons accepted in the Ed.D. program in curriculum and instruction must hold a valid Seventh-day Adventist standard teaching credential or a clear California state teaching credential.

Residence requirements A minimum of one academic year of work is required beyond the Ed.S. level (two beyond the master's level). This is interpreted as registration in courses, seminars, and research for a minimum of 42 units beyond the Ed.S. degree (87 units beyond the master's degree or 132 units beyond the baccalaureate degree).

All 42 units beyond the Specialist in Education degree must be taken at Loma Linda University following admission to doctoral student status, and must be completed within four years. Twenty-four units of course work must be taken in one of the ways indicated below within an eighteen-month period of attaining doctoral student status:

1. Three 8-unit quarters.
2. Two 12-unit quarters.
3. Two 8-units summer sessions (taken consecutively), with the remaining 8 units taken during the intervening quarters.

Program completion The Ed.D. program includes three major stages.

Stage I Admission to doctoral student status The applicant must have completed the Specialist in Education degree (Ed.S.) or a Master of Arts degree plus 45 units in approved graduate course work, with a high level of academic achievement. Other requirements include a satisfactory score on the Graduate Record Examination (Advanced in Education), within the past five years, evidence of ability to do scholarly research, and recommendation from those who can attest to the ability of the student to successfully participate in a doctoral program.

Included in this stage is the development of the Ed.D. degree program of study and approval of the program by the Department of Curriculum and Instruction.

Stage II Candidacy Advancement to candidacy will be granted upon the satisfactory completion of all course work other than dissertation, the passing of all qualifying examinations administered by the Department of Curriculum and Instruction, and the acceptance of the dissertation proposal.

Stage III Degree completion The doctoral candidate will petition the Graduate Committee and the School of Education faculty for graduation upon the satisfactory completion of (1) an approved program, which includes 42 units of post-Ed.S. course work (132 units postbaccalaureate); (2) the qualifying examinations; (3) the doctoral dissertation; and (4) the final oral examination.

Timelines for completion of the doctoral program The following timelines apply, as specified:

Qualifying examination — The qualifying examination is a written examination which is to be taken prior to registering for the dissertation and no earlier than the final quarter in which the student is enrolled in regular course work (excluding the dissertation). The doctoral candidate must make

formal application to the Department of Curriculum and Instruction one month prior to the scheduled dates of the qualifying examinations. An oral examination will follow four to six weeks after the writing of the qualifying examination.

WRITTEN EXAMINATION

November 3, 4, 5, 1987

February 2, 3, 4, 1988

May 3, 4, 5, 1988

July 26, 27, 28, 1988

APPLICATION DEADLINE

October 2, 1987

January 5, 1988

April 4, 1988

June 27, 1988

Dissertation — The doctoral candidate must have a “statement of completion” signed by the dissertation editor and the Doctoral Research Committee at least one month prior to the end of the quarter in which the diploma will be dated. The dissertation format is to comply with the format outlined in William G. Campbell et. al., *Form and Style: Theses, Reports, Term Papers*, seventh edition; and in the School of Education document, “Project, Thesis, and Dissertation Guidelines,” June 1986.

Final oral examination — The defense of the dissertation must take place no later than six weeks prior to the end of the quarter in which the diploma will be dated.

Dissertation publication fee — See Financial Information Section page 27.

Option 1 Option 1 is designed for those graduates who come into the program with a Master of Arts degree in a field other than professional education.

CURRICULUM AND INSTRUCTION (42 minimum)

EDCI	514	Curriculum Planning (3)
EDCI	519	Principles and Practices of Discipline (3)
EDCI	546	The Development and Implementation of Curriculum (3)
EDCI	550	Advanced Instructional Models (3)
EDCI	553	Analysis of Curricular Alternatives (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDCI	578	Fieldwork in Curriculum (3)
EDCI	599	Research Topics in Curriculum and Instruction (2-6) or
EDCI	678	Research of Literature in Curriculum and Instruction (3)
EDCI	696	Research Project (3) or
EDCI	698	Thesis (6)
EDCI	798	Doctoral Dissertation (12)

ADMINISTRATION AND LEADERSHIP (9 minimum)

EDAD	524	Educational Organization and Leadership (3)
EDAD	545	Supervision and Instruction (3)
EDAD	574	Legal Aspects of Education (3)

EDUCATIONAL FOUNDATIONS AND RESEARCH (16)

EDFO	504	Methods and Materials of Research (3)
EDFO	505	Psychological Theories of Instruction (3)
EDFO	545	History of Educational Thought (3)
EDFO	555	Educational Statistics (4)
EDFO	604	Program Research and Evaluation (3)
EDFO	699	Research Design (3)

EDUCATIONAL PSYCHOLOGY AND COUNSELING (9 minimum)

EDPC	506	Instructional Evaluation Design (3)
EDPC	540	Principles of Guidance (3)

COGNATES/ELECTIVES (11)

M.A. + 87 units
M.A. + Ed.S. (45 units) + Ed.D. (42 units)

Option 2 Option 2 is designed for those graduates who are admitted to the program after completion of a Bachelor of Arts or Bachelor of Science degree or who have a Master of Arts degree in professional education.

CURRICULUM AND INSTRUCTION (48 minimum)

EDCI	514	Curriculum Planning (3)
EDCI	519	Principles and Practices of Discipline (3)
EDCI	546	The Development and Implementation of Curriculum (3)
EDCI	550	Advanced Instructional Models (3)
EDCI	552	Analysis of Curricular Alternatives (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDCI	568	Textbook and Curriculum Materials Analysis (3) or
EDCI	570	The Development and Preparation of Curriculum Materials (3)
EDCI	578	Fieldwork in Curriculum (3)
EDCI	599	Research Topics in Curriculum and Instruction (2-6) or
EDCI	678	Research of Literature in Curriculum and Instruction (3)
EDCI	696	Research Project (3) or
EDCI	698	Research Thesis
EDCI	798	Doctoral Dissertation (12)

ADMINISTRATION AND LEADERSHIP (12 minimum)

EDAD	524	Educational Organization and Leadership (3)
EDAD	545	Supervision of Instruction (3)
EDAD	570	Personnel Administration in Education (3)
EDAD	574	Legal Aspects of Education (3)

EDUCATIONAL FOUNDATIONS AND RESEARCH (16)

EDFO	504	Methods and Materials of Research (3)
EDFO	505	Psychological Theories of Instruction (3)
EDFO	545	History of Educational Thought (3)
EDFO	555	Educational Statistics (4)
EDFO	604	Program Research and Evaluation (3)
EDFO	699	Research Design (3)

EDUCATIONAL PSYCHOLOGY AND COUNSELING (12 minimum)

EDPC	506	Instructional Evaluation Design (3)
EDPC	540	Principles of Guidance (3)

COGNATES/ELECTIVES (44)

Total: 132 units

The doctoral program in education with emphasis in curriculum and instruction has the necessary flexibility to meet the varied needs of those in areas such as elementary education, secondary education, postsecondary education, and special education. Within Options 1 and 2 preceding, a variety of programs are available.

FIFTH-YEAR GRADUATE PROGRAMS

One of the requirements for a California State Clear Teaching Credential or a Seventh-day Adventist professional credential is the completion of a "fifth year" of course work taken in an approved institution of higher education. Loma Linda University has defined its fifth-year program as a minimum of 45 postbaccalaureate units.

Advising and program planning The student has a choice of seven alternative fifth-year graduate 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 graduate 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 graduate 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 course work Loma Linda University will accept as part of the student's fifth-year program postbaccalaureate course work taken for credit at an institution of higher education (including out-of-state institutions), provided such course work is acceptable as fifth-year graduate course work 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 graduate 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 graduate 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 course work must be approved by the Loma Linda University Teacher Education Council.

Final review and credential recommendation After the student submits application for the California State Clear Teaching Credential and/or the Seventh-day Adventist Professional Teaching Credential, the adviser evaluates transcripts in order to determine if all requirements for the fifth-year option chosen have been met.

Health education requirement If a course in health education is not completed on the undergraduate level, it is required both for a California state and a Seventh-day Adventist teaching credential. This requirement is met at Loma Linda University by taking one of the following courses:

HLED 214 Personal and Community Health (4)

HLED 414 Mental Health and Drug Abuse Education (4)

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 GRADUATE 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)
EDCI	514	Curriculum Planning (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDFO	505	Psychological Theories of Instruction (3)
		Electives, including any statutory requirements not met at the undergraduate level (ethnic courses will be allowed as elective credit) (26)

Option 2 — Master of Arts degree in education Programs leading to a Master of Arts degree in education (e.g., elementary education, secondary teaching, special education, administration and leadership, and counselor education) at Loma Linda University will be accepted as fifth-year graduate programs. Statutory requirements (such as special education and health) may be taken as electives or may be taken in addition to M.A. requirements. The master's degree must include EDCI 514, EDCI 564, and EDFO 505, or their equivalents.

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

EDCI	514	Curriculum Planning (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDFO	505	Psychological Theories of Instruction (3)
_____		All statutory requirements for the California State Clear Teaching Credential and/or the Seventh-day Adventist Professional Credential.

Option 4 — Special Education Specialist (Learning Handicapped) Credential Program A student desiring to obtain the Special Education Specialist (Learning Handicapped) Credential, but not the Master of Arts degree in special education, may do so in a fifth-year graduate program. Requirements for the multiple-subject (elementary) or the single-subject (secondary) credential from the state of California must be fulfilled before the Special Education Specialist (Learning Handicapped) Credential is issued. A minimum grade point average of 3.0 is required for acceptance into the credential program. A total of 39 units of course work comprises the credential program, as follows:

BASIC GENERIC PROGRAM, 20 units

EDCI	528	Curriculum and Instruction in Special Education (4)
EDFO	505	Psychological Theories of Instruction (3)
EDPC	404	Standardized Testing in Education (3)
EDPC	460	The Exceptional Child (3)
EDPC	666	Intervention Methods and Strategies (3)
SPPA	324	Language Disorders of Children (4)

ADVANCED SPECIALIZATION PROGRAM, 19 units

EDCI	532	Instructing the Learning Handicapped (4)
EDCI	534	Directed Teaching of the Learning Handicapped (9)
EDPC	650	Mental Exceptionality (3)
EDPC	667	Corrective Learning Procedures (3)

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

EDCI	514	Curriculum Planning (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDFO	505	Psychological Theories of Instruction (3)
_____		Courses in the student's major and all statutory requirements

Option 6 — Approved professional program A student who has completed a baccalaureate degree without the components in professional education may complete the basic professional program at Loma Linda University (36-39 units) and the following:

EDCI	514	Curriculum Planning (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDFO	505	Psychological Theories of Instruction (3)
_____		Electives, including all statutory requirements (3)

Option 7 — Student-designed program The student may design a fifth-year graduate program in cooperation with an adviser in the Department of Curriculum and Instruction. Each program must be approved by the Department of Curriculum and Instruction and must include the following:

EDCI	514	Curriculum Planning (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDFO	505	Psychological Theories of Instruction (3)
		Statutory requirements not previously met

COURSES

LOWER DIVISION

EDCI 204 Orientation to Teaching (3)

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 students following the freshman year.)

UPPER DIVISION

EDCI 414 Curriculum and Instruction: Reading (5)

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)

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)

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)

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)

Identifies the scope, sequence, methods, materials, and equipment utilized in teaching science and health. Coordinates the student's learning experience in science and health among the home, school, and community.

Prerequisite: EDCI 204; EDFO 305.

EDCI 425 Directed Teaching in the Elementary School (6-18)

Provides the supervised teaching experience required for state and denominational credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.

Prerequisite: EDCI 204, 414, 415, 416; EDFO 305.

EDCI 430 Secondary School Curriculum and Instruction (6)

Examines the meaning of curriculum as it relates particularly to classroom teaching. Involves selecting and organizing learning opportunities, identifying appropriate teaching strategies, organizing course outlines and unit plans, and writing clearly stated goals and objectives. Provides laboratory experiences in teaching and in the use of audiovisual materials and equipment.

Prerequisite: EDCI 204; EDFO 305.

EDCI 433 General Secondary Methods (3)

Provides opportunities for selecting and organizing learning materials, developing the basic tools for teaching, and for appropriate practicing of classroom instruction. Open to ministerial studies majors only.

Prerequisite: EDFO 305.

EDCI 456 Directed Teaching of Religion in Secondary Schools (9)

Provides the supervised teaching experience required for denominational credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.

Prerequisite: EDFO 305; EDCI 433.

EDCI 457 Directed Teaching in the Secondary School (6-18)

Provides the supervised teaching experience required for state and denominational credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.

Prerequisite: EDCI 204, 430; EDFO 305.

EDCI 475 Principles of Curriculum Development (4)

Examines concepts of curriculum, including the development of goals and objectives, evaluation of existing curriculum, and selection and organization of curriculum materials. Emphasis placed on professional programs in the health sciences.

EDCI 499 Projects and Topics in Curriculum and Instruction (6)**GRADUATE****EDCI 514 Curriculum Planning (3)**

Provides an overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore developments of the school curriculum, K-12; to examine philosophical bases for curriculum development; and to investigate procedures for organizing the curriculum for effective learning.

EDCI 515 Curriculum Development in Higher Education (3)

Examines principles of curriculum development, including the selection, organization, and evaluation of learning experiences. Examines the nature, place, and interrelationship of general and specialized education in higher education.

EDCI 517 Personalizing Instruction in Secondary Schools (3)

Examines procedures for individualizing instruction as well as opportunities for developing materials to aid the teacher in the individualization of instruction. Development of learning packages, contracts, and procedures for assessing student needs (diagnosis). Experience in prescribing appropriate learning activities and evaluating student progress.

EDCI 518 Teaching Methods and Practicum in Higher Education (4)

Examines instructional planning and classroom procedures as they apply to academic and clinical teaching at the postsecondary level. Makes practical applications to classroom and clinical situations.

EDCI 519 Principles and Practices of Discipline (3)

Examines certain basic principles of discipline, reviews a variety of philosophical approaches to discipline, and identifies practical procedures for administrators and teachers by which to attain and maintain acceptable school and classroom management.

EDCI 524 Organization and Management of Small SDA Schools (3)

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 525 Elementary Teaching Internship (6-18)

Offers an internship teaching program in collaboration with the local conference and the School of Education. Fills the need of currently employed teachers who have completed all the requirements for the basic credential, with the exception of directed teaching.

EDCI 528 Curriculum and Instruction in Special Education (4)

Study of practices and trends in educational programming for all exceptional students. Includes the development of knowledge and skills in defining objectives, planning instruction, assessment, evaluation of children with special needs, and program evaluation. Provides practicum in special schools and classes for the handicapped.

Prerequisite: EDPC 460.

EDCI 532 Instructing the Learning Handicapped (4)

Study of educational models and strategies for teaching the learning handicapped student. Includes an investigation of the characteristics of students with learning problems as well as instructional techniques for promoting maximum cognitive and social development. A practicum in observation and instruction of learning handicapped students is included.

Prerequisite: EDCI 564 or EDPC 460.

EDCI 534 Directed Teaching of the Learning Handicapped (9)

Provides the supervised teaching experiences required for the state Specialist in Special Education (Learning Handicapped) Credential. Includes a weekly seminar.

Prerequisite: Completion of basic generic and advanced specialization courses in special education (learning handicapped) and 9 units of EDCI 425 or EDCI 457.

EDCI 538 Diagnosis and Remediation of Reading Difficulties (3)

Provides information and skills to enable the classroom teacher to diagnose, prescribe, and evaluate the needs and experiences of students with reading problems.

EDCI 539 Reading Strategies, K-12 (3)

Explores methods for improving 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.

EDCI 544 Supervision of Student Teachers (2)

Analyzes the roles and responsibilities of master teachers in their supervision of student teachers.

EDCI 546 The Development and Implementation of Curriculum (3)

Examines the processes of curriculum development. Encompasses five major aspects of curriculum: assessment, development, orientation, implementation, and evaluation. Particular emphasis placed on implementation.

EDCI 547 The Bible in Curriculum Planning (3)

The Bible, serving as the basic text, provides the principles for planning and developing curriculum in areas such as: philosophy and goals in curriculum development, design and structure of curriculum, principles of teaching, basic subject matter, and evaluation. Emphasis on educational concepts rather than on definitive church doctrines.

EDCI 550 Advanced Instructional Models (3)

Investigates in depth the major families and models of teaching strategies, enabling educators to become acquainted with and skilled in a variety of instructional strategies.

EDCI 552 Analysis of Curricular Alternatives (3)

Examines trends in and varieties of curricular practices. Seeks additional creative means of improving curriculum and instruction.

EDCI 557 Secondary Teaching Internship (6-18)

Offers an internship teaching program in collaboration with the local conference and the School of Education. Fills the need of currently employed teachers who have completed all the requirements for the basic credential, with the exception of directed teaching.

EDCI 560 Comparative Curricula (3)

Compares a variety of curriculum designs among the countries of the world, among private and parochial schools, and among state schools. Provides educators with ideas for improving the curricula of the school systems in which they work.

EDCI 562 Early Childhood Education (3)

Investigates approaches to the curriculum for the young child as a basis for the development of an approach unique to the child.

EDCI 564 Special Education in the Regular Classroom (3)

Identifies emerging responsibilities of the regular educator for the education of children with special needs. Methods of identifying such children and developing for them individualized programs and appropriate teaching strategies.

EDCI 568 Textbook and Curriculum Materials Analysis (3)

Explores the principles and procedures involved in the analysis and selection of curriculum materials within the framework of a given philosophy of education.

EDCI 570 The Development and Preparation of Curriculum Materials (3)

Helps educators acquire proficiency in the preparation and development of curriculum materials not readily available through commercial or educational sources.

EDCI 574 Curriculum Design in Religious Education (3)

Applies the principles of curriculum planning and design to the unique task of religious education. Examines denominational textbooks and other curriculum materials designed to meet the needs of students K-12.

EDCI 577 Directed Readings (1-4)

EDCI 578 A, B Fieldwork in Curriculum (3)

Provides opportunity to participate in curriculum planning and development at various educational levels and in a variety of settings.

EDCI 599 Research Topics in Curriculum and Instruction (2-6)

EDCI 614 Seminar in Early Childhood Education (3)

Study of early childhood, with implications for the curriculum of the preschool child.

SEMINARS IN EDCI 616-627, ELEMENTARY EDUCATION

Courses 616-627 provide opportunity for study of curriculum and instruction practices in elementary schools. These courses occasionally are scheduled upon request of the field or constituency.

Prerequisite: Teaching experience; consent of the instructor.

EDCI 616 Reading (3)

EDCI 617 Language Arts (3)

EDCI 618 Social Studies (3)

EDCI 619 Mathematics (3)

EDCI 620 Science and Health (3)

EDCI 624 Health and Physical Education (3)

EDCI 625 Religion (3)

EDCI 626 Art (3)

EDCI 627 Music (3)

SEMINARS IN EDCI 634-646, 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)

EDCI 635 English (3)

EDCI 636 Social Sciences (3)

EDCI 637 Mathematics (3)

EDCI 638 Physical Sciences (3)

EDCI 639 Life Sciences (3)

EDCI 640 Physical Education (3)

EDCI 641 Health Science (3)

EDCI 644 Modern Languages (3)

EDCI 645 Fine Arts (3)

EDCI 646 Home Economics (3)

EDCI 647 Industrial Arts (3)

EDCI 648 Business Education (3)

EDCI 649 Reading (3)

EDCI 678 Research of Literature in Curriculum and Instruction (3)

Investigation of current problems and topics relative to research in curriculum and instruction. Includes a review and critique of doctoral dissertations and a comprehensive analysis of literature on a proposed dissertation topic.

EDCI 689 Work Conference (1-4)

Educational conferences, clinics, and workshops designed for the development, revision, implementation, and evaluation of curriculum materials such as textbooks, curriculum frameworks, curriculum guides, and courses of study.

SEMINAR, CURRICULUM

EDCI 694 Seminar in Curriculum and Instruction (3)

Discussion of contemporary issues in curriculum and instruction. Topics to be chosen on the basis of current concerns and students' needs.

RESEARCH

EDCI 696 Research Project (3)

EDCI 698 Thesis (6)

EDCI 798 Doctoral Dissertation (12)

Prerequisite: EDFO 699.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND RESEARCH

JAMES N. SCOTT, Chairman

FACULTY

NORMAN C. MABERLY, 1976. Professor of Educational Psychology and Counseling and Educational Foundations and Research 1976

B.T.H. Walla Walla College 1952

M.A. Andrews University 1954

ED.D. University of Southern California 1962

WILLARD H. MEIER, 1963. Emeritus Professor of Educational Foundations and Research and Curriculum and Instruction 1983

B.A. Walla Walla College 1940

M.A. University of Washington 1949

ED.D. University of California, Los Angeles 1966

LORNA F. REID, 1981. Associate Professor of Educational Foundations and Research 1986

B.A. Andrews University 1974

M.A. Andrews University 1976

ED.S. Loma Linda University 1981

ED.D. Loma Linda University 1983

GAIL T. RICE, 1984. Associate Professor of Educational Foundations and Research 1984

B.S. Loma Linda University 1968

M.A. Andrews University 1969

ED.S. Loma Linda University 1983

ED.D. Loma Linda University 1983

JAMES N. SCOTT, 1979. Professor of Educational Foundations and Research 1979

B.A. Loma Linda University 1951

M.A. University of the Pacific 1959

ED.D. University of the Pacific 1968

The Department of Educational Foundations and Research is dedicated to the study of education as a religio-socio-cultural phenomenon. It includes psychological expositions of learning and instruction as well as an understanding of historical and philosophical antecedents.

The principal aim of the study of the foundations of education is to lead students to an understanding of the nature and role of the organized educational enterprise within the Adventist subculture and the larger society of which it is a part.

The Department of Educational Foundations and Research has a threefold commitment: (1) to use and further foundational studies and knowledge in preparing qualified students for professional careers in the field of education; (2) to seek the knowledge and skills necessary for the resolution of educational problems which arise within the context of society and the

dilemmas of educational practice; and (3) to study and apply foundational knowledge in a manner by which practice and methods can be developed, tested, and evaluated.

Department resources are aimed at strengthening the educational foundations training and background of educators-scholars-researchers.

Programs The Department of Educational Foundations and Research offers a Master of Arts degree program in educational foundations and a Specialist in Education degree program in philosophical-social foundations.

The department also offers supporting work for several other graduate programs in the School of Education and other schools within this University.

MASTER OF ARTS PROGRAM

The Master of Arts program in educational foundations 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 activities.

Qualified candidates seeking denominational or state credentials may coordinate many of the requirements of the foundations degree with preparation for their credentials. Students preparing for a credential of any kind should consult with the credentials adviser early in their program sequence.

Prerequisites The following prerequisites are specified for the Master of Arts degree in educational foundations and research:

1. Fifteen quarter units of upper division or graduate credit in one or more of the following areas must have been completed within the seven years prior to entering the M.A. program: professional education, behavioral sciences, pupil personnel services, marriage and family counseling, or other approved areas of education or human services.
2. Included in the above fifteen units there must be at least one course in educational psychology (such as EDFO 305).

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

Department of Administration and Leadership (6)

Department of Curriculum and Instruction (6)

Department of Educational Foundations and Research (12)

Department of Educational Psychology and Counseling (6)

Division of Religion (3)

Electives selected from cognate areas in consultation with the adviser (12)

(may be taken within or outside the School of Education, e.g., anthropology and sociology)

Course work Within the above structure the following courses are required for the Master of Arts degree in educational foundations and research:

BASIC REQUIREMENTS, 15 units

EDAD 524 Educational Organization and Leadership (3)

EDCI 514 Curriculum Planning (3)

EDFO 504 Methods and Materials of Research (3)

EDFO 505 Psychological Theories of Instruction (3)

EDPC 540 Principles of Guidance (3)

Program stages The three major stages of the program 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 development 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).

Stage III Program completion, 45 units:

1. Written application for graduation.
2. Completion of course work with a grade point average of 3.0 or higher.
3. Completion of written comprehensive examination (exemption based upon a Graduate Record Examination [Advanced in Education] at the 35th percentile or higher).

SPECIALIST IN EDUCATION / Philosophical-Social Foundations

The program for a Specialist in Education degree comprises either 90 quarter units of postbaccalaureate study or a post-master's sequence of 45 units. The earning of a master's degree is not required, but all candidates must satisfy all aspects of the course of study selected. Students who enter the program with a master's degree in an area of education will ordinarily complete the post-master's sequence within the minimum 45 units. Others, however, may find additional course work necessary to eliminate deficiencies, to satisfy prerequisites, or to meet other special needs.

For those candidates who have previously completed the basic professional education program, this degree will satisfy the fifth-year requirement for both *denominational and state teaching credentials* and, for many, the *California Administrative Services Credential*. Careful advisement from this department and the Department of Administration and Leadership is required.

Prerequisites In addition to admission to graduate study in the School of Education, candidates for a Specialist in Education degree from the Department of Educational Foundations must satisfy the following prerequisites:

In one or a combination of the following areas, at least 15 quarter units of upper division or graduate credit must have been completed within the past seven years with a grade not less than C: professional education, behavioral sciences, psychology, or other approved areas of education or human services. For those entering the 45-unit post-master's program, the master's degree must have been earned in an area of professional education/teaching or the equivalent.

Prerequisite deficiencies may be removed after entering the program. Credits thus earned may be used as electives for the 90-unit program, but they will not apply toward the 45-unit post-master's program.

Required core courses All core courses listed below, or their equivalents, are mandatory for the Ed.S. degree in philosophical-social foundations:

EDAD	524	Educational Organization and Leadership (3)
EDCI	514	Curriculum Planning (3)
EDFO	504	Methods and Materials of Research (3)
EDFO	505	Psychological Theories of Instruction (3) or
EDFO	424	Human Growth and Development (3)
EDFO	555	Educational Statistics (4)
EDFO	599, 604, 696, or 698	(3-6 units of research activity)
EDFO	—	Elective in Philosophical-Social Foundations (3)
EDPC	540	Principles of Guidance (3)

The Ed.S. degree in the philosophical-social foundations provides a concentration in the development of educational thought, the history of educational practices, and current social issues. In addition to the required core courses, the program specifies elective, specialization, and cognate courses to be chosen in the philosophical-social area to complete either a 90-unit or a 45-unit program:

1. Twelve to thirteen units selected from the following courses:

ANTH	425	Sociocultural Change (4)
EDFO	404	Philosophy of Seventh-day Adventist Education (3)
EDFO	505	Psychological Theories of Instruction (3) <i>(if not used for the required core)</i>
EDFO	507	Contemporary Problems in Education (3)
EDFO	545	History of Educational Thought (3)
EDFO	624	Theory and Practice in Moral Development (3)
SOCI	404	Foundations of Social Thought (4)

2. From the following, complete a minimum of 8 units:

EDAD	688	Seminar in Divine Dynamics of SDA Education (3)
EDFO	547	History and Philosophy of Higher Education (2)
EDFO	649	Seminar in Seventh-day Adventist Education (3)
EDFO	694	Seminar in Educational Foundations (1-4) or
EDFO	688	Research Topics in Foundations of Education (1-6)

3. Additional electives as needed to complete the program may be selected, with departmental approval, in areas of philosophy, educational history, contemporary education, sociological foundations, or in other cognate areas of interest to the candidate.

Program stages The complete program includes three major stages.

Stage I Program development and departmental approval before completion of 60 postbaccalaureate units.

Stage II Advancement to candidacy, 75 postbaccalaureate units:

1. Completion of approximately 75 units of the approved program with a satisfactory grade point average.
2. Written application for candidacy.
3. Graduate Committee approval.

Stage III Program completion, 90 postbaccalaureate units:

1. Approval for candidacy.
2. Completion of course work with a grade point average of 3.3 or higher.
3. Graduate Record Examination (Advanced in Education) taken before graduation.
4. Petition and approval for graduation.

COURSES

UPPER DIVISION

EDFO 305 Psychological Foundations of Education (4)

A study of psychological development as it relates to the learning process and evaluation techniques as they relate to learners in the elementary and secondary schools. Prerequisite to EDCI 430 or 457.

Prerequisite: PSYC 104.

EDFO 404 Philosophy of Seventh-day Adventist Education (3)

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 requirement in the class Principles of Seventh-day Adventist Education, utilizing the structure of philosophy as a way of examining these principles.

EDFO 405 Dynamics of Learning and Teaching (3)

An examination of the theories of learning applied to teaching and the evaluation process.

EDFO 424 Human Growth and Development (3)

A study of the motor, cognitive, and psychosocial development of the individual from the prenatal period to maturity, with primary emphasis given to school-age children.

EDFO 455 Statistics for the Social Sciences (4)

Fundamentals of statistical reasoning and the application of statistical techniques to research in the Social Sciences. Includes computer applications to research and statistics. Laboratory required.

EDFO 499 Projects and Topics in Foundations of Education (1-6)

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)

EDFO 506 Social Foundations of Education (3)

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, ethnic and cultural differences.

EDFO 507 Contemporary Issues in Education (3)

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)

Formative ideas about education throughout history; their effects and present importance.

EDFO 547 History and Philosophy of Higher Education (2)

Focuses on the meaning, purpose, and development of higher education in the United States. Emphasizes the curriculum in an investigation of conflicts facing colleges and universities today. Examines theories and current research related to students and faculty as participants in academic life.

EDFO 555 Statistics for the Social Sciences (4)

Fundamentals of statistical reasoning and the application of statistical techniques to research in the Social Sciences. Includes computer applications to research and statistics. Laboratory required with research application.

EDFO 577 Directed Readings (1-4)

Topics in educational foundations.

EDFO 599 Research Topics in Foundations of Education (1-6)

Prerequisite: Consent of the department chairman.

EDFO 604 Program Research and Evaluation (3)

Analysis of selected research reports, theses, and dissertations; planning and conducting research with programs and materials, and bibliography appropriate to the student's major area.

EDFO 624 Theory and Practice in Moral Development (3)

A study of current theory, philosophy, and practice in the art of moral education.

EDFO 649 Seminar in Seventh-day Adventist Education (3)

The use of analytic and systematic approaches in examining the past and present status of theory and practice of Seventh-day Adventist education.

EDFO 651 Models for Education (4)

Opportunity to construct a written description of education for ideal conditions. Classic utopian plans for education.

EDFO 694 Seminar in Educational Foundations (1-4)

Topics to be supplied.

EDFO 696 Research Project (3)

Prerequisite: EDFO 504.

EDFO 698 Thesis (6)

EDFO 699 Research Design (3)

Analysis and development of appropriate research designs for doctoral dissertations, and the development of a doctoral dissertation-quality research proposal.

Prerequisite: EDFO 504, 555, 604.

DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY AND COUNSELING
(previously Counselor Education)

NORMAN C. MABERLY, Chairman

FACULTY

DARRELL E. BEYER, 1986. Professor of Educational Psychology and Counseling 1986
B.A. Union College 1953
M.A. Tulsa University 1964
ED.D. Baylor University 1971

NORMAN C. MABERLY, 1976. Professor of Educational Psychology and Counseling and
Educational Foundations and Research 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 Educational Psychology and Counseling 1971
B.S. Union College 1947
M.ED. University of Nebraska 1951
ED.D. University of Nebraska 1961

CHERYL J. SIMPSON, 1982. Associate Professor of Educational Psychology and Counseling
1984
B.A. Andrews University 1969
M.A. Loma Linda University SE 1973
ED.S. Loma Linda University SE 1977
PH.D. University of Oregon 1980

GEORGE T. SIMPSON, 1947. Emeritus Professor of Educational Psychology and Counseling
1978
B.A. Walla Walla College 1934
M.A. University of Denver 1947
ED.D. Columbia University 1956

RICKY E. WILLIAMS, 1977. Associate Professor of Educational Psychology and Counseling
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. Emeritus Associate Professor of Educational Psychology and Counsel-
ing 1986
B.A. Loma Linda University AS 1946
M.A. Andrews University 1956
M.S.ED. University of Southern California 1972

OBJECTIVES AND PROGRAMS

Within the Department of Educational Psychology and Counseling, programs and courses provide skills and competencies for numerous careers in education and other helping professions. Studies in educational psychology develop theoretical and professional knowledge for improved teaching, school administration, and the practices of psychological services. With more advanced programs, opportunities are opened for college teaching and clinical applications. An educational psychologist learns not only to understand the psychological bases of learning and development but also to apply such understandings to the solution of educational problems within the classroom, home, and community.

Programs in the department provide school counselors and school psychologists with specialized knowledge and skills for the identification and correction of learning disabilities and for the facilitation of academic, personal, and social development of children and adults at all levels of education. Residence hall deans are introduced to the philosophy and operational procedures of dormitory counseling and management; classroom teachers may enhance their abilities to guide the character building and social growth of pupils in their care; administrators develop competencies in communication, group interaction, and personal counseling.

Professional growth opportunities are also available for those who are less involved with school activities. Church or youth workers may pursue the Christian dimensions of problem solving and decision making; social workers, health-care providers, juvenile justice officers, mental health clinicians, and others are offered enrichment, renewal, and certification as they prepare themselves for greater effectiveness in their efforts to help others.

Degree programs Four graduate degree programs are offered through the Department of Educational Psychology and Counseling:

- Master of Arts in Counseling and Guidance (State Credential Program)
- Master of Arts in Counseling and Guidance (Elective Program)
- Specialist in Education for School Psychology (State Credential Program)
- Specialist in Education for Educational Psychology

Credential programs The California Commission on Teacher Credentialing has approved the Loma Linda University credential programs for pupil personnel services in *school counseling* and in *school psychology*. When necessary basic requirements are met, course work for the above degrees is acceptable for fifth-year teaching credentials or for the Seventh-day Adventist professional endorsement for guidance and counseling. Credential requirements may also be satisfied for community college counseling and student personnel work.

Facilities and services Located in the lower level of Hole Memorial Auditorium building, the Department of Educational Psychology and Counseling enjoys unique facilities and services in which practical experiences may be combined with theoretical learning. Several small counseling rooms are equipped for television and audio recording, and one-way windows permit individual or group observations under controlled conditions.

The confidential Test Library is stocked with specimen sets and research materials for many tests and inventories used by counselors and school psychologists. For school psychology practicums, there is the School Psychology Services — a clinic which provides assessments, consultation, and other educational psychology support for pupils with special needs in neighborhood schools.

Time and residency requirements Full-time students ordinarily complete a degree or credential program in four or five quarters. However, since most course work is offered in late afternoons and evenings, it is often possible for part-time students to continue their regular employment while extending the time period for program completion. Practicums and some class experiences may require occasional activities during regular school hours, and fieldwork assignments usually require participation during regular school hours for at least one quarter toward the end of the program. It is rarely possible to fit all required fieldwork into summer sessions only.

Policies on course waivers, transfer credit, academic residence and time limits are explained elsewhere in this BULLETIN. It must be noted, however, that any candidate for a graduate degree in the Department of Educational Psychology and Counseling must accumulate a minimum of 45 quarter units in approved courses. These units may include a limited number of transfer credits or credit by examination. If waivers are granted to those seeking a credential only, without a degree, the recommendation for the credential will be based on demonstrated competencies rather than on the completion of a specific number of course units.

Program requirements Steps in the sequence toward program completion are similar for both master's degrees and for the Specialist in Education degree. It is the responsibility of the student, in consultation with a departmental adviser, to initiate and fulfill all requirements as follows:

1. Admission to graduate study in the School of Education, with regular standing.
2. Approved Program of Graduate Study, prepared by a departmental adviser during the first quarter of residence.

3. Admission to Candidacy, approved by the Graduate Committee after 27-30 units with a grade point average not less than 3.0 for the master's degree or 3.3 for the Ed.S. degree.

4. *Graduate Record Examinations Advanced Education Test*, any time prior to the issuance of a degree diploma or before graduation.

5. Petition for Graduation, approved by the Graduate Committee at least one full quarter prior to the issuance of a degree diploma or graduation.

6. Departmental Comprehensive Examination, at least one month prior to the issuance of a degree diploma or graduation.

7. Completion of all course work on the Approved Program of Graduate Study, with a grade point average not less than 3.0 for a master's degree or 3.3 for the Ed.S. degree, and with no grade less than "C" for a credential program.

Basic skills proficiency requirements California law stipulates that candidates who wish to be credentialed for employment in public schools must take and pass the *California Basic Education Skills Test (CBEST)* before the credential will be issued. In general terms, the objectives of CBEST include the measurement of reading, writing, and mathematics at a level expected of a person holding a baccalaureate degree. The reading and mathematics items are all multiple choice, while the writing test is composed of two essay questions.

Because of the importance of this test, candidates and applicants for credential programs in school counseling or school psychology are strongly urged to sit for CBEST during their first quarter of residence or before admission. It may be too late, and very expensive, to discover basic skill deficiencies after all the course work has been completed.

A *CBEST Information Bulletin* is available in the office of the Department of Counselor Education.

MASTER OF ARTS / Counseling and Guidance

The Master of Arts degree in counseling and guidance may be earned through either the State Credential Program, which includes a basic Pupil Personnel Services Credential; or the Elective Program, which does not lead to state certification.

Prerequisites and admission In addition to all admission requirements for graduate study, as described elsewhere in this BULLETIN, the following prerequisites are specified for the Master of Arts degree in Counseling and Guidance program:

1. A minimum of 9 quarter units in psychology or related behavioral studies on the upper division or graduate level. The following courses or

equivalents (completed within the past seven years with a grade not less than C) must be included in these 9 units:

EDFO 305 Psychological Foundations of Education (4)

OR

EDFO 505 Psychological Theories of Instruction (3)

AND

PSYC 324 Human Growth and Development (4)

Deficiencies in this prerequisite course work may be removed after admission to graduate study; the credits thus earned will apply toward the minimum 45-unit degree program if all other degree requirements are met.

2. Two letters of recommendation to verify desirable personal qualities for entering a counseling and guidance training program. The applicant must request these letters on special forms obtainable from the department secretary. Two administrators or supervisors who have been closely associated with the work of the applicant must attest to professional suitability in terms of human relations, Christian character, and potential for counseling as a vocation.

3. A preadmission interview with at least two faculty members of the department of Educational Psychology and Counseling who will evaluate the applicant's expressiveness, commitment, values, cultural affirmation, and professional attitudes. When admission is granted without a prior interview, arrangements for the interview must be made during the first few weeks of residence before program approval.

STATE CREDENTIAL PROGRAM

The California State Credential Program provides a Master of Arts degree in counseling and guidance together with state-approved preparation for the California Pupil Personnel Services Credential with authorization for counseling in grades K-12 and adults.

Course requirements The 45-unit program includes all of the course work and fieldwork listed below. Some individuals may require more than this minimum because of particular interests or the need to remove prerequisite deficiencies.

EDAD 524	Educational Organization and Leadership (3)
EDFO 504	Methods and Materials of Research (3)
EDFO 506	Social Foundations of Education (3)
EDAD 524	Educational Organization and Leadership (3)
EDPC 404	Standardized Testing in Education (3)
EDPC 405	Dynamics of Individual Behavior (3)
EDPC 460	The Exceptional Child (3)
EDPC 540	Principles of Guidance (3)
EDPC 550	Professional Guidance Applications (3)

- EDPC 554 Education and Career Planning (3)
- EDPC 561 Counseling Theory and Techniques (3)
- EDPC 562 Counseling Practicum (3)
- EDPC 564 Group Theory and Procedures (3)
- EDPC 565 Fieldwork in Counseling and Guidance (6)
- EDPC 666 Intervention Methods and Strategies (3)

ELECTIVE PROGRAM

The Elective Program provides a Master of Arts degree without a recommendation for the California Pupil Personnel Services Credential for school counseling. It is of interest to counselors in higher education, residence hall supervisors, social service and mental health workers, classroom teachers, administrators, youth workers, and others in nonschool, helping professions. Applicants who wish to become counselors in public schools or in the Seventh-day Adventist system are advised to enter the State Credential Program rather than the Elective Program.

Course work The 45-unit, noncredential program must include all core requirements listed below, plus the selection of a specialization option. Additional electives are then chosen, with advisement, in cognate areas relevant to the student's professional goals. In some circumstances, equivalent or elective substitutes may be permissible when specified courses are not readily available in the class schedule.

CORE REQUIREMENTS

- EDAD 524 Educational Organization and Leadership (3)
- EDFO 504 Methods and Materials of Research (3)
- EDFO 505 Psychological Theories of Instruction (3)
- EDPC 404 Standardized Testing in Education (3)
- EDPC 405 Dynamics of Individual Behavior (3)
- EDPC 540 Principles of Guidance (3)
- EDPC 561 Counseling Theory and Techniques (3)
- EDPC 562 Counseling Practicum (3)
- EDPC 564 Group Theory and Procedures (3)
- MFAM 515 Crisis Intervention Counseling (2)

AREA OF SPECIALIZATION AND ELECTIVES

Option A. Community Agency Emphasis

- EDPC 460 The Exceptional Child (3)
- EDPC 568 Community Agency Counseling (3)

A minimum of 6 units from approved upper-division or graduate courses in not more than two of the following areas:

1. Marriage therapy, human sexuality, family life.
2. Social services, sociology, correctional justice.
3. Mental health, exceptionality, psychology.
4. Vocational/career, life planning.
5. School nurse, community health.
6. Other areas (to be determined).

Cognate electives as needed to complete the 45-unit program.

Option B. Residence Hall Emphasis

EDPC 444 Residence Hall Counseling Programs (2)

EDPC 566 Residence Hall Practicum (3)

EDPC 694B Counseling Adventist Youth (3)

A minimum of 2 units from special workshops or seminars on counseling, residence hall supervision, or peer leadership.

Cognate electives as needed to complete the 45-unit program.

Option C. Fifth-Year Teaching Emphasis

EDPC 460 The Exceptional Child (3)

EDPC 554 Education and Career Planning (3)

EDPC 565 Fieldwork in Counseling and Guidance (3) (noncredential experience)

EDPC 694C Personal Development in the Classroom (3)

or a course in elementary counseling

All statutory requirements for the fifth-year or standard teaching credential (excluding subject-matter courses.)

Cognate electives as needed to complete the 45-unit program.

Option D. Church Ministry Emphasis

EDPC 568 Community Agency Counseling (3)

or RELP 435 Proseminar in Pastoral Counseling (2)

RELP 436 or 536 Pastoral Counseling (2)

One course in Christian ethics (RELE 447 or 548).

A minimum of 6 units from approved upper division or graduate courses in one of the following areas:

1. Clinical counseling, chaplaincy.
2. Youth ministry, religious education. (Must include EDPC 694B Counseling Adventist youth.)
3. Pastoral ministry, family life.

Cognate electives as needed to complete the 45-unit program.

Option E. Occupational Therapy Emphasis

EDPC 460 The Exceptional Child (3)

EDPC 568 Community Agency Counseling (3)

A minimum of 6 units from approved upper-division or graduate courses in ONE of the following areas:

1. Developmental dysfunction, mental health, exceptionality.
2. Vocational, career, life planning.
3. Administration.

4. Community health, substance abuse/dependency.
5. Educational applications, early childhood, special education.
6. Psychoeducational assessment.
7. Other areas (to be determined).

Other approved electives as needed to complete the 45-unit program may include cognate courses, religion, or research project.

Applicants for admission to the occupational therapy option must submit evidence of the following requirements in addition to those specified for other degrees or options in the department:

1. A professional occupational therapy certificate (OTR) or eligibility for the certificate.
2. A recommendation from the collective faculty of the OT department in which training for the OTR certificate was obtained.

SPECIALIST IN EDUCATION / School Psychology

The Specialist in Education (Ed.S.) degree for school psychology provides all elements specified by the state of California for the school psychologist credential. Although the credential may be pursued without earning the Ed.S. degree, the two programs will be identical and coterminous for most candidates.

Course work comprises either a 45-unit post-master's program or a 90-unit postbaccalaureate program without an M.A. Either of the two program options must include all elements specified for the California Pupil Personnel Services Credential with authorization for school psychology. Recommendation for the credential, however, will be based on demonstrated competencies rather than on the accumulation of a specific number of units.

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 the basic California Pupil Personnel Services Credential, with authorization for counseling.
2. At least one upper division or graduate course in each of the following areas, to have been completed within the past seven years: measurement, personality theory, counseling theory, exceptional child, developmental psychology, and research methods.
3. Verification of potential for pupil personnel work by letters from two administrators or supervisors who have been closely associated with the work of the applicant and who are able to make judgments concerning his or her suitability for entering the school psychology specialization.

4. Absence of a criminal record and any precluding health or emotional condition.

5. A preadmission interview with at least two faculty members from the Department of Educational Psychology and Counseling, who will evaluate the applicant's expressiveness, commitment, values, cultural affirmation, and professional attitudes. When admission is granted without a prior interview, arrangements must be made for an interview during the first few weeks of residency before program approval.

Applicants who are lacking any of the above prerequisites may be admitted to the Ed.S. and/or credential program with the understanding that deficiencies must be removed at the earliest possible date prior to entry to practicums or fieldwork. Credit thus earned may be used for electives if all other program requirements are met.

Course requirements The program for an Ed.S. degree in school psychology must include all of the course work and field experiences listed below. When a school psychology credential is sought without a degree, all courses are required except those marked with an asterisk.

*EDAD	524	Educational Organization and Leadership (3)
EDAD	574	Legal Aspects of Education (3)
EDCI	514	Curriculum Planning (3)
EDFO	555	Educational Statistics (4)
*EDFO	—	Elective in Philosophical-Social Foundations (3)
EDPC	599	Research Topics: Program Evaluation (3)
EDPC	650	Mental Exceptionality (3)
EDPC	664	Assessment of Individual Intelligence (4)
EDPC	666	Intervention Methods and Strategies (3)
EDPC	667	Assessment of Learning Development (3)
EDPC	668	Assessment of Personal Adjustment (3)
EDPC	670	School Psychology Seminar (3)
EDPC	674	School Psychology Practicum (1)
EDPC	675	Fieldwork in School Psychology (6)
EDPC	694A	Seminar: Individual and Cultural Differences (2)

*Not required for credential.

SPECIALIST IN EDUCATION / Educational Psychology

The Specialist in Education degree in educational psychology requires 90 quarter units of postbaccalaureate study, of which 45 units must be completed beyond the level of a master's degree or its equivalent. Although the earning of a Master of Arts degree is not a mandatory prerequisite, candidates must satisfy all requirements specified below.

Prerequisites In addition to regular admission for graduate study in the School of Education, applicants for a Specialist in Education degree in educational psychology must provide evidence of the following:

1. At least 15 quarter units of credit must have been earned on the upper division or graduate level in one or more of the following areas within the past seven years with no grade less than C:

Professional education, including teaching and/or administration.

Counseling and/or school psychology.

Behavioral sciences.

Psychology.

2. For those entering the 45-unit post-master's program, the Master of Arts or Master of Science degree must have been earned in an area of professional education, teaching, counseling and guidance, or an equivalent specialization.

3. Within the past seven years, at least one introductory or advanced course must have been satisfactorily completed in educational psychology and one in developmental psychology.

Deficiencies in these prerequisites may be removed after entrance into the Ed.S. program. Credits thus earned may be used as electives for the 90-unit nonmaster's program, but they will not apply toward the 45-unit post-master's program.

Course requirements The following core courses, or their equivalents, are mandatory for the Ed.S. degree in educational psychology. If any of the specified courses have been previously completed for degree purposes, the credit cannot be applied toward the Ed.S. degree. Instead, additional cognate electives must be chosen to give the minimum total units required.

CORE REQUIREMENTS

EDAD	524	Educational Organization and Leadership (3)
EDCI	514	Curriculum Planning (3)
EDFO	424	Human Growth and Development (3)
EDFO	504	Methods and Materials of Research (3)
EDFO	555	Educational Statistics (4)
EDFO	—	Elective in Philosophical-Social Foundations (3)

EDPC	404	Standardized Testing in Education (3)
EDPC	405	Dynamics of Individual Behavior (3)
EDPC	505	Psychological Theories of Instruction (3)
EDPC	540	Principles of Guidance (3)
EDPC	650	Mental Exceptionality (3)
EDPC	599, 696, or 698	Elective research activity (3-6)

ELECTIVES

Electives as needed to complete the program may be selected with departmental approval from counseling, research, advanced statistics, computer science, measurement, and other cognate areas of education and/or psychology in any department of the University. Such electives may sometimes be structured to include a teaching or professional credential together with the Ed.S. degree. The following is a recommended but not exclusive list of elective courses. The decision on which to choose from these or other courses depends on prior preparation and the ultimate interests or goals of the student.

EDFO	624	Theory and Practice of Moral Development (3)
EDPC	561	Counseling Theory and Techniques (3)
EDPC	562	Counseling Practicum (3)
EDPC	564	Group Theory and Procedures (3)
EDPC	506	Instructional Evaluation Design (3)
EDPC	664	Assessment of Individual Intelligence (4)
EDPC	667	Assessment of Learning Development (3)
EDPC	668	Assessment of Personal Adjustment (3)
MFAM	515	Crisis Intervention Counseling (3)
PSYC	437	Introduction to Behavior Modification (4)
PSYC	444	Theories of Personality (4)

COURSES

EDPC 404 Standardized Testing in Education (3)

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. Open to upper division graduate and postgraduate students only.

EDPC 405 Dynamics of Individual Behavior (3)

Inquiry into the basic factors shaping man's intellectual, emotional, and social behavior. Implications for effective personal adjustment and self-actualization.

EDPC 444 A, B Residence Hall Counseling Program (1, 1)

A problem-centered approach. Source personnel, literature review, and discussion practicum. May be repeated for a total of 2 units.

EDPC 460 The Exceptional Child (3)

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. Open to upper division graduate and postgraduate students only.

EDPC 499 Projects and Topics in Counselor Education (1-3)

Prerequisite: Consent of the department chairman.

EDPC 505 Psychological Theories of Instruction (3)

Theoretical approaches to learning and teaching for the purpose of developing better understandings of the psychological dynamics underlying various learning and classroom practices.

EDPC 506 Instructional Evaluation Design (3)

A practical introduction to the principles and techniques of designing evaluation activities and tests for measuring classroom learning and instructional products. Includes criterion-referenced approaches, formative and summative instruments, critical incident observations, and other related measurement concepts.

EDPC 540 Principles of Guidance (3)

Concepts, methods, and philosophy of the educational, vocational, health, and civic-ethical-social guidance of students.

EDPC 550 Professional Guidance Applications (3)

A synthesis of essential competencies for developing, implementing, and coordinating the programs and services for elementary and secondary school counseling and guidance. Experiential applications made with model programs, case studies, laws for children, ethics, and other professional considerations.

Prerequisite: EDPC 540, 561. Must be taken prior to or concurrent with EDPC 565.

EDPC 554 Education and Career Planning (3)

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.

EDPC 561 Counseling Theory and Techniques (3)

A study of the theory, ethics, and practice of counseling, interviewing, and relating in various school guidance situations. Real and simulated situations using video and tape recorders.

EDPC 562 Counseling Practicum (3)

An opportunity for the student to participate in the counseling of individuals and groups under supervision, as a laboratory experience, prior to being placed for school-based experience in EDPC 565. Graded on an S/U basis for all students.

Prerequisite: EDPC 561.

EDPC 564 Group Theory and Procedures (3)

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.

EDPC 565 Fieldwork in Counseling and Guidance (3-6)

Supervised field experiences in schools and other agencies. Approximately 250 hours required for state credential. Must include at least two educational levels, public school activity, and involvement with children from various cultural-ethnic-language backgrounds.

Prerequisite: Departmental approval at least six weeks prior to placement. Health, character, and basic skills clearances are required.

EDPC 566 Residence Hall Practicum (3)

Intensive on-site participation in all facets of dormitory administration and counseling, under the direction of an experienced dean. A minimum of 40 hours of full-time involvement required for each unit of credit. Graded on an S/U basis for all students.

Prerequisite: EDPC 444; consent of the instructor.

EDPC 568 Community-Agency Counseling (3)

Supervised, practical training and counseling experience in clinics or agencies not directly administered by an elementary or secondary school. Approximately 150 hours required under the direction of an appropriately credentialed supervisor. Applicable only to the noncredential program. May not be repeated for additional credit.

Prerequisite: Departmental approval, at least six weeks prior to placement. Health, character, and criminal clearance.

EDPC 577 Directed Readings (1-4)

Prerequisite: Consent of the department chairman. Graded on an S/U basis for all students.

EDPC 599 Research Topics (1-3)

Prerequisite: EDFO 504; consent of the department chairman.

EDPC 650 Mental Exceptionality (3)

The etiology, characteristics, and diagnosis of children whose cognitive functioning deviates from the norm. Implications for school and family considered for retardates, learning handicapped, and the mentally gifted.

Prerequisite: EDPC 460.

EDPC 664 Assessment of Individual Intelligence (4)

Supervised experience in the administration, scoring, and interpretation of several mental ability tests, including Stanford-Binet, Wechsler Scales, Leiter, and other assessments of cognitive functions.

Prerequisite: EDPC 404.

EDPC 666 Intervention Methods and Strategies (3)

Psychological and environmental management procedures to assist in meeting the educational needs of normal and exceptional pupils in the classroom. Includes behavior modification, client-centered consultation, self-instructional activities, parental involvement, and general intervention strategies appropriate for school psychologists.

EDPC 667 Assessment of Learning Development (3)

A practicum in diagnosis and remediation of learning difficulties, with emphasis on academic and perceptual assessment. Includes the utilization of a wide range of individual and group assessment instruments in laboratory and school situations.

Prerequisite: EDPC 404.

EDPC 668 Assessment of Personal Adjustment (3)

Theory, methods, and instruments for assessing personality traits and social adjustment. Competencies developed with various types of personality inventories and projective techniques.

Prerequisite: EDPC 404 and a course in personality theory.

EDPC 670 School Psychology Seminar (3)

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: EDPC 664, 666, 667.

EDPC 674 School Psychology Practicum (1)

Fifty hours in assessment activities supervised by the instructor prior to placement in school-based fieldwork. Evaluation is made of all essential school psychology competencies. Graded on an S/U basis for all students.

Corequisite: Departmental approval for EDPC 675.

EDPC 675 Fieldwork in School Psychology (3-6)

Supervised, on-site experiences in local schools. Approximately 500 hours required for state credential. Must include at least two educational levels, public school activity, and involvement with children from various cultural-ethnic-language backgrounds.

Prerequisite: Departmental approval at least six weeks prior to placement; completion of 24 units of school psychology course work, including EDPC 670 and 674; possession of a California Basic Pupil Personnel Services Credential; health, character, and basic skills clearances.

EDPC 689 Work Conference (topic to be supplied) (1-3)

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.

EDPC 694 Seminar (topic to be supplied) (1-3)

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.

A. Individual and Cultural Differences (2)

The application of differential psychology to testing, learning, and school psychology procedures. Emphasis on crosscultural, ethnic, and sex differences.

B. Counseling Adventist Youth (2-3)

C. Personal Development in the Classroom (2-3)

EDPC 696 Research Project (3)

EDPC 698 Thesis (6)

CREDENTIAL PROGRAMS

JAMES N. SCOTT, Adviser

TEACHING CREDENTIALS

Postbaccalaureate or "fifth-year" graduate 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 California's Commission on Teacher Credentialing 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 Teaching Credential in Elementary Education are as follows:

1. General eligibility, which includes (a) SDA church membership and ethical responsibility and (b) scholarship, with no grade below C in the major areas, education courses, or for subject-area endorsements.
2. An appropriate subject-matter major.
3. A baccalaureate or higher degree.
4. Completion of required professional education courses (see the elementary education and secondary teaching programs).
5. Successful completion of the California Basic Education Skills Test (CBEST).

State Basic requirements for a California State Preliminary Teaching Credential are as follows:

1. A baccalaureate or higher degree (a major in education not acceptable).
2. An approved program of professional education (see elementary education and secondary teaching programs).
3. Successful completion of a subject-matter examination (or its waiver) as specified in the Ryan Act.
4. Completion of a course in U. S. Constitution.
5. Demonstration of knowledge of the various methods of teaching reading (to a level deemed adequate by the Commission) by successful completion of a Commission-approved reading examination or course.
6. Successful completion of the California Basic Education Skills Test (CBEST).

State Basic requirements for a California State Clear Teaching Credential are:

1. An approved "fifth year" of study.
2. Completion of a course in health education.
3. Completion of a course in special education (mainstreaming).
4. Recommendation of a California college or university with a Commission-approved program.

Please consult with the chairman of the Department of Curriculum and Instruction.

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 professional teaching 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, personnel 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* — a minimum of one graduate course each in curriculum, supervision, school law, school administration, and school finance.

(b) *supervisor of instruction* — a minimum of two graduate courses in curriculum, two in supervision, and one in school administration.

(c) *superintendent of schools* — a minimum of 36 quarter (24 semester) hours of graduate courses, including at least one course each in school administration, personnel administration, curriculum supervision, school law, school finance, and school plant planning; **and** a minimum of three consecutive years of successful school administration and/or supervision of instruction.

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

1. Possession of a valid teaching credential or a services credential.
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 a services field.

3. Completion of a course in special education (mainstreaming).
4. A program of specialized and professional preparation in administrative services approved by the Commission.

Please consult with the chairman of the Department of Administration and Leadership.

HEALTH SERVICES — SCHOOL NURSE

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

1. A bachelor's (or higher) degree from a regionally accredited college or university.

2. A valid registered nurse license issued by the state of California.

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

1. A preliminary School Nurse Services Credential issued prior to July 1, 1981.

2. Completion of a Commission-approved school nurse program and submission of an application which includes the formal recommendation of the college or university where the program was completed.

3. Such additional requirements as may be prescribed by the Commission. Please consult with the director of the Credential Program in the Department of Health Behavior and Education in the School of Health.

PUPIL PERSONNEL SERVICES / SCHOOL PSYCHOLOGY

SDA An endorsement for guidance and/or counseling may be issued to an applicant who qualifies for an elementary endorsement or a secondary subject area endorsement; and completes a minimum of twenty-seven quarter (eighteen semester) hours in guidance and/or counseling.

State The basic Pupil Personnel Services Credential for school counseling in the state of California requires all of the following:

1. A fifth year of study beyond the bachelor's degree.

2. A program of professional preparation in school counseling, including a practicum involving direct classroom contact.

3. A recommendation of a California college or university with a Commission-approved basic pupil personnel services program.

4. Passage of the California Basic Educational Skills Test (CBEST).

Applicants prepared outside of California may satisfy requirements 1, 2, and 3 by verifying completion of a master's or higher degree in school counseling, including the practicum, and eligibility for the equivalent credentialing authorization in the state where the program was completed. If the out-of-state preparation does not fit this pattern, it is necessary for the applicant to contact a California college or university with a Commission-approved program for an evaluation.

An advanced authorization for school psychology may be added to the basic Pupil Personnel Services Credential upon completion of the following requirements:

1. Two years of postbaccalaureate degree study in which the first year meets the requirements of the basic authorization for school counseling, while the second year specializes in school psychology.

2. A program of professional preparation in school psychology, including a practicum with school-aged children.

3. A recommendation of a California college or university with a Commission-approved school psychology program.

4. Passage of the California Basic Educational Skills Test (CBEST).

For additional information, see the Department of Educational Psychology and Counseling in this BULLETIN, or consult with the chairman of that department.

CLINICAL-REHABILITATIVE SERVICES

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

1. A baccalaureate (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. Please consult with the chairman of the Program in Speech Pathology.





III

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ALUMNI FEDERATION

The Alumni Federation was organized in 1958. This organization provides an avenue by which the several alumni associations, distinctive of emphasis 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. Vitally concerned with excellence in education, the Federation lends itself to enlarging the sphere of influence for good envisioned by the founders of the University.

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

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

SCHOOL ALUMNI ASSOCIATION

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

ACCREDITATION

The University

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

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

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

SCHOOL OF BUSINESS AND MANAGEMENT: Started in 1986. Accredited through University accreditation.

The Professions

CYTOTECHNOLOGY: Started in 1982. Initial approval by the Committee on Allied Health Education and Accreditation in collaboration with the Cytotechnology Programs Review Committee January 20, 1983.

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.

EDUCATION: School of Education organized in 1968 and approved by the California State Board of Education June 12, 1969; approval of programs is maintained with the California State Commission on Teacher Credentialing.

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

HEALTH INFORMATION ADMINISTRATION: Started as Medical Record Administration in 1963. Approved by the Council on Medical Education of the American Medical Association since December 1, 1963. Currently approved by the Committee on Allied Health Education and Accreditation in collaboration with the American Medical Record Association.

MEDICAL RADIOGRAPHY: Started in 1941 as radiological technology. Approved by the Council on Medical Education of the American Medical Association November 19, 1944. Currently approved by the Committee on Allied Health Education and Accreditation in collaboration with the Joint Review Committee on Education in Radiologic Technology.

MEDICAL SONOGRAPHY: Started in 1976 as diagnostic medical sonography. Approved by the Committee on Allied Health Education and Accreditation in collaboration with the Joint Review Committee on Education in Diagnostic Medical Sonography October 24, 1985.

MEDICAL TECHNOLOGY: Started in 1937. Approved by the Council on Medical Education of the American Medical Association since August 28, 1937. Currently approved by the Committee on Allied Health Education and Accreditation in collaboration with the National Accrediting Agency for Clinical Laboratory Sciences.

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. Currently approved by the Committee on Allied Health Education and Accreditation in collaboration with the Joint Review Committee on Educational Programs in Nuclear Medicine Technology.

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 the 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.

NUTRITION AND DIETETICS: Started in 1922 as a certificate program; baccalaureate degree conferred 1932-54; graduate program offered since 1954. Internship program continuously approved by The American Dietetic Association from 1957 through 1974; reestablishment of baccalaureate program authorized October 1971. Coordinated undergraduate program accredited by the American Dietetic Association since 1974.

OCCUPATIONAL THERAPY: Started in 1959. Initial approval by the Council on Medical Education of The American Medical Association June 10, 1960. Full approval March 30, 1962. Currently approved by the Committee on Allied Health Education and Accreditation in collaboration with the American Occupational Therapy Association.

PHYSICAL THERAPY: Started in 1941. Initial approval by the Council on Medical Education of the American Medical Association June 6, 1942. Currently approved by the American Physical Therapy Association.

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. Currently approved by the Committee on Allied Health Education and Accreditation in collaboration with the Joint Review Committee on Education in Radiologic Technology.

RESPIRATORY THERAPY: Started in 1971. Initial approval by the Council on Medical Education of the American Medical Association September 1972. Full approval June 1973. Currently approved by the Committee on Allied Health Education and Accreditation in collaboration with the Joint Review Committee for Respiratory Therapy Education.

SOCIAL WORK: Started in 1972. Accredited by the Council on Social Work Education May 1980.

INSTRUCTIONAL RESOURCES

LIBRARIES

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

Books, bound periodicals, audiovisual materials	652,723
Current periodical subscriptions	4,270

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 unavailable in either campus library or in the immediate community are obtainable through interlibrary loan. An electronic mail system is used for interlibrary communication. Computerized search services are available to offer computer-printed bibliographies through Medline and other databases in which the libraries participate.

LA SIERRA CAMPUS	
Books, bound periodicals, audiovisual materials	344,041
Current periodical subscriptions	1,509

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	308,682
Current periodical subscriptions	2,761

The acquisitions of the Del E. Webb 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.

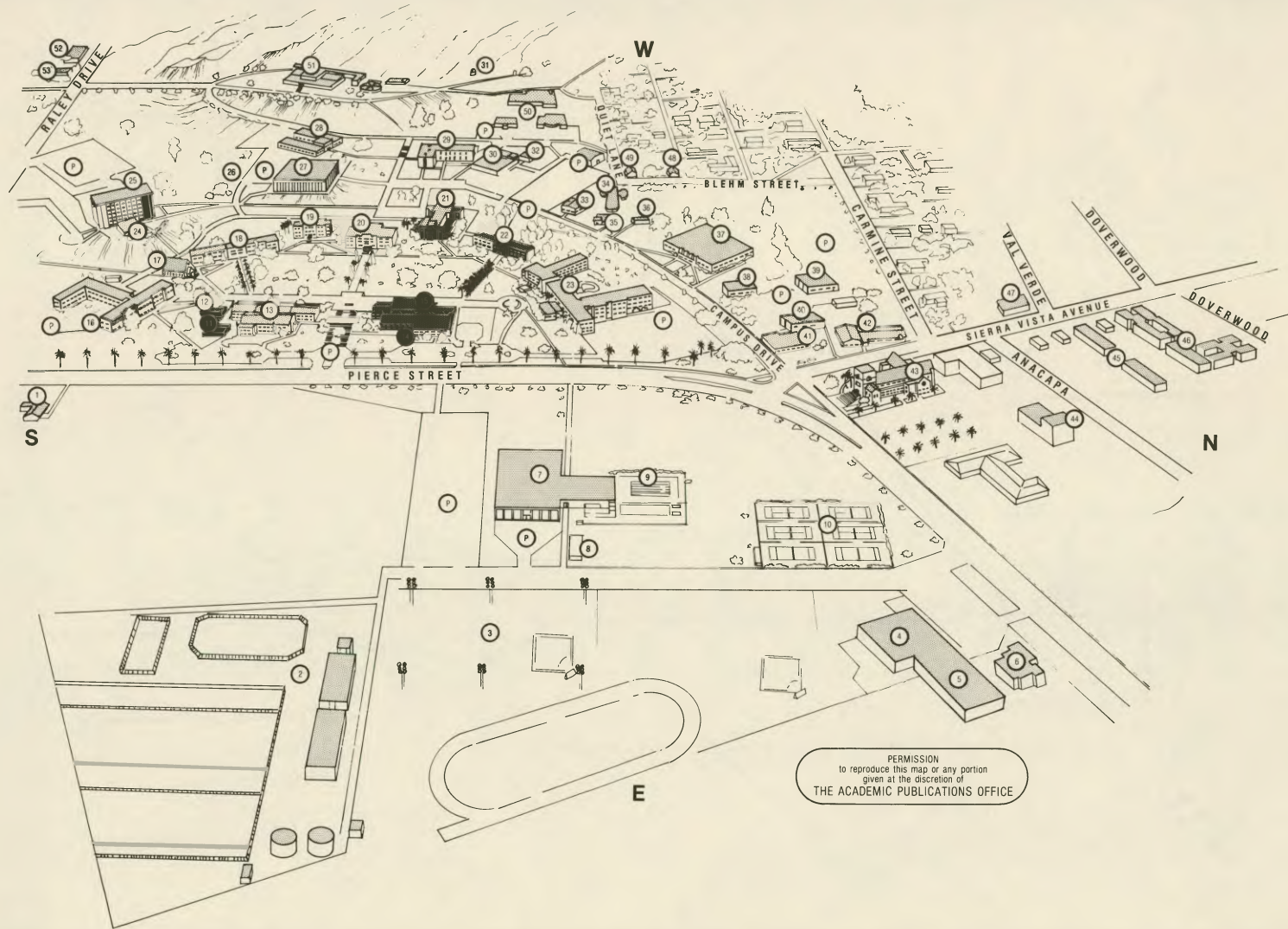
Consortium The following colleges and universities have formed a consortium under the name Inland Empire Academic Library Cooperative to give full borrowing privileges to students and faculty members of the following institutions:

- Azusa Pacific College, Azusa
- California Baptist College, Riverside
- California State University, 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

Both campus libraries are members of the San Bernardino-Inyo-Riverside Counties Libraries Service. In addition the La Sierra campus library is an associate member of the Center for Research Libraries. The Loma Linda campus library participates in the Pacific Southwest Regional Medical Library Service as a resource library for over forty hospital libraries in a four-county 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.

[illegible][illegible]



LA SIERRA CAMPUS MAP

NUMERICAL LEGEND

- 1 Agriculture
- 2 Dopp Equestrian Center
- 3 Recreation fields
- 4 College Market / Bookstore
- 5 Convenience Center
- 6 Soup Stone Restaurant
- 7 Alumni Pavilion / Gymnasium
- 8 Physical Education office
- 9 Swimming pool
- 10 Tennis courts
- 11 Safety and Security
- 12 Administrative Annex
- 13 Administration Building (academic, financial): The President / Provost / Vice Presidents for Academic Administration, Development and Public Relations, Financial Administration / Accounting Service / Alumni Affairs / Dean of Students / Secretarial and Business Education / Graduate School Dean / Offices of Admissions and Records, Business, News and Public Information, Payroll, Personnel, Purchasing / Student Admissions, Affairs, Aid, Employment, Finance, Loans, Recruitment
- 14 Student Center
- 15 The Commons / Food Service (cafeteria)
- 16 Calkins Hall: men
- 17 Matheson Chapel
- 18 South Hall: women
- 19 San Fernando Hall: Physics
- 20 La Sierra Hall: Counseling Center / Division of Religion / English / History and Political Science / Mathematics / Modern Languages / School of Education
- 21 Hole Memorial Auditorium: Auditorium / Education / Music / Testing
- 22 Gladwyn Hall: women
- 23 Angwin Hall: women
- 24 Meier Chapel
- 25 Sierra Towers: men
- 26 John Clough Park
- 27 University Library: Learning Advancement Program / Media Services
- 28 Ambs Hall: Industrial Studies
- 29 School of Business and Management / Child Development Learning Center
- 30 Communication / KSGN / Nursing
- 31 Art
- 32 Nursing

- 33 Mail Service / Custodial Service
- 34 Cossentine Hall/World Museum of Natural History
- 35 Health Service
- 37 Palmer Hall: Animal quarters / Biology / Chemistry
- 38 Biology Annex
- 39 Geological Sciences Annex
- 40 Behavioral Sciences Annex
- 41 Behavioral Sciences: Anthropology / Psychology / Social Work / Sociology
- 42 Sierra Vista Chapel / Welfare Center
- 43 La Sierra Collegiate Church
- 44 Geological Sciences Research Center
- 45 Walnut Grove Apartments
- 46 Sierra Vista Apartments
- 47 Sierra Vista House
- 48 Child Development Preschool
- 49 Geological Sciences
- 50 Visual Art Center
- 51 Physical Plant Services (maintenance)/Receiving
- 52 Rhoads House
- 53 Raley House

ALPHABETICAL LEGEND

- Academic Affairs VP, 13
Accounting Service, 13
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Administration, 13
Administrative Annex, 12
Admissions and Records, 13
Agriculture, 1
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- Child Development Learning Center, 29
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Counseling Center, 20
Custodial Service, 33
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Development and Public Relations VP, 13
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Hole Memorial Auditorium, 21
Industrial Arts, 28
Information, Public, 13
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KSGN, 30
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La Sierra Hall, 20
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South Hall: women, 18
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Student Center, 14
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Tennis courts, 10
Testing, 21
Visual Art Center, 50
Walnut Grove Apartments, 45
Welfare Center, 42
Women's residences, 18, 22, 23, 46, 47
World Museum of Natural History, 37

TO COMMUNICATE WITH THE SCHOOL OF EDUCATION

By mail

SCHOOL OF EDUCATION
Loma Linda University
La Sierra campus
Riverside, California 92515

By telephone

1/800/422-4LLU

Area 714

785-2266	General interests, School of Education
785-2266	Dean of the School
785-2176	Admissions
785-2225	Credentials Advisement
785-2203	Elementary Teacher Preparation
785-2203	Secondary Teacher Preparation
785-2203	Teacher Placement
785-2266	Graduate Advisement

DEPARTMENTS

785-2074	Administration and Leadership
785-2203	Curriculum and Instruction
785-2225	Educational Foundations and Research
785-2267	Educational Psychology and Counseling

SERVICES

785-2190	Media Service
785-2267	School Psychology Services
785-2267	Testing Service

UNIVERSITY INFORMATION

BOTH CAMPUSES

General University interests	The President's Office
Admission	Office of Admissions
Student welfare, housing, visas	Student Affairs Office
Student finance	Student Aid and Finance Office
Records	Office of University Records

LA SIERRA CAMPUS

MAIL: Riverside California 92515	TELEPHONE (area 714): 1/800/422-4LLU Riverside
College of Arts and Sciences	Dean 785-2210
School of Business and Management	Dean 785-2060
School of Education	Dean 785-2266
Division of Religion	Dean 785-2041

LOMA LINDA CAMPUS

MAIL: Loma Linda California 92350	TELEPHONE (area 714): 1/800/422-4LLU
School of Dentistry	796-0141 Redlands 824-0030 Riverside, San Bernardino
All other Schools	796-3741 Redlands 824-4300 Riverside, San Bernardino
School of Allied Health Professions	Dean 824-4545
CYTOTECHNOLOGY	824-4966
HEALTH INFORMATION ADMINISTRATION	824-4976
MEDICAL TECHNOLOGY	824-4966
NUTRITION AND DIETETICS	824-4593
OCCUPATIONAL THERAPY	824-4628
PHYSICAL THERAPY	824-4632
PUBLIC HEALTH SCIENCE	824-4630
RADIOLOGIC TECHNOLOGY	824-4931
RESPIRATORY THERAPY	824-4932
School of Dentistry	Dean 824-4683
DENTISTRY	
DENTAL HYGIENE	
DENTAL ASSISTING	
School of Health	Dean 824-4578
School of Medicine	Dean 824-4462
School of Nursing	Dean 824-4360
Division of Religion	Dean 824-4536
The Graduate School	Dean 824-4528

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