



LOMA LINDA UNIVERSITY

Loma Linda University

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SCHOOL
OF
EDUCATION
1990-91 BULLETIN

LOMA LINDA
UNIVERSITY

Bulletin of LOMA LINDA UNIVERSITY
School of Education 1990-91

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

Administration

8:30-4:30 Monday-Thursday

8:30-12:00 Friday

Recruitment/Admissions

8:30-4:30 Monday-Thursday

8:30-12:00 Friday

Student Finance

8:30-4:30 Monday-Thursday

8:30-12:00 Friday

University Records

8:30-4:30 Monday-Thursday

8:30-12:00 Friday

CLOSED

Saturday, Sunday,
and legal holidays

BULLETIN OF

LOMA LINDA UNIVERSITY

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school of education

LOMA LINDA UNIVERSITY

1990-91

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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 Riverside campus, at the west edge of Riverside, curricula in applied and liberal arts and sciences, undergraduate and graduate 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, the School of Education, and the School of Religion. On the Loma Linda campus, in the San Bernardino-Redlands area, professional curricula are offered by the Schools of Allied Health Professions, Dentistry, Medicine, Nursing, and Public Health. Graduate programs 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 curricula of the University are approved by their respective professional organizations.

Curricula 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 822 full-time teachers. Part-time and voluntary teachers, especially clinicians in the professional curricula, bring the total past 1,990. Men and women from as many as 100 nations are represented in the annual enrollment of nearly 4,400 students.

NONDISCRIMINATION POLICY

The University was 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.

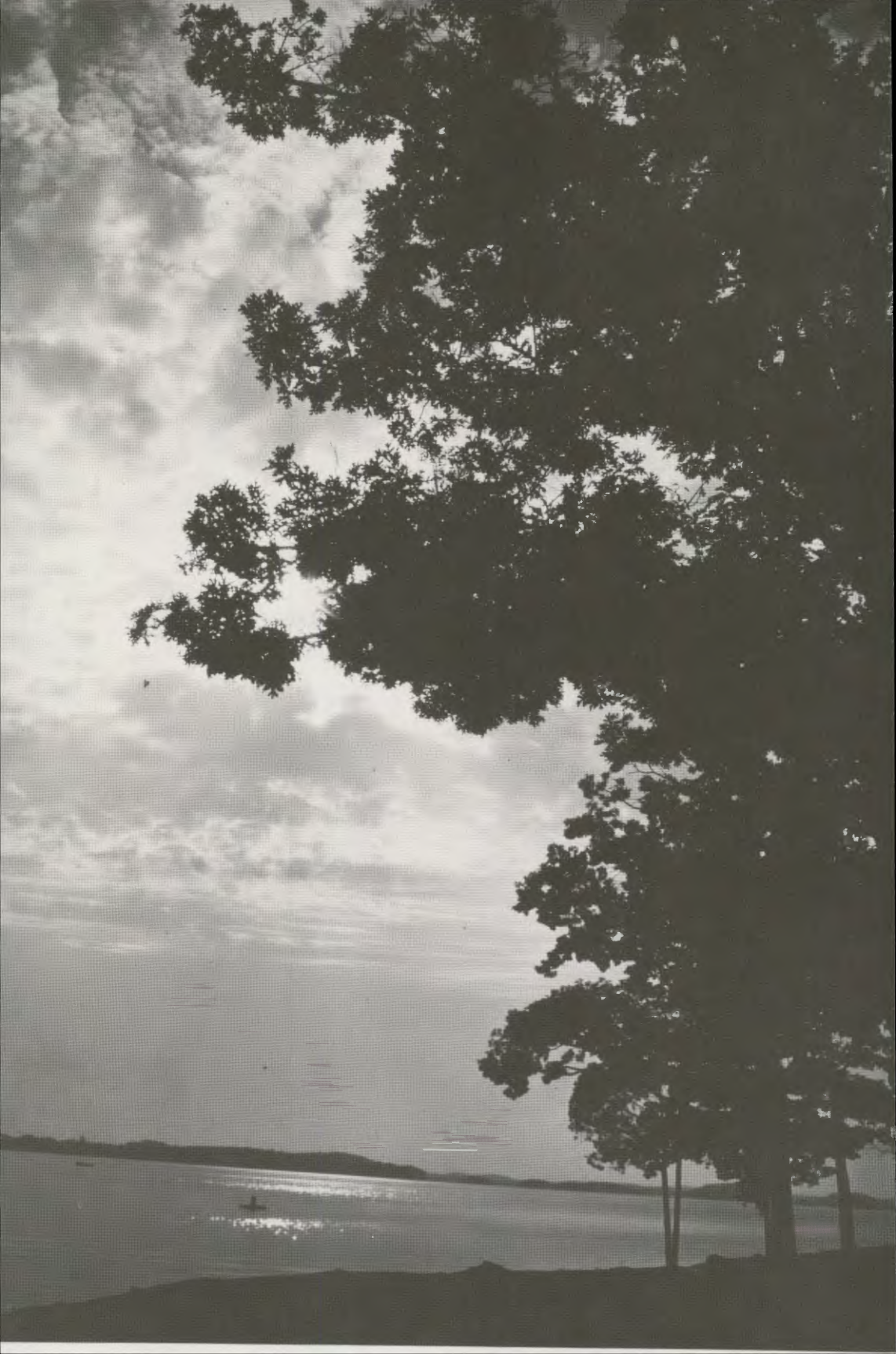
To this end, the University is in compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended, and substantial compliance with Title IX of the Education Amendments of 1972 (45 CFR 86 et seq.) and Sections 503 and 504 of the Rehabilitation Act of 1973. The University also complies with 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.



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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 Public 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. In 1986 the School of Business and Management was established. The University now comprises two campuses — one at Loma Linda and one at Riverside (La Sierra), California. The School of Religion, established in 1987, 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, business and management, education, 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

1990

CALENDAR

June

S M T W T F S

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

18
18

SUMMER SESSION 1990

Registration
Instruction 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
27

Independence Day recess
Six-week session ends

August

S M T W T F S

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

10
24
30
30

Eight-week session ends
Ten-week session ends
Eleven-week session ends
Summer Commencement

September

S M T W T F S

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

24
25

AUTUMN QUARTER 1990

Registration
Instruction begins

October

S M T W T F S

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

2
9

Last day to enter a course, to change from
audit to credit or from credit to audit
Last day to withdraw with no record of
course on transcript

1990

CALENDAR

November

S M T W T F S

1 2 3

4 5 6 7 8 9 10

11 12 13 14 15 16 17

18 19 20 21 22 23 24

25 26 27 28 29 30

21-25

Thanksgiving recess

26

Instruction resumes

26

Last day to withdraw with a record of W
grade or submit S/U petition

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

10-13

Final examinations

13

Autumn quarter ends

1991

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

7

Registration

8

Instruction begins

14

Martin Luther King, Jr., Day recess

15

Last day to enter a course

16

Last day to withdraw with no record of
course registration on transcript

WINTER QUARTER 1991

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

3-4

Education Days

4-10

Black Emphasis Week

18

Presidents' Day recess

25

Last day to withdraw with a record of W
grade or submit S/U petition

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

3

Visitors' Day

7-10

Alumni Homecoming

18-21

Final examinations

21

Winter quarter ends

21

Last day to file for candidacy for spring
graduation

22-31

Spring recess

SPRING QUARTER 1990

1991

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

1 Registration
2 Instruction begins
9 Last day to enter a course, to change from
audit to credit or from credit to audit
16 Last day to withdraw with no record of
course registration on transcript
15-20 Week of Devotion
24-28 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

23 Awards Assembly
27 Memorial Day recess
28 Last day to withdraw with a record of W
grade or submit S/U petition

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

10-13 Final examinations
13 Spring quarter ends
16 **Conferring of degrees**
SUMMER QUARTER 1990
17 Registration
18 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 Independence Day recess
26 Six-week session ends
See summer schedule for special sessions

I

School of Education

History, Philosophy, and Goals

Admission Information

Financial Information

Student Affairs

Academic Information

HISTORY

THE SCHOOL OF EDUCATION has its origin in the first teacher education courses that were offered in 1923 on what is now the Riverside campus 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

PHILOSOPHY

The Loma Linda University School of Education (LLUSE) traces its philosophical roots to the Scriptures from which it identifies its mission, its principles, its beliefs, and its unique tasks and goals.

Although the LLUSE identifies closely with the Gospel Commission and with the work of redemptive ministry, it does not seek to force upon the learner, either graduate or undergraduate, the principles upon which the LLUSE is built. All its programs, degrees, course work, and seminars are developed and presented in the climate of its philosophical foundations; the thrust of its teaching, however, is not couched in coercion but in the invitation to "choose," to identify personal beliefs, and to make decisions accordingly (see Joshua 24:15; Deuteronomy 30:19).

The LLUSE bases its educational principles on the great tenets and concepts of inspiration. In identifying these principles, and in discovering that certain principles among philosophical educators are consistent with the biblical principles, it becomes easy to endorse those particular aspects of modern thought. The process of discovery often starts with current thought which is then tested for its degree of correlation with inspiration. In this sense modern educational philosophies may often be credited with assisting the LLUSE in formulating its philosophical position.

The basic philosophy (composite beliefs) of the LLUSE, admittedly, represents ideals that mankind have not attained; when the LLUSE looks upon the ideal and then reflects on reality, it sees a great chasm — a chasm between what man might become and what he is, realizing that only through the Redeemer is the "great gulf" spanned. This is what makes Christian education redemptive. This reality represents the central feature of the philosophy of the LLUSE.

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.

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.

Administration The dean is the chief administrative officer of the School. The department chairs 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.

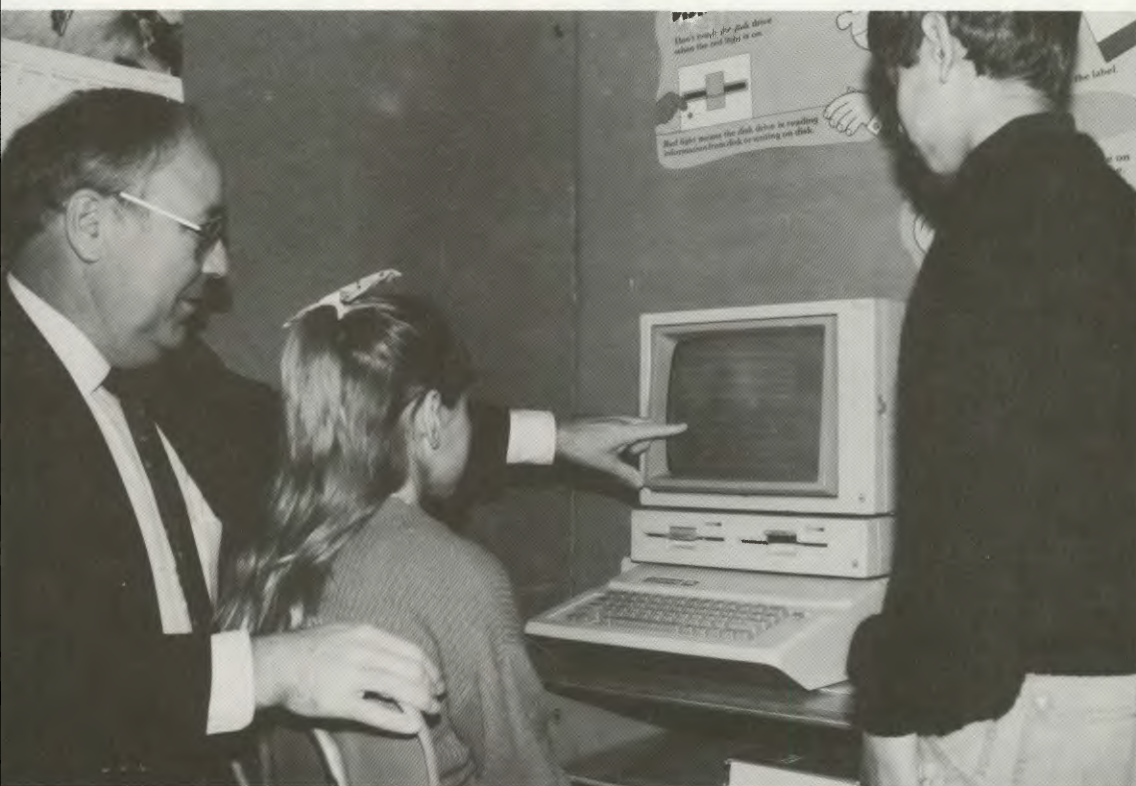
Location and facilities The School of Education is on the La Sierra campus of the University. This campus, at the southwest edge of Riverside, is easily accessible by freeways and airways. It is fifty miles east of Los Angeles; twenty miles from the Loma Linda campus; and one mile from the Riverside 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 resource center and media center, a music education laboratory, a reading laboratory, a psychometry laboratory, and an ad-

ministration and leadership center 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 Alvord and Corona-Norco unified school districts, and in numerous academies and elementary schools in the Southeastern California Conference of Seventh-day Adventists K-12 school system. 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:

Office of Admissions
Loma Linda University
Riverside, California 92515

Procedure 1. Application forms are available from the Office of Admissions. Application and all supporting information — transcripts, test results, references, wallet-size photographs, application fee — should be in the Office of Admissions at least a month before the beginning of the term for which admission is sought.

2. A complete official transcript of all work previously taken in colleges, universities, or professional schools should be sent to the Office of Admissions. 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 action taken.

ADMISSION CLASSIFICATIONS

Regular The student who has satisfied all prerequisites and is accepted into 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

EDPC 505 Psychological Theories of Instruction

EDPC 540 Principles of Counseling

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. No more than 12 units may be transferred to a degree from a nondegree status. Transfer units may not be older than seven years.

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. Graduate credit is not available to applicants below senior level.

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 is expected to present a bachelor's degree from an accredited college or university. A grade point average of 3.0 (B) or higher is required on the overall undergraduate program and in the major field.

Some applicants with a grade point average between 2.5 and 3.0 may be admitted with provisional status for a designated time if there is other evidence of academic ability and potential for success. Prospective applicants from unaccredited colleges should carefully read the section which follows concerning "Admission of Students from Unaccredited Institutions."

Since admission to the University or to the School of Education does not necessarily guarantee admission to a particular program of study, it is imperative that the student consult with the department chair for program details and prerequisites. Detailed requirements and procedures for the master's degree are given in the *Departments and Programs of Instruction* section, division II of this BULLETIN.

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.

Particulars concerning progression through to completion of the Doctor of Education degree requirements are outlined in the *General Degree Requirements*, page 61 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 with the Office of Admissions.

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 where required; (c) furnish suitable recommendations from responsible persons;

(d) score 600 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 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 satisfactory scores on the TOEFL or on the Michigan 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.A. without having satisfied this provision will not be permitted to begin graduate study until the test requirement has been met.

A student who does not have a sufficient score on the TOEFL or the Michigan test is required to take appropriate course work in the English as a Second Language (ESL) Program. An intensive English language institute is offered during the five weeks preceding the beginning of each autumn quarter. The Learning Support Center, located on the Riverside campus, provides a diversity of excellent services to assist students toward learning related perspectives and skills essential for success in learning.

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 campus 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 international 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 unaccredited 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.

RESIDENT SCHOLAR PROGRAM

An individual who has an earned doctorate, or its equivalent, who wishes to undertake research and study on a specific educational theme is invited to associate with the School of Education faculty as a resident scholar. The Resident Scholar Program provides no remuneration from the University, but it does assist participants with access to helpful University services and provides participants with an opportunity to pursue scholarly activities in collaboration with faculty and students who share similar interests. Application is made to the dean of the School of Education, who will arrange appointment to the appropriate department. Specifics of the resident scholar's involvement will be worked out in consultation with the dean and the department chair.

FINANCIAL INFORMATION

GENERAL INFORMATION

Plan ahead The student is expected to arrange 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, where possible, to make financial plans in advance and to complete financial arrangements with the Student Finance Office 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.

8:30 a.m.-4:30 p.m. Monday through Thursday

8:30 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 / 785-2088

Advance payments Payments must be made in advance as follows: (a) a \$50 room reservation deposit and a \$50 room damage and cleaning deposit by residence hall students; (b) the tuition charge for the current quarter; (c) room and board charges for the current quarter; (d) the minimum guarantee deposit of \$3,120 for international applicants before issuance of I-20. For further details, see the Schedule of Charges, Deposits, International Students, 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 \$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, Riverside campus, and should have noted thereon the *student's name and I.D. number* to ensure that the correct account is credited. A charge of \$10 will be made by the University when a check is not honored by a bank.

Health insurance The health service plan is intended to cover the basic health needs of students enrolled in a course of study leading to a degree. Students registered for 7 units or more are covered by the plan as long as their financial account is current. Students registered for 5 to 6 units may purchase coverage at registration. Students enrolled for fewer than 5 units do not qualify for the plan. 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 quarter and by paying additional premiums. Information on rates and the appropriate forms are available at the Cashier's Office. Coverage remains in force while the student is actively enrolled and attending classes. If during the quarter the student drops below the required minimum specified above or ceases to attend classes on a regular basis (without proper approval) coverage will cease to be in effect at that time.

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 the current quarter's tuition cost. The deposit will remain on the account until the student terminates his/her academic work on the La Sierra campus. The deposit can be used as partial payment for the last quarter. 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.

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 3 percent is applied on the unpaid balance at the end of December, March, June, and September. This is an annual interest rate of 12 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 1990-91 (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 full-time 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 17 units).

Health insurance (routine care, medicine, and catastrophic). See note for part-time students.

Concert series ticket.

Diploma, certificate, academic costume.

ASLU fees.

Included additionally for residence hall students only:

Room charge and membership in residence hall club.

Meals (as much as the student wishes to eat at mealtime, according to the meal plan selected) from registration to the close of examinations, *exclusive of Thanksgiving and interquarter recesses*, but inclusive of:

freshman orientation time;

student teacher assignment time;

candidate participation in commencement events;

Snack Shop ticket (\$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.]

\$4,202	Residence hall: 12 to 17 units per quarter, with 19 meals per week.
4,193	Residence hall: 12 to 17 units per quarter, with 15 meals per week.
4,173	Residence hall: 12 to 17 units per quarter, with 10 meals per week.
3,120	Tuition: 12 to 17 units per quarter.

	19 Meals	15 Meals	10 Meals	4 Meals (off campus only)
Tuition	\$3,120	\$3,120	\$3,120	\$3,120
Room	550	550	550	—
Board	532	523	503	200
	4,202	4,193	4,173	3,320

(NOTE: Because the Seventh-day Adventist church provides large subsidies to the University, students who are members of the Seventh-day Adventist church will receive a tuition discount of \$16.67 per credit unit up to 12 units per quarter. In some cases this may need to be adjusted so as not to interfere with a Cal Grant.)

UNIT CHARGE

\$ 260	Per unit, fewer than 12 units.
185	Per unit, more than 17 units.
225	Applied music, not for academic credit, for 9 one-half hour lessons. Charges are payable in advance at the Cashier's Office.
135	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

\$ 130	Per unit (see audit regulations, page 30).
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DEPOSITS REQUIRED

\$ 50	Residence hall room reservation to accompany Residential License Agreement.
50	Residence hall room damage and cleaning deposit to accompany Residential License Agreement.
3,120	International student (minimum for most international students).

SPECIAL CHARGES (payable in cash)

\$ 30	Application fee (nonrefundable).
15	Late registration, first day after published registration date; \$5 per day thereafter.

- 10 Business Office collection charge for unpaid department charges or check returned for insufficient funds.
- 30 Waiver examination.
- 50 Equivalency examination (up to 4 units credit).
- 30 Thesis or project continued, per quarter.
- 5 Change of identification card.
- 4 Transcript of credit, after first one.
- Cost Library fine or loss, parking fine, property or supplies breakage or loss.
- Cost Special physical education activities.
- 20 Vehicle registration per quarter (\$50/year).
- 10 Vehicle registration (\$25/year) off-campus students.

Dissertation publication fee A fee of \$90 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 chair/the chair 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)

ASLU \$25 per quarter.

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).

PAYMENT

Tuition, room, and board charges are due at the beginning of each quarter. However, several payment options are available to meet the financial needs of students: (1) a 5 percent discount for tuition is granted to students who pay the year's account by Fall registration; (2) payment in full each quarter; (3) a deferred payment plan for full-time students with a satisfactory history of payment and whose accounts are current may arrange with Student Finance for a portion of the current charges to be paid on a monthly basis during the quarter. This option adds \$30 per payment to the account.

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 courses 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.

Security The primary duty of the University Security Department is to protect and secure the campuses. The department's basic duties include: patrolling the campus, assisting motorists, providing medical transports, escorting, opening and securing buildings and gates, helping control parking for staff and students.

Advising Loma Linda University is committed to a strong academic advising program. Each student's schedule is planned individually to be academically sound, to reflect his/her academic needs and interests, and support the career goals. Each student is assigned an academic adviser in his/her major field of study.

Career planning and placement The Placement Service is available to assist students in the job search process. The Placement Service organizes educational seminars on resume preparation and interviewing skills; prepares annual placement bulletins; maintains a career library; lists job openings and internships; and provides a placement file service for all graduates.

Chaplain The Chaplain's Office ministers to students' needs by providing spiritual direction and nurture; opportunities for outreach in the community and abroad; professional counseling and classes in SDA beliefs; engaged couples seminars; and religious programming for New Life Church, vespers, and Sabbath Schools.

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:

Associated Students of Loma Linda University
Band
Black Students Association
Business Club
Campus Ministries
Chinese Club
Computer/DPMA Club

Education Club
Film Society Club
Hawaiian Club
Heperec Club (health physical education, recreation, youth services)
History Club
Korean Club
Law Club
Men's Dorm Council
Music Club
Office Management Club
Ole Club
Olympians
Pre-Med Club
Psychology Club
Social Work Club
Student Missionary Club
University Singers
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.

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 students' past levels of achievement and ability, (b) the worth of the objectives as perceived by the students, (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
A—	3.7	
B+	3.3	
B	3.0	Very good performance
B—	2.7	
C+	2.3	

C	2.0	Satisfactory performance (undergraduate)
C—	1.7*	
D+	1.3**	
D	1.0**	Minimum acceptable performance for credit

* 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.

ACADEMIC INTEGRITY

Loma Linda University School of Education expects high standards of integrity from all members of its community. Applied to the arena of academic performance, these standards preclude all acts of dishonesty — including cheating on assignments or examinations; plagiarism; forgery of signatures or falsification of data; unauthorized access to School of Education files or accounts; and removal, mutilation, or deliberate concealment of materials belonging to the School of Education or to the University.

Students who commit any offense against academic honesty and integrity may receive from an instructor a failing grade in an assignment or a failing grade in a course, without possibility of withdrawal. The nature of the offense may dictate suspension or dismissal as determined by the dean and the Executive Committee of the School of Education.

STUDENT ACADEMIC GRIEVANCE

Academic due process The student who feels that s/he has an academic grievance should follow the procedures outlined below:

Step One:

The student shall first discuss the grievance with his/her instructor in an informal conference immediately after its occurrence but no later than one month into the following quarter.

Step Two:

- (1) If dissatisfied with the results of Step One, the student may submit the grievance in writing to the chair of the department involved and to the coordinator of the program in which the student is enrolled within fifteen school days of the informal conference accomplished in Step One.
- (2) The chair of the department in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state and affirm the decision or modify the decision based on information received since the conference.

Step Three:

- (1) If dissatisfied with the results of Step Two, the student may appeal to the academic dean of his/her school within fifteen school days and request that the academic dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean) to evaluate the grievance and report to the dean on its merit.
- (2) The grievance shall be considered at a meeting of the appointed committee, not exceeding fifteen school days following receipt, and shall report to the dean within five school days following the meeting.
- (3) The dean's decision shall be communicated in writing to the student within fifteen school days after receipt of the committee's report. The dean's decision shall be final.

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 an

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 chair 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 63. The residence requirement for student teaching and other fieldwork is a minimum of one quarter's work (12 units) on the Riverside 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 a baccalaureate degree for elementary- or secondary-teaching purposes must complete either the liberal arts major or a single-subject major as described in the BULLETIN for the College of Arts and Sciences. Specific requirements for teacher preparation and credentialing in connection with the undergraduate programs are indicated in the Department of Curriculum and Instruction section of this BULLETIN.

Graduate programs Detailed requirements for graduation with advanced degrees from the School of Education are to be found in the *Departments and Programs of Instruction* section, division II of this BULLETIN.

Conferral of degrees Diplomas are issued at the end of the quarter in which the program is completed, but formal graduation ceremonies are held only at the end of the spring and summer terms. Candidates completing requirements in the spring quarter are expected to be present for the conferral of degrees and to receive diplomas in person at the commencement exercises. Those receiving their diplomas at the end of autumn or winter terms may also choose to participate and have their degrees formally conferred in the spring ceremony. Permission for the degree to be conferred *in absentia* is contingent on approval by the dean of the School of Education.

The University reserves the right to prohibit participation in commencement exercises, or the issuance of a diploma, when all graduation conditions are not satisfactorily met.

The comprehensive examination All candidates for a graduate degree must satisfactorily complete a comprehensive examination as designated by the department of specialization. The examination will deal primarily with the area of degree specialization and may utilize any form of questioning deemed appropriate. It is not intended that this be a detailed final test over specific content minutiae, but more of a determination of whether or not the candidate has acquired those important general concepts and principles which appear to be relevant to future occupational roles and goals. Coming as it does at the end of a candidate's formal program of studies, the examination is intended primarily as an opportunity for the student to demonstrate the possession of: (1) a clear working knowledge of the concepts, principles, methodology, and implications inherent to the program; and (2) a level of mastery sufficient to solve substantive practical and conceptual problems that are likely to be encountered in the field of specialization.

At the discretion of the departmental faculty, those who perform at an unsatisfactory level on the examination will be informed of the general areas of deficit. An opportunity may then be given to repeat with an alternate form of the test, or with an oral examination conducted by the departmental faculty. This repeat examination must be completed at least two weeks prior to graduation.

Should the student fail to pass the second time, a further attempt will be permitted no sooner than one full quarter from the date on which the first examination was taken. This third, and final, attempt will be permitted only if there has been satisfactory completion of additional course work or approved independent study in the areas of weakness.

DEPARTMENT OF
CURRICULUM & INSTRUCTION

Eugene Gascay

Ervin Bigham

Malvin Campbell

Betty T. McCune

Sandy Coates
Secretary



II

Departments and Programs of Instruction

The Spirit of Graduate Education
General Credential Information
General Degree Requirements
Administration and Leadership
Curriculum and Instruction
Educational Foundations and Research
Educational Psychology and Counseling

THE SPIRIT OF GRADUATE EDUCATION

“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” (University Statement of Philosophy).

The true essence and spirit of graduate education embodies a striving for excellence, mastery of relevant knowledge, and the personal discovery of truth and meaning. Through critical inquiry, reflective analysis, and scholarly discourse, graduate education encourages the development of responsible judgment; creative individualism; and a coherent, sequential synthesis of learning. The ultimate value of graduate study is revealed in a more mature, realistic philosophy of life laced with the broad mastery of a specialized field of endeavor for the good of mankind.

Programs on the graduate level encompass more than a continuum of pedantic, didactic class work and assignments for the purpose of accumulating units and degrees. Distinctive and stimulating instructional formats are employed for maximizing the insights and skills to be acquired, and for imparting the service practices to be mastered. A high quality of scholarship is presumed together with extensive, independent use of library and field resources, and personal involvement in productive investigations.

Graduate learning, for the most part, entails greater depth, sophistication, and proficiency than is required for many undergraduate classes. There is a higher level of erudite questioning, a greater demand for academic integrity and responsibility and for the development of one's own creative capacities. The advancement from lower educational levels to higher ones, through baccalaureate programs, master's degrees, and doctorates requires progressively more challenging expectations. Clear distinctions in objectives and performance are inherent to the sequential levels.

DEPARTMENT AND COURSE DESIGNATIONS

For convenience of reference, the departmental sections in this BULLETIN are arranged in alphabetical order.

Code letters The course listings of the departments of instruction are identified 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 academic-year level:

101-299	undergraduate, lower division
300-399	undergraduate, upper division
400-499	undergraduate, upper division; graduate credit for graduate students
500-799	graduate

GENERAL CREDENTIAL INFORMATION

JAMES N. SCOTT, ED.D., Credentials Officer

The School of Education offers several undergraduate, graduate, and "fifth-year" programs for fulfilling the requirements of teaching or services credentials and certificates prescribed by California's Commission on Teacher Credentialing and/or the North American Division of Seventh-day Adventists, Office of Education. Details of course work and other distinctive specifications for each credential must be obtained from the applicable departmental sections of this BULLETIN. Advisers in the departments must be consulted for further assistance with admissions and programming. Teacher preparation programs are located in the Department of Curriculum and Instruction; programs for various services credentials are found in each appropriate department or school of specialization as indicated below.

California state credentials Approved by the California Commission on Teacher Credentialing:

Teaching Credentials: (Department of Curriculum and Instruction)

Preliminary, clear; Professional, clear—Multiple-Subjects, Single-Subject, Fifth-year/Graduate, Special Education (Learning Handicapped).

Services Credentials:

Administrative Services (Department of Administration and Leadership)

Clinical Rehabilitative Services (School of Allied Health Professions)

Health Services—School Nurse (School of Nursing)

Pupil Personnel Services (Department of Educational Psychology and Counseling)

Basic Counseling, School Psychology.

Seventh-day Adventist certificates Issued by the Pacific Union Conference of Seventh-day Adventists, Department of Education:

Teaching (Department of Curriculum and Instruction)

Basic, Standard, Professional—Elementary, Secondary.

Administration (Department of Administration and Leadership)

Principal, Supervisor of Instruction, Superintendent of Schools.

Guidance and Counseling (Department of Educational Psychology and Counseling).

Credential application Credentials are processed through the Credentials Office in the School of Education. Processing of applications is subject to recommendation from the instructional department providing the credential program. Health, character, and criminal clearances are required in addition to all transcripts, CBEST results, and completion of an approved program of professional preparation.

Basic skills proficiency test 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 any new credential is issued. This examination is also required of applicants for credentials through the Pacific Union Conference of Seventh-day Adventists. Because of the importance of the test, candidates for credentials are urged to take CBEST early in residence. The test must be taken before application is made to a teacher-preparation program in the Department of Curriculum and Instruction.

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 section is composed of two essay-writing questions.

A *CBEST Information Bulletin* is available in the office of Testing Services, Hole Memorial, room 101. Sunday testing is available on specified dates for Saturday-Sabbath keepers.

DEGREE PROGRAMS

Undergraduate teacher preparation The Bachelor of Arts and Bachelor of Science degrees applicable to elementary or secondary teaching are available primarily through the College of Arts and Sciences, with supporting professional components and advisement provided by the Department of Curriculum and Instruction.

Graduate degrees The School of Education offers graduate programs of instruction for the Master of Arts degree in education, Specialist in Education degree, and Doctor of Education degree as listed herein. Nondegree and fifth-year programs for the fulfillment of various educational credentials are also offered. While close association occurs between many degree and credential programs, in some instances the requirements may differ.

MASTER OF ARTS

Administration and Leadership
Curriculum and Instruction (K-12)
Elementary Education
Secondary Teaching
Postsecondary Teaching
Special Education (LH)

SPECIALIST IN EDUCATION

Counseling
School Counseling
Community Agency
Counseling
Educational Foundations
Religious Education (Graduate
School)

SPECIALIST IN EDUCATION

Administration and Leadership
Curriculum and Instruction
Educational Psychology
Philosophical-Social Foundations
School Psychology

DOCTOR OF EDUCATION

Administration and Leadership
Curriculum and Instruction



GENERAL DEGREE REQUIREMENTS

Details of prescribed course work and other distinctive specifications for each degree are outlined in the respective departmental sections of this BULLETIN. The general policies and practices described in this preliminary section are concerned with progressive stages and requirements common to all programs within each degree. All applicable sections of the BULLETIN must be consulted and followed.

It is the responsibility of the student, in consultation with advisers within the departments, to assure that all requirements are fulfilled in their proper sequence and within specified time limits.

MASTER OF ARTS

The Master of Arts degree is designed for students who have completed a bachelor's degree and are interested in pursuing graduate study and credentials in education. The degree will enhance the student's ability to understand the relationship between theoretical concepts and educational processes, to make significant contributions to educational knowledge or practice, and to be astute consumers of research.

Admission Prospective candidates for the Master of Arts degree must first apply for admission to the University, and specifically to the School of Education, for the purpose of pursuing a graduate degree. The applicant must ordinarily have a bachelor's degree from an accredited college or university. Special conditions apply to applicants from unaccredited institutions or for those with an undergraduate grade point average less than 3.0. (See the *Admission Information* section in division I of this BULLETIN for further details on admission procedures and classifications.) Students from foreign countries, especially those for whom English is a second language, must read carefully the provisions for "International Students" as given in the *Admission Information* section.

Admission to the University or the School of Education does not necessarily guarantee approval for a particular program in an instructional department. After admission is granted, the student's approved program of study is planned in consultation with the departmental chair.

The program of study The curriculum for a Master of Arts degree in the School of Education comprises in minimum of 45 quarter units beyond an approved baccalaureate degree, and all prerequisites. The program must include all of the following:

BASIC REQUIREMENTS — 12 units

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

AREA OF SPECIALIZATION — 24 units

RELIGION — 3 units (upper division or graduate)

ELECTIVES — as needed (to complete the minimum of 45 units)

Additional course requirements may be specified by the department of specialization for the chosen degree program or for credential purposes. (Please refer to the departmental sections of this BULLETIN for specific details.)

Program completion sequence Steps in the sequence toward completion of the master's degree program are the same regardless of the department in which the degree is taken.

1. Program approval — develop a program of study with an adviser in the department of degree specialization.

2. Application for regular standing — applicable only to students admitted provisionally. See *Admissions Information* section, division I, for additional details.

3. Application for candidacy — apply for advancement to candidacy after completing 27-30 units on the approved program with a grade point average not less than 3.0.

4. Graduate Record Examination — take the *Graduate Record Examinations*, *Advanced Education Test* prior to graduation.

5. Petition for graduation — submit a petition for graduation one full quarter prior to the date of graduation or the completion of the program.

6. Departmental comprehensive examination — pass a departmental comprehensive examination at least one month prior to graduation or the issuance of the diploma.

7. Satisfactorily complete all course work on the approved program of study, with a grade point average not less than 3.0.

Residence and time requirements Policies on academic residence and time limits are explained in the *Academic Information* section, division I of this BULLETIN. Full-time students usually complete the master's degree in four to five quarters. However, since most courses are offered in late

afternoons, evenings, and summers, it is often possible for part-time students to continue their regular employment while extending the time period for program completion. Some practicums and class assignments may require occasional activities during regular school hours, and most student teaching or fieldwork experience occupies one or more quarters of regular daytime activity.

Second master's degree A student who has previously earned one or more master's degrees from either Loma Linda University or another accredited institution may be awarded 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 master's degree.
2. All requirements for the additional master's degree, as published in this BULLETIN, must be met in accordance with an approved program of study within the chosen area of specialization.
3. If any of the required courses on the program of study have been taken as 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 another master's degree at Loma Linda University with only 30 units if all other specifications are satisfied.
4. Credits applied to a second master's degree program cannot be used toward a Specialist in Education degree.

SPECIALIST IN EDUCATION

The Specialist in Education degree (Ed.S.) is available in each of the four instructional departments in the School of Education. The degree may benefit students by documenting professional growth beyond the master's degree and by diminishing loss of advanced academic unit value. It facilitates the organization and acceptance of post-master's study by positively motivating academic achievement. As offered at Loma Linda University, the Ed.S. degree provides specific recognition with *bona fide* degree status midway between the M.A. and the Ed.D. degrees. Specialist in Education degree programs are currently available in:

Administration and Leadership
Curriculum and Instruction
Philosophical-Social Foundations

Educational Psychology
School Psychology

Admission Prospective candidates for the Specialist in Education degree must first apply for admission to the University, and specifically to the School of Education, for the purpose of pursuing advanced graduate study. One option admits students with a bachelor's degree who meet entrance criteria similar to those for the Master of Arts degree. A second option builds on a previously earned master's degree. Ordinarily, applicants for the second option are not admitted provisionally; all qualifications for regular graduate status must be met. This includes a grade point average not less than 3.0 on the master's degree program. (See the *Admission Information* section, division I of this BULLETIN, for further details on admission procedures and classifications.)

The program of study The curriculum for the Specialist in Education degree consists of a minimum of 90 quarter units beyond the baccalaureate degree. The degree may be earned with either one of the following two options:

Option 1 — Completion of a master's degree followed by a minimum of 45 units of post-master's course work as outlined by the department of specialization. With this option, requirements for the M.A. degree are completed before seeking admission to the Ed.S. degree program.

Option 2 — Completion of 90 units of postbaccalaureate course work, without the intervening Master of Arts degree.

Within both options, all of the basic requirements of the master's degree must be satisfied together with additional requirements commonly specified for all Specialist in Education degrees. Additional course work and specifications for each area of emphasis are described in the departmental sections of this BULLETIN. An approved program of study must be planned in consultation with the department chair not later than the first quarter of residency.

BASIC REQUIREMENTS

- EDAD 524 Educational Organization and Leadership (3)
- EDCI 514 Curriculum Planning (3)
- EDFO 504 Methods and Materials of Research (3)
- EDFO 555 Educational Statistics (4)
- EDFO 604 Program Research and Evaluation (3)
- EDFO ____ Elective in Philosophical-Social Foundations (3)
- EDPC 540 Principles of Counseling (3)

AREA OF SPECIALIZATION

RESEARCH (One of the following if prescribed by the department):

- ____ 599 Research Topics (in department of specialization) (3)
- ____ 696/698 Project or Thesis (in department of specialization) (3-6)

RELIGION — **3 units** (upper division or graduate)

ELECTIVES — **as needed** (to complete the 45- or 90-unit program)

Program completion sequence Steps in the sequence toward completion of the Specialist in Education degree are the same regardless of the option chosen or the department in which the degree is taken.

1. Program approval — develop a program of study with an adviser in the department of specialization during the first quarter in residence.

2. Application for candidacy — apply for advancement to candidacy after completing 27-30 units on an approved program under Option 1, or 75 units under Option 2, with a grade point average not less than 3.3.

3. Graduate Record Examination — take the *Graduate Record Examinations*, *Advanced Test in Education* prior to graduation or the issuance of a degree diploma.

4. Petition for graduation — submit a petition for graduation one full quarter prior to the date of graduation or the issuance of the diploma.

5. Departmental comprehensive examination — pass a departmental comprehensive examination at least one month prior to graduation ceremonies or the issuance of the diploma.

6. Satisfactorily complete all course work on the approved program of study, with a grade point average not less than 3.3.

Residence and time requirements Policies on academic residence and time limits are explained in the *Academic Information* section, division I of this BULLETIN. Option 1 program requires that 18 of the 45 units for the Ed.S. degree must be taken at this University, while Option 2 program specifies 36 units in residence. Full-time students can usually complete Option 1 in four-to-five quarters and Option 2 in eight-to-ten quarters. However, since most courses are offered in late afternoon, evenings, and summers, it is often possible for part-time students to continue their regular employment while extending the time period for program completion. As a general rule, course units become obsolete after seven years.

DOCTOR OF EDUCATION

The Doctor of Education (Ed.D.) degree is designed for astute students with appropriate professional experience beyond the master's degree. Rigorous requirements include a sound educational base and a substantial concentration in the chosen area of interest. Within each program, the curriculum offers opportunities for teachers, administrators, and other educational professionals to develop advanced knowledge, skills, and research capabilities. Mandatory course work and supplementary elective options permit considerable diversity in programming to meet individual career goals in either of the two available specialization areas:

Administration and Leadership

Curriculum and Instruction

Admission to the School of Education Prospective candidates for the Doctor of Education degree must first apply for admission to the University, and specifically to the School of Education, for the purpose of pursuing a doctoral degree. (See the *Admission Information* section, division I of this BULLETIN, for further details on admissions procedures.)

Applicants may be admitted upon completion of a master's degree or a Specialist in Education degree with superior scholarship at an accredited institution of higher learning. Serious efforts are made to identify candidates who show marked potential through evidence of good character and serious purpose. Consideration is given to those with outstanding records of professional accomplishments; proficiency in oral and written English; and the ability to design, conduct, and report noteworthy research.

Admission to doctoral student status Admission to doctoral programs is by the considered action of the Graduate Committee upon recommendation of the department in which the student is accepted. Official admission to doctoral student status and full approval of the program of study occurs only after specified criteria have been met:

1. Completion of 45 quarter units of approved study beyond the master's degree, with a grade point average not less than 3.3. This may be accomplished with a Specialist in Education (Ed.S.) degree in an area of concentration pertinent to the desired doctoral specialization. Although acquisition of the Ed.S. is not mandatory, acceptance into doctoral student status may be granted only after successful completion of an equivalent course of study.

2. A satisfactory score on the *Graduate Record Examinations—Advanced Education Test*. The score on the Graduate Record Examination (GRE) is regarded as only one of several criteria for admission to doctoral student status. It will not be considered as a necessary criterion when the applicant does not fit the characteristics of those for whom the test was

standardized. If other admission information is indicative of potential success in doctoral studies, a particular GRE score may not be the sole basis of acceptance or denial.

3. Evidence of ability to do scholarly research as indicated by any one of the following: a master's thesis, graduate-level research projects, research publications, or satisfactory completion of a research-based course which includes the actual investigation and report of findings employing acceptable methodology.

4. Evidence of satisfactory professional experience in employment analogous to the chosen degree specialty.

5. Recommendations from three professional persons who can attest to the character and ability of the student to successfully participate in the doctoral program. Selection of the referees may include a recent employer, graduate-level professors outside of the department of doctoral specialization, or other appropriate individuals approved by the chair of the department.

The program of study The curriculum for a Doctor of Education degree comprises a minimum of 132 quarter units of postbaccalaureate course work of which at least 87 units must be completed beyond the master's degree, and the final 42 units must be earned after admission to doctoral student status.

A minimum program of 132 units shall include all of the courses and areas listed below. Many of these required courses will have been taken on the master's level or as a part of the Ed.S. degree sequence. The student's department of specialization prescribes prerequisites and specific course work in addition to these minimum core requirements (see departmental section for specific details.)

BASIC REQUIREMENTS

- EDAD 524 Educational Administration and Leadership (3)
- EDCI 514 Curriculum Planning (3)
- EDFO 504 Methods and Materials of Research (3)
- EDFO 555 Educational Statistics (4)
- EDFO 604 Program Research and Evaluation (3)
- EDFO 699 Research Design (3)
- EDPC 540 Principles of Counseling (3)

AREA OF SPECIALIZATION

DISSERTATION — 12 units

RELIGION — 3 units (on either Ed.S. or doctoral status level)

ELECTIVES — as needed (to complete 132 units)

Residence requirements Following admission to doctoral student status, a minimum of 42 units must be earned in residence at Loma Linda University. This implies registration for doctoral level course work, seminars, and research mostly in the areas of specialization or advanced electives. When departmental prerequisites are specified, a student not having completed the necessary components on the M.A. or Ed.S. levels will be required to complete the deficiencies in addition to the mandatory 42 units. Furthermore, the Graduate Committee may determine that additional course work or directed study is needed to update knowledge in important and relevant areas which have not been kept current by continuing professional experience and/or study.

Candidates entering full-time residency should typically expect two academic years of study beyond the master's degree, whereas one full academic year of 42 units is required beyond the Ed.S. level. Oftentimes, however, the completion of prerequisites and the dissertation may extend the time beyond these minimum estimates. All 42 units must be taken in residence at Loma Linda University following admission to doctoral student status and must be completed within four years.

Twenty-four of the 42 units must be completed in residence during a contiguous 18-month period. This may be accomplished with three 8-unit quarters or two 12-unit quarters. At least 18 of these final 24 units in residence must be earned in regularly scheduled courses and seminars other than fieldwork, internships, or dissertation.

Advancement to candidacy An Application for Advancement to Candidacy is submitted by the student to the Graduate Committee when the following criteria have been met: (1) completion of all required course work, other than the dissertation, with a grade point average not less than 3.5; (2) successful completion of qualifying examinations administered by the department in the area of specialization; and (3) approval of a dissertation proposal by the candidate's dissertation committee. During the candidacy period, time is devoted almost exclusively to the research and writing required for the dissertation.

Degree completion and petition for graduation Toward the end of the dissertation study, the candidate will petition the Graduate Committee for permission to graduate with a Doctor of Education degree based on the following accomplishments.

1. Completion of an approved program of study with not less than 132 quarter units postbaccalaureate, including a minimum 87 units beyond the master's degree, and fulfillment of all prerequisite and specialization requirements.

2. Completion of 42 units beyond the Ed.S. level in residence at Loma Linda University, following admission to doctoral student status, with a grade point average not less than 3.5.

3. Satisfactory oral defense of the dissertation not later than one month prior to graduation

4. Deposition of the approved and signed dissertation in the Office of the Dean in its final form ready for binding six weeks prior to graduation

5. Recommendations for the degree by the departmental faculty and by the full faculty of the School of Education.

The dissertation Detailed particulars concerning dissertation requirements are given in the publication, *Project, Thesis, and Dissertation Guidelines*, available in the La Sierra Campus Bookstore. **A dissertation publication fee is levied for binding and final processing** (see the *Financial Information* section, in division I of this BULLETIN, for further details.)

An oral presentation and defense of the dissertation is typically the last event in a candidate's program prior to graduation. This examination is open to faculty, friends, relatives, and fellow-students.

Timelines Timing is of the essence in the sequencing and completion of program components. Attention is particularly directed to the following:

1. Application for doctoral student status — at the completion of Ed.S.-level work and prior to beginning the 42 units of doctoral residency.

2. Qualifying examination — prior to registering for the dissertation but no earlier than the final quarter of course work.

3. Application for candidacy — after passing the qualifying examination, immediately following course work completion, prior to beginning the dissertation research.

4. Dissertation — in final form, ready for binding, six weeks prior to graduation and before the oral defense of the dissertation.

5. Oral defense of dissertation — no later than four weeks prior to graduation. No dissertation defense will be scheduled during the four weeks prior to graduation dates.

6. Petition for graduation — upon final approval of dissertation by the student's dissertation committee, prior to the oral defense.

7. Program completion — all degree requirements must be completed within four years after admission to doctoral student status.

DEPARTMENT OF ADMINISTRATION AND LEADERSHIP

CLIFFORD L. JAQUA, Chair

FACULTY

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

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

WALLACE D. MINDER, 1987. Associate Professor of Administration and Leadership 1987

B.A. Loma Linda University 1959

M.A. California State University, Long Beach 1964

ED.D. Loma Linda University 1984

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

DAVID J. BIEBER, ED.D., Educational and Management Consultant

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

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

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CHARLES McKINSTRY, J.D., Superintendent of Schools, Southeastern California Conference

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GAYLE RHOADS, ED.D., Principal, Loma Linda Academy

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

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 leaders in health services.

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.

ADMINISTRATIVE CREDENTIALS

Academic requirements for the Seventh-day Adventist Professional Teaching Certificate and the Administrator's Certificate and the California Preliminary Administrative Services Credential may be incorporated into the program for a Master of Arts, Specialist in Education, or Doctor of Education degree in administration and leadership.

Seventh-day Adventist certificate Application for an administrator's certificate with endorsement as a principal, supervisor, or superintendent may be made to the Pacific Union Conference of Seventh-day Adventists, Department of Education; or through the School of Education Credential Office when the following requirements have been met:

1. Satisfy all stipulations for an SDA Professional Teaching Certificate.
2. Hold 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.
3. Fulfill conditions for endorsement in at least one of the following areas:

Principal — a minimum of one graduate course each in curriculum, supervision, school law, school administration, and school finance.

Supervisor of Instruction — at least two graduate courses in curriculum, two in supervision, and one in school administration.

Superintendent of Schools — at least 36 quarter units of graduate credit, including at least one course each in school administration, personnel administration, curriculum supervision, school law, school finance, and school plant planning. Also, a minimum of three consecutive years of successful school administration and/or supervision of instruction.

State credential Upon recommendation from the Department of Administration and Leadership, application may be made through the School of Education Credential Office for a Preliminary Administrative Services Credential approved by the California Commission on Teacher Credentialing. All of the following must be met:

1. Possess a valid California teaching credential or services credential.
2. Complete 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. Complete a course in special education (mainstreaming).
4. Pass the California Basic Education Skills Test (CBEST). (See *General Credential Information* in this BULLETIN, p. 54)
5. Complete the specialized administrative and professional courses outlined below:

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)

EDUCATIONAL PSYCHOLOGY AND COUNSELING

EDPC 507 Dynamics of Individual Behavior (3)

EDPC 505 Psychological Theories of Instruction (3)

MASTER OF ARTS / Administration and Leadership

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 (9)

School of Religion (3)

This program is flexible enough to allow the student who needs the theory and practical skills of leadership to plan a personalized program.

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 Counseling (3)

Program sequence Details of general requirements, sequential steps, and timelines for all master's degrees in the School of Education are fully described in the *General Degree Requirements* section of this BULLETIN (p. 56). Progress through the specified sequence for the Master of Arts degree in administration and leadership requires that each of the following be fulfilled in consultation with the department chair.

1. Admission to the School of Education.
2. Program approval before completion of 15 units.
3. Application for regular standing (if admitted provisionally).
4. Advancement to candidacy after completion of 27-30 units.
5. *Graduate Record Examinations, Advanced Education Test* before graduation or the issuance of the diploma.
6. Petition for graduation in quarter just prior to program completion.
7. Departmental comprehensive examination four weeks prior to graduation or the issuance of the diploma.
8. Program completion.
9. Graduation.

SPECIALIST IN EDUCATION / Administration and Leadership

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 (10)
 Department of Educational Psychology and Counseling (6)
 School of Religion (6)
 Electives selected in consultation with the adviser (26)

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)

Program sequence Details of general requirements, sequential steps, and timelines for all Ed.S. degrees in the School of Education are fully described in the *General Degree Requirements* section of this BULLETIN (p. 59). Progress through the specified sequence for a Specialist in Education degree in administration and leadership requires that each of the following be fulfilled in consultation with the department chair:

1. Admission to the School of Education.
2. Program approval during first quarter of residence.

3. Advancement to candidacy after completion of 27-30 units under program Option 1 or 75 units under Option 2.
4. *Graduate Record Examinations, Advanced Education Test* before graduation or the issuance of the diploma.
5. Petition for graduation in quarter just prior to program completion.
6. Program completion.
7. Graduation.

DOCTOR OF EDUCATION / Administration and Leadership

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 (13)
- Department of Educational Psychology and Counseling (9)
- Electives selected in consultation with the adviser (35)

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)

Program sequence Details of general requirements, sequential steps, and timelines for all Ed.D. degrees in the School of Education are fully described in the *General Degree Requirements* section of this BULLETIN (p. 61). Progress through the specified sequence for the Doctor of Education degree in administration and leadership requires that each of the following be fulfilled in consultation with the department chair:

1. Admission to the School of Education.
2. Admission to doctoral student status after completion of 45 units of approved post-master's course work.

In addition to admission details given in the *General Requirements* section, the Department of Administration and Leadership requires that a minimum of 6 quarter units of graduate course work must have been completed with superior scholarship in each of the following supporting areas of study: curriculum and instruction, educational foundations and research, educational psychology and counseling.

Applicants for the Ed.D. degree in administration and leadership must obtain at least three recommendations: 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 the Department of Administration and Leadership at Loma Linda University.

3. Fulfillment of residency requirements.

In addition to detailed information on residency, as outlined in the *General Requirements* section of this BULLETIN, the Department of Administration and Leadership requires that students who continue to carry work responsibilities in addition to their doctoral studies must have their immediate employment supervisor sign the residency plan of study indicating an awareness of and support for the student's doctoral residency plan of study.

4. Completion of program of study.

5. Approval of dissertation proposal.

6. Departmental qualifying examination.

7. Advancement to candidacy.

8. Petition for graduation in quarter just prior to completion of all degree requirements.

9. Completion of dissertation, including oral defense.

10. Graduation.

Dissertation publication fee See *Financial Information* section page 32.

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)

Assigned readings in current journals, textbooks, or other library sources for the purpose of specialized learning in selected topics or for updating previous studies. Typically requires a report in the form of a written summary, precis, or topical paper. Requires a Directed Study/Title form at time of registration.

Prerequisite: Consent of the department chairman.

EDAD 578 A Supervised Field Experience at the School Level (3)

Actual job performance and observation in public schools. Fulfills the fieldwork requirements for the California Preliminary Administrative Services Credential.

Prerequisite: Minimum of 6 units in administration; recommendation of Administrative Credential Program coordinator.

EDAD 578 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 (1-3)

Empirical or literature research in educational administration which results in a written product.

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 Supervision and Evaluation of Instructional Personnel (3)

Designed for principals, superintendents, and instructional supervisors who have been given responsibility for the supervision and evaluation of teachers. Building on a foundation of an effective program of instructional supervision, this course provides rationale and method for educationally and legally sound evaluation of the performance of teachers.

Prerequisite: EDAD 545 or consent of the instructor.

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 administrating 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 Leadership in the Organization (3)

A study of leadership as a unique activity. Emphasis on concepts, perspectives, theory, skills, operationalizing, implementation, evaluation, teaching, and counseling.

EDAD 688 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 Communication in the Organization (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 Planning in the Organization (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, E Administrative Internships (3)

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 requires application one quarter in advance of registration. Fulfills field experience requirements for the Professional Administrative Services Credential. May be repeated to a total of 15 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)

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

DEPARTMENT OF CURRICULUM AND INSTRUCTION

S. EUGENE GASCAY, Chair

FACULTY

- 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
- MELVIN D. CAMPBELL, 1988. Professor of Curriculum and Instruction 1988
B.A. Union College 1958
PH.D. Purdue University 1963
M.ED. University of Tennessee 1984
- VIKTOR A. CHRISTENSEN, 1962. Emeritus Professor of Curriculum and Instruction 1988
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 1982
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. Emeritus Professor of Curriculum and Instruction 1988
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 SPH 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 for elementary education, secondary education, higher education, a general emphasis in K-12 education, and for special education (learning handicapped). The Specialist in Education (Ed.S.) degree and the Doctor of 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 Loma Linda University College of Arts and Sciences, offers programs leading to teaching credentials issued by the Pacific Union Conference of Seventh-day Adventists, Department of Education, and by the State of California Commission on Teacher Credentialing. Preparation for elementary and secondary school teaching credentials is available through the Department of Curriculum and Instruction as follows:

State of California Credentials — Preliminary and Clear

Multiple-subject	Special education (learning handicapped)
Single-subject	Graduate fifth-year

Seventh-day Adventist Certificates — Basic, standard, and professional

Elementary	Secondary
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Application for a credential may be made through the School of Education Credential Office when all statutory requirements have been met. These include an approved program of preparation, health and character clearances, and passing scores on the *California Basic Education Skills Test* (CBEST) and on the *National Teacher Examinations* where specified. (See *General Credential Information* in this BULLETIN, page 54.) An outline of steps toward the completion of the credential programs will be given to the student upon his/her acceptance into the Teacher Preparation Program. It is the student's responsibility to be familiar with all provisions in this BULLETIN and to consult regularly with advisers in the Department of Curriculum and Instruction.

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 accepted into the teacher education program, have taken the CBEST examination, 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.

ELEMENTARY TEACHER PROGRAM / Bachelor of Arts or Bachelor of Science

A new student wishing to prepare for elementary teaching 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 and in the Admissions Office on the Riverside campus. The entering student must present and maintain a grade point average not less than 2.5 to continue in any teacher education program.

Credentialing is a multistep process with distinct levels based on the extent of preparation and experience. For initial authorization to teach in elementary schools, two credentials are available: (1) the Seventh-day Adventist BASIC TEACHING CERTIFICATE with elementary endorsement (valid for three years), and (2) the California State PRELIMINARY MULTIPLE-SUBJECT CREDENTIAL (valid for five years). Two options meet the requirements for both credentials; a third option is available for the SDA certificate only. The following professional education courses are common to all three elementary teaching options:

Professional Education Requirements for ELEMENTARY TEACHING — 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 SDA Education (3)

*Required only for the Seventh-day Adventist Basic Credential.

Option 1 — with a liberal arts major For the SDA basic or state preliminary elementary teaching credential, students with a LIBERAL ARTS MAJOR will complete a minimum of 190 units (60 upper division), including all of the following requirements:

Professional education requirements for elementary teaching, listed above

Health science (HLED 214 or equivalent)

Physical activity courses (5 quarters, 2.5 units)

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

A liberal arts major in the College of Arts and Sciences, with course work distributed among four areas:

ENGLISH AND SPEECH — 28-36 units, including grammar, literature, composition

Required courses, or equivalents, 29 units

ENGL 111, 112, 113 Freshman English (9)

ENGL 304 Expository Writing (4)

ENGL 385 Modern Grammar (4)

ENGL 415 Literature for Children (4)

COMM 104 Fundamentals of Speech (4)

A literature course to be selected from ENGL 206, 224, or 225 (4)

Additional elective courses in English or speech, as needed, to complete 28-36 units

MATHEMATICS/PHYSICAL OR LIFE SCIENCES — 28-36 units

Required courses, or equivalents, 12 units

BIOL 107 Physiology of Man (4)

MATH 225 Concepts of Mathematics (4)

PHYS 117 Introduction to Physics (4)

Additional elective courses in mathematics, physical or life sciences, as needed, to complete 28-36 units

SOCIAL SCIENCES (other than education/methodology) — 28-36 units

Required courses, or equivalents, 16 units

HIST 156, 157 Survey of American History and Institutions (4, 4)
(including Federal Constitution)

HIST 208, 209 History of Western Civilization (4, 4)
(if not taken in high school)

PSYC 104 General Psychology (4)

SOCI 104 Introduction to Sociology (4)

Additional elective courses in social sciences, as needed, to complete 28-36 units

HUMANITIES/FINE ARTS (including foreign languages) — 28-36 units

Required courses, or equivalents, 6-12 units

A course in art (2-4)

A course in music (2-4)

A course in philosophy (2-4)

Two courses in foreign language (if not taken in high school)

Additional elective courses in humanities and/or fine arts, as needed, to complete 28-36 units

Option 2 — with a major other than liberal arts Students with a major other than liberal arts may meet the multisubject requirement for an elementary teaching credential by completing the following:

Professional education requirements for elementary teaching, listed above

General studies requirements in the College of Arts and Sciences

(to include RELT 245; RELH 254, 485; and HLED 214)

A baccalaureate degree with any major

A passing score on the *National Teacher Examinations (NTE)*, *General Knowledge Test—Core Battery* only.

Option 3 — with an elementary education major The requirements for a Seventh-day Adventist Basic Elementary Certificate may be met with an ELEMENTARY EDUCATION MAJOR which includes the following requirements. This program is NOT accepted by the state of California as a basis for any credential:

General studies requirements in the College of Arts and Sciences

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

An elementary education major, including all required courses

Professional education requirements for elementary teaching, listed above, plus additional courses selected from the following for a minimum of 54 units:

EDFO 506 Social Foundations of Education (3)

EDPC 506 Instructional Evaluation Design (3)

EDPC 524 Lifespan Development (3)

REQUIRED COGNATES

ENGL 415; MATH 225; MUED 305; HLED 214; PETH 385;

PHIL 435; or ARTA 308 or 309

ELECTIVES — as needed, to complete the total 190 units (60 upper division)

SECONDARY TEACHER PROGRAM / Bachelor of Arts or Bachelor of Science

The student who wishes to prepare for secondary teaching should apply to the Department of Curriculum and Instruction in the School of Education for admission to the Teacher Preparation Program, preferably *before the beginning of the junior year*. The entering student must present and maintain a grade point average not less than 2.5 to continue in the program.

For initial authorization to teach in classrooms typically found in mid-

dle or senior high schools, two credentials are available: (1) the Seventh-day Adventist BASIC TEACHING CERTIFICATE with specific subject-area endorsement (valid for three years); and (2) the California State PRELIMINARY SINGLE-SUBJECT CREDENTIAL (valid for five years). Two options meet the requirements for both credentials. The following professional education courses for secondary teaching are common to both options:

Professional Education Requirements for SECONDARY TEACHING — 36-39 units

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

* Required only for the Seventh-day Adventist Basic Certificate.

Option 1 — with an approved single-subject major For the SDA basic or state preliminary secondary teaching credential, students will complete a baccalaureate degree in the College of Arts and Sciences with a single-subject major in one of the following approved areas:

Art	Health Science	Physical Education
Business Education	History	Physical Science
(Office Management)	Life Science (Biology)	(Chemistry, Physics)
English	Mathematics	Religious Education
Foreign Language —	Music	Social Sciences
French, Spanish		(Social Studies)

Completion of the credential requirements must also include —

- Professional education requirements for secondary teaching, listed above
- General studies requirements in the College of Arts and Sciences
(to include RELT 245; RELH 254, 485; HLED 214 or equivalent)

Additional endorsements for the Seventh-day Adventist secondary certificate are available —

- For junior high school teaching — 15 units of approved course work
- For junior/senior high school teaching — 27-30 units of approved course work

Additional endorsements for the state of California are available —

- For Single-Subject Secondary Teaching Credentials, 30 quarter units (or 15 upper division) of nonremedial course work, or passing the appropriate subject-matter section of the National Teacher Education Examination

Option 2 — without an approved single-subject major Students without a single-subject major from the approved list may meet the requirements for a single-subject secondary teaching credential by completing the following:

- Professional education requirements for secondary teaching, listed above
- General studies requirements in the College of Arts and Sciences
(to include RELT 245; RELH 254, 485; and HLED 214, or equivalent)

A baccalaureate degree with any major

A passing score on the *National Teacher Examinations (NTE)*, *Subject Specialty Test*, in the area of endorsement

STANDARD TEACHING CERTIFICATE

The second level of teaching credential prescribed by the North American Division of Seventh-day Adventists is the STANDARD TEACHING CERTIFICATE (valid for seven years). To receive the upgrading from basic to standard certificate, candidates must fulfill the following requirements:

Three years of teaching in elementary or secondary schools with a Seventh-day Adventist Basic Teaching Certificate

Completion of 9 units of professional education courses in area(s) of endorsement beyond requirements of the basic certificate

Renewal of standard certificate Renewal of the Standard Teaching Certificate requires 18 units of approved postbaccalaureate course work in professional education or in area(s) of endorsement. Up to one-half of these required hours may be earned in professional activity credits by participation in approved professional activities.

Renewal of the Standard Elementary Teaching Certificate requires that two of the following areas be included if not taken previously.

ART

ARTX 404 Art and the curriculum (2)

or

EDCI 626 Seminar in Elementary Education: Art (3)

COMPUTERS

EDCI 516 Computers in the Curriculum (3)

LITERATURE

*ENGL 415 Literature for Children (4)

MUSIC

*MUED 305 Music in the Elementary School (4)

or

EDCI 627 Seminar in Elementary Education: Music (3)

PHYSICAL EDUCATION

*PETH 385 Practicum in Elementary School Physical Education (3)

or

EDCI 624 Seminar in Elementary Education: Health and Physical Education (3)

*Course is not required for renewal if acquired at the undergraduate level or during the fifth year.

FIFTH-YEAR CREDENTIAL PROGRAMS

Fifth-year credential programs at Loma Linda University are defined as a minimum of 45 postbaccalaureate units of course work, which includes statutory requirements for either the California State PROFESSIONAL CLEAR

TEACHING CREDENTIAL or the Seventh-day Adventist PROFESSIONAL TEACHING CERTIFICATE. Candidates for a fifth-year program must first submit an application for admission to the School of Education. If the student has not already been accepted into the Teacher Education Program, application must be made through the Department of Curriculum and Instruction.

The School of Education 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 that such course work is acceptable for fifth-year graduate credit at the institution in which it was taken. The University will also allow credit for extension courses (including inservice training) toward a fifth-year program under the same conditions. A limited number of lower division (freshman and sophomore) courses may be included, provided they are deemed by the candidate and the departmental adviser to be part of a program designed to improve the student's teaching competence.

Seventh-day Adventist professional certificate For teachers with an SDA standard teaching certificate, the general requirements of a fifth-year program leading to an SDA professional teaching certificate are as follows:

An approved, postbaccalaureate program with upper division or graduate course work in learning theory, curriculum development, and improvement of instruction (see program options outlined below)

A course in special education (mainstreaming)

A course in health education

California State Clear Teaching Credential Elementary or secondary teachers with a multiple-subject or single-subject preliminary credential for the state of California may receive a state clear teaching credential by completing the following general requirements:

A Commission-approved, postbaccalaureate program of study selected from one of the options outlined below

A course in special education (mainstreaming)

A course in computer education

A recommendation for the credential by the Department of Curriculum and Instruction

Fifth-year program options The student has a choice of five alternate fifth-year graduate programs. Each option allows the student an individual role in the program design beyond statutory and core specifications.

Fifth-year Core Courses for Options 1 through 4

EDCI 514 Curriculum Planning (3)

EDCI 516 Computers in the Curriculum (3)

EDCI 564 Special Education in the Regular Classroom (3)

EDPC 505 Psychological Theories of Instruction (3) **or**

EDPC 506 Instructional Evaluation Design (3)

Option 1 — student-designed program

Fifth-year core courses, listed above (12)

Courses in major area (10)

Electives, including statutory requirements (such as ethnic courses)
not met at the undergraduate level (33)

Option 2 — with a Master of Arts degree in education Graduate programs leading to a Master of Arts degree in administration and leadership, counseling, curriculum and instruction, educational foundations, elementary education, secondary education, or special education will be accepted for the fifth-year requirements with inclusion of the following:

Fifth-year core courses, listed above (12)

Statutory requirements for the credential

Specified requirements for the master's degree (see graduate degree programs in applicable departmental sections of this BULLETIN)

Option 3 — with a Master of Arts degree in a subject area A Master of Arts degree in a subject matter area (e.g., English, history, etc.) will be accepted as a fifth-year program when the following additional requirements are completed:

Fifth-year core courses, listed above (12)

Statutory requirements for the credential

Specified requirements for the master's degree (see *Graduate School BULLETIN* for department of subject-matter specialization)

Option 4 — with additional subject-matter endorsement Subject-matter competencies for additional endorsement in an approved content area may be obtained by completing the following:

Fifth-year core courses, listed above (12)

Statutory requirements for the credential

Additional hours in an approved subject area (27-30)

Option 5 — with a Master of Arts degree in special education (LH) Requirements for the single-subject or multiple-subject credential for 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 requirements. An additional six units of electives must be completed for the 45-unit approved fifth-year program.

BASIC GENERIC PROGRAM, 20 units

EDCI 528 Curriculum and Instruction in Special Education (4)

EDPC 404/504 Standardized Testing in Education (3)

EDPC 460/560 The Exceptional Child (3)

EDPC 505 Psychological Theories of Instruction (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)
EDCI 650 Mental Exceptionality (3)
EDPC 667 Assessment of Learning Development (3)

ELECTIVES, 6 units

GRADUATE DEGREE PROGRAMS

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 sequence Details of general requirements, sequential steps, and timelines for all master's degrees in the School of Education are fully described in the *General Degree Requirements* section of this BULLETIN p. 56). Progress through the specified sequence for the Master of Arts degree in curriculum and instruction requires that each of the following be fulfilled in consultation with the department chair.

1. Admission to the School of Education.
2. Program approval before completion of 12 units.
3. Application for regular standing (if admitted provisionally).
4. Advancement to candidacy after completion of 27-30 units.
5. *Graduate Record Examinations*, *Advanced Education Test* before graduation or the issuance of the diploma.
6. Petition for graduation in quarter just prior to program completion.
7. Departmental comprehensive examination four weeks prior to graduation or the issuance of the diploma.
8. Program completion.
9. Graduation.

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, 27 units

EDCI	514	Curriculum Planning (3)
EDCI	516	Computers in the Curriculum (3)
EDCI	519	Principles and Practices of Discipline (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDAD	524	Educational Organization and Leadership (3)
EDFO	504	Methods and Materials of Research (3)
EDPC	505	Psychological Theories of Instruction (3) or
EDPC	506	Instructional Evaluation Design (3)
EDPC	540	Principles of Counseling (3)
<hr/>		Religion, upper division or graduate (3)

ONE COURSE FROM THE FOLLOWING, 3 units

EDCI	546	Development and Implementation of Curriculum for the Gifted
EDCI	550	Advanced Instructional Models
EDCI	570	The Use of Curriculum Materials in Teaching Thinking Skills

READING AND ENGLISH AS A SECOND LANGUAGE, 6 units

EDCI	538	Diagnosis and Remediation of Reading Difficulties
EDCI	539	Reading Strategies K-12 or
		English as a Second Language Strategies (new course)

ELECTIVES, 9 units

These hours should complement previous work in curriculum by building one area of teaching competence or remedying methods deficiencies.

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:

art	English as a second language	music
biology	history	physical education
business education	mathematics	physics
chemistry	modern languages	religion
English	French, German, Spanish	speech

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

REQUIREMENTS, 24 units

EDAD	524	Educational Organization and Leadership (3)
EDCI	514	Curriculum Planning (3)
EDCI	516	Computers in the Curriculum (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)
EDPC	505	Psychological Theories of Instruction (3) or
EDPC	506	Instructional Evaluation Design (3)
EDPC	540	Principles of Counseling (3)

ARTS AND SCIENCES, 10 units

_____ Graduate courses in major area (10)

ELECTIVES, 11 units

EDCI	539	Reading Strategies, K-12 (3)
EDCI	544	Supervision of Student Teachers (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	560	Comparative Curricula (3)
EDCI	568	Textbook and Curriculum Materials Analysis (3) or
EDCI	570	The Use of Curriculum Materials in Teaching Thinking Skills (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)
_____		Graduate courses in major
_____		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 School 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.

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

REQUIREMENTS, 36-40 units

EDAD	675	Administrative Leadership in Higher Education (3)
EDCI	515	Curriculum Development in Higher Education (3)
EDCI	518	Teaching Methods and Practicum in Higher Education (3)
EDCI	552	Analysis of Curricular Alternatives (3)
EDFO	599	Research Topics in Curriculum and Instruction (2-6)
EDFO	696	Research Project (or approved elective) (3)
EDFO	504	Methods and Materials of Research (3)
EDFO	547	History and Philosophy of Higher Education (2)
EDPC	505	Psychological Theories of Instruction (3)
EDPC	506	Instructional Evaluation Design (3)
EDPC	564	Group Process Theory and Procedures (3)
_____		Electives to be selected in consultation with the adviser (15)
_____		Religion, upper division or graduate (3)

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 460/560 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 State 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 a minimum of 57 units postbaccalaureate course work, as outlined below:

BASIC GENERIC PROGRAM, 20 units

EDCI	528	Curriculum and Instruction in Special Education (4)
EDPC	404/504	Standardized Testing in Education (3)
EDPC	460/560	The Exceptional Child (3)
EDPC	505	Psychological Theories of Instruction (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	Assessment of Learning Development (3)

ADDITIONAL COURSES REQUIRED FOR M.A. DEGREES, 18 units

EDAD	524	Educational Organization and Leadership (3)
EDCI	514	Curriculum Planning (3)
EDCI	516	Computers in the Curriculum (3)
EDFO	504	Methods and Materials of Research (3)
EDPC	540	Principles of Counseling (3)
_____		Religion, upper division or graduate (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)
EDFO	504	Methods and Materials of Research (3)
EDPC	505	Psychological Theories of Instruction (3) or
EDPC	506	Instructional Evaluation Design (3)
EDPC	540	Principles of Counseling (3)

AREA OF SPECIALIZATION, 15 units:

(to be selected in consultation with the adviser)

EDCI	538	Diagnosis and Remediation of Reading Difficulties (3)
EDCI	539	Reading Strategies, K-12 (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)

ELECTIVES, 9 units:

EDAD	687	Leadership in the Organization (3)
EDAD	695	Planning in the Organization (3)
*EDCI	516	Computers in the Curriculum (3)
EDCI	524	Organization and Management of Small SDA Schools (3)
EDCI	528	Curriculum and Instruction in Special Education (4)
EDCI	696	Research Project
EDPC	505	Psychological Theories of Instruction (3) (recommended)
_____		Religion, upper division or graduate (3)

Other electives may be selected in consultation with the adviser.

*This course is required for the North American Division Office of Education Standard and the California State Professional Clear Teaching Credentials.

SPECIALIST IN EDUCATION / Curriculum and Instruction

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 sequence Details of general requirements, sequential steps, and timelines for all Ed.S. degrees in the School of Education are fully described in the *General Degree Requirements* section of this BULLETIN (p. 59). Progress through the specified sequence for a Specialist in Education degree in curriculum and instruction requires that each of the following be fulfilled in consultation with the department chair:

1. Admission to the School of Education.
2. Program approval during first quarter of residence.

3. Advancement to candidacy after completing 27-30 units under program Option 1 or 75 units under Option 2.
4. *Graduate Record Examinations, Advanced Education Test* before graduation or the issuance of the diploma.
5. Petition for graduation in quarter just prior to program completion.
6. Departmental comprehensive examination four weeks prior to graduation or the issuance of the diploma.
7. Program completion.
8. 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	555	Educational Statistics (4)
EDFO	604	Program Research and Evaluation (3)
EDFO	—	Elective in Philosophical/Historical/Social Foundations (3)
EDPC	505	Psychological Theories of Instruction (3)
EDPC	540	Principles of Counseling (3)

AREA OF SPECIALIZATION AND ELECTIVES (11-14)

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)
_____		Religion to be selected from 500-600 level courses

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 (9)
 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 (22)

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 Use of Curriculum Materials in Teaching Thinking Skills (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 — Elective in Philosophical/Historical/Social Foundations (3)
EDFO 555 Educational Statistics (4)
EDFO 604 Program Research and Evaluation (3)

EDUCATIONAL PSYCHOLOGY AND COUNSELING, 9

- EDPC 505 Psychological Theories of Instruction (3)
EDPC 506 Instructional Evaluation Design (3)
EDPC 540 Principles of Counseling (3)

***COGNATE COURSES AND/OR MAJOR, 10**

RELIGION, 3

ELECTIVES, 22

*Candidates seeking an Ed.S. degree 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 / Curriculum and Instruction

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 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.

Program sequence Details of general requirements, sequential steps, and timelines for all Ed.D. degrees in the School of Education are fully described in the *General Degree Requirements* section of this BULLETIN (p. 61). Progress through the specified sequence for the Doctor of Education in curriculum and instruction requires that each of the following be fulfilled in consultation with the department chair.

1. Admission to the School of Education.
2. Admission to doctoral student status after completion of 45 units of approved post-master's course work.
3. Fulfillment of residency requirements.
4. Completion of approved program of study.
5. Approval of dissertation proposal.
6. Departmental qualifying examination.
7. Advancement to candidacy.
8. Petition for graduation in quarter just prior to completion of all degree requirements.
9. Completion of dissertation, including oral defense.
10. Graduation.

Option 1 Option 1 is designed for those students who are admitted to the doctoral 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	552	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	696	Research Project (3) or
EDCI	698	Thesis (6)
EDCI	678	Research of Literature in Curriculum and Instruction (3)
EDCI	798	Doctoral Dissertation (12)

ADMINISTRATION AND LEADERSHIP (9 minimum)

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

EDUCATIONAL FOUNDATIONS AND RESEARCH (16)

EDFO	504	Methods and Materials of Research (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	505	Psychological Theories of Instruction (3)
EDPC	506	Instructional Evaluation Design (3)
EDPC	540	Principles of Counseling (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 students who are admitted to the doctoral program with 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 Use of Curriculum Materials in Teaching Thinking Skills (3)
EDCI	578	Fieldwork in Curriculum (3)
EDCI	599	Research Topics in Curriculum and Instruction (2-6) or 696, 698
EDCI	678	Research of Literature in Curriculum and Instruction (3)
EDCI	696	Research Project (3)
EDCI	698	Research Thesis (6)
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 (13)

EDFO	504	Methods and Materials of Research (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	505	Psychological Theories of Instruction (3)
EDPC	506	Instructional Evaluation Design (3)
EDPC	540	Principles of Counseling (3)

COGNATES/ELECTIVES (44)

Total: 132 units

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 form. 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 six weeks of the quarter may be eligible for a partial refund. 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.

EMPLOYMENT

A student who desires to work part time to assist with expenses must obtain a work contract from the personnel office.

Campus work Campus employment opportunities are offered primarily by such services as cafeteria, 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 \$2,000 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.

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.

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.

Financial aid is granted to students on the basis of need. The student applying for a scholarship, grant, or loan, or for work, is requested to provide evidence of financial need by filing a Student Aid Application for California (SAAC) or Financial Aid Form (FAF) with College Scholarship Service (CSS). Filing should be completed by March 1 so that the necessary information will be received in the Student Aid Office by May 1.

Those whose files are completed after May 1 are considered for aid on the same basis but only as funds are available. The SAAC or FAF, 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 College Scholarship Service Code number 4380 to identify this University/campus. The College Scholarship Service identifying name and code for the La Sierra campus 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 SAAC or FAF 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 SAAC or FAF to CSS.

The independent student (or the parents of the dependent student) may be required to submit a copy of the 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 who is ineligible for federal aid because of low grades can regain eligibility by completing one quarter (minimum 12 units) with a GPA of 2.0 or better.

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, 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 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

- Supplemental Educational Opportunity Grant

- Perkins Loan (formerly National Direct Student Loan)

- Stafford Student Loan (formerly Guaranteed Student Loan)

- College Work-Study Program

Determination of the type of financial aid applicable in given cases is made in the Student Aid Office (with the exception of the Pell Grant and part of the Stafford Student Loan).

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

Perkins Loan (formerly National Direct Student Loan) Up to \$2,250 per year may be available for needy students. The recipient begins to repay the loan six months after ceasing to be in at least half-time attendance. 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 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 SAAC, FAF, or the Application for Federal Aid 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 may be available during both the summer and the academic year.

Stafford Student Loan The Stafford Student Loan (formerly 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. 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 up to \$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.

OTHER PROGRAMS

Loma Linda Grant 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 Loma Linda Grant. Application is made each year and a determination of financial need is required.

California state scholarships CAL Grants A, B, C, are available to California residents who have a satisfactory grade point average and show financial eligibility. Residents may apply for such scholarships if they meet requirements and establish need. These scholarships provide tuition grants up to \$5,250 at the college of the student's choice. The application used for state aid is the SAAC and is 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 deadline (this period normally is during January and February preceding the applicable school year).

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 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 Schrillo 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 \$14,868

Off-campus student \$12,582

The 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 school 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 at least two months in advance.

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.

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 an appropriate level classroom (K-12). 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, for 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 (1-6)

Individual research and study under the guidance of a curriculum instructor. A minimum of 30 clock hours of study time is expected for each credit. Approval by the instructor and department chair required.

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 development 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 516 Computers in the Curriculum (3)

Designed to develop teacher skills in computer-assisted and computer-managed instruction against a background of the legal, social, and ethical issues related to the use of educational technology. Meets computer requirements for the California State Clear Teaching Credential.

EDCI 517 Personalizing Instruction Through Cooperative Learning, K-12 (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 (3)

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 or district 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: EDCP 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 EDCP 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 (3)

Examines a variety of approaches to the task of supervision. Analyzes the roles and responsibilities of the mentor and master teachers in their supervision of student teachers. Provides information on the legal, ethical, and moral principles of supervision.

EDCI 546 The Development and Implementation of Curriculum for the Gifted (3)

Applies the tools of curriculum organization to the needs of the gifted and talented student and considers the variety of approaches which may be used to assist them. Focuses on needs assessment, program development, orientation, implementation, and evaluation.

EDCI 547 The Bible in Curriculum Planning (3)

Explores the question of how faith is integrated with learning, using the perspectives of various educators. Emphasizes Christian principles as found in the Bible, and their applicability to different types of educational settings.

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 Use of Curriculum Materials in Teaching Thinking Skills (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 in Curriculum and Instruction (1-4)

The study and method of reporting to be arranged with a curriculum instructor. A minimum of 40 clock hours of study time is expected for each credit. Approval by the department chair is required.

EDCI 578 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)

Individual research and study under the guidance of a curriculum instructor. A minimum of 40 clock hours of study time is expected for each credit. Approval by the instructor and department chair required.

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 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

NORMAN C. MABERLY, Chair

FACULTY

- 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
- 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 REID-PAYNE, 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, philosophical, sociological, and spiritual 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 and research competencies for careers in teaching, educational research, and educational consultation in colleges, school districts, community agencies, research and development centers, and professional schools.

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 in other schools within this University.

MASTER OF ARTS PROGRAM / Educational Foundations

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)

School 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)

EDPC 505 Psychological Theories of Instruction (3)

EDPC 540 Principles of Counseling (3)

Program sequence Details of general requirements, sequential steps, and timelines for all master's degrees in the School of Education are fully described in the *General Degree Requirements* section of this BULLETIN p. 56). Progress through the specified sequence for the Master of Arts degree in educational foundations requires that each of the following be fulfilled in consultation with the department chair.

1. Admission to the School of Education.
2. Program approval before completion of 15 units.
3. Application for regular standing (if admitted provisionally).
4. Advancement to candidacy after completion of 27-30 units.
5. *Graduate Record Examination, Advanced Education Test* before graduation and the issuance of the diploma.
6. Petition for graduation in quarter just prior to program completion.
7. Departmental comprehensive examination four weeks prior to graduation or the issuance of the diploma.
8. Program completion.
9. Graduation.

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)
EDPC	505	Psychological Theories of Instruction (3) or
EDPC	524	Lifespan Development (3)
EDFO	555	Educational Statistics (4)
EDFO	599, 696, or 698	(3-6 units of research activity)
EDFO	604	Program Research and Evaluation
EDFO	—	Elective in Philosophical-Social Foundations (3)
EDPC	540	Principles of Counseling (3)
		Religion, graduate level (3)

The Ed.S. degree in philosophical-social foundations provides a concentration in the development of educational thought, the history of educational practices, research methodology 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	507	Contemporary Issues in Education (3)
EDFO	545	History of Educational Thought (3)
EDFO	624	Theory and Practice in Moral Development (3)
EDPC	505	Psychological Theories of Instruction (3)
		(if not used for the required core)
SOCI	404	Foundations of Social Thought (4)

2. From the following, complete a minimum of 11 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)
		Religion (3)

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, statistics and research methodology, or in other *cognate* areas of interest to the candidate.

Program sequence Details of general requirements, sequential steps, and timelines for all Ed.S. degrees in the School of Education are fully described in the *General Degree Requirements* section of this BULLETIN p. 59). Progress through the specified sequence for the Specialist in Education degree in philosophical-social foundations requires that each of the following be fulfilled in consultation with the department chair.

1. Admission to the School of Education.
2. Program approval during the first quarter of residence.
3. Advancement to candidacy after completion of 27-30 units under program Option 1 or 75 units under Option 2.
4. *Graduate Record Examination, Advanced Education Test* before graduation and the issuance of the diploma.
5. Petition for graduation in quarter just prior to program completion.
6. Departmental comprehensive examination four weeks prior to graduation or the issuance of the diploma.
7. Program completion.
8. 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 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 (1-3)

Guided independent study of historical, philosophical, sociological, or comparative aspects of education. Permission of instructor required.

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)

Issues viewed in the light of sociological and historical research, philosophical analysis, and the particular concerns of education (e.g., cultural pluralism in schools, teacher and student competency, critical thinking).

EDFO 545 History of Educational Thought (3)

Development of Western educational thought, its effect, and its current 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 Educational Statistics (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.

Prerequisite: EDFO 504.

EDFO 577 Directed Readings (1-4)

Assigned readings in current journals, textbooks, or other library sources for the purpose of specialized learning in selected topics or for updating previous studies. Typically requires a report in the form of a written summary, precis, or topical paper. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.

Prerequisite: Consent of the department chair.

EDFO 599 Research Topics in EDFO (1-3)

The application of research methodology to the investigation of a limited, localized problem or program evaluation. Typically requires a written report in a format suitable for journal publication. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.

Prerequisite: EDFO 504; consent of the department chair.

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.

Prerequisite: EDFO 504, 555, or permission of instructors.

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

CHERYL J. SIMPSON, Chair

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

CHERYL J. SIMPSON, 1982. Professor of Educational Psychology and Counseling 1989
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

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

DEPARTMENTAL ASSOCIATE

HELEN L. WEST, 1988. LLU/Riverside Campus Testing Services Coordinator
B.S. Loma Linda University 1965
M.A. Loma Linda University 1984

OBJECTIVES AND PROGRAMS

Programs and courses in the Department of Educational Psychology and Counseling provide competencies for numerous careers in educational and psychological helping services. School counselors and school psychologists develop specialized knowledge and skills for the identification and correction of learning disabilities and for the facilitation of academic, personal, and social development in 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 learn the art of communication, group interaction, and personnel consultation.

An educational psychologist learns not only to understand the psychological bases of learning, development, and behavior but also to apply such understandings to the solution of educational and personal problems within the classroom, home, and community. With more advanced programs, opportunities are opened for college teaching, clinical applications, and the practices of psychological services.

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, career consultants, community agency counselors, health-care providers, juvenile officers, mental health clinicians, and others are offered enrichment, renewal, and certification as they prepare themselves for greater effectiveness in their efforts to serve others.

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

Master of Arts in Counseling (program for a school counselor credential)

Master of Arts in Counseling (elective program without the school counselor credential)

Specialist in Education for School Psychology (program for a school psychologist credential)

Specialist in Education for Educational Psychology

The California Commission on Teacher Credentialing has fully approved and endorsed the Loma Linda University credential programs for school counseling and school psychology. When necessary basic requirements are included, course work taken for the above degrees may also be applied to fifth-year teaching credentials or the Seventh-day Adventist professional endorsement for guidance and counseling. Credential requirements may also be satisfied for community college counseling and student personnel work. A more detailed discussion on credential requirements is given later in this departmental section.

Facilities and services Located in the lower level of Hole Memorial Auditorium, 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 video 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.

MASTER OF ARTS DEGREE PROGRAMS

A Master of Arts (M.A.) degree in counseling may be earned through an approved state program for the California School Counseling Credential, or with an elective program which does not lead to state certification.

Prerequisites and admission In addition to all admission requirements for graduate study, as described in the *Admission Information* section of this BULLETIN, further specialized prerequisites are specified for *both* Master of Arts degree programs.

1. A minimum of 9 quarter units in psychology or behavioral studies on the upper division or graduate level must have been completed within the past seven years, with no grade less than C. The following two courses or their equivalents must be included in these 9 units:

EDFO 305 Psychological Foundations of Education **or**

EDPC 505 Psychological Theories of Instruction

EDPC 524 Lifespan Development

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

2. Two recommendations are needed to verify the presence of personal qualities appropriate for entering a counseling program. The applicant must request these references on special forms obtainable from the department secretary. Two work supervisors or college teachers who have been closely associated with the applicant must attest to professional suitability in terms of human relations, Christian character, and potential for counseling as a vocation.

3. The absence of any conviction for a felony or any communicable or disabling diseases must be attested to. Subsequent official certification of clearance will be required early in the program sequence.

4. A pre-admission interview is to be scheduled with at least two faculty members in 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, an appointment must be made with the department chair during the first few weeks of residence before program approval. Continuation in the program is contingent upon a satisfactory rating by the interviewers.

Program sequence Details of general requirements, sequential steps, and timelines for all master's degree programs in the School of Education are fully described in the *General Degree Requirements* section of this BULLETIN (p. 56). Progress through the specified sequence for a Master of Arts degree in counseling requires that the student assume responsibility for completing each of the following in consultation with a department adviser:

1. Program approval before completion of 15 units.
2. Application for regular standing after completion of 12 approved units (if admitted provisionally).
3. Applications for criminal and health clearances.
4. *California Basic Education Skills Test* (CBEST).
5. Application for candidacy after completion of 27-30 units.
6. Application for fieldwork six weeks prior to placement.
7. Petition for graduation in the quarter just prior to program completion.
8. *Graduate Record Examinations* (GRE) — *Advanced Education Test* prior to graduation or issuance of a diploma.
9. Departmental comprehensive examination or the *National Teachers Examination* (NTE) — *Specialty Test in School Counseling and Guidance*. A satisfactory score report must be received by the University at least four weeks prior to graduation or the issuance of a diploma. Early registration for the test is essential.
10. Program completion.
11. Application to the School of Education Credential office for a state and/or denominational credential, if eligible.
12. Graduation or awarding of a diploma.

MASTER OF ARTS / Counseling (State Credential Program)

The State Credential Program includes completion of a Master of Arts degree in counseling concurrent with state-approved preparation for the California School Counseling Credential with authorization for counseling in public and private schools of California and many other states. The degree is also of value for many counseling-related positions in clinics and community social agencies.

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

EDAD	524	Educational Organization and Leadership (3)
EDCI	514	Curriculum Planning (3)
EDFO	504	Methods and Materials of Research (3)
EDFO	506	Social Foundations of Education (3)
EDPC	404/504	Standardized Testing in Education (3)
EDPC	507	Dynamics of Individual Behavior (3)
EDPC	460/560	The Exceptional Child (3)
EDPC	540	Principles of Counseling (3)
EDPC	550	School Counseling Seminar (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 School Counseling (6)
EDPC	666	Intervention Methods and Strategies (3)
_____		Religion, upper division or graduate level (3)

MASTER OF ARTS / Counseling (Elective Program)

The Elective Program provides a Master of Arts degree in counseling, which does not fulfill the requirements for the California Pupil Personnel Services Credential in 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 elective, 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)
EDCI	514	Curriculum Planning (3)
EDFO	504	Methods and Materials of Research (3)
EDPC	505	Psychological Theories of Instruction (3)
EDPC	504	Standardized Testing in Education (3)

EDPC 507	Dynamics of Individual Behavior (3)
EDPC 540	Principles of Counseling (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 (2-3)
_____	Religion, upper division or graduate level (3)

AREA OF EMPHASIS AND ELECTIVES

Option A. Community Agency Emphasis

- EDPC 560 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 567 Counseling Christian 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 560 The Exceptional Child (3)
 - EDPC 554 Education and Career Planning (3)
 - EDPC 565 Fieldwork in School Counseling (3)
 - EDPC 694C Personal Development in the Classroom (3)
- or a course in elementary counseling

Cognate electives as needed to complete the 45-unit program. All statutory requirements for the fifth-year or standard teaching credential must be included. Subject-matter courses for a teaching specialization will not count toward the M.A. degree in counseling unless all other degree requirements have first been met.

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/RELP 567 Counseling Christian Youth.)
3. Pastoral ministry, family life.

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

Option E. Occupational Therapy Emphasis

EDPC 460/560 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 occupational therapy department in which training for the OTR certificate was obtained.

SPECIALIST IN EDUCATION DEGREE PROGRAMS

The Specialist in Education degree (Ed.S.) is described in detail in the *General Degree Requirements* section of this BULLETIN (p. 56). Within the Department of Educational Psychology and Counseling, two areas of specialization are offered: school psychology — a state-approved credential program, and a noncredential program in educational psychology. Prerequisites, program sequence, and course requirements are different for each degree specialization.

SPECIALIST IN EDUCATION / School Psychology

The Specialist in Education degree for school psychology provides all the elements specified by the state of California for the school psychologist credential. Although the credential may be pursued without earning an 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. degree. Recommendation for the credential will be based on demonstrated competencies as well as on the accumulation of a specific number of course credits.

When candidates for the school psychologist credential have previously obtained a basic California pupil personnel services (PPS) credential for counseling, the program will ordinarily require a one-year, 45-unit minimum if all prerequisites have been met. Those without a prior graduate degree or certification in counseling will choose either to do a master's degree plus the Ed.S. degree, or they may pursue the 90-unit Ed.S. option without the master's degree.

Within the limits of School of Education policy, transfer credits from other schools may be considered for inclusion in the program, thus reducing the units to be completed for either the degree or the credential. However, according to state-mandated guidelines, the accumulated credits for an approved school psychologist credential cannot total fewer than 90 quarter units whether or not a graduate degree is earned. Included in these units would be all applicable credits from previous study.

Prerequisites and admission In addition to fulfilling all admission requirements for graduate study, as described in the *Admission Information* section of this BULLETIN, applicants selecting the school psychology specialization must give evidence of the following:

1. At least one upper division or graduate course in each of the following areas must have been completed within the past seven years —

foundations of educational psychology
basic psychological measurement
counseling theory
group counseling
educational research methods

personality theory
developmental psychology
counseling practicum
exceptional child

2. Potential for pupil personnel work is to be verified by recommendations from two supervisors who have been closely associated with the work of the applicant in recent years and who are able to make judgments concerning suitability for entering school psychology as a profession. The applicant must request these references on forms available from the department secretary.

3. The absence of any conviction for a felony or any communicable or disabling diseases must be attested to. Subsequent official certification of clearance will be required early in the program sequence.

4. Insofar as possible, a pre-admission interview must be scheduled 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, an appointment must

be made with the department chair during the first few weeks of residency before program approval. Continuation in the program is contingent upon a satisfactory rating in the interview.

Applicants who are lacking any of the above prerequisites may be admitted to the program with the understanding that deficiencies must be removed at the earliest possible date prior to entry to advanced practicums or fieldwork. Credit thus earned may be used for degree purposes 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, together with all uncompleted prerequisites. When a school psychologist credential is sought without a degree, courses marked with an asterisk (*) are not necessary.

*EDAD	524	Educational Organization and Leadership (3)
EDAD	574	Legal Aspects of Education (3)
EDCI	514	Curriculum Planning (3)
EDFO	555	Educational Statistics (3)
*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)
*REL	—	Religion elective, upper division or graduate (3)
		* Not required for credential-only programs.

Program sequence Progress through the specialized sequence in school psychology requires that the student assume responsibility for completing each of the following in consultation with the department chairman:

1. Program approval during first quarter of residence.
2. Applications for criminal and health clearances.
3. *California Basic Education Skills Test* (CBEST).
4. Advancement to candidacy after completion of 27-30 units of the Ed.S. degree under program option 1, or after 75 units under option 2.
5. Application for fieldwork six weeks prior to placement.
6. Petition for graduation in the quarter just prior to program completion.
7. *Graduate Record Examinations* (GRE) — *Advanced Education Test* prior to graduation or issuance of a diploma (need not be repeated if taken on the master's degree level).

8. Departmental qualifying examination (*National Teachers Examination — Speciality Test for School Psychologists*). A satisfactory score report must be received by the University at least four weeks prior to graduation or the issuance of a diploma. Early registration for the test is essential.

9. Program completion.

10. Application to the School of Education Credential Office for a state credential, if eligible.

11. Graduation or awarding of a diploma.

Further details on these sequential steps and timelines are given in the *General Degree Requirements* section of this BULLETIN (p. 56).

Specialist in Education / Educational Psychology

The Specialist in Education degree in educational psychology is a non-credential elective program which provides advanced preparation for educational generalists, teachers in all disciplines, administrators, college instructors desiring a more professional educational background, and practitioners aspiring toward clinical or research applications.

The program 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's degree is not a mandatory prerequisite, applicants must satisfy all requirements specified below.

Prerequisites In addition to regular admission for graduate study in the School of Education, applicants for an Ed.S. 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 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 and/or psychology

2. For those entering the 45-unit post-master's option, the master's degree must have been earned in an area of professional education, teaching, counseling, school administration, or an equivalent specialization.

3. Within the past seven years, at least one introductory or advanced course must have been satisfactorily completed in each of the following —

foundational educational psychology

developmental psychology

Deficiencies in the above prerequisites may be removed after entrance to Ed.S. study. Eligible credits thus earned may be used as electives for the program when all other requirements have been met.

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

CORE REQUIREMENTS

EDAD	524	Educational Organization and Leadership (3)
EDCI	514	Curriculum Planning (3)
EDFO	504	Methods and Materials of Research (3)
EDFO	555	Educational Statistics (4)
EDFO	604	Program Research and Evaluation (3)
EDFO	—	Elective in philosophical-social foundations (3)
EDPC	504	Standardized Testing in Education (3)
EDPC	507	Dynamics of Individual Behavior (3)
EDPC	505	Psychological Theories of Instruction (3)
EDPC	524	Lifespan Development (3)
EDPC	540	Principles of Counseling (3)
EDPC	650	Mental Exceptionality (3)

ELECTIVES

Electives are selected as needed, 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 basis 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	506	Instructional Evaluation Design (3)
EDPC	507	Contemporary Issues in Education (3)
EDPC	561	Theory and Practice of Moral Development (3)
EDPC	564	Counseling Theory and Techniques (3)
EDPC	664	Group Theory and Procedures (3)
EDPC	667	Assessment of Individual Intelligence (4)
EDPC	668	Assessment of Learning Development (3)
MFAM	515	Assessment of Personal Adjustment (3)
PSYC	437	Crisis Intervention Counseling (3)
PSYC	444	Introduction to Behavior Modification (4)
		Theories of Personality (3)

Program sequence Progress through the specified sequence for an Ed.S. degree in educational psychology requires that the candidate assume personal responsibility, in consultation with a department adviser, to assure that each of the following is fulfilled within the required timelines:

1. Program approval during first quarter of residence.
2. Advancement to candidacy after completion of 27-30 units.

3. *Graduate Record Examination — Advanced Education Test* before graduation or the issuance of a diploma.
4. Petition for graduation in quarter just prior to program completion.
5. Departmental comprehensive examination at least four weeks prior to graduation or the issuance of a diploma.
6. Program completion.
7. Graduation or awarding of the degree.

Further details on these sequential steps and timelines are given in the *General Degree Requirements* section of this BULLETIN (p. 56).

PUPIL PERSONNEL CREDENTIALS

Graduate programs within the Department of Educational Psychology and Counseling incorporate requirements for the following credentials:

- California State Basic School Counseling
- California State School Psychology Authorization
- California State Clear Teaching Credential (Fifth-Year)
- Community College Counseling
- Seventh-day Adventist Professional Endorsement—Counseling and Guidance

Upon recommendation from the Department of Educational Psychology and Counseling, application may be made for most of these credentials through the School of Education Credential Office when the following general and specific requirements have been met.

1. Health, character, and criminal clearances.
2. A passing score on the *California Basic Education Skills Test* (CBEST) (see *General Credential Information* in this BULLETIN, p. 56).
3. Completion of a fifth year of study beyond a baccalaureate degree with an approved program of professional preparation, including a practicum involving direct classroom contact.

State school counseling credential The basic School Counseling Credential with authorization for COUNSELING in grades K-12, and adults, requires satisfactory completion of all courses and competencies specified for the Master of Arts degree in counseling—State Credential Program.

State school psychologist credential For the advanced authorization in SCHOOL PSYCHOLOGY, at least two years of postbaccalaureate study are required. The school psychologist credential may be issued without the Ed.S. degree if all mandatory competencies have been acquired and demonstrated through an approved program of study.

Community college credential Requirements for a COMMUNITY COLLEGE COUNSELING credential are typically satisfied with either the M.A. degree

in counseling—State Credential Program, or with selected options available in the M.A. degree in counseling—Elective Program. Information about application procedures is available through the Department of Educational Psychology and Counseling.

Fifth-year teaching credential Full particulars for “fifth-year” teaching credential options are described in the Department of Curriculum and Instruction section of this BULLETIN. With one option, requirements for a CALIFORNIA PROFESSIONAL CLEAR TEACHING CREDENTIAL may be satisfied with any degree in the Department of Educational Psychology and Counseling provided that statutory requirements are included or added to the program of study if they have not been previously met.

1. A course in health education (one of the following or an equivalent):

HLED 214 Personal and Community Health (4)

HLED 414 Mental Health and Drug Abuse Education (4)

2. A course in special education (mainstreaming):

EDCI 564 Special Education in the Regular Classroom (3)

3. A computer education course which includes general and specialized skills in the use of computers in educational settings:

EDCI 516 Computers in the Curriculum (3)

4. Upper division or graduate course work in learning theory and curriculum development:

EDPC 505 Psychological Theories of Instruction (3)

EDCI 514 Curriculum Planning (3)

An essential prerequisite for all state fifth-year teaching programs is the possession of a California State Clear Preliminary Teaching Credential. Furthermore, the fifth-year program above does not necessarily satisfy the requirements for a Seventh-day Adventist fifth-year teaching certificate unless other specifications have been previously fulfilled (*vide*).

Seventh-day Adventist certificate An endorsement certificate for guidance and counseling is issued by the North American Division of Seventh-day Adventists, Office of Education, to applicants who have completed the following requirements:

1. Possession of an SDA Standard Teaching Certificate with eligibility for subject-area endorsement.

2. A minimum of 27 quarter units in counseling. The M.A. degree in counseling with either the State Credential Program or the Elective Program will be sufficient provided that all other statutory specifications have been accomplished.

Candidates for credentials are advised to consult early in their program with the department chair, the School of Education credential officer, or with the Education Department of the Pacific Union Conference of Seventh-day Adventists (for SDA certificate needs).

COURSES

EDPC 404 Standardized Testing in Education (3)

The development of competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in education and counseling. Theoretical principles and issues presented together with hands-on applications. *Practicum required.*

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, or social aptitudes, traits, and tendencies. Emphasis on educational methods and adaptation. Open to upper division graduate and postgraduate students only. Credit not allowed for this course and PSYC 464.

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

Independent study in selected topics or in the development of educational materials and programs. May include textbook readings, library study, papers or field/laboratory projects as assigned by the instructor in consultation with the student. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.

Prerequisite: Consent of the department chair.

EDPC 504 Standardized Testing in Education (3)

The development of competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in education and counseling. Theoretical principles and issues presented together with hands-on applications. Open to upper division, graduate, and postgraduate students only. *Practicum required.*

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 507 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 540 Principles of Counseling (3)

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

EDPC 550 School Counseling Seminar (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 560 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, or social aptitudes, traits, and tendencies. Emphasis on educational methods and adaptation. Open to upper division graduate and postgraduate students only.

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 School Counseling (3-6)

Supervised field experiences in schools and other agencies. Approximately 450 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 567 Counseling Christian Youth (3)

Counseling applications for the Christian community of youth, including problem solving, decision making, values clarification and church-related issues.

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 clearances.

EDPC 577 Directed Readings (1-4)

Assigned readings in current journals, textbooks, or other library sources for the purpose of specialized learning in selected topics or for updating previous studies. Typically requires a report in the form of a written summary, precis, or topical paper. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.

Prerequisite: Consent of the department chair.

EDPC 599 Research Topics in EDPC (1-3)

The application of research methodology to the investigation of a limited, localized problem or program evaluation. Typically requires a written report in a format suitable for journal publication. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.

Prerequisite: EDFO 504; consent of the department chair.

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 404/504.

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 404/504.

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 404/504 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 540 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; 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. Personal Development in the Classroom (2-3)**EDPC 696 Research Project (3)****EDPC 698 Thesis (6)**

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UNIVERSITY TESTING SERVICES
SCHOOL PSYCHOLOGY SERVICE

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MONDAY - FRIDAY
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Assistant Educational Psychologist
Counselor
NORMAN MAREK, PhD
Professor
JAMES J. BEYER, PhD
Professor
HELEN WEST, MA
Testing Service Coordinator
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III

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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.

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.

SCHOOL OF RELIGION: Started in 1987. 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.

DIETETIC TECHNOLOGY: Started in 1988. Approved by The American Dietetic Association since April 25, 1988.

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 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.

OCCUPATIONAL THERAPY ASSISTANT: Started in 1988. Approved by the Committee on Allied Health Education and Accreditation in collaboration with The American Occupational Therapy Association April 13, 1989.

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: Started in 1948; reorganized in 1964. Approved by the American Public Health Association June 23, 1967. Accredited by the Council on Education for Public Health, 1974.

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 Riverside campus). The joint holdings are as follows:

Books, bound periodicals, audiovisual materials	775,663
Current periodical subscriptions	4,190

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.

RIVERSIDE CAMPUS

Books, bound periodicals, audiovisual materials	418,342
Current periodical subscriptions	1,467

The Riverside 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	337,321
Current periodical subscriptions	2,723

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
- University of La Verne, La Verne
- Loma Linda University, Loma Linda and Riverside campuses
- University of California, Riverside
- University of Redlands, Redlands
- Community colleges in the area

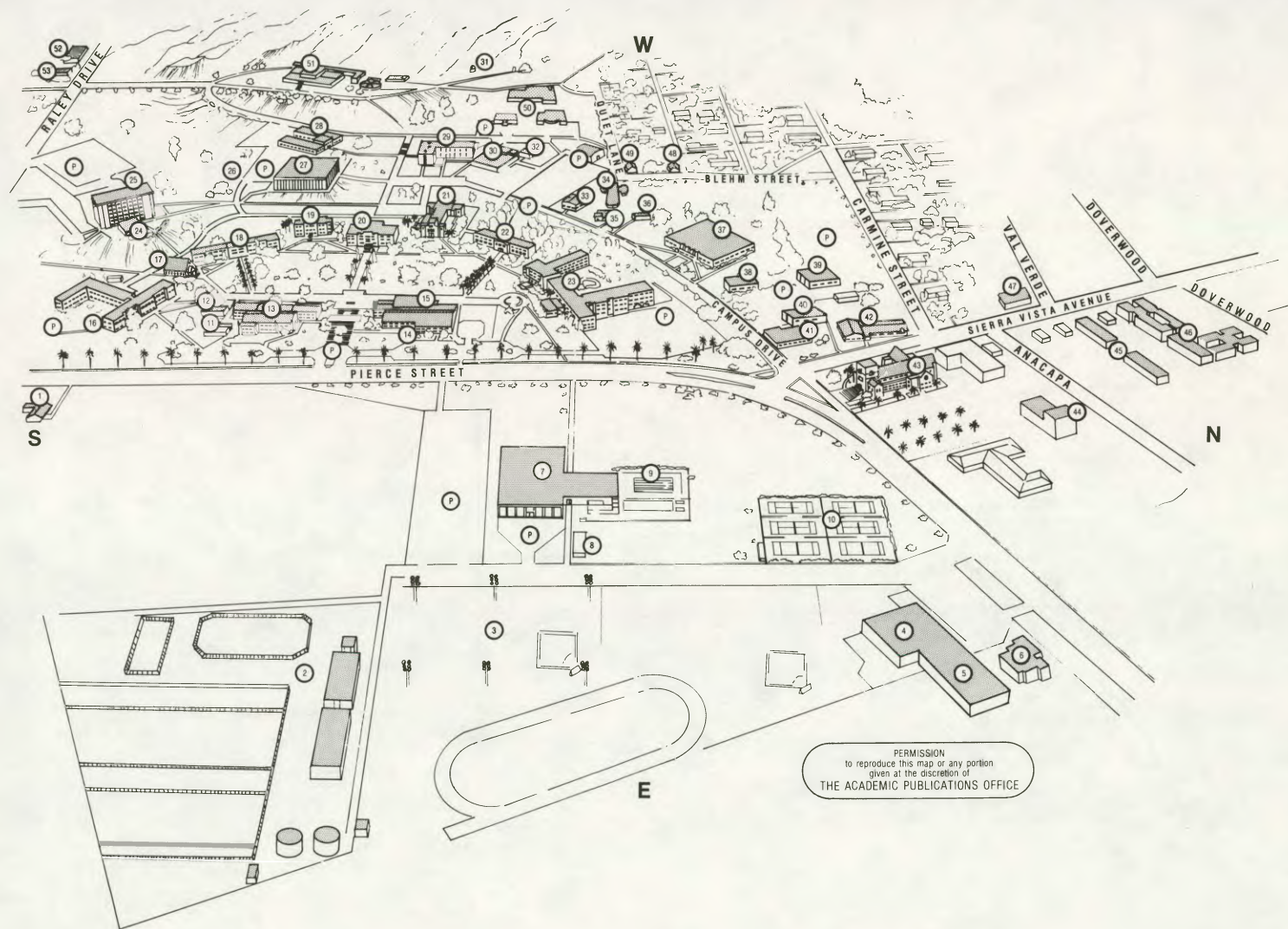
Community Within driving distance of the University campuses are other collections accessible to faculty and students: the University of California (Los Angeles and Irvine campuses), the University of Southern California, the Los Angeles public library, the inland area public libraries, and the unique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

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MILES

Map showing major highways (Interstates 5, 10, 15, 210, 78; State Routes 5, 10, 15, 210, 78, 91, 99) and cities (Pomona, Ontario, San Bernardino, Redlands, Riverside, Corona, Fontana, Rialto, Colton, Loma Linda, Redlands, Riverside, Corona, Fontana, Rialto, Colton). Universities marked include California State Polytechnic University, Claremont Colleges, California State University San Bernardino, University of Redlands, Loma Linda University, California Baptist College, and University of California, Riverside. A dashed line with arrows indicates a route from the University of Redlands area, through Loma Linda University, to the Riverside Campus.

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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 Social Relations / Communication
- 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: Psychology / Social Work
- 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
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UNIVERSITY INFORMATION

BOTH CAMPUSES

General University interests	The President's Office
Student welfare, housing, visas	Student Affairs Office
Student finance	Student Aid and Finance Office
Records	Office of University Records
Area Code	#714

RIVERSIDE CAMPUS

MAIL: Riverside California 92515	TELEPHONE: 1/800/422-4LLU (information only) or 1/800/548-7114 (Canada)
Campus Operator	785-2022
College of Arts and Sciences	Dean 785-2210
School of Business and Management	Dean 785-2060
School of Education	Dean 785-2266
School of Religion	Dean 785-2041

LOMA LINDA CAMPUS

MAIL: Loma Linda California 92350	TELEPHONE: 1/800/422-4LLU (information only) or 1/800/548-7114 (Canada)
Campus Operator	824-4300
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 824-4599
CLINICAL LABORATORY SCIENCE	824-4966
HEALTH INFORMATION ADMINISTRATION	824-4976
NUTRITION AND DIETETICS	824-4593
OCCUPATIONAL THERAPY	824-4628
PHYSICAL THERAPY	824-4632
RADIOLOGIC TECHNOLOGY	824-4931
RESPIRATORY THERAPY	824-4932
SPEECH PATHOLOGY	824-4599
School of Dentistry	Dean 824-4683
DENTISTRY	
DENTAL HYGIENE	
School of Public Health	Dean 824-4578
School of Medicine	Dean 824-4462
School of Nursing	Dean 824-4360
School of Religion	Dean 824-4536
The Graduate School	Dean 824-4528

TO COMMUNICATE WITH THE SCHOOL OF EDUCATION

By mail

SCHOOL OF EDUCATION
Loma Linda University
Riverside 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
785-2079	Testing Service

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