

3-31-1982

## 1982 - 1983 Bulletin

Loma Linda University

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**school of  
education  
1982-83**



**Bulletin of LOMA LINDA UNIVERSITY**

**Bulletin of LOMA LINDA UNIVERSITY**  
**School of Education 1982-83**

The information in this BULLETIN  
is made as accurate as is possible  
at the time of publication.

Students are responsible for informing  
themselves of and satisfactorily meeting  
all requirements pertinent to their  
relationship with the University.

The University reserves the right  
to make such changes as circumstances  
demand with reference to admission,  
registration, tuition and fees,  
attendance, curriculum requirements,  
conduct, academic standing,  
candidacy, and graduation.

GENERAL OFFICE HOURS

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

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

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

CLOSED

Saturday, Sunday  
legal holidays

BULLETIN OF

LOMA LINDA UNIVERSITY

Volume 73, Number 1, March 31, 1982

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# **school of education**

**LOMA LINDA UNIVERSITY**

**1982-83**

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

On the La Sierra campus, at the west edge of Riverside, curriculums in applied and liberal arts and sciences, preprofessional 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 and the School of Education. On the Loma Linda campus, in the San Bernardino-Redlands area, professional curriculums are offered by the Schools of Allied Health Professions, Dentistry, Health, Medicine, and Nursing. Graduate programs of the departments of the schools are offered from both campuses through the Graduate School.

Accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, and the North American Division Commission on Accreditation of the Board of Regents of the General Conference of Seventh-day Adventists, Loma Linda University is a member of the American Council on Education and the Association of American Colleges. The professional curriculums of the University are approved by their respective professional organizations.

Curriculums are offered leading to the Associate in Arts, Associate in Science, Bachelor of Arts, Bachelor of 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.

The core of the combined faculties consists of approximately 993 full-time teachers. Part-time and voluntary teachers, especially clinicians in the professional curriculums, bring the total past 1,777. Men and women from as many as eighty nations are represented in the annual enrollment of over 5,248 students.

The University is committed to equal opportunity and does not discriminate against qualified persons on the basis of handicap, sex, race, color, or national and ethnic origin in its educational and admissions policies, financial affairs, employment programs, student life and services, or any University-administered program. It does, however, retain the right to give preference in student admissions to qualified Seventh-day Adventist students. While this right is retained, it is emphasized that the admission of students is not limited only to Seventh-day Adventist applicants.

# 1982

# 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

20  
21  
28

## SUMMER QUARTER 1982

Registration  
Instruction begins  
Last day to enter a course

## July

S M T W T F S

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

5  
6  
30

Independence Day recess  
Last day to withdraw with no transcript record  
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

13

Eight-week session ends  
See summer schedule for special sessions

## September

S M T W T F S

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

7  
27-28  
29

## AUTUMN QUARTER 1982

Student teachers report for duty  
Testing, orientation, 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

12  
18-23

Last day to enter a course  
Week of Devotion



# 1982

# 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				

24-28 Thanksgiving recess  
 29 Instruction resumes  
 29 Last day to withdraw with a record of W

## December

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

13-16 Final examinations  
 16 Autumn quarter ends

# 1983

## 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					

## WINTER QUARTER 1983

3 Registration  
 4 Instruction begins  
 17 Last day to enter a course  
 17 Education Day

## February

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

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

# 1983

# CALENDAR

## March

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

2	Alumni Homecoming
14-17	Final examinations
17	Winter quarter ends
17	Last day to file for candidacy for spring graduation
	<b>SPRING QUARTER 1983</b>
28	Registration
29	Instruction begins

## April

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

11	Last day to enter a course
18-23	Week of Devotion

## 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				

17	Last day to submit research project or thesis in final form for spring graduation
24	Last day to withdraw with record of W
27	Last day for final oral examination and filing of approved research project or thesis for spring graduation
30	Memorial Day recess

## June

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

6-9	Final examinations
9	Instruction ends
10-12	<b>Conferral of degrees</b>

## SUMMER QUARTER 1983

19	Registration
20	Summer quarter begins
27	Last day to enter a course

## July

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

4	Independence Day recess
29	Six-week session ends
	Eight-week session ends AUG 11
	See summer schedule for special sessions





## STATEMENT OF PURPOSE

The fundamental purpose of Loma Linda University is stated in its motto: "To make man whole." As an institution of higher learning established and operated by Seventh-day Adventists, the University is dedicated to helping its teachers and students — as individuals and as a community — to reach their highest potential in education, in research, and in service. As a community of both faith and learning, the University is founded on the conviction that religious commitment invigorates the disciplined use of all of a person's mental abilities, and that all knowledge is ultimately derived from — and related to — one transcendent Source. The University also believes that education "to make man whole" is concerned with attitudes, goals, and values as well as with information and ideas.

Accordingly, the University's first function is to provide education that is comprehensive and integrative, including for every student (1) a mature understanding of oneself as a person in relation to God and to other persons; (2) an awareness and appreciation of the nature of ultimate reality, of the created universe, and of human existence; (3) a mastery of the basic knowledge and skills necessary for professional success or for advanced study in a particular discipline or vocation; (4) a commitment to personal integrity and generous service; (5) an attitude of continuing curiosity and inquiry, and a sense of the excitement of discovery; and (6) a lifestyle that facilitates the maximum usefulness of a person's abilities.

The University's second function is to enable and encourage its teachers and students to be creative and constructive members of the Seventh-day Adventist church and of society. This means that the University is involved in (1) expanding human knowledge through competent and responsible research, (2) serving as a major resource of information and personnel for the church as it endeavors to fulfill its mission around the world, and (3) responding to the needs of the surrounding communities. Thus the University's intention "to make man whole" refers not only to the education it offers to its students but also to the contribution both it and they can make, personally and professionally, to the church and to the contemporary world.

In the achievement of its fundamental purpose, each part of the University has its own distinctive role. The Board of Trustees and the Administration provide the appropriate environment — the physical facilities, the personnel, and the intellectual and spiritual atmosphere. The members of all faculties serve both as educational guides and as role models for their students. The College and the Graduate School provide both general and specialized education in the liberal arts and sciences. The professional schools provide training for the major health professions and for careers in education. All of this occurs in the context, and as a consequence, of personal and collective religious commitment.

ADOPTED BY THE PRESIDENT'S COMMITTEE

March 16, 1976







# I

## **School of Education Admission Information Financial Information Student Affairs Academic Information**

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

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

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

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

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

**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 and (b) single-subject matter. The "fifth-year" program is fully approved.

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

**Degrees, programs** Curriculums are offered for the degrees Bachelor of Science, Bachelor of Arts, 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 State Commission for Teacher Preparation and Licensing.

**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 studies in education.

2. To help inservice and prospective educational personnel to build a sound philosophy of education in Christian, historical, and sociological context.

3. To enable the student to implement the basic principles of education through the use of tested psychological theory and practice in the educative process.

4. To motivate investigative curiosity and a desire to participate in the advancement of knowledge, particularly in the art and science of education.

5. To help the student develop knowledge and skill in educational research so that a contribution may be made to the advancement of education.

6. To engender and nurture in the student the desire to use professional skills in selfless service to mankind, regardless of race or creed or geographical location.

7. To provide qualified and dedicated educational personnel for the schools.

**Administration** The Dean is the chief administrative officer of the School. Four department chairmen, who are directly responsible to him, collaborate with the Dean and the faculty to develop the instructional programs in their respective departments. Directors of the various services of the School are also responsible to him. He presides at meetings of the Executive Committee, committees on admissions and graduate programs, and at general meetings of the faculty. The Associate Dean's primary responsibility is in the area of credential programs. He is the chief credentials adviser and is the coordinator of Extended Campus Programs.



**Location and facilities** The School of Education is on the La Sierra campus of the University. This campus, at the southwest edge of Riverside, is easily accessible by freeways and airways. It is fifty miles east of Los Angeles, twenty miles from the Loma Linda campus, and one mile from the Riverside Freeway leading to Los Angeles, coast towns, or inland.

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

A curriculum laboratory and media center, a music education laboratory, a reading laboratory, a psychometry laboratory, an administration and leadership center, and the Learning Advancement Program provide practicum and services to students of the School, to other schools of the University, and to the professional community.

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

## ADMISSION INFORMATION

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

### APPLICATION AND ACCEPTANCE

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

School of Education  
Loma Linda University  
Riverside, California 92515

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

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

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

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

## ADMISSION REQUIREMENTS / Specific Programs

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

The student who wishes to prepare for secondary teaching (a single-subject major) should apply to the School of Education 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 constitute admission to a particular program of the School. Satisfactory completion of EDCI 204 (Orientation to Teaching) and *application* to the Teacher Preparation Committee are required for admission to a teacher education program. Admission to the secondary teaching program does not automatically include admission to the elementary teaching program, or vice versa.

The freshman student must present a minimum grade point average of 2.0 (C). To continue in any teacher education program, however, the student is expected to maintain a grade point average of 2.5 or higher.

The student's teacher education program should be planned in consultation with 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 programs** To be eligible for admission to a Master of Arts degree program, the applicant must have a bachelor's degree from an accredited college or university, or the equivalent. A college senior who otherwise meets all requirements for graduate standing may be granted approval to take graduate courses concurrently with courses that complete the bachelor's requirements if this does not constitute an overload; this approval does not constitute admission to a graduate degree program.

Applicants are expected to present an undergraduate grade point average of 3.0 (B) or higher in the overall program and in the major field. Some students with an overall grade point average between 2.5 and 3.0 may be admitted to graduate standing provided the grades of the junior and senior years are superior. The applicant may be admitted with (a) REGULAR, (b) PROVISIONAL, or (c) SPECIAL classification. (See Registration Classifications in the *Academic Information* section.) Applicants who qualify for regular admission to graduate study will not be required to submit scores from standardized tests as a part of their admission documentation.

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

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

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

**Specialist in Education programs** An applicant may be admitted to an Ed.S. degree program on the same basis as admission to an M.A. degree program, described above. 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 program** Applicants may be admitted to the Ed.D. degree program in educational administration and leadership upon completion of a master's degree, with superior graduate scholarship, at an accredited institution of higher education. The applicant who has not specialized in educational administration and leadership at the master's level may be admitted with deficiencies.

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

Particulars concerning progression through to completion of the Ed.D. degree requirements are outlined under the Department of Educational Administration and Leadership.

### TRANSFER CREDIT

The student applying for admission by transfer from another college or university must file with the Director of Admissions and Records complete records of all studies taken on the secondary and tertiary 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 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

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

## INTERNATIONAL STUDENTS

VERNON H. KOENIG, Adviser for the School of Education International Students

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

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

**Student visa** A person entering the United States on a student visa (F-1) must carry successfully a full study load during each quarter of each academic year (12 units for the undergraduate; 8 units for the graduate student). The applicant must be prepared to provide an advance deposit, as required by the Student Aid Office, and must give assurance that additional funds will be forthcoming to meet school expenses. Scholarships and assistantships available to international students are scarce, and employment is limited by regulations of the Immigration and Naturalization Service to no more than 20 hours per week.

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

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



# FINANCIAL INFORMATION

## GENERAL INFORMATION

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

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

9:00- 3:00 Monday through Thursday

9:00-12:00 Friday

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

Student Finance / 785-2251

Student Aid / 785-2175

Student Employment / 785-2147

**Advance payments** Payments must be made in advance as follows: (a) a \$100 room deposit by residence hall students; (b) the tuition charge for the current quarter; (c) the minimum guarantee deposit of \$1,740 for international applicants before issuance of I-20. For further details, see the Schedule of Charges, Deposits, International Students, Payment Plans, and other subsections in the *Financial Information* section of this BULLETIN.

**Cash needs** The student should arrange to have cash available for all special charges and miscellaneous expenses. It is advisable to deposit at least \$100-150 each quarter in the Student Bank for books, vehicle registration, supplies, personal expenses, etc.

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

**Checks** Checks should be made payable to Loma Linda University, La Sierra campus, and should have noted thereon the *student's name and I.D.*

number to ensure that the correct account is credited. A charge may be made by the University when a check is not honored by a bank.

**Health insurance** Health service plans are automatically provided in the payment of charges for students registered for 7 units or more. A student enrolled for fewer than these units may *request and pay for* health service coverage. The health plan covers the hospital and medical expenses outlined in the Student Health Service folder. Items not covered by the terms of the health plan are payable by the student in all cases, and payment is expected at the time these services are given. Married students may have family coverage by applying for it within 31 days of their initial enrollment date for the year and by paying additional premiums. Information on rates and the appropriate forms are available at the Cashier's Office. (See also the *Student Affairs* section.)

**Veterans** An accepted student eligible to receive veteran's benefits under the 1966 enactment should (a) transfer records to the Veterans Administration Regional Office, 11000 Wilshire Boulevard, Los Angeles, California 90024; and (b) have a certificate of eligibility sent to the University Records Office, La Sierra campus. Information regarding veteran's benefits may be obtained at the University Records Office.

**Room and damage deposits** The accepted residence hall student is required to pay a \$100 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 Contract. 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 \$1,740. 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 Admissions Office before clearance can be given for the issuance of an I-20 form.

Under the "bursary plan" of the Seventh-day Adventist church, international students may apply for financial aid through the treasurer of their division. Undergraduate students accepted under this plan receive funds matching the church division funds up to 25 percent of the cost of tuition. Employment in the United States is subject to the regulations of the Immigration and Naturalization Service.

**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 Aid and Finance Office for meeting all financial obligations to the University and to keep their financial status clear at all times. Financial clearance must be obtained at the beginning of each quarter, which means as a minimum, tuition must be covered.

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

**Past due accounts** A quarterly service charge of 2 percent is applied on the unpaid balance at the end of December, March, June, and September. This is an annual interest rate of 8 percent.

**Statements** Under the Privacy Act of 1974, postsecondary students have full rights of privacy with regard to their account. Statements will be sent only to the person indicated by the student on the registration form.

#### SCHEDULE OF CHARGES for 1982-83 (subject to change by Trustee action)

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

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

## Included additionally for residence hall students only:

Room charge and membership in residence hall club.

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

- freshman orientation time;
- student teacher assignment time;
- candidate participation in commencement events;
- Snack Shop ticket (\$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.]

- \$2521 Residence hall: 12 to 18.5 units per quarter, with 21 meals per week.
- 2481 Residence hall: 12 to 18.5 units per quarter, with 15 meals per week.
- 2447 Residence hall: 12 to 18.5 units per quarter, with 10 meals per week.
- 1740 Tuition: 12-18.5 units per quarter.

### UNIT CHARGE

- \$ 145 Per unit, fewer than 12 units.
- 95 Per unit, more than 18.5 units.
- 115 Applied music, not for academic credit, for 9 one-half hour lessons. Charges are payable in advance at the Cashier's Office.
- 35 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

- \$ 73 Per unit (see audit regulations, page 25).

### DEPOSITS REQUIRED

- \$ 100 Residence hall room reservation to accompany Residence Hall License Agreement.
- 50 Residence hall room damage and cleaning deposit.
- 1740 International student (minimum for most international students).

### SPECIAL CHARGES (payable in cash)

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

**MISCELLANEOUS EXPENSES** (payable in cash)

Books, supplies, music, etc. (estimated \$100-150 per quarter).

Health charges: Care other than that provided by campus Health Service or covered by health insurance.

Nonroutine psychological tests.

Campus clubs and organizations.

Meal charges other than those included in flat rate: During holiday and interquarter recesses; snack shop or market.

Transportation: Fieldwork, practice teaching, intercampus travel, offcampus assignment.

Laundry.

Entertainment (other than concert series).

## REFUNDS

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

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

2. *Tuition.* A minimum charge of 5 percent of the billed tuition is made during the first 5 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 21- and 15-meal plans (any part of a day is counted as a full day). The 10-meal plan will be prorated on a weekly basis (any part of a week is counted as a full week).

4. *Room.* The charge for room use is governed by the Residential License Agreement, which provides for a prorated refund based on 30-day notice of cancellation (see Section IV of the agreement).

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

6. *Illness.* Special consideration may be given for tuition refunds in the case of prolonged illness.

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

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

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

**Change in study load** Any course added will be charged from the beginning of the quarter. When a student drops courses during the quarter, the charge made is on the same basis as the "withdrawal" charge. The student must present the add-drop voucher during the quarter in order to receive a refund adjustment.

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

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

**Overpayment** If the account is overpaid, the student should allow time for all records (such as cashier receipts, registration records, etc.) to clear through the normal accounting procedure. A signed request form or letter from the student is necessary to initiate the procedure for any refund.

## PAYMENT

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

- Direct to the University
- Contract with a loaning agency

The details of these methods are explained in the following sections.

**Direct payment** *Tuition* is to be paid in full at the beginning of each quarter. *Board and room* charges for the full quarter are due and payable six weeks after the beginning of the quarter.

**Contract payment with outside agency** The student or parents may contract with a loaning agency for the expenses of the quarter, the school year, or the entire curriculum (keeping in mind that processing a loan contract takes approximately 4 or 5 weeks). The contract may be negotiated for one academic year, with 8 to 12 monthly payments; or for periods up to four academic years, with monthly payments extended over 48, 60, or 72 months.

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

The benefits of the plans are: (a) payments are predetermined, so that financial plans can be made in advance; (b) payments are reduced to a minimum by being spread over a period of time; (c) if the account is insured,

the contract becomes paid in full on the death or total disability of the person responsible for payments; some contracts also insure the student; (d) no cancellation fee is charged by the loan agency in case of withdrawal from registration.

## EMPLOYMENT

**Application** A student who needs to work part time to assist with expenses must obtain a work permit from the student employment office. The student applying for a scholarship, grant, or loan, or for work, is requested to provide evidence of financial need by filing a *Financial Aid Form* (FAF or SAAC) with College Scholarship Service. Forms are available from secondary school counselors or the Student Aid and Finance Office. Filing should be completed by March 15 so that the necessary information will be received in the Student Aid and Finance Office by May 1.

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

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

**Cash payment** Cash payment for part-time employment by the University is made on a bi-weekly basis for the student's use for personal needs, loan payments, etc. The student may elect to have the check applied directly to his/her account (except the student on a federal work-study program).

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

## STUDENT AID

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

**How to apply** To apply for aid or enter on a contract payment plan, the student should (a) *be acquainted* with the information in the Schedule of Charges and in Budgeting for Financial Aid, (b) *be aware* that processing an

aid application or loan contract takes considerable time, and (c) begin *planning* long enough in advance so that funds are available in time for registration.

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

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

## FEDERAL PROGRAMS

**Eligibility** Financial aid programs sponsored by the United States Department of Education and administered by this University require the provision of information used for evaluation by College Scholarship Service in establishing the student's eligibility for aid. The student classified as a dependent must have the "Parents' Information" section of the FAF or SAAC filled out, as well as the applicable "Student Information." A clearly independent student needs to fill out only the Student Information section and submit the FAF or SAAC to CSS.

**Continued eligibility (academic progress)** In order to continue to be eligible for federal aid, a student must be making "satisfactory academic progress." This progress is defined on the La Sierra campus of Loma Linda University as having completed at least two-thirds of the units attempted and having achieved at least a cumulative 2.0 grade point average on these completed units.

The academic probation process will be honored in continuing aid. Evaluation of a student's eligibility to continue qualifying for federal aid will be conducted at least once a year.

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



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

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

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

**Regulations** The student should acquaint himself with the Department of Education regulations which govern each federal program.

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

**Pell Grant (formerly BEOG)** The Pell Grant program makes funds available to undergraduate eligible students who are enrolled on at least a half-time basis. To apply for a Pell Grant a student must complete the *Application for Determination of Pell Grant Eligibility*, available from high school counselors or from the University 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 per academic year.

**College Work-Study Program** A student who has financial need is offered work during the school year to assist in meeting educational expenses. Certain offcampus jobs at recreation or camping centers may be available during both the summer and the academic year.

**Guaranteed Student Loan** These are federally and state guaranteed loans available to undergraduate and graduate students on a need basis. The loan is obtained from a bank. As of January 1, 1981, the interest rate may be 7 percent or 9 percent, depending on the individual student situation. Also as of January 1, 1981, the repayment deferment time will vary from 6 to 9 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 \$2,500 per year; graduate or professional \$5,000 per year. Please check with the Aid Office to determine the regulations that fit your category.

**United Student Aid Fund** Certain banks handle United Student Aid Fund loans instead of GSL. The regulations and policies for USAF loans are the same as for the GSL program.

## OTHER PROGRAMS

**Grant-in-aid** A limited fund is available through the University for special grants to assist students with special financial need and to supplement other aids. Needy students who may not be eligible for assistance under government-sponsored programs or who, because of special circumstances, cannot receive parental support, may be assisted with a grant-in-aid. Application is made each year and a determination of financial need is required.

**California state scholarship** Scholarships are available to California residents who have a satisfactory grade point average and show a financial need. Residents may apply for such scholarships if they meet requirements and establish need. These scholarships provide tuition grants up to \$3,400 at the college of the student's choice. Applications for state aid are available from all secondary school counselors and the University Student Aid Office.

The state of California also offers the College Opportunity Grant and the Vocational Training Grant. Applications are available from all secondary school counselors and from the University Student Aid Office. 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 University Student Aid Office for the application period (this period normally is during January preceding the applicable school year).

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

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

Robert E. Cleveland Loan Fund  
Dartley Revolving Student Loan Fund  
William B. Greene Loan Fund  
Milton and Ethel Griese Loan Fund  
Richard Guy Memorial Fund  
Robert A. Hanson Loan Fund

Miracle Loan Fund  
F. Oliphant Memorial Fund  
Fadelma Ragon Sargeant Loan Fund  
Ellen Rickard Memorial Fund  
Sierra Singers Trust Fund  
Marie Stover Memorial Fund

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

**Special scholarships and awards** Each year students enrolled on the La Sierra campus are considered for different scholarships and awards granted on the basis of one or more of the following criteria: academic excellence, citizenship, contribution to campus life, financial need. The following is a list of scholarships and awards that are available:

K. F. Ambs Leadership Award	George H. Mayr Foundation Scholarship
J. B. Bogle Memorial Scholarship	National Business Education Association Merit Award
Burkhardt Scholarship	Lavina A. Northrop Scholarship
Dean's Award	I. G. Ortner Scholarship
Farmers Insurance Group Scholarship	President's Award
James Irvine Foundation Award	Riverside Foundation Heseman Scholarship
Edmund C. Jaeger Award	Harry Schrillo Scholarship
Johnson Tractor Company Scholarship	The Specht Memorial Scholarship
Judson Memorial Award	Teledyne-Wilson Scholarship
Eliza L. Landeen Scholarship	Jake J. Walcker Scholarship
Layne Foundation Scholarship	Alfred Walters Music Scholarship
Helena Christina Magnussen Memorial Scholarship	Howard O. Welty Loyal Daughters and Sons Scholarship
Marie Barber Marchus 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, \$9,066

Offcampus student, \$8,343

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

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

# STUDENT AFFAIRS

## STUDENT RESPONSIBILITY

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

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

## FROM UNIVERSITY TO STUDENT

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

## GENERAL INFORMATION

**Identification number** All students will be assigned University identification numbers by the Office of Admissions and issued identification cards. The seven-digit ID number must appear on all checks payable to the University, to ensure crediting to the proper account. The ID card will be used for admissions and records, library, health, and many other services. When the student withdraws from the University, the card is returned to the Student Aid and Finance Office.

**Counseling service** The official counseling agency for the University provides a service to students who desire help from professional counselors. This service, which is free and is on a voluntary basis, is designed to deal with a wide range of educational, vocational, premarital, marital, or other personal problems. No referral is necessary. The goal is to assist individuals to make maximum use of their intellectual and personal resources. Counseling is done in the strictest confidence, and no information is released except by the written request of the person counseled.

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

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

**University Health Service and Reimbursement Plan** The health, vitality, and welfare of its students and dependents are of major concern to the University. The prevention of sickness and injury and the maintenance of optimum health are fostered by two plans.

The UNIVERSITY HEALTH SERVICE PLAN provides health services to all eligible students and dependents. Benefits include:

1. Professional services rendered by Health Center physicians.
2. Referrals by Health Center physicians for laboratory tests and diagnostic x-rays.
3. Medications provided by Health Center.

Counseling service is also available through the University Counseling Center.

The STUDENT REIMBURSEMENT PLAN complements the University Health Service Plan by reimbursing the student when referred by Health Service for expenses of costly illness and injuries *in excess of any benefits to which the student may be entitled under any medical protection or personal insurance policy or membership in any hospital association.*

All students for whom full tuition is being received — both graduate and undergraduate — attending Loma Linda University and enrolled for seven (7) units or more per quarter are automatically covered by both the Student Health Service and the Student Reimbursement Plan. Students enrolled for less than seven (7) units per quarter who desire coverage should contact the Department of Risk Management. No coverage will apply until financial arrangements have been completed.

All students may secure family coverage for both plans. Eligible dependents are the spouse (residing with the insured student) and unmarried children (over 14 days old, under nineteen years of age) who are not self-supporting and reside with the student.

The individual student's coverage will become effective on the date of registration or three days prior to registration if oncampus. Dependents' coverage will be effective on the date application and premium are received by the Department of Risk Management.

For further information contact the Department of Risk Management, University Arts Building, Suite 103, ext. 3975.

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

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

**Property protection** Because the responsible adult has regard for the property of institutions and individuals, the mature student will endeavor to protect and safeguard University property, facilities, equipment, and supplies. Students are expected to assume responsibility for the safekeeping of personal belongings, using lockers where these are available and otherwise exercising appropriate attentiveness to the protection of their own property and that of others.

## CAMPUS ORGANIZATIONS

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

Agriculture Club  
Associated Students of Loma Linda University  
Associated Students of Nursing  
Behavioral Science Club  
Black Student Association  
Business Club  
Campus Ministries  
Chinese Club  
Consumer Related Sciences Club  
Filipino Club  
Film Society  
Food Service Advisory Board  
Hawaiian Club  
Heperec Club (health, physical education, recreation, youth services)  
Industrial Studies Club  
International Students Club  
Korean Club  
Organization Latinoamericana Estudiantil (O.L.E.)  
Professional Education Association  
Secretarial Club  
Social Work Club  
Student Missionary Club

## STUDENT HANDBOOK

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

## ACADEMIC INFORMATION

### REGISTRATION AND ATTENDANCE

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

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

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

**Program change, withdrawal** The student who wishes to add a course, or to withdraw from a course or a program, must complete appropriate forms supplied by the Office of Admissions and Records. This should be done in consultation with the adviser and/or the Dean.

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

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

### REGISTRATION CLASSIFICATIONS

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

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

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

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



## STUDY LOAD

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

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

**Student teachers** For student teachers, a course load of 12-14 units is the recommended maximum.

**Concurrent enrollment** Correspondence, extension, independent study, or other concurrent registration constitutes part of the study load and is permitted only in extraordinary circumstances. Credit for such coursework is accepted only if petition to the Dean is made and consent given in advance of enrollment.

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

## SCHOLASTIC STANDING

**Basic assumptions** The following assumptions form the basis on which the grading system operates:

1. Acceptable standards of performance are specified for a course.
2. Performance criteria (objectives) for the course are validated in terms of (a) the student's past levels of achievement and ability; (b) the worth of the objectives as perceived by the student; (c) the value of the objectives as perceived by those with expertise in the given fields of study; (d) the value of the objectives as perceived by the supporting culture.
3. The teacher provides opportunities for the student to practice the kinds of performance called for in the objectives — e.g., practice in problem solving, carrying on inquiry, analyzing, synthesizing, evaluating, etc.
4. Unachieved objectives typically reflect inadequate practice of the type of performance called for in the objectives.
5. The teacher's effectiveness is reflected through ability to help the student achieve valid objectives.
6. Letter grades are based on achievement of valid objectives.
7. Credit for completing a course is given only when a student has achieved an acceptable standard of performance, consistent with stated valid objectives. Learning, rather than time, is the prime variable.

**Grading system** Grades and status designations are reported and recorded to indicate credit and standing, and grade points are computed as follows:

Grades

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

\* 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	Withdrew (no credit)		

**GPA** To be eligible for graduation the *undergraduate* student must maintain a grade point average of 2.5 or higher; and 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.

CREDIT BY EXAMINATION

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

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

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

Credit for proficiency examination is recorded only after the student has successfully completed one quarter, or the equivalent, at the University. A fee is charged, as indicated in the Schedule of Charges.

## CONDITIONS OF REGISTRATION, ATTENDANCE, RESIDENCE

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

**Academic residence** The student who expects to complete a baccalaureate degree in the School of Education must be in residence to earn a minimum of 36 units of credit at this University. The graduate student who expects to complete a master's or a specialist degree in the School of Education must be in residence to earn a minimum of 18 units of credit at this University. Residence requirements for the Doctor of Education degree are specified on page 82. The residence requirement for student teaching and other fieldwork is a minimum of one quarter's work (12 units) on the La Sierra campus. For student teaching this usually includes at least one course in the Department of Curriculum and Instruction.

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

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

## GRADUATION REQUIREMENTS

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

**Graduate programs** Detailed requirements for advanced degrees are given in this BULLETIN under the several departments of instruction. In general, the candidate for a graduate degree shall have met the following conditions:

1. Qualified for degree candidacy.
2. Completed an approved program of studies.
3. Submitted a satisfactory project or thesis or dissertation.
4. Passed all required examinations.
5. Earned a grade point average of 3.0 or higher for the M.A. degree, 3.3 or higher for the ED.S. degree, and 3.5 or higher for the ED.D. degree.

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

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

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

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

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

**Conferral of degrees** The candidate completing degree requirements at the end of the spring quarter is expected to be present at the conferral of degrees and receive the diploma in person. Permission for the degree to be conferred in absentia is contingent on approval of the Dean.

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





# II

## Departments and Programs of Instruction

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

**Objectives and programs** Within the Department of Counselor Education, programs and courses provide skills and competencies for a large array of careers in the helping professions. Guidance counselors become facilitators of academic, personal, and social development; school psychologists learn specialized skills for the identification and correction of learning or behavioral disabilities; residence hall deans are introduced to the philosophy and operational procedures of dormitory counseling and management; classroom teachers enhance their abilities to guide the character building of pupils in their care; administrators acquire competencies in communication, group interaction, personal counseling and understanding; church or youth workers pursue the Christian dimensions of problem-solving and decision-making. Social workers, juvenile justice officers, mental health clinicians, and many others are offered professional enrichment, renewal, and certification as they prepare themselves to become more effective in their efforts to help others.

Credential programs are available for the California pupil personnel services certificate, with authorizations for either counseling or school psychology. Requirements may also be met for a "fifth-year" standard teaching credential or for the Seventh-day Adventist professional endorsement for guidance and counseling.

While pursuing professional development goals, a student may also fulfill requirements for a graduate degree in the School of Education. A Master of Arts degree in counseling and guidance may be earned with or without a state credential, but the Specialist in Education degree typically follows a program that is synonymous with that specified for the state credential in school psychology.

## COUNSELING AND GUIDANCE / Master of Arts

Candidates for the Master of Arts degree in counseling and guidance may choose either a "state credential program" or an "elective program" which does not lead to state certification. Admission requirements and prerequisites are the same for both programs.

**Prerequisites** In addition to all admission requirements for a master's degree, as described elsewhere in this bulletin, the following prerequisites are specified for the Master of Arts degree in counseling and guidance:

1. A minimum of 9 quarter units in psychology or related behavioral sciences, including a course in basic educational psychology completed within the past seven years. Deficiencies may be removed after admission to graduate study, but the credits thus earned will not apply toward the minimum degree program.



2. Two letters of recommendation to verify desirable personal qualities for entering a counseling and guidance program. The applicant must request these letters from two persons who have been associated with the applicant in an administrative or supervisory relationship and who are able to attest to the presence of characteristics relevant for the helping professions.

#### STATE CREDENTIAL PROGRAM

The state credential program provides a Master of Arts degree in counseling and guidance together with state-approved preparation for the California Pupil Personnel Services Credential with authorization for counseling in grades K-12 and adults. The minimum 45 quarter units of required coursework is listed below. Some individual programs may require more than this minimum because of the particular interests of the student or because of prerequisite deficiencies.

##### BASIC REQUIREMENTS

EDAD	524	Educational Organization and Leadership (3)
EDCE	540	Principles of Guidance (3)
EDCI	514	Curriculum Planning (or EDFO 505) (3)
EDFO	505	Psychological Theories of Instruction (or EDCI 514) (3)
EDFO	407	Social Foundations of Education (3) (or RELE 454)

##### AREA OF SPECIALIZATION

EDCE	404	Standardized Testing in Education (3)
EDCE	405	Dynamics of Individual Behavior (3)
EDCE	460	The Exceptional Child (3)
EDCE	550	Professional Applications in Counseling and Guidance (3)
EDCE	554	Education and Career Planning (3)
EDCE	561	Counseling Theory and Techniques (3)
EDCE	564	Group Process Theory and Procedures (3)
EDCE	565	Fieldwork in Guidance (6)
EDCE	696	Research Project (or an approved elective) (3)

#### ELECTIVE PROGRAM

The elective program provides a Master of Arts degree for students whose educational goals do not include a need for the California counseling credential. It is primarily for counselors in higher education, residence halls, social service agencies, and clinics where the state credential is not important. It also provides an alternative fifth-year program for classroom teachers or for administrators who are interested in improving their interpersonal helping skills within a relatively nonstructured program.

The basic requirements for the degree are the same as those given in the previous listing of courses for the state credential program. In the area of specialization the mandatory core courses are: EDCE 404, EDCE 405, EDCE 561, EDCE 564. An additional 18 units of electives from COUNSELOR EDUCATION or cognate areas are to be chosen in consultation with a departmental adviser. At least three of these elective units are usually taken in EDCE 565.

#### SUPPLEMENTARY PROGRAMS

In conjunction with the Master of Arts degree in counseling and guidance, emphasis may be directed toward a residence hall concentration, an SDA credential, a state credential, or a community college credential. These supplementary programs may be developed within the scope of either the state credential program or the elective program.

**Residence hall concentration** A supplementary concentration in residence hall counseling and management is available to candidates who complete specified courses and experiences. The purpose of the concentration is to provide an acquaintance with the role of a residence hall dean and/or counselor in a Seventh-day Adventist academy or college. Criteria for the supplementary concentration include the following:

1. Completion of a Master of Arts degree in counseling and guidance.
2. Completion of the following courses with a grade not less than B in each.

These courses may be taken as a part of the master's degree sequence or they may be additional.

EDCE 444 Residence Hall Counseling Program (2)

EDCE 566 Residence Hall Practicum (3)

EDCE 689A Work Conference: Peer Leadership Development (2)  
or EDCE 694C Seminar: Peer Counseling (3)

EDCE 694B Seminar: Counseling Adventist Youth (3)

3. Participation in at least one of the following:
  - a. A university-based workshop designed specifically for Seventh-day Adventist residence hall deans and/or counselors.
  - b. A national or regional convention of the Adventist Student Personnel Association (ASPA).

**SDA credential** Either the state credential program or the elective program will satisfy requirements for a Seventh-day Adventist professional certificate endorsed for guidance and counseling if the coursework includes both EDCE 514 and EDFO 505. An SDA standard teaching credential is a prerequisite.

**Community college credential** A graduate with a Master of Arts degree in counseling and guidance is eligible to apply for the California Community College Counselor Credential. Electives that would be helpful for this credential include fieldwork experience on the college level and coursework in higher education.

## SCHOOL PSYCHOLOGY / Specialist in Education

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

**Prerequisites** In addition to admission to graduate study in the School of Education, persons selecting the school psychology program must give evidence of the following:

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

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

**Coursework** For the Specialist in Education degree in school psychology, coursework comprises either a 45-unit post-master's program or a 90-unit postbaccalaureate program without an M.A. Either of the two program options must include all elements specified for the California Pupil Personnel Services Credential, with authorization for school psychology. Recommendation for the credential, however, will be based on demonstrated competencies rather than on the accumulation of a specific number of units. All courses in the following list are mandatory for the Ed.S. degree. For the school psychologist credential without the degree, courses marked with an asterisk (\*) are optional.

- EDCI 514 Curriculum Planning (3)
- \*EDAD 524 Educational Organization and Leadership (3)
- EDFO 555 Educational Statistics (3)
- EDAD 574 Legal Aspects of Education (3)
- EDCE 464 Mental Exceptionality (3)
- EDCE 664 Individual Intelligence Testing (4)
- EDCE 667 Corrective Learning Procedures (3)
- EDCE 668 Assessment of Personal Adjustment (3)
- EDCE 670 Individual Education Programs (3)
- EDCE 675 Fieldwork in School Psychology (12)
- EDCE 694A Seminar: Individual and Cultural Differences (2)

\*Electives with advisement to complete the 45-unit program

*Within these electives a 3-unit research or evaluation activity is required. This may be satisfied through EDCE 696, EDCE 599, or with other approved research.*

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

A maximum of 6 units of credit for fieldwork in school psychology (EDCE 675) may be waived for those who are employed in a situation providing the necessary experiences at the appropriate levels. Waivers are not usually given for inservice activity which occurs prior to the completion of prerequisites specified for fieldwork.

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

**Time requirements** Full-time students ordinarily complete the degree or credential program in four quarters. However, since most of the coursework is offered in late afternoons or evenings, part-time students are accepted with the understanding that fieldwork assignments will require full-time participation for at least one quarter toward the end of the program. Practicums may also require occasional activities during regular school hours prior to entering fieldwork experience.

## COURSES

### **EDCE 404 Standardized Testing in Education (3)**

The role of measurement, principles of evaluation, simple statistics, criteria for reliability and validity, and a survey of the major types of standardized tests and inventories used in psychological and educational assessment.

### **EDCE 405 Dynamics of Individual Behavior (3)**

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

### **EDCE 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.

### **EDCE 460 The Exceptional Child (3)**

A study of the determinants, characteristics, problems, and adjustments of children who deviate markedly from the norm in their mental, physical, emotional, and social aptitudes, traits, and tendencies. Emphasis on educational methods and adaptation.

### **EDCE 464 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: EDCE 460.

### **EDCE 499 Projects and Topics in Counselor Education (1-3)**

Prerequisite: Consent of the department chairman.

### **EDCE 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.

### **EDCE 540 Principles of Guidance (3)**

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

### **EDCE 550 Professional Applications in Counseling and Guidance (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: EDCE 540, EDCE 561, EDAD 524. Must be taken prior to Fieldwork in Guidance.

### **EDCE 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.

### **EDCE 561 Counseling Theory and Techniques (3)**

A study of the theory, ethics, and practice of counseling, interviewing, and relating in various school guidance situations.

Prerequisite: EDCE 540.

**EDCE 562 Counseling Practicum (3)**

An opportunity for the student to participate in the counseling of individuals and groups under supervision, as a laboratory experience.

Prerequisite or corequisite EDCE 561.

**EDCE 564 Group Process Theory and Procedures (3)**

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.

Prerequisite: EDCE 540.

**EDCE 565 Fieldwork in Guidance (3-6)**

Supervised field experience in schools and other guidance-related agencies. Application to department chairman required at least six weeks before enrollment in the course. (Approximately 40 clock hours of fieldwork for 1 unit of credit.)

Prerequisite: 30 units of counselor education coursework, including EDCE 540, EDCE 550, and EDCE 561; recommendation by the department.

**EDCE 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.

Prerequisite: EDCE 444; consent of the instructor.

**EDCE 577 Directed Readings (1-4)**

Prerequisite: Consent of the department chairman.

**EDCE 599 Research Topics in Counselor Education (1-3)**

Prerequisite: Consent of the department chairman.

**EDCE 664 Individual Intelligence Testing (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: EDCE 404.

**EDCE 667 Corrective Learning Procedures (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: EDCE 404.

**EDCE 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: EDCE 404 and a course in personality theory.

**EDCE 670 Individual Education Programs (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: EDCE 664, EDCE 667.

**EDCE 675 Fieldwork in School Psychology (3-12)**

Supervised on-site experience in local schools and agencies with all aspects of a school psychologist's work (12 units, totaling at least 500 clock hours, required for Ed.S. degree in school psychology and/or the school psychologist credential).

Prerequisite: EDCE 670; eligibility for a Basic Pupil Personnel Services Credential; recommendation by the department (apply six weeks before enrollment in the course).

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

Group discussion and activities with topics of practical concern for counselors, school psychologists, and others interested in the pupil personnel services profession. Topics selected according to interest and demand or to meet specific program needs.



**EDCE 694 Seminar (topic to be supplied) (1-3)**

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 resting, learning, and school psychology procedures. Emphasis on crosscultural, ethnic, and sex differences.

**B. Counseling Adventist Youth (3)**

The art of biblical counseling, with emphasis on contemporary Adventist ethics. Includes discussion of spiritual growth activities and the cooperative relationships of guidance personnel, administrators, campus chaplains, and conference youth directors.

**C. Peer Counseling (3)**

Techniques for organizing and developing high school or college students as counseling assistants to work with their peers. The pros and cons of peer utilization considered together with the most effective applications for individual and/or group counseling.

**EDCE 696 Research Project (3)**

**EDCE 698 Thesis (6)**

## DEPARTMENT OF CURRICULUM AND INSTRUCTION

REUBEN L. HILDE, Chairman

### FACULTY

- VIKTOR A. CHRISTENSEN, 1962. Professor of Curriculum and Instruction 1972  
B.A. Loma Linda University AS 1959  
M.A. California State University, Fresno 1961  
PH.D. University of Southern California 1969
- AGNES R. EROH, 1969. Emeritus Professor of Curriculum and Instruction 1969  
B.A. Columbia Union College 1945  
M.ED. Pennsylvania State University 1959  
ED.D. Boston University 1964
- PATRICIA J. FOSTER, 1968. Associate Professor of Nursing SN 1968  
M.S.N. Vanderbilt University 1963  
PH.D. Claremont Graduate School 1977
- CARLA L. FREEMAN, 1981. Instructor in Curriculum and Instruction 1981  
B.S. Atlantic Union College 1976  
M.A. Loma Linda University 1979
- 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, 1975, 1980. Professor of Curriculum and Instruction 1980  
B.A. Loma Linda University AS 1950  
M.A. Andrews University 1953  
PH.D. University of Southern California 1970
- JOYCE W. HOPP, 1968. Professor of Health Education SH 1974  
B.S. Walla Walla College 1951  
M.P.H. Harvard University 1955  
PH.D. University of Southern California 1974
- BETTY T. McCUNE, 1980. Assistant Professor of Curriculum and Instruction 1980  
B.S. Pacific Union College 1966  
M.ED. Walla Walla College 1974
- WILLARD H. MEIER, 1963. Professor of Educational Foundations and Curriculum 1969  
B.A. Walla Walla College 1940  
M.A. University of Washington 1949  
ED.D. University of California, Los Angeles 1966
- JAMES R. STEPHAN, 1980. Associate Professor of Curriculum and Instruction 1980  
B.S. Andrews University 1964  
A.M. University of Michigan 1972  
PH.D. University of Michigan 1979

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 programs are designed both for elementary and secondary education. The Specialist in Education (ED.S.) degree is available for those who seek a specialty in curriculum and instruction.

In addition, the Department of Curriculum and Instruction augments and enriches the doctorate in administration and leadership; and when the doctoral candidate has a special interest in curriculum work, the degree (ED.D.) may be designed as a doctorate in administration and leadership, with emphasis in curriculum and instruction.

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

**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. For senior or graduate standing, one quarter in residence, a minimum grade point average of 2.5, and professional education courses (to include the course Psychological Foundations of Education and the prescribed courses in curriculum and instruction) are prerequisites.

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

Loma Linda University's School of Education also has an approved program 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 full-time 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. Those seeking a Master of Arts degree in the secondary teaching of religion must meet the requirements outlined for other single-subject majors. These requirements call for one semester of full-time directed teaching.

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

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

ELEMENTARY EDUCATION PROGRAMS / Bachelor of Arts or  
Bachelor of Science

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

LIBERAL ARTS MAJOR PROGRAM / Bachelor of Arts

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

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

**Requirements** This program includes the following:

1. Completion of 190 units (88 upper division).
2. Completion of the liberal arts major requirements, 126 units (40 upper division):

ENGLISH AND SPEECH — 28-36 units

Required courses, 16 units

- ENGL 304 Expository Writing, or equivalent (4)
- ENGL 385 Modern Grammar, or equivalent (4)
- ENGL 415 Literature for Children, or equivalent (4)
- SPCH 104 Fundamentals of Speech, or equivalent (4)

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

**MATHEMATICS/PHYSICAL OR LIFE SCIENCES — 28-36 units**

*Required courses, 12 units*

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

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

**SOCIAL SCIENCES — 28-36 units**

*Required courses, 16 units*

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

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

**HUMANITIES/FINE ARTS — 28-36 units**

*Required courses, 6-12 units*

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

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

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

- EDCI 204 Orientation to Teaching (3)
- EDCI 414 Curriculum and Instruction: Reading (5)
- EDCI 415 Elementary School Curriculum and Instruction: Mathematics (4)
- EDCI 416 Elementary School Curriculum and Instruction: Language Arts (2)
- †EDCI 417 Elementary School Curriculum and Instruction: Religion  
and Social Studies (4)
- †EDCI 418 Elementary School Curriculum and Instruction: Science and Health (2)
- EDCI 425 Directed Teaching in the Elementary School (6-18)
- EDFO 305 Psychological Foundations of Education (4)
- †EDCI 404 Philosophy of Seventh-day Adventist Education (3)

4. Completion of the following other specific requirements:

- Health science (PETH 214 or equivalent)
- Physical activity courses (6 quarters, 3 units)
- Religion, 18 units (to include RELT 245, 254; and RELH 485)
- Communication skills (ENGL 101 and 102, or ENGL 124 with a grade of B or better.  
(May count under English and speech in the liberal arts major.)

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

**ART**

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

**MUSIC**

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

**LITERATURE**

- \*ENGL 415 Literature for Children (4)

**PHYSICAL EDUCATION**

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

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

**Special note** The liberal arts major is now offered through the College of Arts and Sciences, Loma Linda University. New students entering the elementary teacher preparation program, therefore, are to make application to the College of Arts and Sciences for the liberal arts program. Students who enroll for the liberal arts major in the College of Arts and Sciences and who want to use the major as a basis for teaching should contact the School of Education as early as possible.

ELEMENTARY EDUCATION MAJOR PROGRAM / Bachelor of Science

**Bachelor of Science** The ELEMENTARY EDUCATION MAJOR leading to the Bachelor of Science degree is based on completion of the subject matter outlined in the paragraphs that follow.

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

**Requirements** This program includes the following:

1. Completion of the general studies requirements in the College of Arts and Sciences (to include RELT 245, 254; and RELH 485).

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

- EDCE 404 Educational Measurements (3)
- \*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 (6-18)
- \*EDFO 305 Psychological Foundations of Education (4)
- EDFO 307 Social Foundations of Education (4)
- EDFO 324 Psychology of Human Growth and Development (4)
- \*EDFO 404 Philosophy of Seventh-day Adventist Education (3)

3. Completion of the following cognates: ART 404 and 304; ENGL 415; MATH 225; MUED 305; PETH 214 and 384.

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

#### SINGLE-SUBJECT MATTER MAJOR PROGRAM / Bachelor of Arts or Bachelor of Science

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

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

This program includes the following:

1. Completion of the general studies requirements in the College of Arts and Sciences (to include RELT 245, 254; RELH 485; and PETH 214).

2. Completion of a major in the College of Arts and Sciences.

3. Passing of the common part of the National Teacher Examination.
4. Completion of the following professional education courses (36-43 units). Courses designated by a dagger (†) are required only for the General Conference Department of Education credentials.

EDCI	204	Orientation to Teaching (3)
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 (6-18)
EDFO	305	Psychological Foundations of Education (4)
†EDFO	404	Philosophy of Seventh-day Adventist Education (3)

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

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

**Credential** To meet the General Conference Department of Education requirements for the Basic Credential in Secondary Education, the student must complete the program outlined in the paragraphs that follow. The program also meets the California state requirements for a preliminary single-subject credential when the single-subject major has been approved by the Commission for Teacher Preparation and Licensing as a waiver program.

**Requirements** This program includes the following:

1. Completion of the general studies requirements in the College of Arts and Sciences (to include RELT 245, 254; RELH 485; and PETH 214 or PETH 414).
2. Completion of a single-subject major in the College of Arts and Sciences.
3. Completion of a minor in the College of Arts and Sciences (strongly recommended, although not required).
4. Completion of the following professional education courses (36-39 units). Required only for the General Conference Department of Education Basic Credential, EDFO 404 (†).

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

## ELEMENTARY EDUCATION / Master of Arts

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

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

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

### REQUIREMENTS, 24 units

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

### AREA OF SPECIALIZATION AND ELECTIVES, 21 units (to be selected in consultation with the adviser)

EDGE	506	Instructional Evaluation Design (3)
EDGE	667	Corrective Learning Procedures (3)
EDCI	524	Organization and Management of Small S.D.A. Schools (2)
EDCI	538	Diagnosis and Remediation of Reading Difficulties (3)
EDCI	539	Reading Strategies, K-12 (3)
EDCI	544	Supervision of Student Teachers (2)
EDCI	546	The Development and Implementation of Curriculum (3)
EDCI	547	The Bible in Curriculum Planning (3)
EDCI	550	Advanced Instructional Models (3)
EDCI	552	Analysis of Curricular Alternatives (3)
EDCI	562	Early Childhood Education (3)
EDCI	568	Textbook and Curriculum Materials Analysis (3)
EDCI	570	The Development and Preparation of Curriculum Materials (3)
EDCI	577	Directed Readings in Curriculum and Instruction (1-4)
EDCI	599	Research Topics in Curriculum and Instruction (2-6)
EDCI	614	Seminar in Early Childhood Education (3)
EDCI	616-627	Seminars: Elementary Education (3 units each)
EDCI	696	Research Project
EDCI	698	Thesis

## SECONDARY TEACHING / Master of Arts

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

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

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

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

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

### PROFESSIONAL EDUCATION, 21 units

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

### ARTS AND SCIENCES, 13 units

_____	Religion (upper division or graduate) (3)
_____	Graduate courses in major area (10)

### ELECTIVES, 9-12 units

EDCE	506	Instructional Evaluation Design (3)
EDCI	517	Personalizing Instruction in Secondary Schools (3)
EDCI	544	Supervision of Student Teachers (2)
EDCI	546	The Development and Implementation of Curriculum (3)
EDCI	547	The Bible in Curriculum Planning (3)
EDCI	550	Advanced Instructional Models (3)
EDCI	552	Analysis of Curricular Alternatives (3)
EDCI	560	Comparative Curricula (3)
EDCI	562	Early Childhood Education (3)
EDCI	568	Textbook and Curriculum Materials Analysis (3)
EDCI	570	The Development and Preparation of Curriculum Materials (3)
EDCI	577	Directed Readings in Curriculum and Instruction (1-4)
EDCI	599	Research Topics in Curriculum and Instruction (2-6)
EDCI	634-649	Seminars in Secondary Education (3 units each)
EDCI	696	Research Project (3)
EDCI	698	Thesis (6)
_____	Graduate courses in major	



## RELIGIOUS EDUCATION / Master of Arts

The Master of Arts degree in religious education is offered by the University's Division of Religion. 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)
- EDFO 414 Curriculum and Instruction: Reading (5)
- \*\*EDCI 433 General Secondary Methods (3)
- EDCI 456 Directed Teaching in Religious Education (9)
- EDCI 574 Curriculum Design in Religious Education (3)

\*Prerequisite to EDCI 433

\*\* Prerequisite to EDCI 456

## POSTSECONDARY TEACHING / Master of Arts

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

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

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

### PROFESSIONAL EDUCATION

- EDAD 675 Administrative Leadership in Higher Education (3)
- EDAD 688 Seminar in Divine Dynamics of Seventh-day Adventist Education (or EDFO 649) (3)
- EDCE 564 Group Process Theory and Procedures (3)
- EDCI 515 Curriculum Development in Higher Education (3)
- EDCI 518 Teaching Methods and Practicum in Higher Education (4)
- EDCI 599 Research Topics in Curriculum and Instruction (2-6)

- EDCI 696 Research Project (or approved elective) (3)  
 EDFO 405 Dynamics of Learning and Teaching (3)  
 EDFO 504 Methods and Materials of Research (3)  
 EDFO 505 Psychological Theories of Instruction (3)  
 EDFO 507 Contemporary Problems in Education  
       (or EDFO 545) (3)  
 EDFO 545 History of Educational Thought  
       (or EDFO 507) (3)  
 EDFO 649 Seminar in Seventh-day Adventist Education  
       (or EDAD 688) (3)

#### OTHER REQUIREMENTS

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

### SPECIALIST IN EDUCATION

**Careers** The Specialist in Education degree in CURRICULUM AND INSTRUCTION prepares professional personnel for classroom teaching and for various specialties in education (e.g., special education, reading, etc.). By combining practical experience with the study of curriculum, psychology, educational foundations, religion, and other subject-matter disciplines, students may prepare to be master teachers in a variety of areas.

**Prerequisites** Persons selecting the program in curriculum and instruction must hold a valid teaching credential and have completed three years of successful teaching by the time the degree is granted.

**Coursework** The curriculum leading to the Specialist in Education degree in curriculum and instruction consists of 90 units of postbaccalaureate coursework, as outlined below:

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

**COUNSELOR EDUCATION, 9**

- \*EDCE 506 Instructional Evaluation Design (3)
- \*EDCE 540 Principles of Guidance (3)
- EDCE ——— Elective (3)

**CURRICULUM AND INSTRUCTION, 36**

- \*EDCI 514 Curriculum Planning (3)
- EDCI 515 Curriculum Development in Higher Education (3)
- EDCI 517 Personalizing Instruction in Secondary School (3)
- EDCI 518 Teaching Methods and Practicum in Higher Education (3)
- \*EDCI 519 Principles and Practices of Discipline (3)
- EDCI 524 Organization and Management of Small S.D.A. Schools (2)
- EDCI 538 Diagnosis and Remediation of Reading Difficulties (3)
- EDCI 539 Reading Strategies, K-12 (3)
- EDCI 544 Supervision of Student Teachers (2)
- \*EDCI 546 The Development and Implementation of Curriculum (3)
- EDCI 547 The Bible in Curriculum Planning (3)
- EDCI 550 Advanced Instructional Models (3)
- EDCI 552 Analysis of Curricular Alternatives (3) } (two of these four required)
- EDCI 560 Comparative Curricula (3)
- EDCI 562 Early Childhood Education (3)
- EDCI 564 Special Education in the Regular Classroom (3)
- \*EDCI 568 Textbook and Curriculum Materials Analysis (3) or
- EDCI 570 The Development and Preparation of Curriculum Materials (3)
- EDCI 574 Curriculum Design in Religious Education (religion majors) (3)
- EDCI 577 Directed Readings in Curriculum and Instruction (1-4)
- EDCI 599 Research Topics in Curriculum and Instruction (2-6)
- EDCI 614 Seminar in Early Childhood Education (3)
- EDCI 616-627 Seminars in Elementary Education (3 units each)
- EDCI 634-649 Seminars in Secondary Education (3 units each)
- EDCI 689 Work Conferences (1-4)
- EDCI 694 Seminar in Curriculum and Instruction (3)

**EDUCATIONAL ADMINISTRATION AND LEADERSHIP, 9**

- \*EDAD 524 Educational Organization and Leadership (3)
- \*EDAD 545 Supervision of Instruction (3)
- EDAD ——— Elective (3)

**EDUCATIONAL FOUNDATIONS, 12**

- \*EDFO 504 Methods and Materials of Research (3)
- \*EDFO 505 Psychological Theories of Instruction (3)
- EDFO 545 History of Educational Thought (3)
- \*EDFO 555 Educational Statistics (3)

**COGNATE COURSE AND/OR MAJOR, 12**

**ELECTIVES, 9-12**

\*Required

**RELIGION, 3**

Required when completed in the M.A. program

## FIFTH-YEAR PROGRAMS

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

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

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

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

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

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

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

**Health education requirement** The health education requirement is met at Loma Linda University by taking one of the following courses:

PETH 214 Personal and Community Health (4)

PETH 414 Mental Health and Drug Abuse Education (4)

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

## FIFTH-YEAR OPTIONS

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

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

_____	Courses in student's major (10)
EDCI 514	Curriculum Planning (3)
EDCI 564	Special Education in the Regular Classroom (3)
EDFO 505	Psychological Theories of Instruction (3)
_____	Electives, including any statutory requirements not met at the undergraduate level (ethnic courses will be allowed as elective credit) (26)

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

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

EDCI	514	Curriculum Planning (3)
EDCI	564	Special Education in the Regular Classroom (3)
EDFO	505	Psychological Theories of Instruction (3)
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All statutory requirements for the Clear Credential		

**Option 4 — Specialist credential** Loma Linda University is seeking approval of Specialist Credential programs in the areas of health science, reading, early childhood, and agriculture. When these programs are approved, they will provide other alternatives for the fifth year. In addition, the following requirements must be met:

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

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

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

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

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

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

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

## COURSES

### LOWER DIVISION

#### **EDCI 204 Orientation to Teaching (3)**

Reading and discussion about the role of the teacher and the purpose of the school. Observation of, participation in, and evaluation of classroom activities. Required for admission to teacher preparation programs. (Open to freshmen in their third quarter.)

### UPPER DIVISION

#### **EDCI 414 Curriculum and Instruction: Reading (5)**

Development of instructional objectives, relating activities to objectives, evaluation of instruction, instructional resources, observation and participation in the classroom. Includes instruction in phonics.

Prerequisite: EDCI 204; EDFO 305.

#### **EDCI 415 Elementary School Curriculum and Instruction: Mathematics (4)**

Curriculum organization, methods, materials, and instructional aids. Observation and micro-teaching.

Prerequisite: EDCI 204; EDFO 305; MATH 225.

#### **EDCI 416 Elementary School Curriculum and Instruction: Language Arts (2)**

Development of instructional objectives, relating activities to objectives, evaluation of instruction, instructional resources. Modern grammar (ENGL 385) should be completed or taken concurrently with EDCI 416.

Prerequisite: EDCI 204; EDFO 305.

#### **EDCI 417 Elementary School Curriculum and Instruction: Religion and Social Studies (4)**

Development of instructional objectives, relating activities to objectives, evaluation of instruction, instructional resources.

Prerequisite: EDCI 204; EDFO 305.

#### **EDCI 418 Elementary School Curriculum and Instruction: Science and Health (2)**

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

#### **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.

#### **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 uses of audiovisual materials and equipment.

#### **EDCI 433 General Secondary Methods (3)**

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

**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.

**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.

**EDCI 499 Projects and Topics in Curriculum and Instruction (2-6)**

GRADUATE

**EDCI 514 Curriculum Planning (3)**

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

**EDCI 515 Curriculum Development in Higher Education (3)**

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

**EDCI 517 Personalizing Instruction in Secondary Schools (3)**

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

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

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

**EDCI 519 Principles and Practices of Discipline (3)**

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

**EDCI 524 Organization and Management of Small S.D.A. Schools (2)**

Designed for teachers in one- and two-teacher schools. A study of such topics as daily and weekly schedules, relationships with board and constituency, maintenance of cumulative records and register, testing programs, care of facilities, and ordering of supplies.

**EDCI 525 Elementary Teaching Internship (6-18)**

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

**EDCI 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 of reading instruction in the elementary school by developing a knowledge base and/or skills in the areas of the reading process, sociological and psychological aspects related to reading, methods and materials for evaluation and instruction, and procedures for organizing and implementing instruction.



**EDCI 544 Supervision of Student Teachers (2)**

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

**EDCI 546 The Development and Implementation of Curriculum (3)**

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

**EDCI 547 The Bible in Curriculum Planning (3)**

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

**EDCI 550 Advanced Instructional Models (3)**

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

**EDCI 552 Analysis of Curricular Alternatives (3)**

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

**EDCI 557 Secondary Teaching Internship (6-18)**

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

**EDCI 560 Comparative Curricula (3)**

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

**EDCI 562 Early Childhood Education (3)**

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

**EDCI 564 Special Education in the Regular Classroom (3)**

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

**EDCI 568 Textbook and Curriculum Materials Analysis (3)**

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

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

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

**EDCI 574 Curriculum Design in Religious Education (3)**

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

**EDCI 577 Directed Readings (1-4)**

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

**EDCI 614 Seminar in Early Childhood Education (3)**

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

## SEMINARS, 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, 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 644 **Modern Languages (3)**
- EDCI 645 **Fine Arts (3)**
- EDCI 646 **Home Economics (3)**
- EDCI 647 **Industrial Arts (3)**
- EDCI 648 **Business Education (3)**
- EDCI 649 **Reading (3)**
- EDCI 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 the needs of the students.

#### RESEARCH

**EDCI 696 Research Project (3)**

**EDCI 698 Thesis (6)**

## DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND LEADERSHIP

CLIFFORD L. JAQUA, Chairman

### FACULTY

- DAVID J. BIEBER, 1964. Professor of Educational Administration 1977  
B.A. Union College 1936  
M.A. University of Minnesota 1945  
ED.D. University of California, Berkeley 1972
- WALTER COMM, 1962-72, 1974. Professor of Educational Administration SH 1972  
B.A. Pacific Union College 1950  
M.A. Andrews University 1951  
ED.D. University of Southern California 1967
- KENT A. HANSEN, 1980. Assistant Professor of Educational Administration 1981  
B.A. Loma Linda University 1975  
J.D. Willamette University 1979
- CLIFFORD L. JAQUA, 1974. Professor of Educational Administration 1974  
B.A. Union College 1951  
M.S.ED. University of Southern California 1957  
ED.D. University of Southern California 1967
- VERNON H. KOENIG, 1965. Professor of Educational Administration 1976  
B.A. Union College 1945  
M.A. Pacific Union College 1952  
ED.D. Stanford University 1962
- ARNO KUTZNER, 1976. Associate Professor of Educational Administration 1977  
B.A. Walla Walla College 1959  
M.A. Loma Linda University 1969  
PH.D. Arizona State University 1971
- C. GRANT MACAULAY, JR., 1968-74, 1975. Adjunct Associate Professor of Educational Administration 1971  
B.S. University of Southern California 1950  
M.A. California State University, Fresno 1958  
ED.D. University of Southern California 1967
- 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

### DEPARTMENTAL ASSOCIATES AND CONSULTANTS

- EDGAR J. ANDERSON, ED.D., Director of Education, Pacific Union Conference
- REINHOLD R. BIETZ, B.A., Director of Leadership Seminars, General Conference  
Washington, D.C.
- KENDALL D. BUTLER, M.A., Small Schools Supervising Principal, Southeastern  
California Conference
- OTTIS EDWARDS, ED.D., Director of Education, Far Eastern Division
- DELMER W. HOLBROOK, ED.D., President of Home Study Institute and Associate Director  
of Leadership Seminars, General Conference, Washington, D.C.

JAY LANTRY, ED.D., Superintendent of Schools, Central California Conference  
KENNETH R. LORENZ, PH.D., Principal, Loma Linda Academy  
WALLACE D. MINDER, M.A., Superintendent of Schools, Southeastern California Conference  
GILBERT L. PLUBELL, PH.D., Director of Education, North Pacific Union Conference  
GAYLE RHOADS, M.A., Principal, Lodi Academy  
WILBERT M. SCHNEIDER, PH.D., Educational and Management Consultant  
E. KENNETH SMITH, ED.S., Principal, Pacific Union College Elementary School  
GERRY THOMPSON, ED.D., Associate Director of Education, Pacific Union Conference  
HARVEY VOTH, M.A., Principal, Monterey Bay Academy

The Department of Educational 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 an 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 educational 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, governmental and private agency leader, pastor, and director of nursing service.

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

## MASTER OF ARTS

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

- Department of Counselor Education (3)
- Department of Curriculum and Instruction (3)
- Department of Educational Administration and Leadership (24)
- Department of Educational Foundations (3)
- Electives (selected in consultation with the adviser) (12)

This program is flexible enough to allow the student who needs the theory and practical skills of leadership to plan a personalized program. The program should be planned in consultation with an adviser, and it must be approved by the Department of Educational Administration and Leadership.

**Coursework** The following specific courses are required for the Master of Arts degree in educational administration and leadership:

### COUNSELOR EDUCATION

EDCE 540 Principles of Guidance (3)

### CURRICULUM AND INSTRUCTION

EDCI 514 Curriculum Planning (3)

### EDUCATIONAL ADMINISTRATION AND LEADERSHIP

EDAD 524 Educational Organization and Leadership (3)

### EDUCATIONAL FOUNDATIONS

EDFO 504 Methods and Materials of Research (3)

**Program completion** The three major steps for program completion are:

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

**Step II** Advancement to candidacy, 30 units.

1. Completion of basic requirements.
2. Completion of approximately 30 units of the approved program with a grade point average of 3.0 or higher.
3. Written application for candidacy.
4. Graduate Committee approval.

**Step III** Program completion, 45 units.

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

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

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

**CURRICULUM AND INSTRUCTION**

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

**EDUCATIONAL 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 Educational Administration and Supervision (3)  
EDAD 579 School Finance (3)

**EDUCATIONAL FOUNDATIONS**

- EDFO 504 Methods and Materials of Research (3)

## SPECIALIST IN EDUCATION

**Program** The Specialist in Education degree in educational administration and leadership consists of a minimum of 90 units of postbaccalaureate coursework, of which 45 units should be completed beyond the Master of Arts degree. The curriculum leading to the Specialist in Education degree shall be distributed as follows:

- Department of Counselor Education (6)
- Department of Curriculum and Instruction (6)
- Department of Educational Administration and Leadership (36)
- Department of Educational Foundations (6)
- Electives (selected in consultation with the adviser) (36)

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

### EDUCATIONAL ADMINISTRATION AND LEADERSHIP

EDAD 604 Research in Educational Administration and Leadership (3)

### EDUCATIONAL FOUNDATIONS

EDFO 555 Educational Statistics (4)

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

**Program completion** The three major steps for program completion are:

**Step I** Program review and departmental approval before completion of 60 units.

**Step II** Advancement to candidacy, 75 units.

1. Residency requirement of 8 units at Loma Linda University.
2. Completion of approximately 75 units of the approved program with a satisfactory grade point average.
3. Written application for candidacy.
4. Graduate Committee approval.



**Step III** Program completion, 90 units.

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

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

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

**EDUCATIONAL ADMINISTRATION AND LEADERSHIP**

EDAD	604	Research in Educational Administration and Leadership (3)
EDAD	674	Seminar in Supervision of Instruction (3)
EDAD	676	School-Community Relations (3)
EDAD	680	Administration of Educational Programs and Evaluation (3)
EDAD	685	School Facilities Planning (3)
EDAD	686	Administration of School Systems (3)
EDAD	687	Seminar in Leadership in Organizations (3)
EDAD	689	Work Conference (3)
EDAD	694	Seminar in Educational Administration (3)
EDAD	695	Seminar in Planning in Organizations (3)

## DOCTOR OF EDUCATION

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

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

The Doctor of Education program must be submitted by the Doctoral Guidance Committee to the Department of Educational Administration and Leadership for approval.

**Coursework** 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 educational administration and leadership:

- EDAD 699    Research Design (3)
- EDAD 798    Doctoral Dissertation (12)

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

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

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

addition to their doctoral studies must have their immediate employment superior sign the residency plan of study, indicating an awareness of and support for the student's doctoral residency plan of study.

**Program completion** The three major steps for program completion are:

**Step I Admission to doctoral student status** The applicant must have a Specialist in Education degree or its equivalent (Master of Arts degree plus 45 quarter units), with superior scholarship from an accredited institution, a satisfactory score on the GRE Advanced Test in Education and/or other supplementary examination(s), and a minimum of six quarter units of graduate level coursework in each of the following supporting areas of study, also with superior scholarship in those courses: counselor education, curriculum and instruction, and educational foundations.

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

At least two satisfactory recommendations are required from former or current employers and one from a professor who is familiar with the applicant's abilities.

**Selection of Doctoral Guidance Committee** Upon admission to doctoral student status, the student will confer with the chairman of the Department of Educational Administration and Leadership who will assist the student in selecting the Doctoral Guidance Committee. This will be an interdepartmental committee of three or more professors, including at least one from the area of specialization and one from a primary supporting area of study. This committee will direct the doctoral student's studies to meet all degree program requirements, including fieldwork and the dissertation.

**Step II Candidacy** The Graduate Committee will advance to candidacy for the ED.D. degree the student who has completed with a satisfactory GPA all required coursework and who has passed the departmental qualifying examination. Before advancement to candidacy, the student must also present a dissertation proposal approved by the Doctoral Guidance Committee.

**Step III Degree completion** The student will petition the Graduate Committee and the School of Education faculty for graduation upon completion of an approved program of at least 42 units of post-ED.S. work (132 units post-baccalaureate) with a satisfactory GPA, including the dissertation. Satisfactory completion of the dissertation will be determined by the Doctoral Guidance Committee, which will conduct the final oral examination. This examination will be open to faculty, friends, and students.

**State credential, SDA certificate** Program requirements for the California State Administrative Services Credential may be met by following state of California approved programs. Requirements for the Seventh-day Adventist Administrator's Certificate for endorsement as a principal, supervisor, or superintendent may be incorporated into the Doctor of Education degree in educational administration and leadership. Please refer to page 93.

## 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, and financial support systems, and administrative purposes of public and nonpublic education.

**EDAD 545 Supervision of Instruction (3)**

Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision.

**EDAD 570 Personnel Administration in Education (3)**

Explanations of personnel policy determination; procedures employed in recruitment, selection, appointment, and induction of personnel; the formulation and administration of salary schedules; provisions for professional welfare and inservice improvement of personnel.

**EDAD 574 Legal Aspects of Education (3)**

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

**EDAD 576 School Administration, K-12 (3)**

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

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

Topics in educational administration.

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

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

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

**EDAD 579 School Finance (3)**

Review of public and nonpublic school revenues and educational finance support programs. Examination of local ability and effort in financing schools. Study of school financial statements and budgets.

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

**\*EDAD 604 Research in Educational Administration and Leadership (3)**

A survey of the range of administrative problems which need to be studied. Analysis of selected research reports, theses, and dissertations to acquaint the graduate student with techniques of conducting and reporting articles in the field of educational administration.

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

Covers the role, aims, and principles of supervision of instruction for elementary and secondary schools; helps teachers and staff members to coordinate and correlate the instructional programs and areas of instruction. For those preparing for responsibility as supervisor, department head, principal, or superintendent.

**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 conference- and union conference-level leadership in Seventh-day Adventist schools.

**\*EDAD 687 Seminar in Leadership in Organizations (3)**

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

**\*EDAD 688 Seminar in Divine Dynamics of S.D.A. Education (3)**

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

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

Educational conferences, workshops, clinics, experience.

**\*EDAD 690 Seminar in Communication in Organizations (3)**

A study of communication as it affects the work of the leader; emphasis on concepts, perspectives, theory, skills, operationalizing, implementation, evaluation, teaching, and consulting.

**\*EDAD 694 Seminar in Educational Administration (3)**

Discussion of contemporary issues in school administration by advanced students and/or experienced administrators. Student reports on current issues and the latest readings in administration. Topics chosen based on the needs of the class and each student. Written and oral reports.

**\*EDAD 695 Seminar in Planning in Organizations (3)**

A study of planning as a function of leadership. Emphasis on concepts, perspectives, theory, operationalizing, implementation, evaluation, teaching, and consulting.

**EDAD 696 Research Project (3)**

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

Prerequisite: EDFO 504.

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

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

**EDAD 698 Thesis (6)**

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

Prerequisite: EDFO 504 and approval of the adviser.

**\*EDAD 699 Research Design (3)**

Develop and critique proposal for the doctoral dissertation.

Prerequisite: EDAD 604 and EDFO 504.

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

## DEPARTMENT OF EDUCATIONAL FOUNDATIONS

JAMES N. SCOTT, Chairman

### FACULTY

MAURICE D. HODGEN, 1958-63, 1968. Professor of Educational Foundations 1972  
B.S. Pacific Union College 1952  
M.A. Columbia University 1956  
ED.D. Columbia University 1958

NORMAN C. MABERLY, 1976. Professor of Counselor Education and Foundations 1976  
B.TH. Walla Walla College 1952  
M.A. Andrews University 1954  
ED.D. University of Southern California 1962

WILLARD H. MEIER, 1963. Professor of Educational Foundations and Curriculum 1969  
B.A. Walla Walla College 1940  
M.A. University of Washington 1949  
ED.D. University of California, Los Angeles 1966

LORNA F. REID, 1981. Instructor in Educational Foundations 1981  
B.A. Andrews University 1974  
M.A. Andrews University 1976  
ED.S. Loma Linda University 1981

JAMES N. SCOTT, 1979. Professor of Educational Foundations 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, as its name implies, offers coursework in the historical, philosophical, and psychological foundations of education. Here students receive the basic tenets of the general field of education as they proceed toward their degrees and/or credential goals in the other departments of the School of Education.

### MASTER OF ARTS PROGRAM

Practitioners, as well as others with appropriate interests and background in education, may specialize in a study of foundational areas which pervade all levels of education by pursuing the Master of Arts program in educational foundations. The graduate program is intended for candidates with one or more of the following goals:

1. Those wishing to develop an understanding of the relationship between theoretical concepts and educational processes.





2. Those seeking an opportunity to study education as an academic discipline.
3. Those desiring to contribute to knowledge through research.
4. Those aspiring toward a higher degree of 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:

1. Fifteen quarter units of upper division or graduate credit in one or more of the following areas must have been completed within the past 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 educational or human services.

2. Included in the above fifteen units there must be at least one course in advanced or introductory educational psychology (such as EDFO 305).

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

- Department of Counselor Education (6)
- Department of Curriculum and Instruction (6)
- Department of Educational Administration and Leadership (6)
- Department of Educational Foundations (12)
- Division of Religion (3)
- Electives (selected from cognate areas in consultation with the adviser) (12)  
(may be taken within or outside the School of Education, e.g., anthropology and sociology)

**Coursework** Within the above structure the following courses are required for the Master of Arts degree in educational foundations:

**BASIC REQUIREMENTS, 15 units**

- EDAD 524 Educational Organization and Leadership (3)
- EDCE 540 Principles of Guidance (3)
- EDCI 514 Curriculum Planning (3)
- EDFO 504 Methods and Materials of Research (3)
- EDFO 505 Psychological Theories of Instruction (3)

## 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 EDCE 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 Principles of Seventh-day Adventist Education.

#### **EDFO 405 Dynamics of Learning and Teaching (3)**

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

#### **EDFO 407 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.

#### **EDFO 424 Human Growth and Development (3)**

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

#### **EDFO 499 Projects and Topics in Foundation of Education (1-6)**

Guided independent study of historical, philosophical, sociological, or comparative aspects of education. Participation in continuing research being conducted in the department.

Prerequisite: Consent of the department chairman.

### GRADUATE

#### **EDFO 504 Methods and Materials of Research (3)**

#### **EDFO 505 Psychological Theories of Instruction (3)**

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

#### **EDFO 507 Contemporary Problems in Education (3)**

Problems viewed in the light of sociological and historical research, philosophical analysis, and the particular concerns of education (e.g., literacy, racial integration of the schools, teacher and student militancy, federal aid to parochial schools).

#### **EDFO 545 History of Educational Thought (3)**

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

#### **EDFO 547 History and Philosophy of Higher Education (2)**

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

#### **EDFO 555 Educational Statistics (4)**

Application of statistical techniques to the problems of education. Includes computer applications to research and statistics. Laboratory required.

Prerequisites: EDFO 504.



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

Topics in educational foundations.

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

Prerequisite: Consent of the department chairman.

**EDFO 604 Research in Educational Foundations (3)**

Analysis of selected research reports, theses, and dissertations to acquaint the graduate student with techniques of conducting and reporting research in the field of educational foundations.

**EDFO 624 Theory and Practice in Moral Development (3)**

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

**EDFO 635 History of Religious Education (4)**

A context for the discussion of the documents and school practices of the religious groups that have undertaken programs of formal education. The relationship of schools to Christian mission.

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

Selected essays by Ellen G. White; analytic and systematic approaches. 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 696 Research Project (3)**

Prerequisite: EDFO 504.

**EDFO 698 Thesis (6)**

# CREDENTIAL PROGRAMS

JAMES N. SCOTT, Adviser

## TEACHING CREDENTIALS

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

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

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

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

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

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

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

## SERVICES CREDENTIALS

### ADMINISTRATIVE SERVICES

**SDA** The administrator credential may be issued to a candidate who:

1. Meets general eligibility requirements for Seventh-day Adventist credentials.

2. Qualifies for a standard or professional certificate.

3. Holds a master's (or higher) degree, including at least 27 quarter units selected from the areas of curriculum, school administration, supervision, school law, school finance, school plant planning, personnel administration, field experience, school public relations, and religious education.

4. Meets the requirements for endorsement in at least one of the following areas: (a) principal — has completed a minimum of 12 quarter units (8 semester hours) of advanced study in curriculum, supervision, and school administration; (b) supervisor — has completed at least 22 quarter units (15 semester hours) of advanced study in curriculum, supervision, and school administration; (c) superintendent of schools — qualifies for a principal's endorsement; has completed at least 36 quarter units (24 semester hours) of advanced coursework in educational administration, including administration of school systems, educational planning, evaluation, personnel administration, school law, school finances, and school plant planning; and has completed a minimum of 3 consecutive years of successful school administration, as evaluated by the employing organization.

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

1. Possession of a valid teaching credential or a services credential with a specialization in pupil personnel services.

2. A minimum of three years of successful full-time classroom teaching experience in the public schools or in private schools of equivalent status or three years of experience in the field of pupil personnel services.

3. A program of specialized and professional preparation in administrative services approved by the Commission or a one-year internship in a Commission-approved program of supervised inservice training in administrative services or an examination in administrative services.

### HEALTH SERVICES

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

1. Five years (or the equivalent) of college or university education or five years of professional preparation approved by the Commission for Teacher Preparation and Licensing.

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

3. Such additional requirements as may be prescribed by the Commission.

#### **PUPIL PERSONNEL SERVICES / SCHOOL PSYCHOLOGY**

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

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

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

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

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

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

An advanced specialization in school psychology may be added to the credential upon completion of a commission-approved program.

#### **CLINICAL-REHABILITATIVE SERVICES**

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

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

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

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







# III

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

## THE TRUSTEES

Officers	Chairman	FRANCIS WERNICK
	Vice Chairman	WALTER D. BLEHM
	Secretary	ROBERT J. RADCLIFFE

## UNIVERSITY ADMINISTRATION

### OFFICERS OF THE UNIVERSITY

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# LA SIERRA CAMPUS ADMINISTRATION

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Associate Dean, College of Arts and Sciences	HAROLD E. FAGAL, PH.D.
Dean, School of Education	WILLARD H. MEIER, ED.D.
Associate Dean, School of Education	JAMES N. SCOTT, ED.D.

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Assistant Director of Admissions	MYRNA COSTA, M.A.
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Emeritus	HELEN W. HAWLEY, M.S.L.S. D. GLENN HILTS, M.S. IRENE SCHMIDT, M.S.L.S.

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Associate Dean of Students	KENT HANSEN, J.D.
Dean of Men	CHARLES SOLIZ, JR., M. ED.
Assistant Deans	WARREN J. HALVERSEN, B.S. NELSON E. THOMAS, PH.D. LLOYD H. WILSON, M.A.
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Associate Deans

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Assistant Dean

LYNITA MAYER, ED.S.

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Assistant Director of  
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Personnel Relations

C. ROSCOE SWAN, M.A.

Accountant

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JAMES N. SCOTT, ED.D., Associate Dean

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*Chairman*  
Nelson E. Evans

Reuben L. Hilde, Sr.  
Clifford L. Jaqua

Norman C. Maberly  
James N. Scott

### ACADEMIC STANDARDS

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Arno Kutzner  
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Student

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*Executive Secretary*  
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Norman D. Powell  
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WALTER COMM, ED.D., Educational Administration and Leadership (primary appointment  
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AGNES R. EROH, ED.D., Curriculum and Instruction  
NELSON E. EVANS, ED.D., Counselor Education  
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School of Nursing)  
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Educational Foundations  
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- DONALD W. THURBER, PH.D., Chairman, Department of Music (College of Arts and Sciences)
- HARVEY VOTH, M.A., Principal, Monterey Bay Academy
- LILY HOK-NEO WONG, ED.D., Chairperson, Department of Education, Hong Kong Adventist College
- YEW-CHONG WONG, ED.D., President, Hong Kong Adventist College

## ALUMNI FEDERATION

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

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

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

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

## SCHOOL ALUMNI ASSOCIATION

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



# ACCREDITATION

## **The University**

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

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

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

## **The Professions**

**ANESTHESIA:** Started in 1972. Approved by the American Association of Nurse Anesthetists August 1, 1976. Currently accredited by the Council on Accreditation of Educational Programs for Nurse Anesthesia.

**DENTAL ASSISTING:** Started in 1969. Approved by the Commission on Accreditation of Dental and Dental Auxiliary Programs since May 19, 1970.

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

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

**DIETETICS:** Certificate program started in 1922; baccalaureate degree conferred 1932-54; graduate program offered since 1954. Internship program continuously approved by 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.

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

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

**MEDICAL RADIOGRAPHY:** Started in 1941 as radiological technology. Approved by the Council on Medical Education of the American Medical Association November 19, 1944.

**MEDICAL RECORD ADMINISTRATION:** Started 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 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.

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

**PHYSICAL THERAPY:** Started in 1941. Initial approval by the Council on Medical Education of the American Medical Association June 6, 1942. Reapproved by the Council in collaboration with the American Physical Therapy Association March 23, 1975. Currently approved by the American Physical Therapy Association.

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

**RADIATION THERAPY:** Approved by the Council on Medical Education of the American Medical Association December 1, 1974. Currently approved by the Committee on Allied Health Education and Accreditation.

**RESPIRATORY THERAPY:** Started in 1971. Approved by the Joint Review Committee for Respiratory Therapy Education and the American Medical Association Council on Medical Education. Continuing accreditation granted by the Joint Review Committee for Respiratory Therapy Education and the Committee on Allied Health Education and Accreditation October 18, 1978.

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

## INSTRUCTIONAL RESOURCES

### LIBRARIES

The University has two main libraries (one on the Loma Linda campus and one on the La Sierra campus), and one branch library (located in the School of Dentistry on the Loma Linda campus). The joint holdings are as follows:

Books, bound periodicals, audiovisual materials	485,884
Current periodical subscriptions	3,345

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. At Loma Linda the teletypewriter (TWX) is used for interlibrary communication and provides computer-printed bibliographies on medical-related subjects through the Medline and other services in which the Loma Linda library participates.

LA SIERRA CAMPUS	
Books, bound periodicals, audiovisual materials	213,440
Current periodical subscriptions	1,119

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

#### LOMA LINDA CAMPUS

Books, bound periodicals, audiovisual materials	272,444
Current periodical subscriptions	2,226

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.

The Jorgensen Memorial Library, established in 1978, serves the Loma Linda University School of Dentistry through extensive holdings in the current literature of the profession, a circulating inventory of audiovisual equipment, the acquisition of instructional media and the hardware for its use, and the performance of on-line bibliographic searches.

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

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

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

## INSTRUCTIONAL COMPUTER

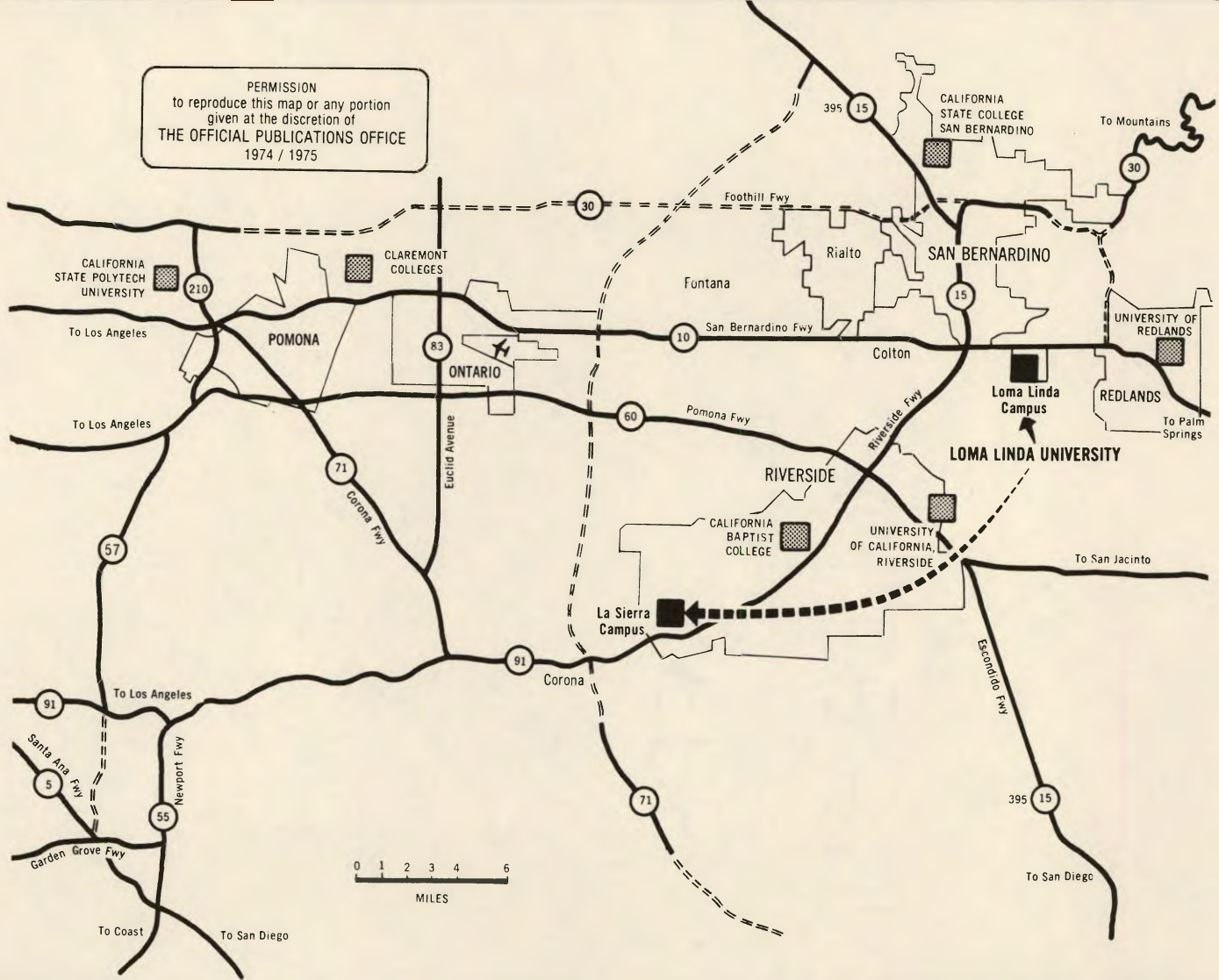
**La Sierra campus** The College of Arts and Sciences, in cooperation with the School of Education and the University Libraries, maintains an instructional computer system on the La Sierra campus. It is available without cost and easily accessible to Loma Linda University faculty, staff, and students for various educational activities. The system serves as a laboratory for the computer science major program and for classes in computer programming. The user has access to the system through any one of a dozen terminals in various buildings on campus. These terminals are as easy to use as a typewriter. The user essentially carries on a dialogue with the computer. The system's time-sharing capabilities permit several persons to use the computer

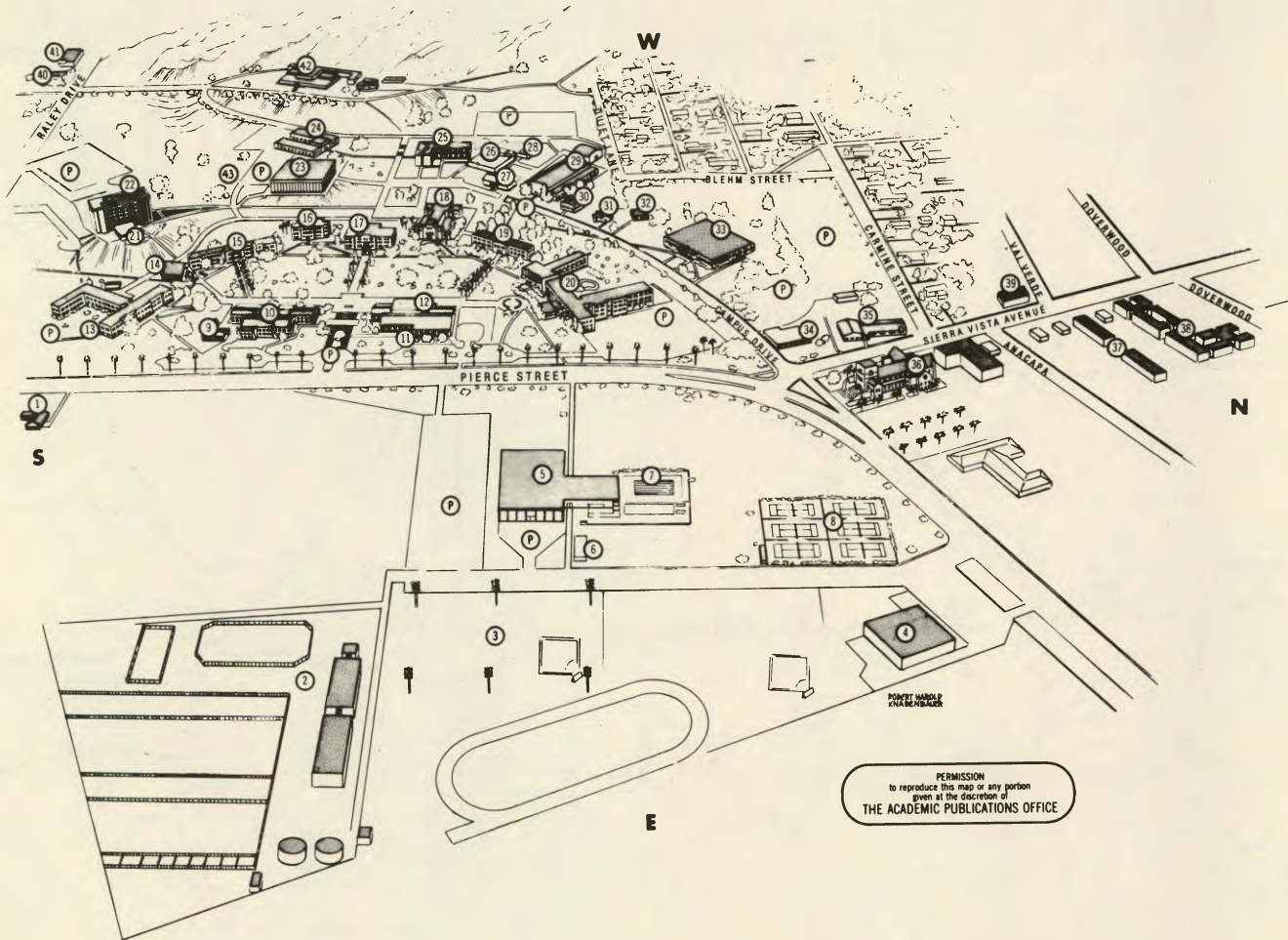
simultaneously. The file processing system permits easy storage and retrieval of programs and data. An inexperienced user can easily do significant problem solving because the system software was designed with the novice in mind. The programming language — BASIC-PLUS — has the simplicity of the original Dartmouth college BASIC but is enhanced with many specialized features. These features provide the experienced user with the sophisticated tools for solving advanced problems. The computer is a PDP 11/40, manufactured by Digital Equipment Corporation (similar to those installed on the 19 campuses of the California state college system). The expandable system now is equipped with industry-compatible tape and disc drives, a plotter, and a document reader.

## COMPUTER

**Loma Linda campus** The University has an extensive computer complex serving students and faculty in both academic and scientific functions. Available facilities span the range from small-scale to large-scale systems. Particular emphasis has been given to providing real-time data acquisition and graphical output capabilities. An advanced and very powerful computing system facilitates the modeling and simulation of complex systems. Programming aids are available to expedite the man-machine dialogue and to assist in applying the computer to the solution of problems in a variety of disciplines. An extensive program library serves many routine needs, but researchers are encouraged to write their own specialized programs for their own particular needs. Programming instruction and assistance are provided for this purpose.

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# LA SIERRA CAMPUS MAP

## NUMERICAL LEGEND

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

- 27 Art
- 28 Nursing
- 29 Campus Industries (Fast Pak)
- 30 Mail Service / Custodial Service
- 31 Health Service
- 32 Animal quarters
- 33 Palmer Hall: Biology / Chemistry / World Museum of Natural History
- 34 Behavioral Sciences: Anthropology / Psychology / Sociology
- 35 Sierra Vista Chapel / Welfare Center
- 36 La Sierra Collegiate Church
- 37 Walnut Grove Apartments
- 38 Sierra Vista Apartments
- 39 Sierra Vista House
- 40 Rhoads House
- 41 Raley House
- 42 Physical Plant Services (maintenance) / Receiving
- 43 John Clough Park

## ALPHABETICAL LEGEND

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Area 714

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| 785-2266 | Dean of the School                     |
| 785-2266 | Admissions                             |
| 785-2225 | Credentials Advisement                 |
| 785-2224 | Elementary Teacher Preparation         |
| 785-2203 | Secondary Teacher Preparation          |
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| 785-2266 | Graduate Advisement                    |

**DEPARTMENTS**

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| 785-2267 | Counselor Education                       |
| 785-2203 | Curriculum and Instruction                |
| 785-2265 | Educational Administration and Leadership |
| 785-2225 | Educational Foundations                   |

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

# UNIVERSITY INFORMATION

## BOTH CAMPUSES

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

## LA SIERRA CAMPUS

MAIL: Riverside California 92515	TELEPHONE (area 714): Riverside
College of Arts and Sciences	Dean 785-2210
School of Education	Dean 785-2266

## LOMA LINDA CAMPUS

MAIL: Loma Linda California 92350	TELEPHONE (area 714):
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 ANESTHESIA DIETETICS MEDICAL RECORD ADMINISTRATION MEDICAL TECHNOLOGY OCCUPATIONAL THERAPY PHYSICAL THERAPY PUBLIC HEALTH SCIENCE RADIOLOGICAL TECHNOLOGY RESPIRATORY THERAPY	Dean 824-4545
School of Dentistry DENTISTRY DENTAL HYGIENE DENTAL ASSISTING	Dean 824-4683
School of Health	Dean 824-4578
School of Medicine	Dean 824-4462
School of Nursing	Dean 824-4360
Division of Religion	Dean 824-4536
The Graduate School	Dean 824-4528

