



# La Sierra

UNIVERSITY

## 2020-2021 Graduate Bulletin



The information in this bulletin is made as accurate as 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 academic standing, admission, attendance, candidacy, conduct, curriculum, graduation, registration, and tuition and fees.

Title IX Note: If you experienced or witnessed sexual harassment or misconduct under Title IX, consult the Guidelines section of this Bulletin and contact Title IX Coordinator Madelyn Vega-Ortiz, M. A., J.D. Phone: 951-785-2849, Email: [titleix@lasierra.edu](mailto:titleix@lasierra.edu) or [mvega@lasierra.edu](mailto:mvega@lasierra.edu), Location: Convenience Center Building, Suite AA, Website: <https://lasierra.edu/sexual-misconduct>

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# A Message from the University President

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Welcome to La Sierra University and to the remarkable journey of learning and faith that invigorates this distinguished academic community.

Our diverse community of students and professors is a welcoming one, exemplifying the joy of learning and service that daily forms the basis of this grand adventure.

I believe you will be captivated by the opportunity to study in a setting of broad conversation and inquiry, imagination and hope!

I hope you will join us!

A handwritten signature in black ink that reads "Joy A. Fehr". The signature is written in a cursive style with a large, stylized initial "J".

Joy Fehr  
President, La Sierra University

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# An Overview of La Sierra University

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## History of La Sierra

La Sierra University is a coeducational institution of higher education affiliated with the Seventh-day Adventist Church. As La Sierra Academy, it opened its doors in 1922 on acreage that had been part of an 1846 Mexican land grant known as Rancho La Sierra; its location is now in the city of Riverside. In 1923, with the addition of teacher-training coursework, it became La Sierra Academy and Normal School. As its range of offerings expanded, it became Southern California Junior College (in 1927) and then La Sierra College (in 1939). It was accredited as a four-year liberal arts college in 1946.

In 1967, La Sierra College merged with Loma Linda University; the programs based on the La Sierra campus became the university's College of Arts and Sciences. The School of Education was created in 1968, followed in 1986 by the School of Business and in 1987 by the School of Religion. The Evening Adult Degree program (currently known as the Division of Continuing Studies) also began operation in 1986. What had been Loma Linda University's La Sierra campus became an independent institution, now La Sierra University, in 1990.

## La Sierra University Today

La Sierra University is a Christian coeducational institution located in inland Southern California and is part of the Seventh-day Adventist system of higher education.

The University offers graduate and undergraduate curricula in applied and liberal arts and sciences, business, and religion; graduate curricula in education; and programs for professional education in fulfillment of requirements for teaching credentials.

Intellectual pursuits are facilitated by the University's library, museums, observatory, arboretum, Brandstater Gallery, MICOL, Learning Support and Testing Center, Center for Student Academic Success, Hancock and Stahl Centers, and other campus resources. In an effort to create students that are at their best in every capacity, the University also encourages physical fitness through such activities as intramural and varsity sports and physical education courses. In addition, the campus maintains swimming pools; a fitness center; track, tennis, basketball, and volleyball courts; and soccer and baseball fields.

The University buildings are on a gentle slope looking eastward over the Riverside valley, with its world-famous citrus and walnut groves and its palm-lined boulevards. The approximately 300 acres owned by the University allow, during the winter months, for the snow-clad peaks of the

surrounding ranges to be seen rising above the rolling open fields. This glimpse of the Inland Empire, as seen from the University campus, offers a view of rare beauty.

The convenient access to Southern California's wide range of both participatory and spectator activities enables the University to offer a multitude of unique cultural and educational experiences appropriate for the responsible student.

## Accreditation

La Sierra University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

Western Association of Schools and Colleges  
985 Atlantic Avenue, Suite 100  
Alameda, California 94501  
Phone: (510) 748-9001  
Website: <http://www.wascweb.org>

The University is also accredited by the Adventist Accrediting Association (AAA), the accrediting association of Seventh-day Adventist schools, colleges, and universities.

Adventist Accrediting Association  
General Conference of Seventh-day Adventists  
12501 Old Columbia Pike  
Silver Spring, Maryland 20904  
Phone: (301) 680-6000  
Website: <http://education.gc.adventist.org>

The University is a member of the Council for Higher Education Accreditation, the Association of American Colleges and Universities, the National Association of Independent Colleges and Universities, and the Association of Independent California Colleges and Universities. Approval of programs is maintained with the California Commission on Teacher Credentialing. The undergraduate program in Social Work is fully accredited by the Council on Social Work Education, the music degrees are accredited by the National Association of Schools of Music, and the graduate programs in the H.M.S. Richards Divinity School are fully accredited by the Association of Theological Schools.

Association of Theological Schools  
in the United States and Canada  
The Commission on Accrediting  
10 Summit Park Drive  
Pittsburgh PA 15275-1110

## Degrees Offered

Curricula are offered leading to the following degrees:

Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Social Work, Master of Arts, Master of Business Administration, Master of Divinity, Master of Science, Master of Theological Studies, Master of Arts in Teaching, Specialist in Education, and Doctor of Education.

## Mission Statement

As members of the diverse La Sierra University community, we are committed to inquiry, learning, and service. Our community is rooted in the Christian gospel and Seventh-day Adventist values and ideals. Our mission is:

**to seek truth,**

enlarging human understanding through scholarship;

**to know God, ourselves, and the world**

through reflection, instruction, and mentoring;

**to serve others,**

contributing to the good of our local and global communities.

We pursue this mission with excellence, integrity, compassion, and mutual respect.

## Aims of the University

As a community of learning that is also a community of faith, La Sierra University fulfills its mission by engaging in three kinds of activity. It educates undergraduate and graduate students; it promotes research in the areas in which it offers instruction; and it contributes to the good of the larger society.

The University educates its students through a broad offering of studies in the liberal arts and sciences and in selected professional areas. It promotes research through encouraging and facilitating original investigation, critical reflection, and scholarly publication. It serves its various communities through adult education, resource centers, cultural events, nontechnical publications, and professional consultation. Among these varied activities, the University maintains, as a vital concern, the education of both its undergraduate and graduate students.

Thus this University operates in much the same way as most other universities do. The difference is, however, that the University functions and performs as the fruition of its Adventist heritage and commitment, even as it welcomes students from all religious and cultural backgrounds. The

University's religious orientation provides a perspective for its educational programs and projects, a motivation for its intellectual vitality and rigor, a framework for its moral values and lifestyle, and a basis for its social consciousness and public service. Convinced that God is the author of all truth, the University maintains an atmosphere of freedom and openness for intellectual exploration and expression.

As La Sierra University does its work of teaching, research, and service, it strives to exemplify its ideals of educational comprehensiveness, community interaction, and intellectual excellence.

The University intends to address the needs of a wide range of students who are both academically qualified for and genuinely interested in the kind of education it offers. It serves Adventist and non-Adventist high school graduates as well as transfer students from all parts of the world.

In addition, the University serves graduate and professional students within the areas of business, education, religion, and the liberal arts and sciences. It serves adult students whose education has been interrupted and who desire to complete the requirements for a university degree or credential. Meeting the needs of this wide diversity of students requires a corresponding diversity of educational programs and strategies.

The University intends, furthermore, to respond to the needs of students and teachers as whole persons. Accordingly, it seeks to challenge the intellect to acquire the knowledge and skills essential to an effective, productive, and satisfying life in the coming decades. It seeks to engage the spirit in establishing fundamental values and attitudes of moral integrity, intellectual curiosity, religious commitment, and social concern. It seeks to nurture a mature sense of personhood through the development of strong self-esteem and appropriate self-direction as well as significant interpersonal relationships. And it seeks to enhance the body by encouraging and facilitating lifelong physical well-being.

Believing that all humanity is created in the image of God, the University celebrates the diversity of race, national origin, gender, and age found in its students, faculty, and staff. The University recognizes this diversity as a valuable asset in the preparation of all its students for positions of service and leadership in their professions, in business, in government, in the civic community, and in the church.

The University intends to interact vigorously with its multidimensional world—including its founding and sponsoring church, its growing urban community in California's Inland Empire, its neighboring educational institutions, and its wider intellectual and cultural environment in the world of the twenty-first century.

The University intends to teach its students how to make the world a better place in the future by involving them in making it a better place now. It intends to be, for both its religious and its secular publics, a significant influence by acting as a reasoned and relevant, critical and constructive voice; a light on the way to the future; and a source of knowledge and energy for responding to a wide spectrum of human needs.

The University intends to promote intellectual excellence in four complementary ways. It seeks to encourage and enable each student to learn as much as he or she can. It seeks to draw individual students into the ongoing scholarly conversation in their own academic and professional disciplines. It seeks to prepare students both for further education in graduate and professional schools and for employment in the world they will inhabit in the future. And it seeks to initiate students into a responsible life that is intelligent and informed, unselfish and involved, open and growing.

In its drive toward recognized excellence, the University intends to recruit, support, and nurture teacher-scholars who are distinguished for their intellectual competence and vigor; for the breadth and depth of their educational background; for their continuing involvement in research, reflection, and publication; for their personal integrity and religious commitment; and for their enthusiasm toward teaching.

Besides promoting research and publication by both faculty and students, the University intends to develop courses and curricula that will anticipate the future opportunities and needs of its graduates.

Although there is room for growth in student enrollment and educational programs, La Sierra University intends to maintain among its students, faculty, and staff a quality of personal relationship that energizes and enriches all of its activities of teaching, research and learning, and service.

# La Sierra University Guidelines

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## Affirmative Action

La Sierra University affirms that Christian principles are not compatible with various forms of discrimination which have often permeated and divided modern societies. This belief is based on the idea that all persons are of equal worth in the sight of God and should be respected accordingly. Moreover, the University recognizes that this nation was founded upon the ideal of equal opportunity for each individual to realize his or her fullest potential. Therefore the University is committed to teaching and practicing equality.

The University reserves the right to disagree with specific remedies and regulations that may be proposed to eradicate discrimination. Although the University is not legally required to have a written policy of affirmative action, it has established this policy as a guide to its employees, supporters, and students, to assist in promoting equal opportunity throughout the University.

The University endeavors to maintain a balance between affirmatively seeking to assist those in a disadvantaged class and providing equal opportunity for all individuals, whether or not they are in such a class. In an atmosphere of cooperation and understanding among all concerned, the University is committed to going beyond the requirements of legislation, litigation, and social pressure.

The complete statement regarding the University's policy and program of affirmative action is available at the offices of the President, the Provost, Human Resources, and Student Life.

## Nondiscrimination

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

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

discrimination on the basis of age, except in those programs where age is a bona fide academic qualification for admission in accordance with the provisions of the Age Discrimination Act of 1975.

The University reserves constitutional and statutory rights as a religious institution and employer to give preference to Seventh-day Adventists in admissions and employment, including but not limited to 42 USC 2000e-1, 2000e-2, 6-15 of Federal Executive order 11246: 41 CFR 60-1.5(5); 34 CFR 86.21, 86.31, 86.40, and 86.57 (b); California Government Code sections 12926(c); and Title 2, Section 7286.5(a) (5) and Title 22 Section 98222 of the California Administrative Code. The University believes that Title IX regulations are subject to constitutional guarantees against unreasonable entanglement with or infringements on religious teachings and expects students and employees to uphold Biblical principles of morality and deportment as interpreted by the Seventh-day Adventist Church. The University claims exemptions from the provisions of the Title IX set forth in CFR Sections 86.21, 86.31, 86.40, and 86.57(b) insofar as they conflict with Church teachings and practices of morality, deportment and appearance. The complete statement regarding the University's policy and program of nondiscrimination is available at the offices of the President, the Provost, Human Resources, and Student Life.

## Prohibited Conduct Under Title IX

In accordance with the Office of Civil Rights Final Rule Section 106.30, the following conduct will be investigated under La Sierra University Title IX policy:

1. Sexual harassment - which means conduct on the basis of sex that satisfies one or more of the following:

### A. "Quid Pro Quo."

According to this policy, Quid Pro Quo is when a University employee explicitly or implicitly makes submission to sexual conduct a term or condition of any aspect of a program or activity or is used as a basis for the University's decisions affecting the individual. Quid Pro Quo harassment will also include, but is not limited to, when sexual favors are used or threatened to be used as a basis for academic or employment decisions.

B. Unwelcome conduct which is persistent, pervasive and objectively offensive.

Unwelcome conduct is determined by a reasonable person standard that is considered to be so severe, pervasive, and

objectively offensive that it effectively denies a person equal access to the University's education program or activities.

## 2. Sexual Assault

### A. Definition of Sexual Assault

Sexual Assault is defined as any non-consensual sexual act proscribed by Federal, tribal, or State law, directed against another person, without the consent of the Complainant including instances where the Complainant is incapable of giving consent."

### B. California Affirmative Consent definition

In accordance with California state law, (SB 967, 2014) engaging in any sexual activity requires affirmative consent (also known as Yes means Yes). Therefore, engaging in any sexual activity without first obtaining affirmative consent is considered sexual assault in the State of California. In the State of California, affirmative consent can be withdrawn and may be revoked at any time. Once consent is withdrawn or revoked, the sexual activity must stop immediately.

According to California law, affirmative consent means affirmative, knowing, active, informed, conscious, voluntary, present and ongoing, mutual agreement to engage in sexual activity.

## 3. Dating Violence

The term dating violence in this policy means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

For the purposes of this definition dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse and does not include acts covered under the

definition of domestic violence.

## 4. Domestic Violence

The term domestic violence includes felony or misdemeanor crimes of violence committed by:

- A current or former spouse or intimate partner of the victim, or
- A person with whom the victim shares a child in common, or
- A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, or
- A person similarly situated to a spouse of the victim under the domestic or family violence laws of California.

## 5. Stalking

Stalking is to be considered engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- A. Fear for their safety or the safety of other; or
- B. Suffer substantial emotional distress.

Stalking, as used herein, includes cyber-stalking, the use of social or digital media, cellphones, emails, and any other electronic resources and/or platforms.

Other examples of Stalking include threatening to harm self or others, defamation, and/or vandalizing property of the intended party or that belongs to a third party.

## 6. Sexual Exploitation

Under this policy, and under California law, sexual exploitation which is an act or acts committed through non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or any other non-legitimate purpose for oneself or a third party.

This behavior may fall under Sexual Assault if violating California's definition of Affirmative Consent or under Sexual Harassment, if it is considered to be severe, pervasive and objectively offensive.

## 7. Retaliation

According to this policy, retaliation means an adverse action (e.g. conduct that threatens, harasses, coerces or intimidates), taken against a person for making a good faith report of prohibited conduct, providing information, exercising one's rights or responsibilities under this policy, or for otherwise



being involved in the process of responding to, investigating, or addressing allegations of sexual misconduct.

### Duty to Report

All La Sierra University employees are required to report any suspected violation of our Title IX policy directly to the Title IX Office.

### Reporting Title IX violations

Any person that wants to report an alleged violation of La Sierra University Title IX policy should contact the Title IX Coordinator. This includes any person that believes to be a victim of sexual harassment or sexual misconduct or a person that may have witnessed a violation to our Title IX policy or has information relevant to an alleged violation to our Title IX policy. The Title IX Coordinator’s contact information is the following:

Title IX Coordinator

951-785-2849

titleix@lasierra.edu

mvega@lasierra.edu

<https://lasierra.edu/sexual-misconduct>

Convenience Center Building

Suite AA – Second Floor, near the Security Office

## Discrimination and Harassment Policy

La Sierra University is committed to providing an educational and employment environment that values individuals of diverse backgrounds who can advance the institution’s mission and support a learning and workplace setting free from discrimination and harassment. In keeping with this commitment, the University expects all University employees and students to conform to the requirements of federal and state law as well as standards of conduct mandated by the institution concerning discrimination and harassment matters. The University also encourages persons subjected to or who witness any forms of discrimination and harassment - or retaliatory conduct arising from complaints of discrimination and harassment - to report such behaviors and incidents to appropriate university personnel as set forth more fully below.

### General Application:

- I. **Protected Classifications:** Discrimination and harassment are prohibited against any person on the basis of race, ethnicity, national origin, sex, marital status, age, veteran status, medical condition, physical handicap, or other protected classification as defined by federal or state law.
- II. **Applicable Activities:** Discrimination and harassment are prohibited in the University’s admissions and educational policies, employment programs, financial affairs, student life and campus services, or any related institutionally-administered or supported programs.

### Forms of Prohibited Behaviors:

- I. **Discrimination** is defined as prejudicial and/or harmful actions taken against a person on the basis of a protected classification as reflected in the aforementioned statement.
- II. **Harassment** is defined as verbal, physical and/or visual conduct that creates an intimidating, offensive or hostile working or learning environment or that unreasonably interferes with a person’s work or academic performance.
- III. **Sexual Harassment:**
  - A. **Definition:** Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where
    - i. Submission to such conduct is made explicitly or implicitly a term or condition of a person’s employment or status in a course, program or activity; or
    - ii. Submission to or rejection of such conduct by a person is used as a basis for an academic or employment decision adversely affecting that person; or
    - iii. Such conduct has the purpose or effect of unreasonably interfering with a person’s work or academic performance, or of creating an intimidating, hostile or offensive learning or work environment.

- B. Forms of Sexual Harassment: Sexual harassment can be objectively and readily identifiable, relative to the specific circumstances and relations of the persons involved, or it can be of a nature seemingly harmless to many yet subjectively perceived by some persons as unwelcome and offensive. The following constitute examples of conduct and situations representative of sexual harassment:
- i. Physical assault:
  - ii. Direct or implied threats that submission to sexual advances will be a condition of a grade, letters of recommendation or employment retention or promotion;
  - iii. Direct or subtle propositions of a sexual nature;
  - iv. Sexual references or sexually explicit statements unrelated to legitimate matters of employment or education, including but not limited to: sexual questions, jokes, anecdotes, remarks concerning the sexual nature of another's clothing, sexual activity, sexual preference, or speculations about a person's previous sexual experience.
  - v. Unnecessary and/or unwanted touching, patting, hugging or brushing against another's body;
  - vi. Displaying posters, calendars, graffiti, symbols, or other visual objects or images of a sexually explicit or suggestive nature unrelated to legitimate matters of employment or education; and
  - vii. Using computers, including the Internet, E-mail, Twitter and related systems of communications to transmit or receive text or images of a sexually explicit or suggestive nature unrelated to legitimate matters of employment or education.
- IV. Retaliation is defined as inappropriate words or actions directed against persons who consider or register discrimination, harassment or retaliation complaints, or against persons who assist with or participate in an investigation of the reported conduct.

### **Responsibilities in Recognizing and Reporting Discrimination or Harassment**

- I. Recognizing Discrimination or Harassment: Administrators, Faculty, Staff and Students should be alert to identifying forms of discrimination and harassment, whether such incidents take place in the course of workplace responsibilities, academic endeavors, or social activities related in any way or form to the life of the University.
- II. Reporting Responsibilities of Administrators, Faculty and Supervisory Personnel: Persons employed by the University as Administrators, Faculty members, and/or who serve the institution in a supervisory capacity have a legal obligation to immediately address, and if necessary, report discriminatory, harassing, and retaliatory behaviors or conduct to the University's Department of Human Resources (HR).
- III. Reporting Discrimination and Harassment: Persons who believe that they have been subjected to a form of discrimination and/or harassment or Administrators, Faculty, Staff, or Students who have witnessed such incidents should:
  - A. Inform the perpetrator, only if feasible, that the conduct is considered offensive and should be terminated; and
  - B. Notify their supervisor, or if the supervisor is the alleged perpetrator, notify the supervisor's superior to report the prohibited behavior; If the person reporting the discrimination and/or harassment is a student, the term "supervisor" is defined to be the La Sierra University employee who directly oversees the area where the incident occurred; and
  - C. In consultation with the supervisor and/or HR determine if the incident warrants written documentation. If it is deemed necessary the reporting person shall state in writing, in consultation in HR, accurately and truthfully the facts of the incident(s), the date and approximate time of each event, and name(s) of the person(s) involved.
- IV. Deciphering Discrimination and Harassment: If a complainant or other concerned persons are in doubt about whether forms of unlawful discrimination or harassment have occurred, he or she should contact HR for clarification and assistance.

### **Refraining from Retaliation Against Discrimination or Harassment Complaints**

Retaliation against employees or students for considering or registering complaints of discrimination or harassment, or against such persons who assist with or participate in an investigation of the complaint, shall be prohibited and subject to the same reporting and disciplinary actions set forth in the section above.

The complete statement regarding the La Sierra University discrimination and harassment policy is available at the offices of the President, the Provost, Human Resources, and Student Life.

### **Drug Free Worksite**

La Sierra University is committed to providing a learning environment conducive to the fullest possible human development. To achieve this goal, the University holds that a drug-, alcohol- and tobacco-free lifestyle is essential. Thus the University maintains policies that seek a campus environment free of those substances. The University intends to maintain a drug-free workplace in harmony with federal and state laws. The unlawful use, possession, distribution, dispersal, or manufacture of controlled substances by its employees, whether student, faculty, or staff, is prohibited. Furthermore, the University expects any person employed by the University, who receives federal or state funding as an individual, to certify that he or she will not engage in the unlawful use or manufacture of a controlled substance while associated with the University.

In addition to these legal requirements, the University follows the health and temperance practices espoused by the Seventh-day Adventist Church. This means that all students, faculty, and staff are required to refrain from the use of alcohol, drugs, and/or tobacco while enrolled or employed at the University. Failure to comply with this policy will result in discipline up to, and including, expulsion or termination and, if appropriate, a referral to law enforcement agencies for prosecution.

The University offers a preventative educational program to its students, faculty, and staff to develop an awareness of the risks involved in alcohol, tobacco, and drug use and abuse and to promote the benefits of a lifestyle free of these substances. The University may, at its discretion, provide therapeutic alternatives for anyone in the University involved in the use of alcohol, tobacco, prescription or nonprescription drugs, and/or other mood altering substances which impair the appropriate functioning of the involved individual within the University community.

The complete statement regarding the La Sierra University drug-free worksite policy is available at the offices of the

President, the Provost, Human Resources, and Student Life.

### **AIDS Education and Prevention**

In response to the epidemic of infection with the Human Immunodeficiency Virus (HIV), which causes Acquired Immunodeficiency Syndrome (AIDS), La Sierra University affirms its agreement with the general statement on AIDS prepared by the American College Health Association. The University recognizes its responsibility to its students, faculty, and staff to do everything possible to prevent people from being infected and to provide compassionate care for all concerned individuals.

The HIV infection is potentially lethal, but it is preventable. La Sierra University upholds Biblical standards of premarital chastity and a totally monogamous heterosexual relationship following marriage as one of the best means of protection against HIV infection. The University opposes drug abuse in any form an additional means of protection against infection, including intravenous drug abuse,

In accord with an action taken by the President's Committee [December 6, 1990], the University mandates a program of education that reaches every student, faculty, and staff member. This program includes, but is not limited to, offering information on the means of transmission of the virus, the high risk behaviors associated with transmission, the best ways of preventing transmission of the virus, the sites for and means of HIV testing, and the ways to show compassionate concern for those in any stage of HIV infection. Such education shall be in accord with the latest information provided by the Centers for Disease Control, United States Public Health Service.

The complete statement regarding the La Sierra University AIDS education and prevention policy is available at the offices of the President, the Provost, Human Resources, and Student Life.

### **Family Educational Rights and Privacy**

The La Sierra University Student Records Policy was developed in accordance with the Family Education Rights and Privacy Act (FERPA), commonly referred to as the Buckley Amendment. This law was enacted to protect the privacy of students and to provide for the right to inspect and review educational records. Any questions concerning this amendment may be directed to the Records Office.

La Sierra University complies strictly with all provisions of the Family Educational Rights and Privacy Act (FERPA), a federal statute passed into law in 1974 that provides the basis for dealing with student information at post-secondary educational institutions. FERPA regulations ensure a minimum standard for the access to, the use of, and the release of information from education records. All students have:

A. The right to inspect and review their education records within a reasonable time frame. Students should submit to the registrar, dean, head of academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be submitted.

B. The right to request the amendment of their education records that the student believes are inaccurate or misleading. Students may ask the university to amend a record they believe is inaccurate or misleading. They should write the university official responsible for the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

C. The right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that university policy authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in a managerial, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

D. The right to file a complaint to the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. Complaints can be directed to:

Family Policy Compliance Office,  
U.S. Department of Education  
400 Maryland Avenue, SW. Washington, D.C.  
20202 - 4605.

E. The right to withhold the release of directory information. Directory information may be released by the university to third parties as it sees fit without authorization. Directory Information shall include information in an educational record which would not generally be considered harmful or an invasion of privacy if released, including but not limited to:

- Student Name
- Local Address and Phone Number
- E-mail Address
- Date and Place of Birth
- Degrees and Awards Received and Dates
- Dates of Attendance (Current or Past)
- Full or Part-time Enrollment Status
- Participation in Officially Recognized Activities
- Weight/Height of Members of Athletic Teams
- Most Recently Attended Educational Institution
- Major Field of study
- Academic Level
- Residency Status
- Photographs

Students have the right to have the above directory information withheld completely. This means the university will not release any information from the educational record, including the items listed above, without prior written consent from the student. If a student withholds directory information, his or her name will not appear in the student directory or SALSU Perspectives unless they authorize the Perspectives staff to do so. To request directory information be withheld, the student must complete a form at the Records Office. The form remains in effect through the end of the academic year and must be resubmitted annually.

La Sierra University does not release any student's directory information to vendors for commercial purposes (credit card agencies, magazine sales, etc.).

As mandated by Federal Regulations, La Sierra University annually notifies students of their rights under FERPA; includes in that notification the procedure for exercising their rights to inspect and review education records; and maintains a record in a student's file listing to whom personally identifiable information was disclosed and the legitimate interests the parties had in obtaining the information (this does not apply

to school officials with a legitimate educational interest or to directory information).

Further information about the Family Educational Rights and Privacy Act of 1974, subsequent amendments, and HEW guidelines are available at the Records Office and the offices of each University college and school dean. Additional information can also be found in the Student Handbook.

## Copyright Infringement

Pursuant to the Digital Millennium Copyright Act (DMCA) as well as the High Education Opportunity Act (HOEA), La Sierra University observes federal regulations regarding copyright infringement, and seeks to proactively discourage illegally downloading or distributing copyrighted materials. Measures will be taken to block access to infringing material whenever it is brought to the attention of the university. Additionally, students are informed of copyright law and related campus policies, and are encouraged to use legal alternatives to copyright infringement. La Sierra University's full policy can be found at <http://lasierra.edu/fileadmin/documents/library/copyright-infringement-policy.pdf>.

## Student Consumer Complaints

La Sierra University takes complaints and concerns regarding the institution very seriously. Complaints should first be filed internally with La Sierra University authorities following the procedures outlined in the appropriate sections of this document. If the normal processes for addressing a complaint or concern do not resolve the problem, students may present their concerns as follows:

1. Concerns about unresolved academic issues should be directed to the Office of the Provost ([provost@lasierra.edu](mailto:provost@lasierra.edu)), and
2. Concerns about unresolved non-academic issues should be directed to the Vice President for Student Life ([wecare@lasierra.edu](mailto:wecare@lasierra.edu))

These contacts will take the necessary steps to assure students a fair process.

If the complaint is about the institution's compliance with academic program quality and accreditation standards as required by the Western Association of Schools and Colleges (WASC) and the student has exhausted all institutional steps described above, the student may elect to contact the Western Association of Schools and Colleges (WASC): <http://www.wascenior.org/comments>

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, <http://www.bppe.ca.gov>, Telephone: 916-431-6924, Fax: 916-263-1897.

# Academic Calendar: 2020 – 2021

## Summer Session 2020

*(Beginning and ending dates vary. See course schedule.)*

Advising & registration for summer sessions	April 20 through the first day of classes
Beginning of summer sessions	June 22
Last day to enter a course, change audit to credit or credit to audit	Variable by session – Ask Records Office for details
Last day to withdraw with no record on transcript	Variable by session – Ask Records Office for details
Last day to submit an S/U petition or withdraw with a “W”	Variable by session – Ask Records Office for details
Independence Day holiday	Observed July 3
Labor Day holiday	September 7
End of summer sessions	September 11

## Pre-Fall Quarter Events 2020

Advising for fall quarter begins	Spring 2020 during faculty office hours
Priority registration for fall quarter – seniors, graduate students, and students registered with Office of Disability Services	April 27
Registration for fall quarter – all students	May 4 – September 25
ACT, English & Math placement testing	See Testing Center for schedule
New student orientation	June 17– September 12
	<i>For more information, visit: <a href="http://lasierra.edu/goldeneagleday">lasierra.edu/goldeneagleday</a></i>

## Fall Quarter 2020

*September 21– December 10*

*Total: 54 days*

Instruction begins	September 21
University Convocation	September 24
Last day to enter a course, change audit to credit or credit to audit	September 25
Last day to withdraw with no record on transcript	October 2
Spiritual Emphasis Week	October TBA
Advising for winter quarter begins	Fall quarter during faculty office hours
Priority registration for winter quarter – seniors, graduate students, and students registered with Office of Disability Services	October 12
Registration for winter quarter – all students	October 19, 2020 - January 8, 2021
Last day to submit an S/U petition or withdraw with a “W”	November 13
Thanksgiving recess	November 21 – 29
Final examinations	December 7-10
Fall quarter ends	December 10

**Winter Quarter 2021***January 4 – March 18**Total: 52 days*

Instruction begins	January 4
Last day to enter a course, change audit to credit or credit to audit	January 8
Last day to withdraw with no record on transcript	January 15
Martin Luther King, Jr. holiday	January 18
Spiritual Emphasis Week	January TBA
Advising for spring quarter begins	Winter quarter during faculty office hours
Priority registration for spring quarter – seniors, graduate students, and students registered with Office of Disability Services	January 25
Registration for spring quarter – all students	February 1 – April 2
President’s Day holiday	February 15
Last day to submit an S/U petition or withdraw with a “W”	February 26
Final examinations	March 15 – March 18
Winter quarter ends	March 18

**Spring Quarter 2021***March 29 – June 10**Total: 53 days*

Instruction begins	March 29
Last day to enter a course, change audit to credit or credit to audit	April 2
Last day to withdraw with no record on transcript	April 9
Registration for summer sessions	April 12 through the first day of classes
Spiritual Emphasis Week	April TBA
Advising for fall quarter begins	Spring quarter during faculty office hours
Priority registration for fall quarter – seniors, graduate students, and students registered with Office of Disability Services	April 19
Registration for fall quarter – all students	April 26 – October 1
Last day to submit an S/U petition or withdraw with a “W”	May 21
Memorial Day holiday	May 31
Final examinations	June 7 – 10
Spring quarter ends	June 10
Consecration	June 11
Baccalaureate Service	June 12
Conferring of Degrees	June 13

## 2020 – 2021 Academic Year













### Summer Session 2021

*(Beginning and ending dates vary. See course schedule.)*

Advising and registration for summer sessions	April 12 through the first day of class
Beginning of summer sessions	June 14
Last day to enter a course, change audit to credit or credit to audit	Variable by session – Ask Records Office for details
Last day to withdraw with no record on transcript	Variable by session – Ask Records Office for details
Last day to submit an S/U petition or withdraw with a “W”	Variable by session – Ask Records Office for details
Independence Day holiday	July 4 (observed July 2)
Labor Day holiday	September 6
End of summer sessions	September 10



## 2020-2021 Academic Calendar

	Quarter Begins		Priority Registration
	Last Day to Add Courses		Final Exams
	Last Day to Drop Without Record		Holiday—University Closed
	Last Day to Withdraw with a 'W'		No Class—University Open
	Quarter Ends		Graduation Weekend
	Grades Due		
	Registration Begins: All Students		

*This page is for quick reference only*

### June 2020

S	M	T	W	R	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				

### July 2020

S	M	T	W	R	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	

### November 2020

S	M	T	W	R	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					

### March 2021

S	M	T	W	R	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			

### August 2020

S	M	T	W	R	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					

### December 2020

S	M	T	W	R	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	

### April 2021

S	M	T	W	R	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

### September 2020

S	M	T	W	R	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		

### January 2021

S	M	T	W	R	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					

### May 2021

S	M	T	W	R	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					

### October 2020

S	M	T	W	R	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

### February 2021

S	M	T	W	R	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						

### June 2021

S	M	T	W	R	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		

# Academic & Instructional Resources

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## Academic Services

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### Archaeological Excavations

La Sierra University, in a consortium arrangement with other educational institutions, is the primary sponsor of archaeological excavations in the Middle East. For many years it was associated with the project at Caesarea Maritima. Since 1993 it has also been a part of the Madaba Plains Project in Jordan and currently directs excavations at Tall al-'Umayri, and Khirbat Ataruz, Jordan. Participating students may earn either undergraduate or graduate credit for the course Fieldwork in Middle East Archaeology and other classes. Inquire in the HMS Richards Divinity School dean's office for more information.

### Disability Services

Office of Disability Services (ODS) provides academic support services to empower students with disabilities to achieve their academic goals while ensuring equitable treatment and access to all programs and activities at La Sierra University.

Support services are assessed individually to ensure appropriate accommodations. To be eligible for services, students must be admitted to the University and enrolled in courses. Students must also provide appropriate and current documentation to support the need for services, unless the determination of need can be made by qualified ODS staff members. Please visit [www.lasierra.edu/ods](http://www.lasierra.edu/ods) for additional information, or contact the office at 951-785-2453, [ods@lasierra.edu](mailto:ods@lasierra.edu).

### International Student Services

The Office of International Student Services provides all La Sierra University international students with information and assistance in such areas as student visas, mentorships, airport transportation, employment authorization, and orientation. For more information, contact the Office of International Student Services at 951-785-2237.

### Testing Center

The Testing Center offers a variety of resources to enhance academic progress. All undergraduate and graduate testing is centralized here. For more information, contact LSTC at 951-785-2459 or at [lasierra.edu/testing-center](http://lasierra.edu/testing-center)

## Student Teacher Services

A curriculum resource center and media services center, a music education laboratory, and a psychometry laboratory provide practicums and services to students of the School of Education, to other schools of the University, and to the professional community.

### Teaching/PPS Credentials

A credentials office is maintained by the School of Education. Students should direct questions to the Credentials Analyst in the School of Education, where they may also apply for California State and Seventh-day Adventist teaching credentials, and California State PPS credentials in School Counseling as well as School Psychology.

### Writing Center

The Writing Center assists La Sierra University students with written communication, such as essays and research papers. In the Writing Center students can talk one-on-one with a Writing Coach who can offer advice on expression, clarity, conciseness, organization, grammar, and punctuation. The Center also offers occasional group workshops on communication issues.

## On-Campus Academic Opportunities

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### Enactus

Enactus is an international non-profit organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills to become socially responsible business leaders. Student teams on over 1,500 campuses in 39 countries apply business concepts to develop outreach projects that improve the quality of life and standard of living for people in need. An annual series of regional, national, and international competitions provides a forum for teams to present the results of their projects, and be evaluated by business leaders serving as judges. In addition to the community-serving aspect of the program, Enactus's leadership and career initiatives create meaningful opportunities for learning and exchange as well as the placement of students and alumni with companies in search of emerging talent.

Organized in 1991 as Students in Free Enterprise, the La Sierra University Enactus team is sponsored by the Zapara School of Business. The team's many educational and service projects have had a tremendous impact on the local and global communities, further validated by the team's seven Enactus National and International Championship wins, including two Enactus World Cup competitions in 2002 and 2007. The team invites students from all disciplines who seek to develop their potential in leadership, entrepreneurship, and social responsibility to join the organization, resulting in a group rich with diverse academic and cultural backgrounds. Led by students and supported by the university's Sam Walton Fellows, the team's work actively embodies the mission of the university. Learn more at <http://practiceenactus.com>.

## Center for Outreach and Mission Service

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### Outreach and Missions

The Center for Outreach and Mission Service exists to help you experience Jesus through service. We believe that it is through small acts that we make a big impact.

- Don't have the money? No worries, we have opportunities that won't break the bank.
- Don't have the time? Our projects range from a few hours to an entire year.
- Let us help connect you to the perfect Outreach and Mission Opportunities.

Visit us on the website at [lasierra.edu/outreach-and-missions](http://lasierra.edu/outreach-and-missions), or by email at [coms@lasierra.edu](mailto:coms@lasierra.edu).

### Outreach: Give a Day

The La Sierra Outreach team works in our local community to mentor youth, visit the lonely, aid the needy and help end hunger in Riverside. Teams head out on one-day trips that depart on Friday or Saturday afternoons. Contact Outreach at [outreach@lasierra.edu](mailto:outreach@lasierra.edu).

### Roots Ministry: Give a Day

Travel with Roots Ministry on the weekends to academies and churches from San Francisco to Nevada. Student-led teams engage with groups through praise, skits, testimonies, hospitality and more. Join us! Get involved by contacting us at [roots@lasierra.edu](mailto:roots@lasierra.edu).

### STMissions: Give a Week

Short-Term Missions runs one to two week short-term trips around the globe. Most trips will occur during the summer, but students can sign-up by spring break to reserve their places and start fundraising! Find out more by contacting us at [stmissions@lasierra.edu](mailto:stmissions@lasierra.edu).

### Summer Camp: Give a Summer

La Sierra is partnered with seven terrific summer camps. Camp ministry is an opportunity to mentor young people for a few weeks in the summer through various activities from aquatic and equestrian sports to personal relationships and encounters. Our student missionaries can be eligible for up to 100% school matching! Contact us at [stmissions@lasierra.edu](mailto:stmissions@lasierra.edu).

## Missions: Give a Year

La Sierra University students have been traveling abroad as year-long student missionaries since 1962. The missions program offers students diverse ways in which to help their global community. Help end illiteracy by teaching at a school, facilitating physical health in a clinic and encouraging holistic healing by sharing the hope of Christ. With many locations, and even more ways to help, get involved at [missions@lasierra.edu](mailto:missions@lasierra.edu)

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## Campus Resources

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### Alumni Association

The Alumni Association welcomes all former students of La Sierra; there are no membership fees. Alumni have access to collections of yearbooks, student newspapers, alumni-authored books, and CDs by alumni artists. These are housed at the Alumni Center on Pierce Street. In addition, the Alumni Center is available for social occasions such as wedding receptions, graduation parties, and meetings of all kinds.

Alumni can stay connected in a variety of ways, including the alumni web site (<http://lasierra.edu/alumni-home/>); the alumni magazine, the La Sierra University Magazine; the alumni email newsletter; and the La Sierra University Alumni group on Facebook. Alumni are also invited to off-campus gatherings hosted by university administrators and faculty as they travel to locations around the world.

The Alumni Association strives for a positive working relationship between alumni and the University. It facilitates opportunities for former students to support their alma mater through gifts of time, professional expertise, financial means, and their good word.

### Campus Chaplains

The Campus Chaplains minister to students' needs by providing spiritual direction and nurture, pastoral counseling, engaged couples' coaching, and Bible study groups.

### Center for Research on K-12 Adventist Education (CRAE)

The mission of the Center for Research on K-12 Adventist Education (CRAE) is to serve and advance Adventist education by seeking and sharing knowledge about the North American Division K-12 Adventist educational system—its values, its pedagogy, and its challenges.

## The Spiritual Life Office

The Spiritual Life Office seeks to serve the needs of our campus community. Through worship services, interpersonal connections, Baptismal, and Bible Studies we seek to facilitate places and spaces for people to encounter Christ and get involved in the spiritual life of the university.

First Service is the place where La Sierra University students and community members can encounter God, grow in faith, and find a deep, abiding community. It takes place every Friday night at 8:00 pm at the La Sierra University Church.

Collegiate Sabbath School creates a safe space to examine the Bible, openly discuss issues of faith and life, and thoughtfully reflect on contemporary spirituality.

Rendezvous is a weekly student association (SALSU) worship held on Wednesdays at 10:00 pm.

### Fitness Center

The Fitness Center is located in the Alumni Pavilion. Membership is open to students, faculty, and staff. The 4,500 sq. ft. room contains treadmills, ellipticals, bicycles, and stair-steppers; 19 individualized weight stations; and a complete free weight area that includes six Olympic benches, dumbbell benches, dumbbells, and other stations. For more information, contact the Fitness Center at 951-785-2514 or the web page at <http://lasierra.edu/athletics>

### Recreation

At La Sierra University, physical fitness is promoted by various recreational activities, such as intramural and varsity sports. The location of La Sierra University is a real advantage to students interested in personal recreation as well as in the University's physical education classes. Not only are there campus activity areas such as lighted tennis courts, a track and field, three pools, and other facilities which can be used almost every day of the year, but nearby there are mountains (with hiking, camping, winter skiing, etc.); deserts (with rock climbing, wilderness survival, etc.); and beaches and lakes (with scuba, sailing, etc.).

## **Student Association of La Sierra University**

The Student Association of La Sierra University (SALSU) exists to encourage active support of the University's ideals, to provide opportunities in leadership, and to prepare students as responsible, social and spiritual citizens. SALSU promotes participation in extracurricular activities and advocates for the importance of engaging in the life of both the La Sierra University community and the local Riverside community. SALSU is responsible for producing the student publication, the Criterion and yearbook publication, Visions. A list of current executive officers, Constitution and Bylaws, and upcoming events are available online at <https://lasierra.edu/slfe/salsu/>

## **Student Employment Program**

The Human Resources Department (HRD), in collaboration with the Payroll Department, directs the employment and payroll functions for all La Sierra University graduate and undergraduate students. The HRD is dedicated to bringing the best service possible to the Student Employment Program by offering students the opportunity of gaining work experience. The Student Employment Program helps carry out the daily operations of the institution, while ensuring compliance with federal, state, and university regulations and policies. For more information, contact HRD, located in the Administration Building, Room 220 at 951-785-2088.

## **Women's Resource Center**

The Women's Resource Center serves students and faculty by providing information, resources, and support with regards to gender issues. The Women's Resource Center encourages and advocates for women clergy in the Seventh-day Adventist Church and for those studying for ministry. It collaborates to increase awareness of abuse of women and provides resources for healing. The Center also focuses on career and leadership development of women in all professions, both for students and those already in the workplace. The Women's Resource Center offers opportunities to celebrate the accomplishments and contributions of Adventist women to their world and church. To this end, the Center sponsors lectures and events, gathers material concerning the experiences and services of women, develops resources on women and the Bible, and supports gender equality within the Adventist Church. For more information contact the CAS Dean's Office at 951-785-2100.

## **La Sierra Information Technology Services**

### **Academic Technology Services**

The Academic Technology Services (ATS), under the IT department, manages the public computer labs, the Smart Computer Classrooms, classroom multi-media technology, and other multi-media services or equipment. Video and audio-visual equipment is available to classrooms. While most of the classrooms on campus are installed with multi-media projection equipment, ATS also provides mobile equipment and service to areas that do not have multi-media access.

For further information on the computing facilities and services, contact the director of Computer Information Services at 951-785-2904 or visit [www.lasierra.edu/IT](http://www.lasierra.edu/IT).

### **Computer Facilities**

La Sierra University supports student computing needs with Smart Computer Classrooms, and major University servers. Ambs Hall provides the central control of the campus's high speed, fiber-optic network infrastructure. From this building, a private wireless network is available to students, faculty, staff, and friends. Various buildings have specialized computer labs available to faculty and students. For more information concerning these specialized labs, contact the individual schools or departments.

### **Computer Laboratories**

The computer labs around campus provide students and faculty with computer equipment to assist in their research, coursework, and creation of electronic materials. The labs are equipped with both PC and Macintosh computers. In both cases, most of the latest software is installed.

### **Software**

Software packages including general purpose word-processing, the Internet, spreadsheet, and desktop/graphic design are available at the campus computer labs. In some of the more specialized labs, software such as video editing, statistical software, language learning software, and music composition software have been installed for students' use.

### **University Network**

The University uses a high-speed fiber-optic backbone to connect all computers on campus to the main servers and to the Internet. A private, campus-wide wireless network is also available. Students, faculty, staff and friends may obtain high-speed wireless access in virtually every part of the campus.

## Residence Hall Network

Students residing in any residence hall on campus have access to the campus-wide network from their rooms. One Ethernet network connection is provided per person and allows a personal computer to attach to the University network.

## University Servers

The office of Information Technology (IT) operates a variety of servers, including Sun, Linux, Apple, and Microsoft servers. These machines service a host of application systems. They are used to assist various facets of the University including, but not limited to, academic advising functions, accounting and Human Resources, the cafeteria system, copy and print functions, course management systems, dorm management systems, email functions, environmental monitoring systems, fund-raising systems, keyless entry and surveillance systems, the Library, multi-media services, research databases, student information and financial systems, telephone management systems, and web-serving functions.

## La Sierra Library

### Collections

Book collections number about 215,000 volumes. These are supplemented with more than 40,000 bound journal volumes representing nearly 1,000 currently received journal titles. However, the strength of the current journal collection is in the more than 35,000 periodical titles available full-text in electronic format. The online collection also includes about 50,000 books. Extensive audiovisual collections, including microfilms, microfiche, micro cards, compact discs, and videotapes, augment the print and electronic resources of the Library. The holdings of this audiovisual collection total about 385,000 items.

### Special Collections

Special Collections in the Library's Heritage Room and Ellen G. White Study Center support the curriculum with materials on the history of Adventism and the religious roots of the University. Another strength of this collection is its educational materials that cover the origin and development of the Seventh-day Adventist education system. The William M. Landeen Collection on the History of Christianity contains English and foreign language materials related to the Protestant Reformation.

## Curriculum Resource Center

The Curriculum Resource Center supports the teacher education programs of the University with a collection of elementary and secondary textbooks.

## Media Services

The Library Media Services provides a circulating collection of audio, video, and multi-media instructional materials. Faculty may place items on reserve for student listening and viewing. Equipment is provided for on-site use of the collections, and a classroom is available for group instruction. Studio services are also provided by the Media staff.

## Networking & Consortia

Computer networks link the Library to local and distant libraries. When resources outside the Library are needed, faculty, staff, and students are able to secure materials through interlibrary loan and other means. Participation in local, regional, and national information networks gives students and faculty access to the collections beyond the campus. On-demand delivery of library materials from more than 50 public and academic libraries in California and Nevada is routed through the LINK+ service. Interlibrary loans are made possible through the OCLC Interlibrary Loan network, which connects the La Sierra University Library to several thousand other libraries throughout North America.

## Purpose

The Library enhances the quality of the academic experience available at La Sierra University by supporting the teaching, learning, and research activities of the faculty and students. To accomplish this purpose the Library has developed and maintains collections of books, journals, audiovisual and archival materials, and provides a wide range of information services that supplement the teaching and research activities carried on in the University.

## Services

The Library's professional staff are able to assist faculty and students in locating needed information for study or research purposes. The Library has an integrated library system with an on-line public access catalog, circulation, reserve, serials control and acquisition systems. Online computer and Internet linked databases are available to students both on and off campus. Subscriptions to more than 100 electronic databases, as well as to other information resources, are available through the Internet. With these tools and others, information sources in collections owned by the Library, and at other locations, may rapidly be located.

## HMS Richards Library

The Richards Library contains the personal book collection of Elder HMS Richards, Sr., developed over a half-century of ministry. Containing ten thousand volumes, it represents his personal investment, built up on the slender salary of an Adventist pastor. While he commanded great respect as one of America's earliest radio evangelists, he always lived a very simple and modest life. The collection is built around standard reference works; the major encyclopedias, Bible commentaries, dictionaries, and other sources are represented here. Additionally, the collection spans many subjects, reflecting the breadth of Elder Richards' interests. While strong in homiletics, evangelism, and radio broadcasting, it also has major sections of history, theology, and literature. There are many biographies of individuals whose life stories provide examples of faith and devotion.

## Campus Features

### Arboretum

In 1979, the trees on campus were surveyed and classified. When the extent of the campus tree collection was determined, it was decided that La Sierra University needed to catalogue the finest specimen of each species. This led to the preparation of a map showing the location of each tree, and name tags were put on the trees listing both the popular and scientific names.

With more than 100 different species on campus, a proclamation was issued in February of 1980, officially naming the campus an arboretum. Since that time thousands of visitors have come to the campus to study and enjoy the beauty of the tree collection.

### Brandstater Gallery

Brandstater Gallery is part of the Visual Art Center at La Sierra University. The gallery was established in 1984, with a donation from the children of Roy and Frances Brandstater as a legacy to their parents.

The Brandstater Gallery is dedicated to the intellectual and artistic life of the university, and is committed to collaboration with other institutions and the community at large. It provides the opportunity to interact with artists and artistic projects by featuring exhibits of regional, national, and international importance. The gallery provides students and graduates of the La Sierra University art program, a professional setting to exhibit artwork and projects required to complete their education.

## Common Ground

The Common Ground park was established as a memorial to the son of a faculty member, and won a 1993 First Place Beautification Award from the Greater Riverside Chambers of Commerce. The park was built with funds contributed jointly by students, alumni, faculty, staff, and the University. It serves as a peaceful place for visitors, students, and others to talk or to meditate.

## Garden of Gratitude

The Garden of Gratitude, located next to the School of Education, features a graceful wall where alumni may honor an educator whose influence was life-changing for them. A yearly celebration during Alumni Weekend provides recognition of educators whose names have been added to the honor wall in the past year.

## Eagle's Nest

The Eagle's Nest is an "oasis" in the center of campus with a Christian coffee house atmosphere. It sells hot and cold beverages along with cakes, muffins, sandwiches, pizzas, and soups. Each quarter, student art is displayed. Tuesday Tunes is a bi-weekly music event which may feature Christian folk, gospel, jazz, reggae, brass, or other musical genres being performed by artists from the campus and/or visiting musicians from the community.

## Observatory

The Barnard Memorial Observatory, which was built by former faculty and students, provides the University and the community with the opportunity to view the heavens with a large telescope. One goal for this facility is that it may support one of the aims of the University, directing the minds of the users to the Creator of the heavens, by providing services for astronomy classes, interested University and community members, and interested community organizations. The facility is located high on a hill overlooking the campus and the eastern horizon and includes a 16-inch Cassegrain reflecting telescope and several smaller telescopes. The observatory is operated by the Physics Department with the assistance of University faculty and staff from a variety of areas.

## Stahl Center for World Service

The Fernando and Ana Stahl Center for World Service is committed to the mission of “passing a vision of world service to a new generation of students.” Based in the HMS Richards Divinity School and drawing upon other campus entities, the Center serves the World Church and the wider academic community by promoting world service tours and sponsoring lectureships, archives, and displays at La Sierra University and in other settings. For further information contact the Center director.

### Global Piecemaking

This project is an extension of the ecumenical and international drive organized by La Sierra University’s Stahl Center to create thousands of infant quilts for AIDS babies and other displaced children worldwide. Following upon the heels of Global Village ‘92, an international development education project cosponsored with ADRA International, this project invites civic groups, Community Services federations, Pathfinder Clubs, churches, and schools to respond to the global AIDS epidemic in a most personal and practical manner. La Sierra University students, among others, continue to deliver quilts in such varied settings as US pediatric wards, African hospitals, Thailand AIDS hospices, and Armenian orphanages.

### Path of the Just

Working in concert with the La Sierra University Administration, the Stahl Center initiated the idea of honoring individuals whose modern lives of altruistic service bore a distinct witness in facilitating human rights, individual empowerment, or religious toleration. Initial honorees included Ana and Fernando Stahl, Mother Teresa, John Weidner, Linda and Millard Fuller, Harry Miller, Desmond Tutu, Pearl S. Buck, and Deitrich Bonhoeffer.

### Stahl Center Museum

The as-yet-unnamed Museum of Culture is a locus for such Stahl Center activities as seminars and lectures. The museum’s one hundred family collections include the Stahl Collection from Peru, the Senseman Collection from East Africa, the Elick Collection from the Peruvian Amazon, the Barnard Collection from New Guinea, the Zeisner Collection from West Africa, the Murray and Smith collections from the Andes, the Dybdahl Collection from the Philippines, the Ritchie Collection from Mexico, and the Christianson Collection from diverse locales. In addition to campus visitors, community groups regularly view the museum’s displays, bringing over one thousand guests to the campus each year. The 2011-2012 exhibit, “Down to the Sea in Ships,” features South Seas artifacts from the Bruce Halstead Family Collection.

## World Museum of Natural History

The World Museum of Natural History, which is located in Cossentine Hall, was first opened to the public in Palmer Hall in 1981, and then later, in 1989, it was reopened in Cossentine Hall. The museum preparation building houses one of the finest museum freeze-dry facilities in the world.

Today the museum’s collections include:

- Displays unequalled in the United States of crocodilians, turtles, tortoises, lizards, and snakes.
- The largest display of Southeast Asian birds in the Western United States.
- Outstanding displays of primates, mammals, and carnivores.
- One of the world’s largest and finest collections of mineral spheres.
- Magnificent petrified woods from the Western United States.
- Mineral specimens from around the world, including fluorescent minerals, meteorites, and tektites.
- Ethnic cultural art including a Sujseki (Japanese-style contemplative stone).
- American Indian artifacts.

The museum cooperates with museums and zoos around the world and receives outstanding zoo mortalities. A permanent display featuring a lowland gorilla and an orangutan is located at the Los Angeles County Zoo.

The museum is open to the public Saturday afternoons from 2 PM - 5 PM. Museum tours are available to groups by appointment. The Museum attracts thousands of visitors annually. For further information about the museum, call 951-785-2209 on Saturday from 2-5 PM and 951-785 - 2500 during the week.

## Center for Near Eastern Archaeology

The La Sierra University Center for Near Eastern Archaeology has been established for the purpose of focused research on and educational promotion of the archaeology of the Near East. By utilizing the expertise of a variety of individuals from across the campus, the Center offers resources and facilities to support archaeological research and present results to the university and the public. The Center hopes to appeal to students and afford them expanded classroom, lab and field opportunities for exposure to the history, peoples and cultures of the ancient Near East. It offers La Sierra faculty from several disciplines opportunities for research and publication in fields like archaeology, anthropology, art history, history, geography, the sciences and biblical studies. It also furnishes the university with a significant tool for public outreach to various constituencies, church and non-church related.



# **Additional Off-Campus Resources**

## **La Sierra Elementary & Academy**

La Sierra Elementary and Academy provide laboratory and demonstration opportunities. Additional fieldwork facilities are provided in the Alvord and Corona-Norco Unified School Districts, various other public school districts, and in numerous academies and elementary schools in the Southern and Southeastern California Conferences of Seventh-day Adventists K-12 school system.

## **Off campus**

A partial list of frequent off-campus group activities of La Sierra University students from year to year include Newport Beach located activities such as whale watching cruises and the Christmas-lighted "Boat Parade;" games at the home stadiums and arenas of the Dodgers, Angels, Lakers, Clippers, Galaxy, Mighty Ducks, and Kings; concerts at the Hollywood Bowl and the Los Angeles Music Center; hiking and biking in the local mountains and deserts; hiking, water sports, and sunset vespers at the local beaches; visits to the San Diego Zoo and Safari Park, Sea World, Griffith Park Observatory, Disneyland, and Knott's Berry Farm; and trips to the J. Paul Getty Museum, the Los Angeles County Museum of Art, the Museum of Tolerance, and the Huntington Library.

# Graduate Admissions Information

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## Admission Information

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La Sierra University examines evidence of scholastic competence, moral and ethical standards, and significant qualities of character and personality of each applicant.

The University reserves the right to refuse admission to any applicant on the basis of the foregoing considerations or to any applicant who, on the application, deliberately omits pertinent information, and/or purposely supplies wrongful information. Such subterfuge, if discovered later, may cause a student to be subject to dismissal.

## Application and Acceptance

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### Where to write

Inquiries about admission and acceptance should be addressed to:

Office of Admissions  
La Sierra University  
4500 Riverwalk Parkway  
Riverside, California 92505-3332

Toll free number: (800) 874-5587  
Telephone: (951) 785-2176  
Fax: (951) 785-2477  
E-mail: [admissions@lasierra.edu](mailto:admissions@lasierra.edu)  
Website: [www.lasierra.edu/admissions](http://www.lasierra.edu/admissions)

### Procedure

#### I. Applicants must submit the following:

A. **APPLICATION:** Submit a completed application form by visiting: [www.lasierra.edu/apply](http://www.lasierra.edu/apply). (An applicant requesting any accommodation because of any physical or learning disability or handicap should so specify at the time of application so that the University may assist.)

B. **TRANSCRIPTS:** Arrange for complete official and final transcripts from all colleges, universities, and professional or technical schools attended, to be mailed directly from each school to the Office of Admissions at La Sierra University. Transcripts that are not mailed directly from the issuing educational institution will be considered unofficial, even if submitted in a sealed envelope and/or faxed. *NOTE: Unofficial copies of transcripts can be used for the initial review and acceptance of an application file. The transcript deadline for this review is a week prior to the beginning of the quarter in question. Once accepted, official transcripts must be received in the Office of Admissions before registration for the initial term of enrollment. Official transcripts are needed in order to process requests for financial aid and must match the information shown on any unofficial copies previously submitted.*

C. **ADDITIONAL REQUIREMENTS:** Additional requirements for admission to particular degree programs are determined by the academic units responsible for the programs. Graduate admission test results may be required for some programs depending on prior academic performance. An applicant will be advised if additional supporting materials are required.

D. **INTERVIEW:** An interview is desirable (and required for some programs) and is arranged with the appropriate school dean or department chair.

II. The Office of Admissions, in consultation with the appropriate school or department, evaluates the complete file and makes a decision.

III. The application decision is communicated to the applicant by the Office of Admissions. Accepted applicants are provided with information on the registration process, which will show checklist items on the student portal such as Health Records, Residence Hall, etc.

IV. Transcripts and all other application documents are retained permanently in the University's digital management system for students who enroll. These documents may not be withdrawn and/or used by students. Do NOT submit original(s) that you wish to be returned to you. After processing and scanning, the physical document(s) will be shredded. Records of applicants who do not enroll will be destroyed.

## Application Deadlines

Applications are considered on a rolling basis. However, it is highly recommended that the following preferred deadlines be observed for the quarters under which they are listed:

### Fall Quarter

- February 1 (\*PhD in Leadership)
- July 15 (All other programs)

### Winter Quarter

- November 15

### Spring Quarter

- March 1

### Summer Quarter

- May 1

\* The deadline for this selective program is February 1 with an intake once a year for the Fall term.

The earliest applicants desiring financial aid will need to file FAFSA is by October 1 for the following school year.

## When Applicants Are Ineligible

Applicants who have been deemed ineligible to attend the University have the option to appeal the decision by writing a letter to the Office of Admissions indicating the reasons for the appeal, including new evidence for reconsideration. This will be forwarded to the appropriate dean or department chair for review.

## Admission Classifications

### Regular Status

Regular status is given to a student who meets all admission requirements for the program he/she is applying for.

### Provisional Status

Reviewed on a quarter-by-quarter basis up to 12 to 16 quarter units, provisional status is given to a student whose grade point average does not reach the level for regular status or whose file shows low or missing test scores, but who otherwise meets admission requirements. This classification is not available to F-1 visa students. Progress is on a quarter-by-quarter basis up to the completion of 12 to 16 quarter units. To change classification to regular standing, a student's file must be completed and meet the requirements of the program.

## Unspecified/Non-degree

A student who enrolls in graduate courses for personal or professional purposes without application toward a degree or certificate. Evidence of having completed a baccalaureate degree must be provided. A student in this classification is not eligible to receive financial aid. No more than 12 units may be transferred to a degree or certificate program from a non-degree status. This status is not available to a student who has been denied admission. Refer to the "Non-degree status" portion in the Academic Policies and Practices section of this bulletin.

## Admission Requirements

### Academic Preparation

A baccalaureate degree (or its equivalent) from an accredited college or university is a prerequisite for admission to University postbaccalaureate programs. Transcripts of the applicant's scholastic record should show appropriate preparation, in grades and content, for the curriculum chosen. Since there is some variation in the pattern of undergraduate courses prescribed by different programs the applicant should note the specific requirements of the chosen program.

### Grade Point Average

The following is the minimum grade point average (GPA) requirement for each graduate degree program.

#### College of Arts & Sciences

Master of Arts (English)	3.0
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#### Divinity School

Certificate in Ministry	2.50
Master of Arts in Religion	3.00
Master of Theological Studies	2.50
Master of Divinity	2.50

#### School of Education

##### Administration and Leadership

Credential Administrative Service	3.00
Credential Preliminary Service:	3.00
Certificate Administration	3.00
Master of Arts	3.00
Specialist in Education	3.30
Doctor of Education	3.30
Doctor of Philosophy	3.50

### Curriculum and Instruction

Credential Single/Multiple Subject (State)	2.75
Credential Elementary/ Secondary Teaching (SDA)	2.75
Teaching Credentials	2.75
Master of Arts in Teaching	2.75
Master of Arts	3.00
Specialist in Education	3.30
Doctor of Education	3.30
Doctor of Philosophy	3.50

### Psychology and Counseling

Certificate Guidance and Counselin (SDA)	3.00
Credential Pupil Personnel Service School Counseling (State)	3.00
Credential Pupil Personnel Service School Psych (State)	3.00
Master of Arts	3.00
Specialist in Education	3.30
Doctor of Education	3.30
Doctor of Philosophy	3.50

### Zapara School of Business

Master of Business Administration	3.00
Master of Science	3.00

## Second Master's Degree

A student who wishes to pursue an additional master's degree in advanced program or a different discipline may apply.

## Reentrance

A student who withdraws from studies at the University must meet the entrance requirements effective at the time of reentrance unless a leave of absence has been granted. A copy of any leave of absence must be sent to the Office of Admissions at the time it is granted. A new application must be filed along with supporting documents as required at the time of re-entry to the University. A student who has been suspended from the University for reason of improper professional or academic behavior is not allowed readmission until approved by the appropriate school. A student who has been discontinued permanently is not readmitted.

# International Students

## Additional Procedures

In addition to the following regular procedures for admission, applicants whose previous education has been completed in countries other than the United States are required to do the following:

1. Request official transcripts and/or examination results in the original language (together with official English translations if the original language is not English).
2. Provide the results of an external credential evaluation of any academic transcripts from institutions outside of the United States. Students will be required to request an external evaluation of their records within the first quarter of attendance. The request for a general credential evaluation may be made through Educational Credential Evaluators, Inc. ([www.ece.org](http://www.ece.org)). (Please note that in some cases students may be required to submit the results of a course-by-course credential evaluation prior to acceptance).

## English Proficiency

U.S. citizens and permanent residents are not required to provide proof of English language proficiency, regardless of native language. Prior to acceptance, international students must be able to demonstrate language proficiency. International students whose native language is English can demonstrate English proficiency by submitting proof of instruction in English at the secondary level or college/university where a degree has been awarded, or evidence of citizenship/residency from a country where the majority of the population are English speakers or English is the official recognized language.

International students whose native language is not English may provide evidence of English proficiency by submitting appropriate scores on designated tests as outlined below that are less than two years old. Additionally, applicants who have taken the General Certificate of Education Ordinary Level (GCE O) or equivalent examinations and have received a passing grade with credit in English may not be required to present additional English competency examination results.

Students with MTELP percentile averages of 86 or higher with a 77 percent or higher in Language Proficiency, TOEFL scores of 550 or higher, or IELTS scores of 6.5 or higher are eligible for full college level coursework. In order to be eligible for acceptance in a regular graduate level program, students on F-1 visas must show documentation of eligibility to enroll in

full college level coursework.

Graduate schools and programs have the discretion of making exceptions for waiver of submission of English Proficiency examination results—such as a waiver if student’s previous degree(s) are earned in an international academic institution where English is the language of instruction.

The University retains the right to re-test any students (even those indicated above) who experience academic difficulty related to language proficiency.

## Student Visas

After acceptance to La Sierra University and prior to issuing an I-20, the Office of International Students Services is required to verify a number of USCIS and La Sierra requirements. To begin submitting your agreements, forms, and documents you will need to set up your iSTUDENT profile on the La Sierra University Portal. This guarantees that your private information is safely submitted to our international software database. Pre I-20 requirements include: an Affidavit of Support signed by your sponsor who agrees to pay for your studies, current bank statements showing one year of academic, room, board, and personal expenses for the first year of study, a copy of passport photo page, and a copy of your F-1 visa if you are transferring from another U.S. institution. Additionally, a refundable \$3000 deposit and a \$100 non-refundable processing fee will need to be submitted. If you do not successfully obtain a visa, complete your program of study, or transfer to another university after studying at La Sierra University, the deposit can be requesting by submitting an online Refund Request through the iSTUDENT portal.

In order to insure proper and timely delivery, the official Letter of Acceptance, I-20 Certificate of Enrollment, and a Travel Guide will be sent to assist you in obtaining a student visa.

A graduate student entering the United States on a student (F-1) visa must report to the Office of International Students Services on or before the “start date,” on the student’s I-20. F-1 students may enter the U.S. 30 days prior to the I-20 “start date.” Please note that F-1 students cannot begin **\*\*on-campus** employment until the student’s I-20 has been registered in SEVIS and approximately 10 days have passed. The graduate student must register and complete a full study load for each quarter of attendance. An F-1 student is expected to attend school three consecutive quarters before taking an academic break. Please keep this in mind when beginning your studies at La Sierra University in the winter or spring quarters.

*\*\*On-campus employment is limited to no more than 20 hours per week while school is in session, if work is available; this is regulated by the United States Citizenship and Immigration*

*Services (USCIS).*

Permission for off-campus employment is not given until a student has met the one academic year requirement. After this time, if a student meets USCIS requirements for emergency off-campus employment (available in certain circumstances), a request may be made to the USCIS through the Office of International Student Service.

# Graduate Financial Information

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## Plan Ahead

Students are required to make financial plans and complete financial arrangements with the office of Student Financial Services before school begins.

## Student Financial Services

### Business Hours

Monday through Thursday 8:30 am-4:30pm  
Friday 8:30 am-12:00pm (noon)

Offices are closed Tuesdays from 11 am to 12 pm (noon) for University Worship.

Limited walk-in services are available on a daily basis. Appointments are recommended. All offices are closed on Saturdays, Sundays, legal holidays, the day after Thanksgiving, and the week between Christmas and New Year's Day. Office hours in the summer may vary from what is published above.

Please call ahead for an appointment.

### Contact Information

Accounts and Loans	951-785-2247
Bursar	951-785-2152
Human Resources	951-785-2088
Student Financial Services	
Phone	951-785-2175
Fax	951-785-2942
Email	sfs@lasierra.edu
Toll-Free Number	800-874-5587

## Schedule of Charges for 2020-2021

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*The following charges are subject to change by Trustee action.*

*For information regarding undergraduate rates, refer to the undergraduate bulletin.*

### Charges per Quarter

\$730	Per unit
\$412	Per unit for Divinity School (\$730-\$318/unit)
\$475	Per unit for Curriculum & Instruction Masters students (\$730-\$255)
\$745	Per unit for PhD in Leadership
\$777	Per unit for MBA and MS in ZSB
\$310	General Fee
\$50	Business Activity Fee (Business students)

### Room and Board

#### Room

\$1,580	Room, Per quarter - Double Occupancy
\$2,805	Room, Per quarter - Single Occupancy

#### Meals

\$1,350	110 meals/quarter + \$125 flex
\$1,770	160 meals/quarter + \$135 flex
\$2,120	200 meals/quarter + \$150 flex
\$625	40 meals/quarter (Graduate, ESL)

### Seventh-day Adventist Scholarships

Because the Seventh-day Adventist (SDA) church provides subsidies to the University, students who are members of the church will receive an SDA scholarship per quarter:

\$750	6 units and above (full-time)
\$563	4.5 - 5.5 units (three-quarter time)
\$375	3 - 4.5 units (half-time)
None	Less than 3 units (less-than half-time)

SDA scholarships are not available for VA Yellow Ribbon recipients or for reduced tuition programs, including Divinity School, C&I, ESL, and off-campus cohorts.

**Audit Charge**

50% Per unit cost

*(For more information, refer to the "Audit Regulations" portion in this section of the bulletin.)***Other Rate Information**

\$923 Student tour tuition per unit, 2020 tours

**Deposits Required**

\$150 Residence hall room damage and cleaning deposit  
*Required of the students who live in a residence hall. Must be accompanied by a properly signed Residential License Agreement. Financial aid is not accepted in lieu of this deposit.*

\$3,100 International deposit & processing fee  
*Required before issuance of I-20 form. Refundable only during the last quarter of attendance upon transfer to another institution or change in immigration status. This deposit will be applied toward any balance owed to the University upon the student's leaving school. The \$100 processing fee will be used for postage fees, orientation and any additional charges incurred. This processing fee is non-refundable.*

**Special Charges**

\$215 Applied music lesson charges for academic credit (not included in flat charge) for 9 one-half hour lessons per quarter

\$325 Applied music lesson charges for non-academic credit (not included in flat charge) for 9 one-half hour lessons per quarter

\$50 Check returned for insufficient funds

\$50 Waiver examination (for each numbered course)

\$20	Replacement of student identification card
\$150	Master's-level graduation fee
\$150	Specialist- and Doctorate-level Graduation fee
\$10	Transcript fee
\$20	Vehicle registration for non-full-time students
\$250	Late payment fee (see financial clearance)
\$139	A one-time fee is assessed all School of Education students for five-year access to an online platform which tracks student progress in meeting program and course objectives.

## Payment and Account Information

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**Audit Regulations**

A student may audit a lecture course only. Courses requiring special instruction or laboratory sessions cannot be taken on an audit basis. Audited classes do not qualify for the SDA scholarships or for federal financial aid.

**Campus Employment**

Campus employment opportunities are available. Students wishing employment may apply at the Human Resources office.

**Campus Payroll**

Student payroll checks are issued every other Friday. A schedule may be obtained from the Payroll office.

**Payroll Deduction**

Payroll deductions are available to facilitate payment of student accounts. Student Financial Services makes arrangements for payroll deductions at the student's request.

**Cash Needs**

The student should arrange to have cash available for all special charges and miscellaneous expenses. It is advisable for students to budget at least \$300 per quarter for books and supplies. Bookstore advances from financial aid credit are offered once per term, to qualified students, as credit on their ID cards to be used at the La Sierra Bookstore.

## Checks

Checks should be made payable to La Sierra University. All checks should clearly indicate both the student's name and ID number to ensure that the funds are credited to the correct account.

The University will charge the student's account \$50 when a bank does not honor a check. A check presented in payment for registration fees that is not honored by the bank and is returned unpaid is required to be redeemed within 5 working days after the student is notified by the University of the returned check. If it is not redeemed, the student may be suspended from classes or the University has the option to revoke administratively the term registration. All future payments, after that initial returned check, will need to be in the form of money order, certified/cashier's check, credit card, or cash.

## Confirmation of Registration

Every student is required to complete a process known as Confirmation of Registration for each term that the student registers. By completing this process, the student confirms his/her intent to attend classes for that term and accepts full responsibility for all charges associated with his/her attendance. Failure to immediately confirm, even a partial registration, will result in the student's classes being dropped. If, after the completion of registration, the student discovers that he/she cannot attend La Sierra University, he/she must drop all classes before the first day of the term in order to avoid tuition charges. Students may drop all classes online.

## Financial Clearance

Students are required to pay at least one-third of their account balance (charges minus confirmed aid) by the published deadline (usually 2 weeks before classes start). Students who register before this deadline can expect to receive, through their University email account, a copy of their invoice for the term. Students who fail to pay by this deadline, or who register and pay after this date, will be charged a \$250 late financial clearance fee. Students are encouraged to register early and to make their financial obligations known to their account payers as soon as possible.

Fall Deadline:	September 10, 2020
Winter Deadline:	December 10, 2020
Spring Deadline:	March 10, 2021

## Correspondence

Financial information from the University is emailed to a student's official La Sierra University email address. Students are responsible for updating their address and telephone information with the University. A student may sign-up online to have certain information sent to an address other than his/her email address.

## Financial Statements

Students are encouraged to view their account information at the University's My Campus portal website located on La Sierra University's web page. All current account activity is available at this site. A financial statement is emailed once each month to the student's university email address. The amount due, indicated on the statement, is payable upon receipt, except for students enrolled in the monthly payment plan. Monthly reminders are emailed to students enrolled in a monthly payment plan. Under the Family Education Rights and Privacy Act (FERPA) of 1974, postsecondary students have full rights of privacy with regard to their accounts. Students may sign-up online to have their financial statements emailed to persons other than themselves (parents/sponsors).

Students who wish to receive a paper statement may opt out of the electronic statement online under the Settings tab on the My Campus Portal or make a request in writing to the Bursar's Office. For more information on FERPA, refer to the Guidelines section of this Bulletin.

## International Students

An international applicant (other than a Canadian citizen & Callexico graduate) requesting a student visa is required to make a refundable advance deposit of \$3,000. The student must also submit an I-20 non-refundable processing fee of \$100, non-refundable, used for postage and expenses related to the acquisition of the I-20. If a student entering the U.S. does not successfully obtain a visa, the deposit and/or first quarter's tuition will be refunded to the student.

The deposit will remain on account until the student terminates academic work at La Sierra University, transfers to another institution, applies for Optional Practical Training, or changes their visa status. The deposit can be used as partial payment for the student's last academic term of attendance. As international students do not qualify for loans and grants listed under Financial Aid, parents or sponsors are responsible for making payment arrangements each quarter at registration. Students cannot carry over a balance from one quarter to the next.



Financial Guarantee Forms are available from the Office of International Students or the International Enrollment Counselor. The international student must obtain the proper signatures on the form and file it with the Office of International Students before clearance can be given for the issuance of an I-20 form.

All international students should submit a Financial Estimate prepared by the International Enrollment Counselor. This estimate will explain all possible tuition aid/scholarships available to the international student.

## International Student Health Insurance

La Sierra University requires all international students to carry health insurance while on an active F1 visa. The Student Health Services Office will register international students with a comprehensive insurance plan. This insurance plan will be purchased for the student at the time of initial registration and will be automatically renewed while the student is listed as SEVIS-Active. This will include periods when the student is not enrolled for classes or is out of the country. J-1 visa holders are required to have medical insurance for themselves and their dependents in the United States at all times. To help reduce the cost of the international insurance premium, international students will be required to seek medical attention first at Health Service for basic medical needs such as doctor visits, some medications, check-ups, and health information. For the current fee amount, contact the Office of International Students Services at 951-785-2237. The insurance fee will be charged to the international student's tuition account, appear on the billing statement emailed to the student, and is payable immediately.

## Married (Family) Student Housing

Married student housing is available on a limited basis. Rates vary from those of the residence halls. For information on rates and availability, contact the office of Business Development and Property Management at (951) 785-2511. Because of high demand, students are encouraged to apply early.

## Meal Plans

### Meal Plan Increase

Residence hall students may request an increase to the standard meal plan option by checking the appropriate box on the Residence Hall Housing Agreement Meal Plan contract. Changes can only be requested during the first five days of the term.

## Meal Plan Reduction

For consideration of a reduction in meal plan fees because of special circumstances, a student must submit the Meal Plan Variance form to Financial Administration during the first week of the quarter. Meal Plan Variance forms are available at the Financial Administration office.

## Past Due Accounts

Failure to pay scheduled charges or to make proper financial arrangements with Student Financial Services will cause the account to be considered past due. Past due accounts are subject to late fees and debt collection processes. Students with past due accounts may not be allowed to register for future terms. Students whose past due accounts have been forwarded to La Sierra University collectors must pay for future terms in advance of registering for classes.

## Debt Collection

Past due accounts may be assigned to a collection agency or attorney, and may be reported to commercial credit agencies. Appropriate charges for these services, including court costs, if incurred, will be added to the student's account balance.

## Finance Charge

An annual finance charge of 10 percent, compounded quarterly on the unpaid balance, is applied at the end of December, March, June, and September.

## Late Payment Fee

Each quarter a \$250 late payment fee will be assessed to accounts in which the student has not met his or her financial arrangement, as agreed to on Confirmation of Registration.

## Payment Options

Three payment options are available to meet the financial needs of students:

1. Payment of the year's charges in full during Fall registration\* (Scholarship only available for on-campus full-cost programs).
2. Payment in full each quarter during registration\* (Scholarship only available for on-campus, full-cost programs ; not available for Divinity School or C&I programs).
3. Monthly payments on the projected yearly balance. This option is available at \$30 per quarter. Students can enroll online for this option.

*\*A Commitment Scholarship may be available to those students who meet the financial clearance deadlines.*

## Refunds

Students may request a refund of their credit balance by submitting a signed request form to the office of Student Financial Services. Processing time of the request varies from five to ten working days to allow time for all records such as cashier receipts and registration records to clear through the normal accounting procedures. Students receiving Title IV (federal) aid in excess of their charges, and who have not signed an authorization to retain funds to pay for future charges (part of Confirmation of Registration) will be issued a refund check within 14 days of the date of the credit appearing on the account. These checks will be mailed to the student's current address, unless the student authorizes the funds to be deposited directly in the student's bank account.

## Release of Transcripts/Diploma

The University will withhold the release of official transcripts and diplomas for a student who has failed to complete a federally mandated loan exit interview or is delinquent on the repayment for a Federal Perkins Loan. No diplomas are issued until 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 tuition account, Perkins, La Sierra University or Commitment to Excellence Loan.

## Required Fees

### General Fee

This fee is charged to all students admitted to an on-campus program. It covers various support services and campus resources.

### Summer Required Fees

All students enrolled in classes during the Summer Quarter are charged a general fee.

## Residence Change

As stated in the Residential License Agreement, students who move out of the Residence Hall during the term will be charged for the entire term. Students who move out due to extenuating circumstances may petition to receive a partial refund. Students who totally withdraw from the University during the term will have their room charges prorated as stated in the Total Withdrawal section of this Bulletin.

## Residence Hall Study Load

Any student living in University residence halls is to be officially registered for each quarter. Exceptions are made for international students during their break quarter, and in the summer for students who are working on campus and intend to return in the fall.

## Room and Board

La Sierra combines all housing and meal charges into a single Room and Board charge. The standard cost for room and board is a double occupancy room with 40 meals per quarter. If you wish to purchase additional meals per quarter please refer to Meal Plan increase. Students who withdraw from La Sierra University will have their room and board charge prorated according to the number of days in residence.

## Study Load Change

A student who drops a class during the first 60% of the quarter may be eligible for a partial refund (see "Total Withdrawal," this section). No refund of charges will be processed until either a drop form is turned in and accepted by the Records Office, or the student completes the drop online. Financial aid may be modified when a student changes study load by adding or dropping classes.

## Withdrawals and Aid

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. For example, a student who withdraws during the third week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60% of the quarter is completed, a student is considered to have earned all of his/her financial aid and will not be required to return funds disbursed to his/her student account.

Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

- Completely withdraws, or
- Stops attending before completing the quarter, or
- Does not complete all modules (for example,

sequential classes offered in the summer term).

Based on this calculation, La Sierra University students who receive federal financial aid and do not complete their classes during a quarter could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

If a student is considering withdrawing from the institution, we strongly encourage students to speak to their Financial Counselor first. Withdrawals can not only affect finances, but students could be affected academically as well. (Refer to the Registration and Attendance section for deadlines and other information concerning withdrawals)

## Total Withdrawal

Total withdrawals may be initiated at the Records Office, or may be completed online as follows:

1. **Establishment of the Date of Withdrawal:** The student may either request a Total Withdrawal form, which is date-stamped by the Records Office, or he/she may go online to withdraw. The date on the Total Withdrawal form, or the date the student withdraws online, is used to determine the percentage of financial aid earned and the amount (if any) of tuition refund. If the student leaves without notifying the University, then the student's last recorded date of attendance, as documented by the institution, will be used to determine the date of withdrawal. The refund will be calculated based on this date. If the student began attendance but there is no specific record of the last day of attendance, the refund will be calculated at 50 percent in accordance with federal regulations. If a student receives all "Fs" for a term, it is assumed that the student completely withdrew (unofficial withdrawal), unless the student can provide appropriate evidence of completing any of the classes attended.
2. **Tuition:** There is no charge for withdrawing during the first week of each quarter—Fall, Winter, and Spring. There is a minimum charge of 10 percent of the billed tuition for withdrawal during the second week of school and 35 percent during the third week of the term regardless of whether or not a student attended classes. Thereafter, an additional 15 percent of the billed tuition is charged per week, up through the 7th week of the term. After the 7th week the student is charged 100% of tuition costs. In the Summer term, students are charged a pro-rated tuition amount starting on the first day of the part-of-term (module) in which the class starts. Charges are pro-rated over half the published length of the course (i.e. in a 4-week course, a student would be charged 100% as of the second Friday of the class session).
3. **Fees:** Fees are prorated on the same schedule as tuition.

4. **Board:** The charge for meals will be prorated on a daily basis, calculated on the daily minimum to date or actual use, whichever is higher.
5. **Room:** The charge for room is governed by the Residential License Agreement, and is prorated on a daily basis.
6. **Damage Deposit:** Refund will be made to the student's account when the residence hall dean returns the signed residence hall release to the Bursar's office. The amount refunded will reflect any deductions made for damages or cleaning.
7. **Illness:** Special consideration will be given for tuition refunds in the case of accident or prolonged illness, if certified by an appropriate health professional. All requests should be submitted to the Student Financial Services Exceptions Committee.
8. **Financial Aid:** When a student totally withdraws from the institution after beginning attendance, his/her institutional and state financial aid is prorated in the same manner as tuition, as stated under the Tuition section above. Federal financial aid is prorated based on a calculation prescribed in federal regulation which is slightly different from that used for institutional aid. The calculation determines the amount of federal aid the student earned while enrolled. The amount earned is calculated by multiplying the total financial aid for the term by the percentage of the term completed. The unearned federal aid (total financial aid less earned financial aid) must be returned to the student financial aid programs in the order prescribed by law and regulation:
  - Unsubsidized/Direct Loan
  - Perkins Loan
  - Subsidized/Direct Loan
  - Direct PLUS Loan
  - Federal TEACH Grant
  - Other Title IV Programs

If any portion of the unearned financial aid was paid directly to the student (rather than applied to institutional charges), the student is responsible for returning these funds in the order listed above. The student must return the unearned funds for which he/she is responsible, to loan programs in accordance with the terms of the loan, and to grant programs as an overpayment, as per federal regulations.

The University does billing and collection of repayments, but a student who fails to repay will be referred to the U.S. Department of Education for collection (unless overpayment is a result of school error) and will no longer be eligible for further federal financial aid funds.

## Veterans

A student who has been accepted and is eligible to receive veteran's benefits under the 1966 enactment should contact the Records Office for information regarding these benefits.

# Financial Aid

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## How to Apply

Financial assistance for educational costs at La Sierra University is available from federal, state, University, and private sources. Most financial aid is awarded based on financial need as determined by the Free Application for Federal Student Aid (FAFSA), although some scholarships and unsubsidized loans are non-need based. All applicants must file the FAFSA by mail or Internet (recommended – <http://www.fafsa.ed.gov>). Dependent students must include parental information. Students are encouraged to file early to receive maximum financial aid. The earliest date to file will be October 1 for the following school year. The application deadline for the state of California's Cal Grant program for first time students is March 2 for the following school year. The FAFSA may be completed prior to acceptance to the University but the student must be officially accepted through the La Sierra University Office of Admissions before receiving an official financial aid award. Financial aid awards are calculated on the basis of full-time enrollment. Aid is generally credited to the student's account for each term in which the student is enrolled, and may be prorated for less than full-time attendance. Awards are made without regard to sex, race, religion, nationality, or ethnic origin, age, or physical disability.

## Awarding Process

The financial aid awarding process requires the coordination of federal, state, and University aid programs. Therefore, it is imperative that students read and respond to all correspondence from the office of Student Financial Services. Otherwise, the student's financial aid may be delayed, decreased or forfeited.

## Award Notification

After students are accepted they will be notified of their eligibility for aid. The University requires that the student accept the financial aid award for the upcoming school year. Prompt response will allow the University to reserve financial aid funds for the student. If changes are made to a student's award, a revised award notification will be sent to the student via email. Students are not required to respond to subsequent award notifications.

## Budgeting for Financial Aid

A student's "cost of attendance" is the total amount it will cost the student to attend La Sierra University during a specific period of enrollment, usually the academic year. Tuition and fees as determined by Financial Administration and estimated costs as determined by the California Student Aid Commission and Student Financial Services determine allowable budget amounts. The cost of attendance budget items include tuition and fees, books and supplies, room and board, personal costs, transportation, and student loan fees. The student's "financial need" is the cost of attendance, minus the students (and parents, if dependent) expected family contribution (EFC), as determined by the FAFSA. The total aid a student receives from all sources cannot exceed the student's cost of attendance.

La Sierra University's financial aid annual budgets for the 2017-2018 year (9 month) for full-time students are:

- Graduate (CAS & SE) \$37,892
  - Divinity School \$30,284
  - MBA \$39,170
- Loan fees may be added to these figures*

## Disbursement

For most students, financial aid begins to disburse onto student accounts after the last day to add a class each quarter (usually the second week of the quarter). Financial aid disbursements for first-time students begin 30 days after the quarter starts. Financial aid disbursements for new transfer and new graduate students begin 7 days after the last day to add a class each quarter.

## Document Request

Some financial aid programs require students and/or their parents to provide additional documentation to establish eligibility. The University will notify students via email if supporting information/documentation is required. If requested information is not provided by specified deadlines the award may be forfeited. No documents are accepted beyond the end of the aid year.

## Loan Process

The University will notify student, parent, or sponsor borrowers when they need to complete paperwork or take some action in the loan process. Failure to respond promptly may jeopardize the student's eligibility for the loan funds.

## Types of Financial Aid

**Grants:** Aid that does not have to be repaid unless the student does not complete the term

**Loans:** Borrowed funds that usually must be repaid with interest

**Loan-to-Scholarship:** Loans that become scholarships upon graduation from La Sierra University

**Federal Work Study:** See following information

## Federal Programs

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### Eligibility

Most federal financial aid programs require that a student have financial need as determined by the FAFSA. A student must also be enrolled and working toward a degree or certificate in an eligible program. For graduate level aid, students must provide official transcripts confirming completion of a bachelor degree or equivalent, and any credits that would apply toward the graduate degree. Other eligibility criteria include being a US citizen or eligible non-citizen; having a valid Social Security number; making satisfactory academic progress; and, if required, registering with the Selective Service. International students are not eligible to receive federal aid.

### Satisfactory Academic Progress (SAP)

A graduate student must maintain both an overall cumulative GPA and a La Sierra University cumulative GPA of at least 3.00, and must satisfactorily complete two-thirds of the units attempted each year. In addition, a student will become ineligible if he/she exceeds the time limit established for his/her degree as set forth in this bulletin. (i.e. 5 years for Master's degree, 7 years for EdS, EdD, or PhD). (For more information, refer to the "Academic Status" portion in the Academic Policies and Procedures section of this bulletin.)

### Federal Programs

Evaluation of a student's eligibility to continue to receive federal aid will be made each year. A student who does not meet satisfactory academic progress standards will not be eligible for federal, state, or institutional aid until additional academic work is satisfactorily completed. A student may file a written appeal with the Director of Student Financial Services to seek an additional quarter to meet the required standards. Contact Student Financial Services for more information. Students who are disqualified from receiving financial aid may choose to re-enroll; however, any previous balance and all tuition and fees for the current term must be paid prior to enrollment. Federal financial aid funds are packaged according to federal Title IV guidelines. For more information please contact Student Financial Services.

The following US Department of Education Student Financial Assistance Programs are available at La Sierra University:

### Federal Direct Loans

Direct loans are either subsidized or unsubsidized. Beginning July 1st, 2012, the federal government only offers unsubsidized student loans for graduate programs. An unsubsidized loan is not awarded on the basis of need. Interest will accrue from the time the loan is disbursed until it is paid in full, but payments can be deferred during periods of at least half-time enrollment. For information on deferment, grace period, and forbearance, please contact Student Financial Services. The fixed-rate interest for both the undergraduate subsidized and unsubsidized loan is based on the final auction of the 10-year Treasury Bill prior to June 1 plus 3.60 percent and is published each July for the current school year. The interest rate is capped at 9.50 percent. A fee (changed annually as of October 1 for the current year: 1.059% for 2019-20) will be deducted from each disbursement. Repayment of the unsubsidized loan begins six months after graduation or separation from the University or when enrollment status falls below half time. There is a ten-year repayment period. Students are required by federal regulation to complete a loan exit interview at the time they separate from the University or when their enrollment status falls below half time. Failure to do so will prevent the student from receiving an official academic transcript and / or diploma.

### Federal Stafford Loan Yearly Borrowing Limits

*These limits apply to graduate students:*

Graduate	\$20,500
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### Federal Grad PLUS loan

PLUS loans enable graduate students with good credit histories to borrow funds for educational expenses. The maximum PLUS loan is the cost of attendance less other financial aid received. The fixed-rate interest for both the undergraduate subsidized and unsubsidized loan is based on the final auction of the 10-year Treasury Bill prior to June 1 plus 4.60 percent and is published each July for the current school year. The interest rate is capped at 10.50 percent. A fee (changed annually as of October 1 for the current year: 4.236% for 2019-20) will be deducted from each disbursement. Students may defer payment on the PLUS loan until 6 months after leaving school or dropping below half-time. Interest will accrue during times of deferment.

## Federal Perkins Loans

Perkins Loans are low-interest (5 percent) loans for students with financial need. This program is being phased out by the federal government and is no longer available to students in graduate programs. No fees are deducted from this loan; accrual of interest and repayment begin nine months after graduation or separation from the University or when enrollment status falls below half time. There is a ten-year repayment period. Students are required by federal regulation to complete a loan exit interview at the time they separate from the University or when their enrollment status falls below half time. Failure to do so will prevent the student from receiving an official academic transcript and/or diploma.

## Federal TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant program awards up to \$4,000 per year to students who are completing, or intend to complete, coursework to begin a career in teaching and who agree to serve for not less than four years as a full-time, highly-qualified teacher in a high-need field at a low-income school. If the recipient of a TEACH Grant does not complete four years of qualified teaching service within eight years of completing the course study for which the TEACH Grant was received, the amount of the TEACH Grant converts into a Federal Direct Unsubsidized Loan. This program is currently available to students enrolled in the Master of Arts in Teaching degree program.

## Federal Work-Study

This program funds part-time jobs for students with financial need, allowing them to earn money to help pay educational expenses. Federal Work-Study (FWS) awards must be coordinated with other financial aid received. Payment is made directly to the student. Students receiving FWS awards in the summer are required to use these funds for Summer or Fall Quarter charges only. No FWS funds may be used to pay a balance from a previous aid year.

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## California State Programs

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The following California State Programs are available at La Sierra University:

### California State Grants (Cal Grant)

Cal Grant A and B are available to California residents who meet GPA, financial need, and deadline requirements. Contact Student Financial Services for more information. Cal Grant funds must be coordinated with other aid and are designated only for tuition costs. Postgraduates who remain for the fifth-year teaching credential program are eligible for a fifth-year Cal Grant. To apply, file the FAFSA and GPA Verification form (GPAVF-available at [www.csac.ca.gov](http://www.csac.ca.gov) or [www.calgrants.org](http://www.calgrants.org)) by the March 2 postmark deadline for the following academic year. It is wise to obtain a certificate of mailing for both the FAFSA and the GPAVF as proof that the forms were mailed on time. Contact the California Student Aid Commission at 916-445-0880, for more information. Current recipients of a Cal Grant are not required to file the GPAVF; however, they must file the FAFSA and list the school they plan to attend the following year.

### California Chaffee Grant

This grant is available for current or former foster youth who are enrolled at least half-time. Applicants must be both currently eligible for foster care or have been eligible between their 16th and 18th birthdays, and they must be under 22 years of age as of July 1, following the school year for which they are applying. Recipients must maintain satisfactory academic progress to renew the grant. Contact Student Financial Services for more information.

### Assumption Program of Loans for Education

The Assumption Program of Loans for Education (APLE) offers partial loan repayment for future teachers in exchange for four years of service in specific California K-12 public schools. Applicants must have completed a minimum of 90 quarter units prior to the Fall Quarter in which they apply, and they must continue to be enrolled at least half-time. The State is not currently accepting new applicants, but the program continues for those already approved for participation.

## Other Programs

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Students attending La Sierra University are not limited solely to the US Department of Education Student Financial Assistance Programs and the California State Programs. Other options include:

### Endowed Scholarships and Awards

Each year enrolled students are considered for various scholarships and awards, granted on the basis of one or more of the following criteria: academic excellence, citizenship, contribution to campus life, and financial need. The application deadline is late February for the following academic year, and scholarships are announced at a University Awards Luncheon at the end of May. Contact the Advancement office for a current list of the scholarships and awards that are available.

### Non-need based La Sierra University Scholarships

Students may find aid in a number of non-need based La Sierra University scholarships. Because these scholarships are not awarded on the basis of financial need, completion of a FAFSA is not required to qualify. Contact La Sierra University Enrollment Services for more information.

### Divinity School Graduate Tuition Discount

A tuition discount of \$318/unit (off the graduate tuition of \$730/unit) is available to all students admitted to a graduate program in the Divinity School. The discount will post immediately when the student registers. This discount and the Masters of Divinity Tuition Scholarship, awarded by the Divinity School, are the only institutional aid awards available to graduate students in the Divinity School.

### Curriculum & Instruction Masters Discount

A tuition discount of 35% (\$255/unit off the graduate tuition of \$730/unit) is available to all students admitted to either the MA or MAT in Curriculum and Instruction in the School of Education. The discount will post immediately when the student registers. This discount cannot be combined with any other institutional discount or scholarship fund.

## Outside Resources

Students are also encouraged to research outside scholarship resources that may be available. Libraries have publications outlining eligibility criteria. Student Financial Services posts lists of outside resources on the SFS bulletin board. Scholarship announcements are also located in the various schools and in the residence halls. Students are encouraged to go online at [www.finaid.org](http://www.finaid.org) for more comprehensive information.

### Private Education Loans

Private Education Loans, also known as Alternative Loans, are loans offered by private lenders to help families cover educational expenses that are not covered by other financial aid resources. Students do not need to complete a FAFSA to receive a private loan, but since the federal loans are generally less expensive and offer better terms, it is recommended that students exhaust all their eligibility for federal aid before resorting to private student loans. Eligibility for private loans is credit based, and students will usually either need a personal credit history or a credit worthy cosigner to qualify. Terms and conditions vary based on the lender, the type of loan, and the credit score of the borrower. La Sierra University will work with any lender of the student's choosing, and provides a list on its website of the lenders students have borrowed from while attending the university in the past: [www.lasierra.edu/sfs](http://www.lasierra.edu/sfs).

# Office of Student Life

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## Student Responsibility

Application to and enrollment in La Sierra University constitute the student's commitment to honor and abide by the practices and regulations stated in the announcements, bulletins, handbooks, and other published materials both on and off campus and to maintain a manner that is mature and compatible with the University's function as a Seventh-day Adventist 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 values, standards and the ideals of the University. If prospective applicants choose to apply and are accepted to enroll as students, they must abide by these church values, standards, and ideals while they are enrolled at the University.

## From University to Student

The University regards the student from a cosmopolitan and comprehensive point of view: 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 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, spiritual, and societal potentialities.

## General Information

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### Counseling Center

The Counseling Center, located in Suite B of the La Sierra University convenience center, provides students with individual counseling which addresses a wide range of student concerns, including personal and relationship issues, anxiety and depression management. In addition, workshops and groups are available to address specific student needs. For more information, contact the Counseling Center at 951-785-2011.

## Student Health Services

Maintaining optimum health in the midst of the pressures of pursuing an education is an important part of student growth. Student Health Services is a multispecialty clinic that provides out campus access to Family Medicine, Gynecological, and Psychiatric services including referrals, prescriptions, lab orders, and more.

All new and transfer students, both foreign and domestic, must turn in documentation of their health record to Student Health Services, BEFORE attending classes. Students must provide evidence of a physical examination and TB skin test done within the past 12 months, 3 doses of Hepatitis B vaccinations (if under 19), 2 doses of Measles-Mumps-Rubella vaccinations, and a Tetanus-diphtheria-pertussis (Tdap) vaccination done within the past 10 years.. If a student does not have these records, he or she will be required to have the required tests and immunizations completed by Student Health Services prior to enrolling in classes. In that case, fees will apply.

## Identification Number

All students will be assigned a University identification number, by the Records Office, and issued an identification card, by the Office of Student Life. After 5:00 pm until 10:00 pm, student I.D.'s are issued at the Security Office. The six-digit ID number must appear on all checks payable to the University to ensure crediting to the proper student account. The ID card will be used for purposes of perimeter gates, admissions and records; for admittance to campus locations like the Library, healthcare, Fitness Center, residence halls, and cafeteria; and to access many of the campus services. When the student withdraws from all classes at the University during a term, the student must return his or her ID to the Office of Student Life.

## Property Protection

Because a 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.



## Safety and Security

The Safety and Security Department's main goal is to serve the campus by providing a safe and secure academic environment. On-campus duties of officers include, but are not limited to: patrolling the campus, assisting motorists, escorting, opening and securing buildings and gates, and helping to control parking for staff and students. The entry kiosk is now available to assist off-campus visitors and registration for vehicles is now online at <http://lasierra.edu/parking>.

## Student's Official Name

The official name for a student is the name the student submits on the original application for admission to the University. The Records Office will monitor any corrections and obtain names for initials submitted at registration. The official name of a student may be changed during attendance at La Sierra University by submitting a "Change of Data" form to the Records Office and an official document. Documentation may be required. A maiden name (where applicable) may be incorporated as a part of a student's official name. The official name will be used for all University records such as registration forms, grade reports, transcripts, graduation programs, and diplomas/certificates of completions.

## Transportation

The student is responsible for transportation arrangements and costs to off-campus assignments. The student who brings a car on-campus must arrange for campus vehicle registration and a parking permit. The law requires that adequate public liability insurance be carried by car owners, and the driver must have a valid driver's license issued by the state of California.

## Chapel

Chapel programs, residence hall worships, small group bible studies, Rendezvous, and church worship services offer opportunities for personal spiritual enrichment. Choosing to enroll at this University implies the student's willingness to meet required chapel appointments as part of the educational experience. For specific policies and requirements regarding these services, refer to the Spiritual Life section of the Student Handbook as well as the Guide to Residential Life.

## Student Handbook

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Detailed information concerning the University's expectations of its students is explained in the Student Handbook, which is provided to every student admitted to the University. A copy is also available on the La Sierra University Student Life website at <http://lasierra.edu/slife/student-planner/>.

## Campus Organizations

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Many campus organizations offer opportunities for extra-curricular activity, experience, and growth. The following sample list suggests the range of groups that regularly function on the campus, governing themselves under bylaws approved by the Student Life Committee. For more detailed information, visit our website at [lasierra.edu/osi](http://lasierra.edu/osi).

### Academic

- Accounting and Finance Society
- Archeology Club
- Business Club
- Club Ed.
- Communications Club
- Criminal Justice Student Association
- Environmental Club
- H.M.S. Richards Divinity School Forum
- Health and Exercise Science (HES) Club
- Math & Computing Club
- Pre-Dental Society
- Pre-Pharmacy Club
- Pre-Law Club
- Pre-Med Society
- Pre-Nursing Club
- Pre-Physical Therapy
- Pre-Veterinary
- Social Work Club

### Cultural Student Associations

- Black Student Association (BSA)
- International Student Association
- Japanese Culture Club
- Korean Association
- Latinos United from Nations Abroad (LUNA)

### Honor Societies

- Psi Chi
- Tri-Beta: Phi Omega Chapter

### Ministries

- Voices of Praise (VOP)

### Missions

- Outreach
- Roots

## Special Interest

- Enactus
- International Justice Mission
- Intricate Movement
- REVO
- Student Association of La Sierra University (SALSU)
- Senate: Student Senate of La Sierra University
- Senior Class
- Writer's Block

## Residential

- Club Angwin
- Club Towers
- Women of Worth (WOW)

# International Students

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## Admissions Requirements

International applicants are responsible for all regular requirements for admission except test scores from the College Board. Applicants whose previous education has been completed in countries other than the United States will be required to:

Request official transcripts in the original language (together with official English translations if the original language is not English). Students submitting transcripts from postsecondary institutions outside the United States of America will need to request an external evaluation of their records before credits are transferred. In some cases, the external evaluation may be required prior to acceptance.

Submit scores for the Michigan Test of English Language Proficiency (MTELP) or the Test of English as a Foreign Language (TOEFL) if educated in countries other than Australia, Canada, New Zealand, the United Kingdom, or the USA. (Those students who have taken 0 level or equivalent examinations and have received a passing grade with credit in English will be eligible for regular English placement testing rather than ESL testing.) For those applicants unable to provide either the TOEFL or MTELP tests, the University can provide MTELP testing as needed.

## English Competence

See criteria above for those required to submit a Michigan Test of English Language Proficiency (MTELP) or Test of English as a Foreign Language (TOEFL) test score along with their secondary school and/or postsecondary transcripts as part of the application process. Applicants with MTELP percentiles of 90 or above or TOEFL scores 550 or above will be required to take the La Sierra University College Writing Test. Students who do not qualify for College Writing will be placed in an appropriate basic skills reading and/or writing class which must be satisfactorily completed before entering ENGL 111.

The undergraduate student who does not have a sufficient score on the MTELP (percentiles of 86 or above) or the TOEFL (550 or above), will be required to take classes in the English Language and American Cultures or English as a Second Language (ESL) program. An intensive language program is also offered. Further study of English may be required to assure progress toward a degree.

Any international student who has not taken an international TOEFL test before arrival at La Sierra University will be given a MTELP or TOEFL.

The University retains the right to re-test any students (even those indicated above) who experience academic difficulty related to language deficiency. If the scores indicate a need, such students will be placed in the appropriate basic skills English or ESL classes. For more information, refer to the "English as a Second Language" portion in the Academic Policies and Practices section and the English as a Second Language section of this bulletin.

## Exchange Visitors

Through the US Department of State and the General Conference of the Seventh-day Adventist Church, the University has a program for exchange visitors that may be advantageous for international exchange visitors and scholars. Further information may be obtained from the Office of International Student Services.

## I-20 REQUISITES

To be issued an I-20, all international applicants are required to submit a financial plan through the Financial Guarantee Form (FGF). This document shows how the student plans to cover the expenses of his or her planned education and must be approved by the Office of International Student Services before clearance will be given for the issuance of the I-20 form. Assistance with this plan and the Financial Guarantee Form is available from enrollment counselors in Enrollment Services, and pre-I-20 assistance in the office of International Student Services.

All international applicants (with the exception of Canadian citizens & Callexico graduates) are required to post an “international student deposit” of \$1,000. In addition, students from Africa pay 1st quarter’s tuition. At the student’s request, the deposit will be refunded when the student completes his/her studies at La Sierra University. The deposit can also be used as partial payment for the student’s last academic term of attendance.

International students must also post a \$100 I-20 processing fee, used for postage and expenses related to the acquisition of the I-20. In order to insure proper and timely delivery, official documents necessary to obtain a student visa will be sent by an express mail service provider only after an applicant has been accepted, assurance has been provided that funds will be forthcoming to meet school expenses, and any and all deposits and the I-20 fee have been pre-paid. It is the University’s aim to use the most cost effective express mail service.

Because international students do not qualify for loans and grants listed under Financial Aid, parents or sponsors are responsible for making payment arrangements each quarter at registration. Students cannot carry over a balance from one quarter to the next.

In addition to regular I-20 requirements, international students transferring to La Sierra University from other US institutions are required to provide a completed “Transfer-in Form” completed by the institution that currently holds their I-20 form at the time of their application.

## **Immigration Requirements Once in the**

### **US**

Undergraduate students entering the United States on a student visa (F-1) must report to the Office of International Student Services at La Sierra University within ten days of their arrival in the United States. In addition, students in F-1 status must be enrolled for at least 12 units for each quarter of attendance and must be enrolled for three consecutive quarters before they are allowed to take a break, while remaining in the US.

Once enrolled, international students who wish to change their programs of study must first obtain the approval of the Office of International Student Services. When such approval is granted, application for formal change of status may then be made to the Office of Admissions according to the same procedures governing United States citizens.

Employment is limited by regulations of the United States Citizenship and Immigration Services (USCIS). This means that the international student is allowed to work on-campus for a maximum of 20 hours per week while school is in session (if work is available). Off-campus employment is, however, prohibited, unless it is a part of an academic requirement. Consult with the Office of International Student Services for up-to-date immigration regulations/procedures regarding employment.

## **International Student Health Insurance**

La Sierra University requires all international students to carry health insurance while on a valid La Sierra I-20 or DS-2019 form. The Office of International Student Services will register international students with a comprehensive insurance plan. This insurance plan will be purchased for the student at the time of initial registration and will be automatically renewed while the student is listed as SEVIS-Active with a La Sierra I-20 or DS-2019 form. This will include periods when the student is not enrolled for classes or is out of the country. J-1 visa holders are required to have medical insurance for themselves and their dependants in the United States at all times.

To help reduce the cost of the international insurance premium, international students will be required to seek medical attention first at Health Service for basic medical needs such as doctor visits, some medications, check-ups, and health information. For the current fee amount, contact the Office of International Student Services at 951-785-2237. The insurance fee will be charged to the international student’s tuition account, will appear on the billing statement mailed to the student, and will be payable immediately.

## **Office of International Student Services**

The Office of International Student Services (OISS) provides services that meet the diverse needs of the La Sierra University international student community and offers programs that foster global perspectives, intercultural awareness, and international goodwill. OISS is also dedicated to ensuring that the experience of the international student at La Sierra University is as positive and fulfilling as possible.

The OISS offers a comprehensive orientation program at the beginning of each quarter, designed to provide the international student with the initial framework for adjustment to a new cultural and academic environment. Upon their arrival, international students are given information on such topics as immigration and US Department of Homeland Security regulations, US income tax, and Social Security; told ways to make a successful cultural adjustment; provided with an introduction to La Sierra University and the Riverside community; and advised on practical issues like housing, transportation, and banking.

The OISS assists the international student in complying with regulations and documentation requirements of the US Citizenship and Immigration Service and the US Department of State, including information on regulations that govern on- and off-campus employment. On a continuing basis, OISS advises students and scholars on personal, academic, and professional concerns. The OISS further provides access to cross-cultural experiences to broaden students' and scholars' exposure to American society, culture, and institutions and to provide the opportunity to share the language, culture, and history of their home country with Americans.

The Office of International Student Services is in the Administration Building, Room 206 and can be reached at 951-785-2237.

# Academic Policies and Procedures

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*At the time of publication, the information in this bulletin is accurate. 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 academic standing, admission, attendance, candidacy, conduct, curriculum, graduation, registration, and tuition and fees.*

## Academic Authority

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Within each of the schools of the University, the Office of the Dean is the final authority in all academic matters and is charged with the interpretation and enforcement of academic requirements. Any exceptions or changes in academic requirements, graduation requirements, test schedules, and grades are not valid unless approved by the dean of the school. Any actions taken by individual faculty members in regard to these matters are advisory only and are binding neither on the school nor the University unless approved by the dean.

The Office of the Provost oversees the implementation of the University's academic mission, ensures that the schools maintain acceptable University standards, and monitors the consistent application of the University's policies.

## Types of Graduate Studies Programs

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Graduate degree programs are classified as graduate academic and graduate professional. The former are research based and are designed to prepare graduates for research and other careers in the discipline and for further graduate study. The latter are practice oriented and are designed to prepare graduates for professional careers. Because of the nature of the programs and common practice among institutions that deliver them, certain admission and graduation requirements may differ between the two types of programs. See the program description sections in this bulletin for specific requirements.

## Academic Integrity and Honesty

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La Sierra University is committed to education for character, community, and culture. Embracing the principles of academic integrity is an important part of that commitment and provides a vital foundation for this community of scholars and its larger society. The following guidelines define academic integrity and establish a process to restore the community when violations occur. The University believes that education is fundamentally a place for scholars to work, learn, and grow in an atmosphere of trust and appreciation while providing fair and just corrective procedures to deal with those who breach such trust.

### Academic Integrity Statement

All members of the community of scholars (students and faculty) at the University must agree to the following Academic Integrity Statement: I will act with integrity and responsibility in my activities as a La Sierra University student or faculty member. I will not participate in violations of academic integrity, including plagiarism, cheating, or fabricating information. I will not stand by when others do these things. I will follow the academic integrity policy.

### Academic Integrity Committee

The Academic Integrity Committee (AIC), composed of students and faculty, has the responsibility of promoting academic integrity on campus, investigating and adjudicating appeals and violations, and issuing reports of its decisions to the appropriate campus administrators.

### Violations of Academic Integrity

Violations of academic integrity include behaviors such as the following:

1. **Plagiarism** occurs when a writer appropriates another's ideas without proper acknowledgement of the source or uses another's words without indicating that fact through the use of quotation marks.
2. **Cheating** is the use of unauthorized materials, information, or study aids in an academic exercise as well as collusion in both visual and/or oral form.
3. **Fabrication** is the falsification or invention of any information or citation in an academic exercise. This includes lying to any member of the campus community.

4. **The facilitation of academic dishonesty** occurs when someone knowingly or negligently aids others or allows his/her work to be used in a dishonest academic manner. Such a person is as guilty of violating academic integrity as is the recipient.

## Levels of Academic Dishonesty & Consequences

In cases where academic integrity is violated, there are multiple goals that must be balanced: the desire to ensure consequences that will preserve the integrity of the community of scholars; the hope that the violation can be an opportunity for those involved to learn honesty, respect, and responsibility; and the desire to allow for forgiveness and restoration.

The following classifications are used as rules of practice for faculty, administration, and the AIC in balancing these goals. The general descriptions of the levels apply to violations of academic integrity for students. Consequences for violations of academic integrity will be proportionate to the level of violation, with Level Four violations generally resulting in dismissal.

### Level One

Level One violations involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment. Cases involving Level One are primarily viewed as teaching opportunities and are therefore to be handled by the instructor in consultation with the student and subsequently reported to the AIC chair. In cases where no resolution is reached, the instructor or student may refer the case to the AIC. Students may appeal the decision of the AIC to the Discipline Committee.

### Level Two

Level Two violations are characterized by dishonesty of a more serious nature or by dishonesty that affects a more significant aspect or portion of the course work. Cases involving Level Two are still primarily viewed as teaching opportunities and are therefore to be handled by the instructor in consultation with the student and subsequently reported to the AIC chair. In cases where no resolution is reached, the instructor or student may refer the case to the AIC. Students may appeal the decision of the AIC to the Discipline Committee.

### Level Three

Level Three violations include dishonesty that affects a major or essential portion of work done to meet course requirements, or involves premeditation. All cases involving Level Three violations are heard by the AIC. Students may appeal the decision of the AIC to the Discipline Committee.

### Level Four

Level Four violations represent the most serious breaches of intellectual honesty. All such cases are heard by the AIC. Students may appeal the decision of the AIC to the Discipline Committee.

## Responsibility of Students

It is the responsibility of the students to avoid both dishonest practices and the appearance of dishonesty. Students should make the necessary effort to ensure that their work is not used by other students. They have the responsibility to protect the integrity of their academic work by doing all they can to stop the dishonest practices of others.

## Responsibility of Faculty

It is the responsibility of faculty to aid students in developing honest academic habits by reporting all instances of academic dishonesty. Faculty requiring independent work (e.g., take-home tests, research papers, etc.) as part of the student's grade should take appropriate precautions (e.g., teacher-student conferences, examination of research notes, etc.) to ensure that the work represents the student's own efforts. It is recommended that faculty avoid basing an excessive amount (over 20%) of the student's grade on such work where adequate supervision and controls are not possible.

In a situation involving actual or potential academic dishonesty, it is the responsibility of the faculty member to investigate all appearances or allegations of academic dishonesty, determine the level of violation, and take the appropriate action as outlined in the Faculty Manual.

## Transcript Notation

A notation of academic or non-academic disciplinary action may be made on the academic transcript whenever a sanction rises to the level of expulsion. Other disciplinary records or administrative records maintained by the Academic Integrity Committee or the Judicial Committee are not reflected in a student's academic transcript, but are maintained in accordance with University policy.

Students may apply for the removal of a transcript notation after a minimum of three years. Such requests are discretionary and are not granted automatically. A student submitting a request should provide a thorough explanation of the reasons he or she believes that removal of the notation is warranted. Factors to be considered in reviewing requests for removal of dismissal notations due to non-academic violations include the student's conduct subsequent to the violation; professional evaluations of the student's character and disposition, and other evidence relevant to the question of the likelihood that the student might engage in the same or similar conduct in the future. Requests for notation removal should be submitted to the Office of the Provost.

# Student Academic Appeals

A student who believes that he/she has been academically unfairly treated or disciplined may enter into the academic appeal process as set forth below.

## General Considerations

An academic decision is one regarding such things as a grade on an assignment or in a course; academic standing; or eligibility to participate in an academic program or to receive an academic honor, certificate, or degree.

An academic decision may be posted in several ways such as the return of a graded assignment or exam, the response to a request for variance, the posting of course grades on the university website, or the delivery of a certified letter.

## Appeal Alteration

The appeal of an academic decision must claim one or more of the following or similar reasons for the alteration of an academic decision:

1. The decision rests on an inaccurate factual claim.
2. The decision rests on a misinterpretation of a university policy.
3. The decision rests on an inconsistent application of a university policy.
4. The decision flows appropriately from a general university policy, but there is good reason in the particular case in question to grant an exception to this policy.

Where an appeal claims a factual inaccuracy or challenges the interpretation or application of a university policy, it is the responsibility of the student to demonstrate that the decision was clearly in error or that the entity that made the decision abused its discretion. It is also the responsibility of the student to comply fully with all aspects of the appeals process, including providing information in a timely fashion as requested by each entity hearing an appeal.

A student who wishes to appeal an academic decision must do so within fifteen school days (defined as the days within academic terms) after the decision is posted. The appeal must be in writing and should note which specific reason(s), as outlined above, the student claims in support of the appeal for an alteration of the earlier decision. The student should attach all available supporting documentation and should, if appropriate, identify persons who can provide evidence relevant to the appeal.

## Steps for Appealing a Decision Initially Made by an Instructor Regarding a Particular Course

I. **Step One:** The student shall first discuss the decision with the instructor in an informal conference immediately after its occurrence, but no later than fifteen school days after the decision is posted.

II. **Step Two:** If the student is dissatisfied with the results of Step One, he/she may submit a written appeal to the department chair and/or program director whose department and/or program offers the particular course within fifteen school days of the conference accomplished in Step One. The department chair and/or program director, in consultation with the instructor, shall reply in writing within fifteen school days of receipt of the written appeal and shall state and affirm the decision, modify the decision, or overturn the decision based on information received subsequent to the conference. This reply will be reported to all persons currently involved—the student and the instructor—and will be filed in the permanent files of the department and/or program.

III. **Step Three:** If the student is dissatisfied with the results of Step Two, he/she may submit a written appeal of the decision from Step Two within fifteen school days of receipt of the written decision of Step Two to the next higher authority as follows. If the department or program from Step Two is housed within a school, the next higher authority is the dean of the school. If the program from Step Two is not housed within a school (e.g., University Studies or Honors Program), the next higher authority is the Office of the Provost. The dean or the Office of the Provost must consider the student's claims carefully. When the interests of justice so require, the dean or the Office of the Provost may decide to convene an appeal panel to review the appeal and report on its merit.

A. If a panel is convened, the panel will comprise three faculty members: one chosen by the student, one chosen by the instructor, and one—who will function as the panel chair—chosen by the dean or the Office of the Provost. The appeal shall be considered at a meeting of the appointed panel. This shall be commenced within fifteen school days following receipt of the appeal by the dean or Office of the Provost. The panel shall report to the dean or the Office of the Provost within fifteen school days of its initial meeting. The dean or the Office of the Provost shall reply to the student in writing within fifteen school days of receiving the panel's report and shall state the decision of Step Two and affirm, modify, or overturn the decision.

B. If a panel is not convened, the dean or the Office of the Provost shall reply in writing within fifteen school days of receiving the appeal and shall state the decision of Step Two and affirm, modify, or overturn the decision. The decision of the dean or the Office of the Provost is final.

C. The reply generated in either situation will be reported to all persons currently involved—the student, the instructor, the department chair and/or program director, the dean, and, if convened, the panel members. The reply must also be reported to other campus entities as appropriate (e.g., the Records Office and the Office of Student Life). This reply will be filed in the permanent files of the department and/or program and the office of the dean or the Office of the Provost.

## Steps for Appealing a Decision Initially Made Within the Office of the Dean of a School

I. **Step One:** The student shall first discuss the grievance decision with the dean in an informal conference immediately after its occurrence, but no later than fifteen school days after the decision is posted.

II. **Step Two:** If the student is dissatisfied with the results of Step One, he/she may submit a written appeal to the Office of the Provost within fifteen school days of the conference, accomplished in Step One. The Office of the Provost must consider the student's claims carefully. When the interests of justice so require, the Office of the Provost may decide to convene an appeal panel to review the appeal and report on its merit.

A. If a panel is convened, the panel will comprise three faculty members: one chosen by the student, one chosen by the dean, and one—who will function as the panel chair—chosen by the Office of the Provost. The appeal shall be considered at a meeting of the appointed panel. This shall be commenced within fifteen school days following receipt of the appeal by the Office of the Provost. The panel shall report to the Office of the Provost within fifteen school days of its initial meeting. The Office of the Provost shall reply to the student in writing within fifteen school days of the receipt of the panel's report and shall state the decision of Step One and affirm, modify, or overturn the decision.

B. If a panel is not convened, the Office of the Provost shall reply in writing within fifteen school days of the receipt of the appeal and shall state the decision of Step One and affirm, modify, or overturn the decision. The decision of the Office of the Provost is final.

The reply generated in either situation will be reported to all persons currently involved—the student, the dean, and, if convened, the panel members. The reply must also be reported to other campus entities as appropriate (e.g., the Records Office and the Office of Student Life). This reply will be filed in the permanent files of the offices of the dean and the Office of the Provost.

## Registration & Attendance

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### Attendance

Class attendance is required beginning with the first day of each session. Attendance at all appointments is expected. It is the prerogative of the instructor to establish a reasonable attendance policy for each class taught and to make this known in writing to the students at the beginning of the quarter. When there is no stated policy by the instructor, students who are absent for as much as 20 percent of the class hours should not expect to receive credit.

### Audit

Audit indicates registration for attendance only. A notation of AU will appear on the grade report if the student attends at least 80 percent of the class meetings; otherwise, a notation of AUW (Audit Withdrawal) will appear. There is a special audit charge rate; refer to the Financial Information section of this Bulletin for more information. A student may audit only lecture courses. Courses requiring special instruction and laboratories, such as studio art, private or group music lessons, science courses, etc., cannot be taken on an audit basis.

### Class Schedule

The class schedule prepared each quarter by the University includes classes offered by subject, location, campus, as well as service learning and general education fulfillment. The schedule is available electronically prior to advisement and registration each quarter. Students are responsible for being aware of information contained in the class schedule.

### Course or Program Changes and Withdrawal

To add a course or withdraw from a course a student has the option of processing the change on the web or at the Records Office. This should be done in consultation with the student's advisor and/or department chair. See the Records Office website for instructions, [www.lasierra.edu/records](http://www.lasierra.edu/records). Refer to the Financial Information section of this Bulletin for information on the financial implications of course withdrawal.



## Deadlines

Since many summer session courses are taught at dates other than the standard six-week session, students should consult the Records Office for registration deadlines for such courses.

A course dropped during the first 10 class days of a quarter is not included on grade reports or transcripts. If a student withdraws after 10 class days and by 10 class days before the beginning of final test week, a notation of W is recorded.

A student who wishes to add a course, or to change registration in any course from audit to credit, or credit to audit, must do so within the first six class days of the quarter. See the calendar found in this bulletin for the exact dates pertinent to each quarter.

A student wishing to be graded for a course on a satisfactory/unsatisfactory basis must complete the appropriate form, have it signed by his/her advisor, and turn it in to the Records Office no later than 10 class days before the first day of final examination week.

## Registration

A student must be admitted to the University through the Office of Admissions and must register on the dates designated in the University calendar found in this bulletin. Complete instructions are published on the Records website, [www.lasierra.edu/records](http://www.lasierra.edu/records). A student is not registered until financial clearance has been obtained from Student Financial Services, all classes joined have been entered into the campus database by the date published, and the student has completed the Confirmation of Registration. Late fees apply on the dates indicated in the calendar. A student may not attend a class without being registered for it.

# Academic Definitions

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## Academic Probation

A student who fails to make acceptable academic progress.

## Non-degree/Unspecified

A student who has not been admitted to a degree, certificate program, or pre-professional program but who is registered for selected courses in one of the schools of the University.

## Provisional

A student who has not yet received regular status, because of qualitative and/or quantitative deficiencies in academic record.

## Regular

A student who has met all entrance requirements as listed in this bulletin and is making acceptable academic progress while registered for a standard course of study leading toward a degree or certificate in one of the schools of the University.

# Graduate Student Classifications

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## Non-degree

A student who has not been admitted to a degree or certificate program but who is registered for selected courses in one of the schools of the University. Nondegree status is reflected on the transcript.

Though there is currently no limit to the number of graduate courses a student may take in a nondegree status, satisfactory completion of such courses does not guarantee either (a) acceptance into a degree program or (b) credit toward a degree program to which the student is subsequently admitted. If the student is admitted to a degree program, a maximum of 12 quarter units taken in the nondegree status may be counted toward the degree. No course with a grade below B (3.00) is eligible for such credit, and only courses successfully completed during the previous five years are eligible.

## Credential

A student who has completed a baccalaureate degree and is working toward a credential.

## Master's Degree

A student who has completed a baccalaureate degree and is enrolled in a program leading to a master's degree.

## Specialist in Education

A student who has completed a master's degree or its equivalent and is enrolled in a program leading to a Specialist in Education degree.

## Doctorate

A student who has completed a master's degree or its equivalent and is enrolled in a program leading to a doctoral degree.

# Graduate Assistants and Fellows

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## Graduate Assistant

A student who provides specified services to a department of the University, and is granted a stipend upon recommendation of the department and approval of the Dean of the school.

## Graduate Fellow

A student who is granted a stipend and/or remission of tuition, upon recommendation of the department and approval of the Dean of the school, without required services.

## Post-doctoral Fellow

A person at La Sierra University who is engaged in further scholarly activity under supervision but not leading to a degree.

# Course Load

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## Course Sequence and Credit for

### Prerequisites

Credits toward graduation are generally not granted for a beginning or introductory course that is taken after a more advanced course in the same area, or for a course that is taken after another course for which it is a prerequisite. It is expected that prerequisites as printed in this bulletin will be completed before enrollment in any course.

### Normal Limit

A normal graduate study load is 6 units of coursework per quarter, including all coursework for which the student is registered in the schools of the University or elsewhere. A student of exceptional ability may register for additional study with the consent of the dean of the school of the student's enrollment. A student on academic probation is subject to a restricted course load.

## Student Status

### Full-time Status

A graduate student carrying 6 or more units per quarter is considered a full-time student.

### Part-time Status

Fractions of a load for part-time students (1/4, 1/2, 3/4) are based on 6 quarter units for graduate students.

## Unit of Credit

Credit is granted in terms of the quarter unit, which represents a minimum of 10 hours of university-level instruction during a quarter, plus a reasonable period of time outside of instruction (the requirement is 100 minutes of preparation/homework for every 50 minutes of class) in preparation for planned learning experiences (such as the requisite study, preparation for instruction, study of course material and practices); or a minimum of 25-30 laboratory hours or its equivalent in pre- and/or post-laboratory studies. One hour of class time is defined as 50 minutes of actual class time not counting breaks. A break is expected for any class period longer than 100 minutes.

## Academic Year

La Sierra University defines an academic year as 30 weeks of instructional time and 18 credit hours for all graduate programs.

## Student Teacher

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

# Special Coursework

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## Directed Study Courses

Independent study is offered to provide the opportunity for a student to have a special academic experience, beyond that offered in the regular coursework, and that is supervised by a faculty member with expertise in the area of study. It is evaluated according to specific goals prescribed in a document of agreement which includes a description of the work to be done, the basis of grading, the number of credits to be awarded, and an agreed upon schedule for the student-teacher contact.

In degree programs, independent study is limited to 8 quarter units of graduate credit. Courses appearing in the bulletin shall always be taken under their own course number regardless of class size.

## Practicum Courses

Practicum courses enable students to gain valuable experience and apply their knowledge in real-life work settings. A practicum course may be taken for variable units, and may be repeated in subsequent terms with permission of the dean of the relevant school.

## Special Credit Situations

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### Transfer Credit

Transfer credit is defined as credit earned at another postsecondary institution in the United States accredited with a regional or national association recognized by the Council on Higher Education Accreditation (CHEA); credit earned at a postsecondary institution accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities; or credit earned at a foreign postsecondary institution recognized by its government. Transfer credit is determined by the Records Office in consultation with the appropriate academic dean.

The University may require a written, oral, or practical examination in any course for which transfer credit is requested. In such cases, an examination fee may be required.

1. Credit is accepted from a professional school only if the school is recognized by its regional or national accrediting organization and if the work is substantially equivalent or essentially relevant to courses offered at La Sierra University. (In addition, half credit is allowed from professional schools for some professional classroom courses.)
2. Credit for students at an Armed Forces School is granted according to recommendations of the American Council on Education.
3. Students who have transcripts from non-accredited institutions and/or transcripts showing non-transferable courses may request to take equivalency examinations in courses which are comparable to those offered by the University. Upon successful completion of the examinations, the student will be given equivalent credit as specified.
4. Credit is granted for scores of 4-7 on International Baccalaureate higher level diploma courses (no credit for subsidiary level) taken while enrolled in secondary school and submitted on an International Baccalaureate (IB) transcript. The amount of credit is determined for each examination by the Records Office in consultation with the appropriate academic dean and is dependent, in part, on the length of the course (half- or full-year course).

5. Non-United States institutions will be evaluated in harmony with the most recent available information from the American Association of Collegiate Registrars and Admission Officers, the National Association of International Educators (NAFSA), the Department of Education of the General Conference of Seventh-day Adventists, previous in-house evaluations, and the current practices of other Seventh-day Adventist and/or local and national accredited institutions of higher learning. Comparabilities, course-by-course, will be assigned where necessary, taking into consideration the student's projected plan of study.

## Waiver of a Requirement

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A student may request the waiver of a requirement if a prior course or experience fulfills the requirement but does not qualify for transfer of credit. An examination may be required.

1. A request to waive a requirement is made to the Dean of the school and/or program director offering the course, and if applicable, to the Dean of the student's school of enrollment. The request must be petitioned and the examination, if any, taken before the final quarter of residence.
2. The maximum amount of coursework that may be waived is determined by the Graduate Council.
3. A waiver does not reduce the credit hour or residency requirements.
4. Waiver examinations are not given for courses assigned basic skills course numbers nor for courses that have been attempted for credit or have been audited.
5. The minimum passing performance must be the equivalent of a C (2.00) grade for undergraduate and graduate professional courses and a B- (2.70) for graduate academic courses.
6. A waiver examination does not carry academic credit and may not be repeated.
7. The testing fee for a waiver examination is listed in the Financial Information section of the bulletin.

## Scholastic Standing

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### Basic Assumptions

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

1. Acceptable standards of performance (objectives) are specified for a course in the syllabus.
2. The teacher provides opportunities for the student to practice the kinds of performance called for in the objectives.
3. Letter grades are based on achievement of valid objectives.

- Credit for completing a course is given only when a student has achieved an acceptable standard of performance.

## Grades and Grade Points

The following grades and grade points are used in this University:

Grade (Points)	Undergraduate Programs		Graduate Programs	
	Major, Cognate, and Foundational Courses	Other Courses	Academic Programs	Professional Programs
A (4.00)	Outstanding performance	Outstanding performance	Outstanding performance	Outstanding performance
A- (3.70)			Very good performance	Very good performance
B+ (3.30)	Very good performance	Very good performance	* Satisfactory performance	Satisfactory performance
B (3.00)				
B- (2.70)				
C+ (2.30)	* Satisfactory performance	Satisfactory performance	Unsatisfactory performance	* Marginal performance
C (2.00)				
C- (1.70)	Unsatisfactory performance	* Marginal performance		Unsatisfactory performance
D+ (1.30)				
D (1.00)				
F (0.00)	Failure			Failure

\* Minimum performance for which credit toward degree requirements is granted

XF	Failure, given by the academic integrity committee in case of a major academic integrity violation.
S	Satisfactory performance, units counted toward graduation. Equivalent to a C (2.00) grade or better in undergraduate courses or a B (3.00) grade or better in graduate courses. May not be given for Basic Skills coursework or for coursework in a student's major field or professional curriculum requirements, except for courses in which it has been determined that letter grades are inappropriate. A course in which a student has requested to be graded on an S/U basis may be applied only toward the general physical education activity requirement or as a free elective toward graduation. To request S/U grading, the student files with the Records Office, the appropriate form, signed by the advisor, by 10 class days before the first day of the final examination week. Once filed, the grade is not subject to change. An "S" grade is not computed into the GPA.
U	Unsatisfactory performance, units not credited. Given only when performance for a course falls below a C (2.00) grade in the undergraduate courses or a B (3.00) grade in graduate courses, and the student has filed with the Records Office the appropriate form requesting an S/U grade, signed by the advisor, 10 class days before the first day of final examination week. Once filed, the grade is not subject to change. The "U" grade is not computed into the GPA.

## Notations

### (AU) AUDIT

Indicating registration for attendance only. This option does not include a pre-dominantly laboratory experience course. A student must attend at least 80 percent of the class meetings. A request to change an audit course to credit or credit to audit may be made no later than the sixth class day after the beginning of a quarter.

### (AUW) AUDIT WITHDRAWAL

Given when the 80 percent class attendance audit requirement was not observed.

### (I) INCOMPLETE

Given for circumstances beyond a student's control, and only if at least 75 percent of the coursework has been completed. A student requests an I grade from the instructor by completing a Petition to Receive an Incomplete Grade Form which includes the reason for the request. It is the student's responsibility to request the signature of the instructor and the department chair and/or program director or dean and, if granted, leave the form with the instructor. On the Petition to Receive an Incomplete Grade Form, the instructor will state the deadline for completion (no later than the end of the following term, but excluding the summer session for those not in attendance during that term) as well as the default grade that the student will receive if the deficiency is not removed within the time limit. Incomplete units are not calculated in the grade point average. An I may be changed to a grade only by the instructor processing a Change of Grade Form within the time limit; otherwise the default grade will be assigned.

**(IP) IN PROGRESS**

Given at the end of the first quarter for classes indicated as IP classes prior to registration. Classes eligible to be offered with the possibility of IP grading are determined by the dean of the school offering the course and this designation is indicated to the Records Office prior to class registration. IP courses have a maximum duration of four quarters (three quarters following the quarter in which the student first registers for the course). Classes that involve continuing research, extended dissertations, the implementation of certain features of education, fieldwork, and directed teaching illustrate the types of classes that merit IP grades. The student's final grade is entered at any time upon submission to the Records Office by the instructor of a completed Change of Grade Form. If the work is not completed within the designated time for the completion of the IP course, a grade shall be issued by the instructor. When a grade is issued, the date of issue will appear on the student's transcript. If a grade change is not issued within the designated time for the completion of the IP course, an In Progress Withdrawal (IPW) will be entered by the Records Office. When a grade is issued, the date of issue will appear on the student's transcript.

**(IPW) IN PROGRESS WITHDRAWAL**

Given at the request of the student by filing the appropriate form with the Records Office after the end of the first quarter but prior to the fourth quarter cut-off date for withdrawal. (For withdrawal during the first quarter a W is assigned.) When an IPW is issued, the date of issue will appear on the student's transcript and becomes irreversible at that time. The grade is awarded by default when a grade is not submitted within the designated time for the completion of the IP course.

**(NS) NO GRADE SUBMITTED**

Given by the Records Office when a faculty member fails to submit course grades by the established deadline at the conclusion of an academic term. NS units are not calculated into the student's grade point average. When an NS is issued, the Records Office will inform the department chair and dean, and the department chair will take appropriate steps to determine with the instructor the actual grades earned by the student. In the event that the instructor is incapacitated and therefore unable to submit grades, the department chair will submit those grades to the Records Office as soon as possible, with a deadline of Thursday of Week 1 of the subsequent academic term.

**(W) WITHDRAW**

Given for withdrawal from a course after the first 11 class days of the quarter and by 10 class days before the beginning of final test week. Withdrawals during the first 11 class days of a quarter, or as designated in the calendar of the summer session, are not recorded if the student files the appropriate form with the Records Office prior to the cut-off date.

# Transfer Credit

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**Definition**

Transfer credit is defined as credit earned:

- A. At another United States postsecondary institution accredited with a regional or national association recognized by the American Council on Education.
- B. At a postsecondary institution accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.
- C. At a foreign postsecondary institution recognized by its government. This University generally does not accept from unaccredited institutions either (a) credit for transfer towards a degree or (b) a degree as a basis for admission. Guidelines for exceptions must be approved by the Graduate Council.

Transfer credit is determined by the Records Office in consultation with the dean of the school involved. The University may require a written, oral, or practical examination in any course for which transfer credit is requested. In such cases, an examination fee may be required.

**Requirements and Procedures**

Transfer credit is accepted by La Sierra University according to the following criteria:

1. For acceptance as transfer credit, courses must not have been previously applied to another degree program or curriculum. Exceptions in the case of combined programs must be approved by the Graduate Council.
2. Transfer credit may reduce the minimum requirements for credit units for a degree earned at La Sierra University; however, the requirement of 36 units to be earned at La Sierra University is not to be altered. The maximum number of transfer credits toward an academic master's degree is the equivalent of 9 quarter units. The maximum number of transfer units acceptable for a professional master's degree or a degree above the master's level is determined by the school offering such a degree. The transfer student may petition to have additional transfer credit accepted at the discretion of the Graduate Council.
3. A minimum grade of B (3.00) is required for each course accepted for transfer graduate credit
4. Transfer-credit courses must be equivalent to courses appropriate to degree requirements as specified in this bulletin.

5. Transfer credit is not applicable if the coursework was completed more than seven years prior to registration for graduate study at La Sierra University.
6. Extension credits earned at another accredited institution are not accepted for transfer credit unless accepted toward a degree at the originating institution and approved by the appropriate school or department at this University.
7. Non-United States credentials are evaluated in harmony with the most recent available information from the American Association of Collegiate Registrars and Admission Officers, the National Association of Foreign Student Advisors, the Department of Education of the General Conference of Seventh-day Adventists, previous in-house evaluations, and the current practices of other Seventh-day Adventist and/or local and national accredited institutions of higher learning. Comparabilities, course-by-course, will be assigned where necessary, taking into consideration the student's projected plan of study.
8. Credit for prior experiential learning is granted by portfolio according to written policies available in the office of the dean of each school.

## Graduation Requirements

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### Minimum Requirements

On the recommendation of the faculty of the school granting the degree, the University awards graduate degrees at the end of the term when the student has completed the following minimum requirements:

1. Completed all requirements for the degree in his/her bulletin of Graduation with no required course receiving below a B (3.00) for an academic degree program. No course below a C (2.00) may be used for a professional degree program.
2. Satisfactorily completed a comprehensive examination as designated by the department of specialization.
3. For a master's degree, both an overall grade point average including transfer, if any, and an overall grade point average of courses taken at La Sierra University of B (3.00).
4. Maintained continuous registration from advancement to candidacy to the awarding of the degree.
5. Met the full-time graduate enrollment requirements, never less than two academic quarters. A year of full-time enrollment is defined as three quarters of full-time academic work. A full-time quarter of graduate enrollment is defined as the completion of at least 8 units of course work.

### Residency

Nine units is the maximum amount of transfer coursework allowed to apply to a master's degree at La Sierra University unless special consideration has been allowed by the Graduate Committee of the school. An additional nine quarter units of transfer coursework is allowed toward the specialist's degree. All such transfer credits must be approved by the student's guidance committee and the transcript must be sent promptly. Note carefully the requirement that at least 36 units must be earned at La Sierra University for any postbaccalaureate degree. The residency requirement for the doctoral degree is outlined in the Degree Requirements in the School of Education section of this bulletin. Also see item 2 under "Transfer credit" in this section of the bulletin.

### Bulletin of Graduation

Students who are enrolled continuously in the University for successive years may choose to meet the requirements for graduation listed in the Bulletin of the year of their entrance or any subsequent year. If a graduate student discontinues enrollment for one quarter without leave of absence, residency has been broken and the requirements listed in the Bulletin of the year of re-entrance or any subsequent year must be met.

## General Degree Requirements

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### Participation

To be eligible to participate in the formal events of graduation, candidates are expected to have completed all requirements for their degrees. The University reserves the right to limit participation in graduation or recognition ceremonies to students who have satisfactorily completed all the requirements for a degree.

A resident student who completes the requirements for a degree at the end of the spring quarter is expected to be present at the University's annual conferring of degrees and the presentation of diplomas in June. Students receive an invitation from the University to participate in the graduation ceremony of the year in which they apply. Due to logistical concerns, the University cannot be responsible for providing access to future ceremonies. Permission for the conferral of a degree in absentia is contingent on submission of an academic variance petition and the approval of the dean of the school.

A student who completes the requirements for a degree at the end of the autumn or winter quarter, or the summer session, is invited and encouraged, but not required, to participate in the subsequent conferring of degrees, at which time the printed program lists all candidates who have completed requirements for degrees since the preceding commencement. In some cases, graduate students who can complete their studies during the summer session immediately after graduation may participate in the graduation ceremonies that academic year, provided that they have received special permission from their department chair and from the dean.

A graduate is considered a member of the class of the calendar year in which the diploma is dated.

## Recognition of Candidates for Degrees

Recognition of Candidates for Degrees is a formal recognition event which may occur away from the home campus when a school has a significant number of candidates completing degree requirements in an off-campus or extended campus situation. Diplomas are not formally awarded at this event but will be forwarded to the student later. The names of the candidates are also included in the printed program of the next Commencement event. The dean of the school or the director of the off-campus program coordinates this ceremony.

## Diploma and Statement of Completion

Diplomas are available after the student's final quarter, after the receipt of all instructor grade reports, after final academic checks have been completed, and after all financial obligations to the University have been met.

Those candidates who complete the requirements for a degree at times other than the regularly scheduled diploma date may request from the Records Office a statement of completion to be used until the diploma is available, if all financial and academic obligations have been met.

# Progress Through a Graduate Program

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## Acceptable Academic Progress

For a graduate student, acceptable academic progress is considered to be:

1. The removal of all prerequisites and deficiencies during the first term (or 6 units) of attendance as determined by the dean at the time of enrollment.
2. The maintenance of a grade point average of at least 3.00.
3. The completion of the conditions of residency.
4. The maintenance of continuous registration from advancement to candidacy to the awarding of the degree.
5. The completion of all requirements for a degree within five years from date of admission for master's programs and within seven years from the date of admission for the educational specialist or doctoral degree.

Students who fail to make acceptable academic progress will have an opportunity to appeal to the Satisfactory Academic Progress Appeals Committee. For more information about acceptable academic progress as well as the procedure for appeals, please refer to the Financial Information section of this Bulletin.

## Advisor and Guidance Committee

Each student accepted into a degree program is assigned an advisor who helps to arrange a program of studies to meet University requirements. Subsequently (no later than when applying for candidacy) the student is put under the supervision of a guidance committee. This committee is responsible to and works with the coordinator of the student's program in arranging courses, screening thesis topics (where applicable), guiding research, administering final written and/or oral examinations, evaluating the thesis and other evidence of the candidate's fitness to receive the degree, and recommending the student for graduation.

## Continuous Registration

A student is required to maintain continuous registration from advancement to candidacy to the awarding of the degree. For the terms during which the student is not paying course tuition, a fee may be charged.

## Leave of Absence

A student in the College of Arts and Sciences, the Zapara School of Business, or the HMS Richards Divinity School who wishes to withdraw for a quarter or longer submits a written request for a leave of absence, indicating the reason for it and the length of time needed to be out of the program, up to a maximum of one year. This request requires the approval of the student's department and dean. Stipulations for reentry are given to the student in writing. During the period of leave, students may need to maintain continuous registration by payment of a quarterly fee.

A student in the School of Education follows the specific time requirements for the degree sought.

### **Potential Consequences of Failure to Make Acceptable Academic Progress Include:**

1. **Academic Probation:** A student whose grade point average for any term falls below 3.00 is placed on academic probation the next quarter and is subject to a restricted course load.
2. **Academic Disqualification:** A student on academic probation who fails to raise the current quarter grade point average to 3.00 is placed on academic disqualification, the Office of Admissions is so notified, and the student is not allowed to register the next quarter. To be readmitted after a period of academic disqualification, the student must reapply through the Office of Admissions.

A student who is academically disqualified a second time will not be readmitted to the University. Students failing comprehensive exams for a second time are academically disqualified, they are not readmitted to the program, and the Records Office is so notified.

## Prerequisites and Deficiencies

Gaps in an applicant's academic achievement are identified by subject and classified either as prerequisites or as subject deficiencies. Applicants lacking certain program or subject prerequisites are not admitted to a graduate program until the prerequisites are completed (at La Sierra University or elsewhere) and acceptable grades are reported. However, subject deficiencies do not necessarily exclude an applicant from admission or enrollment, but they must be removed as specified by the advisor or dean, usually at the beginning of the graduate experience at this University.

## Readmission

A student who interrupts graduate study without arranging for a leave of absence may be administratively withdrawn from a graduate program. Resumption of study toward a graduate degree requires reapplication for admission and is subject to the requirements in effect at the time of readmission.

## Research Competence

Required skills in languages, investigation, and computation are specified in each program's description in this bulletin.

## Study Plan

The student's advisor develops with the student a written outline of the anticipated graduate experience, with times and activities specified as fully as possible. This outline serves as a guide to the student and the advisor, as well as to members of the guidance committee. The study plan is changed only after careful consultation. As the student moves toward completion of the program of study, information regarding the thesis, comprehensive examination, a second master's degree, and/or dual or shared credit within the University may be obtained from the Records Office.

## Time Limits

Any credit transferred to the University 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.

The time allowed from admission to a master's degree program to the conferring of the degree generally may not exceed five years. A short extension of time may be granted on recommendation of the dean and approval by the Graduate Committee of the school. Specialist and doctoral degree time limits generally do not exceed seven years.

Candidacy for a graduate degree lapses after three years from the date of admission to candidacy.



## Other Policies and Procedures

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### Change of Grade

A grade may not be changed by the instructor except when an error has been made in arriving at or recording a grade. Such changes are acceptable up to the end of the following term and are processed by the instructor submitting a change of grade form to the Records Office.

Any exception to this policy must have the signed approval of the chair and/or program director, Dean, and Provost before any change is made. The Provost must, in writing, notify the course instructor of the change of grade with the reasons necessitating the change.

### Courses Taken Off-Campus

Students wishing to take a course at another school (including correspondence coursework) after having enrolled at La Sierra University must receive approval before the course is taken in order to establish acceptance of the course. Forms for this purpose are available in the Records Office.

### Final Examinations

A four-day examination schedule allowing a two-hour period for each class is available with the schedule of classes. Students are required to take the scheduled final examination at the appointed time and place in order to secure credit. Examinations may not be taken before or after the scheduled period, nor may the time of an examination be changed without authorization by the dean of the school of the student's enrollment.

All classes meet at the time scheduled for the final examination. If the time is not needed for an examination, it is to be used for some other educationally appropriate class activity. Exceptions to the examination schedule are granted only for emergency situations. Students with examinations covering more than 12 units on one day may petition the dean of the school of the student's enrollment to take one examination at another time during the examination week.

### Grade Reports

Under the Buckley Amendment of the Family Educational Rights and Privacy Act (1974), students have full rights of privacy with regard to their academic records, including their grade reports. The University will send a copy of the student's grade report to the parents upon the student's release or copies will be sent upon request to those qualifying under the Buckley amendment.

### Unauthorized Recording and Posting

The recording of class lectures, discussions, or activities, by tape, digital, or any other electronic means, without the written permission of the instructor, is expressly prohibited. In order to allow for freedom of discussion and the open exploration of ideas and concepts, faculty members and students need to be assured that their questions and comments will not be repeated outside of the learning environment. Instructors may record and disseminate classroom activities and materials for legitimate pedagogical or assessment purposes. Online postings should be limited to university-approved or -sponsored venues, such as Blackboard. When possible, instructors should inform students in the course syllabus if the instructor intends to record classroom activities. In all cases, instructors should inform students in advance when they are to be recorded.

If, due to the need to miss one or more class sessions or due to a verified disability, a student believes that it is important to record a class session, written permission must be obtained from the professor prior to recording. Any such recordings must be for the sole use of the student who was given permission and must be destroyed at the end of the quarter, unless otherwise agreed to in writing by the instructor. The student may not post, distribute, or share the recording. Under no circumstances shall the content of student classroom recordings be used in the evaluation or sanction of instructors or students. Instructors may specifically prohibit recording of student personal information or situations of a sensitive nature, even when previous permission has been granted. Any alleged violations of this student recording policy may be referred to an appropriate disciplinary body.

Because classes are not open to the general public, posting of any recording of a class lecture, discussion, or activity is expressly forbidden by California law unless permission is granted by every individual who is attending the class.

Recording of non-public, non-classroom events may be authorized. These events include, but are not limited to, faculty meetings, department assemblies, and academic forums.

Individuals wishing to record, distribute, or post recordings of these events must request permission from the director, chair or dean of the sponsoring office, department, school, or college, or the Provost for University-wide events. Participants in these events for which a recording has been authorized should be notified of the intent to record.

Recordings of these events approved for distribution or posting may not identify participants or audience members, or depict them in an identifiable manner, without the permission of those individuals. These activities include but are not limited to: promotional activities, research activities, and commercial endeavors. In unusual circumstances, announcements prohibiting the recording of non-public, non-classroom events may be made at the beginning of the event.

## **Repeating a Course**

When a student repeats a course at La Sierra University or any other approved institution, both the original and repeat grades become a part of the student's permanent file, but only the repeat grade and credit units are computed in the cumulative grade point average and included in the total units earned. In order to assure that the GPA reflects the new situation, the student must check with the Records Office.

The academic departments reserve the right to determine if a repeat transfer course is equivalent to a University course. Federal regulations allow aid to pay for a student to retake a previously passed course one time only. For this purpose, passed means a minimum grade of 'C'.

## **Resident Scholar Program**

An individual who has earned a doctorate, or its equivalent, who wishes to undertake research and study on a specific educational theme is invited to contact the dean of the School of Education.

## **Transcripts**

The La Sierra University transcript is the official copy of the student's academic record and includes only all courses attempted and grades earned at the University. The transcript will reflect degree or nondegree status for each quarter's entry. A transcript of transfer credit is maintained and is intended for internal use only.

## **Withdrawal**

Formal withdrawal from the University must be arranged at the Records Office.

## **Teach Out Policy**

The University understands and accepts its obligation to teach out any of its academic programs, if it becomes necessary to close them for any reason. In such an unlikely situation, the University will immediately close a terminated program to new admissions. It will determine the number of academic terms necessary for all remaining students to complete the program while enrolled on a full-time basis and set the teach out period accordingly. The University will continue to enroll the students in the program in general education and elective courses as needed and as available. It will hire individual contract faculty to deliver the needed courses in the major field during the teach out period. Alternatively, or in combination, the University may partner with one or more nearby institutions to help affected students to complete the program.

# Majors & Programs Offered

Major	Degree	Department/Program	Duration
Accountancy	MS	Accounting, Economics & Finance	2 years
Administration and Leadership	EdD	Administration & Leadership	7 years
Administration and Leadership	EdS	Administration & Leadership	5 years
Administration and Leadership	MA	Administration & Leadership	2.5 years
Counseling	MA	School Psychology & Counseling	1.5 years
Curriculum and Instruction	EdD	Curriculum & Instruction	7 years
Curriculum and Instruction	EdS	Curriculum & Instruction	5 years
Curriculum and Instruction	MA	Curriculum & Instruction	5 years
Curriculum and Instruction	MAT	Curriculum & Instruction	5 years
Customized Major	MBA	Program in Customized Majors	1.5 years
Divinity	MDiv	HMS Richards Divinity School	3 years
Educational Psychology	EdD	School Psychology & Counseling	5 years
Educational Psychology	EdS	School Psychology & Counseling	3 years
English	MA	English	2 years
Finance	MBA	Accounting, Economics & Finance	1.5 years
Health Care Management	MBA	Management & Marketing	1.5 years
Human Resource Management	MBA	Management & Marketing	1.5 years
Leadership	PhD	Leadership	TBD
Near-Eastern Archaeology	MA	HMS Richards Divinity School	2 years
Management	MBA	Management & Marketing	1.5 years
Marketing	MBA	Management & Marketing	1.5 years
Religion	MA	HMS Richards Divinity School	2 years
School Psychology	EdS	School Psychology & Counseling	3 years
School Psychology and Measurement	EdD	School Psychology & Counseling	6 years
Student Life and Development	MA	School Psychology & Counseling	1.5 years
Theology	MTS	HMS Richards Divinity School	2 years

<b>Program</b>	<b>School</b>	<b>Duration</b>
Credential - Administrative Services - SDA	School of Education	2.5 years
Credential - Preliminary Admin Services	School of Education	2 years
Credential - Professional Admin Services	School of Education	2 years
Credential - Educational Technology	School of Education	1 years
Credential - Multiple Subject CA	School of Education	3 years
Credential - Secondary Credential CA	School of Education	3 years
Credential - School Psychology	School of Education	4 years
Graduate Certificate in Ministry	HMS Richards Divinity School	0.75 years

# Classification of Courses

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## Numbering of Courses

The course number indicates the comparative level of difficulty and the type of credit carried as well as the class standing of the students for which the course is designed:

101-299	Lower division (Freshman/Sophomore)
300-499	Upper division (Junior/Senior) (Limited Application to MA, by special permission)
501-699	Graduate
700-799	Doctorate/Postdoctoral

Courses numbered below 100 and in the 800s and 900s do not offer credit toward any degree or diploma at La Sierra University.

001-099	Pre-foundational
800-899	Special Certificate Programs
900-999	Continuing and noncredit education (Noncredit) (Prefix either begins with “LS” or ends in “CE”)

Courses offered in an off-campus or extended campus setting, or for an extended degree program that carry the same prefixes and numbers from 100-799 as do the regular on-campus courses, are applicable toward degree requirements.

Undergraduate courses that have numbers ending in 1, 2, and 3 are generally sequential and need to be taken in order.

## Units of Credit

Credit is granted in terms of the quarter unit, which represents a minimum of 10 hours of university-level instruction during a quarter plus a reasonable period of time outside of instruction (the requirement is 100 minutes of preparation/homework for every 50 minutes of class) in preparation for planned learning experiences (such as the requisite study, preparation for instruction, study of course material and practices); or a minimum of 25-30 laboratory hours or its equivalent in pre- and/or post-laboratory studies. One hour of class time is defined as 50 minutes of actual class time not counting breaks. A break is expected for any class period longer than 100 minutes.

## Continuing Education Units

Courses with the prefixes: ASCE (College of Arts and Sciences Continuing Education), or BMCE (Zapara School of Business Continuing Education), or ELCE (English as a Second Language Continuing Education), or SECE (School of Education Continuing Education), or SRCE (Divinity School Continuing Education), followed by a number in the 900s, offer continuing education units (CEU).

One CEU is awarded for ten contact hours of participation; hours less than ten are shown as tenths of CEUs. The CEU is a means for measuring and recording noncredit, postsecondary-level study. Courses carrying CEUs may be useful when employers or relicensure agencies require a specific number of hours of instruction for career advancement purposes, and when noncredit study is acceptable.

Note: Continuing education units, contact hours or clock hours cannot be converted at any time into academic units to be used toward any degree or diploma at La Sierra University.

## Additional Information

The prefixes LSCA, LSLV, LSSM, and LSVS designate various areas of non-traditional enrollment with the University. LSCA acts as a “holding” status by showing, until the courses have been completed and complete information is available, that enrollment exists. Credit, if any, may be indicated in clock hours.

## Prefixes and Areas of Instruction

The four-letter prefix preceding each course number is an abbreviation of the subject area in which the course is found. Following is a list of codes referred to in this bulletin, the subject area for which the code stands, the department or program in which the subject is taught, and the school in which the department or program is located. For convenient reference, the areas of instruction are listed alphabetically by code.

<b>Code</b>	<b>Subject</b>	<b>Department/Program</b>	<b>School</b>
ACCT	Accounting	Accounting, Economics, and Finance	ZSB
ANTH	Anthropology	History, Politics, & Sociology	CAS
ARAB	Arabic	World Languages	CAS
ARCH	Archaeology	HMS Richards Divinity School	DS
ARTA	Art Appreciation/History	Art+Design	CAS
ARTS	Studio Art	Art+Design	CAS
ARTX	Professional Studies in Art	Art+Design	CAS
BIOL	Biology	Biology	CAS
CFSC	Child and Family Science	Psychology (Additional Courses)	CAS
CHEM	Chemistry	Chemistry and Biochemistry	CAS
CHIN	Chinese	World Languages	CAS
COMM	Communication	Communication	CAS
CPTG	Computing	Mathematics and Computer Science	CAS
DENT	Pre-Dentistry	Pre-Graduate/Pre-Professional (Additional Courses)	CAS
DRAM	Drama	English	CAS
ECON	Economics	Accounting, Economics & Finance	ZSB
EDAD	Administration and Leadership	Administration and Leadership	SE
EDCI	Curriculum and Instruction	Curriculum and Instruction	SE
EDFO	Educational Foundations	Additional Courses	SE
EDPC	Educational Psychology & Counseling	School Psychology	SE
EDRS	Educational Research and Statistics	Additional Courses	SE
ELAC	English Language & American Culture	English Language & American Culture	CAS
ENGL	English	English	CAS
ENSC	Environmental Science	Biology	CAS
EXSC	Exercise Science	Health and Exercise Science	CAS
FNCE	Finance	Accounting, Economics, & Finance	ZSB
FLTV	Film and Television	Film and Television Arts	CAS
FREN	French	World Languages	CAS
GEOG	Geography	History, Politics, & Sociology	CAS
GEOL	Geology	Additional Courses	CAS
GRAD	Pre-Graduate/Pre-Professional	Pre-Graduate/Pre-Professional (Additional Courses)	CAS
GRMN	German	World Languages	CAS
HIST	History	History, Politics, & Sociology	CAS
HLSC	Health Education	Health and Exercise Science	CAS
HPSC	History, Politics, & Society	History, Politics, & Sociology	CAS
HUMN	Humanities	University Studies Program	
ITLN	Italian	World Languages	CAS
JAPN	Japanese	World Languages	CAS
KORE	Korean	World Languages	CAS
LEAD	Leadership	Leadership	SE
MATH	Mathematics	Mathematics	CAS
MDCN	Pre-Medicine	Pre-Graduate/Pre-Professional (Additional Courses)	CAS

MGMT	Management	Management and Marketing	ZSB
MKTG	Marketing	Management and Marketing	ZSB
MUCT	Music Composition and Theory	Music	CAS
MUED	Music Education	Music	CAS
MUET	Music Technology	Music	CAS
MUHL	Music History and Literature	Music	CAS
MUPF	Music Performance	Music	CAS
MURE	Sacred Music	Music	CAS
NEUR	Neuroscience	Psychology	CAS
NSCI	Natural Science	University Studies Program	
PHIL	Philosophy	Philosophical Studies	CAS
PHYS	Physics	Physics	CAS
PLSC	Political Science	History, Politics, & Sociology	CAS
PORT	Portuguese	World Languages	CAS
PSYC	Psychology	Psychology	CAS
RELB	Religion, Biblical Studies	HMS Richards Divinity School	DS
RELE	Religion, Christian Ethics	HMS Richards Divinity School	DS
RELG	Religion, General	HMS Richards Divinity School	DS
RELH	Religion, Historical Studies	HMS Richards Divinity School	DS
RELL	Religion, Biblical Languages	HMS Richards Divinity School	DS
RELM	Religion, Mission Studies	HMS Richards Divinity School	DS
RELP	Religion, Professional Studies	HMS Richards Divinity School	DS
RELT	Religion, Theological Studies	HMS Richards Divinity School	DS
RLGN	Religion, University Studies Program	University Studies Program	
RSCH	Research	School of Education	SE
SECE	Continuing Education	School of Education	SE
SOCI	Sociology	History, Politics, & Sociology	CAS
SOWK	Social Work	Social Work	CAS
SPAN	Spanish	World Languages	CAS
SSCI	Social Science	University Studies Program	
UHNR	Honors	University Honors Program	
UNST	University Studies	University Studies Program	
WDLG	World Languages	World Languages	CAS

## Key

**CAS** College of Arts and Sciences

**SE** School of Education

**ZSB** Zapara School of Business

**DS** H.M.S. Richards Divinity School

# College of Arts & Sciences

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**Sam McBride, PhD, Interim Dean**

**Lora Geriguis, PhD, Associate Dean**

## **Master of Arts**

The College of Arts and Sciences currently offers a Master of Arts degree in English. Specific requirements for the degree are outlined in the Department of English section of this bulletin. The prospective student should consult the admission information, financial information, and academic policies and procedures sections of this bulletin for general information.



# Department of English

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## Department Faculty

### **Melissa Brotton, Chair**

Associate Professor of English (2007)  
PhD University of North Dakota, Grand Forks 2004  
18<sup>th</sup> c. British literature, Elizabeth Barrett Browning, Milton

### **Erin Banks-Kirkham**

Director of College Writing  
Assistant Professor of English (2015)  
PhD Ball State University 2015  
Composition and rhetoric

### **Sari Fordham**

Associate Professor of English (2007)  
MFA University of Minnesota 2007  
Creative writing, non-fiction, humor

### **Erica Garcia**

Lecturer in English for Criminal Justice (2014)  
MA La Sierra University 2011  
Composition, humanities, detective fiction

### **Lora E. Geriguis**

Professor of English (2007)  
PhD University of California, Riverside 1997  
17-18<sup>th</sup> c. British literature, literary criticism, literature and environment

### **Jill Walker Gonzalez**

Director of Graduate Studies  
Assistant Professor of English (2014)  
PhD University of New Mexico 2015  
American literature, Native American literature, Chicana/o literature

### **Deborah Higgens**

Director of the Writing Center  
Associate Professor English (2014)  
PhD Middle Tennessee State University 2007  
Medieval and Renaissance literature, JRR Tolkien, C S Lewis

### **Marilynn Loveless**

Artistic Director of Drama  
Associate Professor of English (2007)  
PhD Griffith University 2004  
Drama, Shakespeare, screenwriting, media production

### **Sam McBride**

Professor of English (2007)  
PhD University of California, Riverside 1997  
20<sup>th</sup> c. literature and fine arts, American literature, the Inklings

## Collaborating Faculty

### **Joy Fehr**

President (2015)  
PhD University of Calgary 2005  
Canadian literature, regional literature, First Nations literature

## Emeritus Professors of English

### **Robert P. Dunn (2009)**

PhD University of Wisconsin  
RelM School of Theology at Claremont 1977

### **Winona R. Howe (2017)**

PhD University of California, Riverside 1991  
Romantic and Victorian literature, children's and young adult literature

## Master of Arts in English

The Department of English offers an MA in English degree, focused on British and American literature, which requires courses in literature, literary criticism, religion and literature, and research methods. Graduate students also accepted into the College Writing Instructor program will further study composition theory. The MA in English degree prepares students for further post-graduate work or to succeed in a wide variety of occupations where analytical thinking, strong writing, research skills, and effective communication abilities are essential.

## Program Acceptance

Students with a baccalaureate degree with a major in English from an accredited institution are encouraged to apply, although students with a BA degree in a related area of study who demonstrate strong interest in literary studies will also be considered for admission.

Acceptance into the La Sierra M.A. in English program requires an overall GPA of 3.0, or minimum scores of 157 on the GRE Verbal Reasoning Exam and 4.5 on the GRE Analytic Writing Exam.

Students applying to the program should complete the following:

1. An Interview with the English Department Graduate Adviser
2. To be sent directly to the Department of English:
  - a. Two Letters of Recommendation (addressing the candidate's character and aptitude for graduate study)
  - b. College transcripts (unofficial acceptable)
  - c. Sample of Literary Critical Writing (details will be provided at the Interview with the Graduate Adviser)
  - d. Personal Statement: addressing the student's goals for graduate study in English at La Sierra University (typically no more than 1 page)
3. To be sent to the Admissions Office:
  - a. The online application
  - b. Official transcripts
  - c. GRE Scores, if needed

The program is designed to be completed in two years of full-time study (8 units per quarter); however, those students who did not complete their undergraduate degree in English should expect to take additional units to earn the graduate degree. A personal plan of study that takes into account previous collegiate experience and career goals will be designed for each student.

Up to 8 units of graduate level work taken at La Sierra University prior to acceptance into the graduate program may be counted toward the MA degree.

## College Writing Instructor (CWI) Program

Students accepted into full-time study for the MA in English degree are invited to apply for a College Writing Instructor (CWI) position. CWIs receive a stipend and partial scholarship in exchange for teaching one class of College Writing per quarter. Once awarded, a CWI must take 8 units each quarter that apply toward graduate requirements in English in order to maintain their CWI status, including ENGL 606 during their first year. Interested and qualified students may reapply to the CWI program for a second year.

## Degree Requirements

### General Requirements

For information about requirements and practices to which all graduate students are subject, consult the Academic Practices section of this Bulletin.

## Specific Requirements

A minimum of 48 graduate-level units (i.e. at the 500 or 600 level) is required for degree completion, with no fewer than 24 units of graduate courses at the 600-level. Students whose undergraduate degree is not in English should expect to complete 60 units of course work to meet the degree requirements. The S/U grading option is not available to students in the English MA program. A minimum grade of B is required for a graduate level course to count towards the degree in the MA in English program.

## Required Courses

- *For all graduate students:*
  - ENGL 604 Methods & Materials of Literary Study
  - ENGL 698 Second-Year Capstone
- *For College Writing Instructors (CWIs):*
  - ENGL 606 Composition Theory & Practice
- *Religion requirement to be met by one of the following:*
  - ENGL 545, 546U (C.S. Lewis), 559, 645; an upper-division or graduate-level course in RELB, RELE, RELH, or RELT

## Program Study Plan

Each student's graduate study plan when combined with courses taken as an undergraduate English major should meet the following basic requirements by the time graduate courses have been completed:

- 4 courses in English and/or American literature
- 1 course in major authors (either Shakespeare, Milton, or Chaucer)
- 1 genre course
- 2 courses in literary criticism
- 1 graduate course in research methods (ENGL 604)
- 1 writing course, taken while in residence
- 1 course in advanced grammar and style or in language and linguistics
- 1 course in religion or religion and literature (see above)
- 1 course in required capstone (ENGL 698)
- 2 additional courses in English, chosen in consultation with advisor

Up to 12 units of these requirements may be fulfilled by appropriate courses taken as part of the student's baccalaureate program (i.e. upper-division literature courses in which a B or better was earned); a student's graduate program will make up any deficiencies in these requirements, as well as meet individual interests and professional goals. All graduate students will need to complete the minimum 48 graduate-level units to graduate with the master's degree. Students must finish their graduate program within five years after starting the program.

### **Foreign Language Requirement**

Prior to graduation, but preferably upon admittance, each student must demonstrate reading competency in Spanish, French, German, Latin, or another language approved by the department. Competency may be demonstrated by an academic transcript indicating that courses have been taken equaling three quarters of language study in college or by an examination administered or approved by the Department of World Languages.

### **Assessment Examination**

During the first term of enrollment, each student will take an assessment examination. The results of this examination, together with the student's undergraduate records and test scores, will be used by the advisor or guidance committee in planning the student's overall program.

### **Final Research Project**

Students will take a capstone course at the end of their program that features a final research project of their choice based on their career interests. This project will serve as the final assessment for their degree program and must be pre-approved by the graduate director and the faculty member the student is requesting to work with one year before the course is taken.

### **Directed Study**

Graduate students may take a maximum of 8 units of directed study courses (e.g. ENGL 599), but only when regular course offerings cannot meet the student's academic needs in a reasonable manner. Only English graduate students may register for ENGL 599. For approval, a student should complete the Directed/Independent Study Request Form available at the Office of Admissions and Records, submitting it first to the course instructor and then to the graduate advisor, who will present it to the department faculty. The form must be accompanied by a proposal explaining the need for directed study and outlining an intended study plan. The deadline for submitting the request is three weeks before the beginning of

the term.

## **Learning Outcomes**

Students graduating with a Masters in English, in addition to the learning outcomes for undergraduate English majors (literature emphasis) listed in the La Sierra University Undergraduate Bulletin, should be able to:

- Articulate the defining characteristics of the major periods in British and American literature, coherently framing them within the preceding and succeeding periods, and making insightful comparative and contrasting observations about them;
- Design and execute effective literary research projects, which engage the ongoing critical discussion from a variety of theoretical perspectives;
- Produce advanced level, persuasive rhetoric in support of their interpretive arguments about literature;
- Participate in the professional activities of literary scholarship, such as conference paper presentations.

## COURSES

*500-level courses are cross-listed at the 400 level. However, departmental policy requires that graduate students are held to a higher standard of intellectual inquiry, analysis, and critique than undergraduates. Additional work (papers, presentations, or exams) is required of graduate students (500) over undergraduate (400) as outlined by instructors in course syllabi*

**ENGL 505 Creative Writing:** Advanced theoretical and practical application of writing techniques. Focus is provided in a genre.

**ENGL 505A Short Story (4):** Students will read short stories by masters of the craft, paying attention to the methods they use to shape their fiction. Students will apply these tools to their own work as they write, workshop, and revise.

**ENGL 505B Poetry (4):** While investigating the methods of the great poets of the Romantic, Modern, and Contemporary eras, students will write their own original verse with an eye towards form, rhyme, and imagery.

**ENGL 505C Playwriting (4):** Advanced theoretical and practical application of playwriting techniques. While consulting models from a variety of historical eras, writers will brainstorm, draft, and revise a full one-act play. Techniques of character invention, plot construction, and dialogue will be practiced in a workshop setting.

**ENGL 505E Humor Writing (4):** Students will read humor literature, paying attention to what makes the pieces funny. Students will apply these tools in their own work as they write, workshop, and revise.

**ENGL 505F The Long Project (4):** Students will consider what it means to tell a story for the larger canvas—be it fiction or memoir. Students will read books in each, examining such craft issues as structure, point of view, plot, theme, and characterization. Students will write a book proposal and two sample chapters.

**ENGL 505G Memoir (4):** Students will read memoirs by masters of the craft, paying attention to the tools they use to shape their narratives. Students will apply these tools in their own work as they write, workshop, and revise.

**ENGL 505H Writing the Natural World (4):** Students will read classic and contemporary examples of the genre, paying attention to how the writers made their work compelling and accessible for the general reader. Students will apply these tools in their own work as they research, write, workshop, and revise.

**ENGL 506 Writing for Publication (4):** Students will analyze writing venues, writing guidelines, and published pieces. They will write, workshop, and revise, submitting work for publication at the end of the quarter.

**ENGL 510 Literary Genres (4):** Considers various genres of literature in English including poetry, the essay, drama, film, autobiography, the novel, short story, etc. May be repeated for new content.

**ENGL 514 World Literature (4):** Study of masterpieces of classical and/or world literature in English translation. May be repeated for new content.

**ENGL 515 Literature for Children:** A two-quarter review of children's literature, pre-1940 and post-1940. Emphasis on evaluation, genres, cultural diversity, and literary merit. Completion of either course fulfills State Teacher Credential requirement, K-6.

**ENGL 515A Classic Children's Literature (4):** This course examines the genre of children's literature from the time that stories and books were written specifically for children through the first half of the 20th century. It will also focus on trends in children's literature during this time (particularly gender presentation), the role of traditional literature, and the relationship between literature for children and society.

**ENGL 515B Modern Children's Literature, Post 1940 (4):** This class is designed to introduce students to a wide range of literature written for children. Emphasis will be placed on reading and evaluating modern children's books (pre-school to reading level 5) through investigation of significant authors and works, diverse genres, problem areas, literary merit, etc.

**ENGL 516 Young Adult Literature (4):** An examination of adolescent literature, focusing on genres, cultural diversity, literary elements, and problem areas. Required for State Teacher Credential, 7-9.

**ENGL 525 Major American Authors or Movements (4):** The course focuses on a major figure or group in American literature. May be repeated for new content.

**ENGL 545 Biblical Literature (4):** An introduction to the reading of the Bible from the standpoint of a literary critic, with an assessment of the importance of the influence of the Bible on Western literature. Required for Seventh-day Adventist Secondary Teacher Credential.

**ENGL 546 Major British Authors or Movements (4):** An examination of a major figure, group, movement, or period in British literature. May be repeated for new content.

**ENGL 557 Chaucer (4):** A study primarily of the "General Prologue" and selected stories in *The Canterbury Tales*. Not offered every year.

**ENGL 558 Shakespeare (4):** A study of the dramatist through representative comedies, tragedies, and histories.

**ENGL 559 Milton (4):** An intensive study of Milton's early poetry and drama, prose, and his three major epic works.

**ENGL 565 Topics in English (4):** Seminars in various current topics in English. Specific topics listed in class schedule. May be repeated with new content for additional credit.

**ENGL 566 Topics in Film (4):** Seminars in various film topics (e.g. Film and Literature). Specific topics listed in class schedule. May be repeated with new content for additional credit.

**ENGL 582 Advanced Grammar & Style (4):** Study of traditional, structural, and transformational grammars with additional emphasis on standard American usage rules and stylistic features; taught especially for prospective teachers and writers. Offered alternate years.

**ENGL 584 Language & Linguistics (4):** Major descriptions of the origins, development, and grammar of modern English, with additional emphasis on phonology, morphology, syntax, semantics, and the acquisition of language. Offered alternate years.

**ENGL 587A Classical Rhetoric & Criticism (4):** A consideration of the formative theories of persuasion and interpretation, dating from the Greek, Roman, and early Christian eras. Particular emphasis is given to the relevance of classical theory to contemporary rhetoric and literature.

**ENGL 587B Contemporary Literary Criticism (4):** An examination of modern and post-modern literary theory, including the schools of formalism, psychoanalysis, feminism, post-structuralism, and cultural criticism. Readings survey the writers, philosophers, and social commentators whose contributions shaped and continue to shape current methodologies of interpretation.

**ENGL 596 History & Theory of Drama (4):** Students develop their understanding of theatrical history and form through lectures, play script readings, and attending theatrical performances. Students will conduct a major individualized research project that requires the formulating, organizing, and communicating of original ideas and information in a paper and formal presentation. Students will also collaborate on short projects, presenting the results of their reflection, analysis, and critical thinking in oral presentations.

**ENGL 599 Directed Study (1-4):** Independent study in consultation with an advisor. See policy above for more information. Maximum of eight units will be counted toward the degree.

## Graduate-Only Courses

**ENGL 604 Methods & Materials of Literary Study (4):** Graduate seminar required of first-year graduate students. This course explores the nature and practices of scholarship in literary studies. It orients students to the culture of academic careers, and clarifies the distinction between graduate and undergraduate literary studies.

**ENGL 605 Seminar in Genre (4):** Focused study of the conventions, themes, and evolution of one of the following: poetry, novel, short story, drama, comedy, and autobiography.

**ENGL 606 Composition Theory & Practice (4):** Designed as both theoretical and practical, this course emphasizes major composition theorists and their research. Students explore writing as a process in more depth through frequent writing opportunities with the aim of becoming more effective writers themselves. Finally, they analyze theory, research, grammar, and writing experiences to discover principles for effective teaching.

**ENGL 608 Special Topics in English Language & Linguistics (4):** Graduate seminar that offers an advanced study of issues pertinent to the English language and its linguistics. Content varies according to the specialization and research interest of the teacher.

**ENGL 615 Special Topics in Literary Criticism (4):** Explores the recent history and development of modern literary theory and criticism, with particular emphasis on contemporary modes of interpretation. Students read theory, criticism, and relevant literature. Emphasis is offered in different movements, including postcolonial literature and criticism, feminist criticism, and various cultural criticisms.

**ENGL 625, 626 Seminar in a Major Literary Period (4, 4):** Advanced study of literature, culture, and context of a major period of literature in English from the medieval period to the present.

**ENGL 635 Seminar in a Major Author (4):** Advanced study of the major works of a significant author. Each course will examine style, themes, genres, and other aspects of a specific author's work.

**ENGL 645 Seminar in Religion & Literature (4):** Graduate seminar that offers an advanced study of issues pertinent to the relationship between religion and literature. Content varies according to the specialization and research interest of the teacher.

**ENGL 665 Seminar in Writing (4):** Advanced study and practice in one of various traditions in writing. Emphases vary but include: journalism, memoir, business, technical writing, and academic publication.

**ENGL 685 Workshop (1-4):** Varied content offered in concentrated courses (such as Shakespeare on film, C. S. Lewis in the secondary classroom, humor in American literature, etc.). May be repeated for new content.

**ENGL 697 Research (1-4):** An opportunity for graduate-level students to pursue an area of special interest in further detail.  
*Restriction: The proposal for the research project must be submitted to & approved by the graduate advisor & department faculty three weeks before the beginning of the term that the project is to be completed.*

**ENGL 698 Second-Year Capstone (4):** Graduate seminar required as a capstone course for graduate students. This course seeks to prepare students for professionalization depending on their individual goals following the program. It includes a portfolio, a research project focused on student interest, and a research presentation.  
*Restriction: The proposal for the research project must be submitted to & approved by the graduate advisor & the faculty member the student is requesting to work with after completion of 16 units.*

# The Tom and Vi Zapara School of Business

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**John Thomas, PhD, Dean**

**Gary Chartier, PhD, JD, LLD, Associate Dean**

## **Mission**

The Tom and Vi Zapara School of Business is a diverse, Seventh-day Adventist community of scholarship and learning that empowers students to enrich God's world by developing their business competencies in a context of Christian values, creativity, and community engagement.

## **Expression of the Mission**

The Zapara School of Business seeks to be the premier business school in the Seventh-day Adventist Church and the premier private business school in southern California's Inland Empire.

The Zapara School serves southern California's Inland Empire region and the Seventh-day Adventist community of faith, as well as students from other geographic areas and faith traditions. But its commitment of the Seventh-day Adventist heritage of global services means that it is particularly concerned to empower students, like those in the Inland Empire whose resources and opportunities are limited. The School will actively recruit students from the Inland Empire. And it intends that its proactive mentoring and nurture of these students will equip them to flourish and to contribute to the flourishing of their families, neighborhoods, and communities.

Business makes the world a better place. The Zapara School understands business practice as an aspect of the quest for human flourishing. Every time people create or distribute products that directly or indirectly serve the various aspects of well-being, they flourish—and promote flourishing. When people put business skills and business creativity to work outside the marketplace to solve social problems, they also flourish—and promote flourishing. And when people choose generously to use profits from business activity to foster the good of creation outside the marketplace, they both flourish and promote flourishing, too.

The School encourages its students, the members of its faculty and staff, and its other constituents, therefore, to embody excellence and image God's creativity by creating value and making a difference.

The School delivers undergraduate and graduate business curricula that stimulate creativity, reflect La Sierra University's

mission, and encourage moral responsibility, spiritual growth, and entrepreneurship. It intends to foster a commitment to innovation and creativity as crucial drivers of human progress; the expansion of opportunities for extended social cooperation—across geographic, political, and cultural borders; the consequent creation and distribution of products and services that meet consumer demand; humane patterns of work life; acknowledgment of special responsibilities to employees, local communities, and other stakeholders; socially conscious investment; and recognition of the value of life outside the workplace.

The School recognizes the importance of business education in cultivating the development of students as whole persons. It welcomes students—from all faiths and none, from a wide range of academic and professional backgrounds. And it seeks to add value, enabling students to become the best they can be.

The School educates students—its own majors and others—for active participation in their communities by facilitating their awareness of society and culture, fostering their embrace of personal meaning and rich interpersonal connection, equipping them to collaborate effectively, and helping them to integrate their work with the other aspects of their lives. It challenges them to understand work as a potential vocation, a unique responsibility they can receive as a gift from God and an opportunity for service. And it is committed to responding in a nimble, compassionate, customer-friendly way to the academic and personal needs of its students.

Zapara School curricula emphasize ethics, spirituality in the workplace, and transformative social entrepreneurship. The focused study of these themes fosters intellectual development and expands students' moral and spiritual horizons. The School supports co-curricular programming and experiences offering students distinctive opportunities to grow as leaders, develop business skills, and engage in global service. By directly assisting people in need, engaging in social entrepreneurship or community education and organizing, or analyzing and enhancing institutions, students come to understand the significance of their studies and develop greater empathy while fostering human flourishing.

The School also contributes to flourishing in its role as a community of scholarship. It encourages faculty members and students to engage in wide-ranging creative, intellectual inquiry, validated through professional practice and publication, that enlarges human understanding for the benefit of the church and

God's world.

## Leadership in the Curricula

The ZSB is dedicated to helping its students become leaders who will enhance the lives of people and their communities using business skills and business creativity and bring restoration and healing to a hurting world. Rooted in its Seventh-day Adventist Christian vision—marked by appreciation for the unique value and potential of each individual, the liberating nature of social cooperation, and the transformative value of service—the School's commitment to leadership rests on five pillars:

- *Character*—embracing a shared vision rooted in restoration and healing; treating others with dignity, respect, and kindness; promoting justice and peace; fostering and modeling flourishing; being authentic and transparent; acting with courage, humility and accountability.
- *Community*—understanding and valuing people with diverse characteristics, perspectives, and lifestyles; empowering others to act; collaborating with and supporting others; resolving conflict; acknowledging others; embracing win-win thinking; promoting global awareness.
- *Creativity and critical thinking*—challenging the status quo; solving problems using innovation and imagination; acknowledging and understanding that we are parts of God's good creation; rediscovering our created potential; finding meaning in everything we do; integrating, analyzing, and embracing new ideas; exhibiting curiosity and adaptability; valuing multi-disciplinary approaches; thinking big.
- *Skills*—making effective use of reason, argument, and evidence; nourishing discipline-related skills; engaging in research, communication, and self-expression; mastering the use of technology in business; demonstrating excellence.
- *Execution*—accomplishing the task and modeling the way; applying the results of learning; serving others; being proactive; being a change agent; increasing individual, business, and societal value; assessing, synthesizing, and evaluating; creating, designing, constructing, producing, developing, and inventing; nurturing others by inspiring, mentoring, and guiding; synergizing.

We are a diverse community of learners called to proclaim and enact God's creativity, peace, and healing in the world through business and entrepreneurial activity. Our deepest motivation comes from a glimpse of God's grace, an awareness of God's creativity and the goodness of God's creation, and the conviction that we must respond to God's creativity and grace

by fostering the flourishing of what divine love has made.

We celebrate the human spirit—utilizing creativity to enrich both our own lives and those of others. Thus, we relish the process of innovation and transformation, even when it is demanding and difficult, because it allows us the extraordinary opportunity to participate in God's creative and redemptive work in the world. Because we are called to lead, and to bring restoration and healing to a suffering world, our work—by its very nature—has the potential to be experienced as play.

The School encourages leadership development through coursework and co-curricular activities—including the Paul Cone Program in Leadership, which includes a yearly weekend orientation seminar, lectures and colloquium events for both campus and community, and a year-long team-focused competition.

## Student Learning Outcomes

**The Zapara School of Business' academic objectives for its students are straightforward:**

1. Demonstrate understanding of key issues and the acquisition of key skills related to
  - accounting
  - business ethics
  - finance
  - management
  - marketing
  - quantitative business tools
  - the economic environment of business
  - the international environment of business
  - the legal environment of business
  - the social environment of business
2. Integrate understandings of and skills related to functional business areas and relevant environmental contexts in the course of strategic business decision making.

## Zapara School of Business Additional Opportunities

### Paul Cone Program in Leadership

In honor of Paul Cone, the ZSB has instituted a Paul Cone Program in Leadership. Among the components of the Program are

- *the Paul Cone Leadership Development seminar*, which takes place at the beginning of each academic year, and which may feature elements including an introduction to the mission and values of the Zapara School, an overview of curricular elements and degree



requirements, opportunities to discover and become involved in Enactus projects, intensive leadership training exercises, an orientation to the Cone Practicum, and micro-courses delivered by faculty members and guest lecturers

- *the Paul Cone Practicum in Leadership*, a year-long team-building and leadership development exercise that provides each student the opportunity to compete, throughout the year, as a member of one of four teams, on fronts including grades, fundraising for the ZSB, a for-profit microbusiness, a not-for-profit enterprise, and the organization of ZSB co-curricular activities
- *the Paul Cone Lecture Series*, which exposes Zapara School students and faculty members to guest speakers who exemplify Paul Cone's commitment to academic excellence and creativity.

### **Rent-a-Brain**

The ZSB's consulting group, Rent-a-Brain, provides students and faculty members alike with valuable experience and significant growth opportunities. It serves business, labor, and community organizations by providing advice regarding management, marketing, finance, ethics, and other topics.

### **Hispanic Business Incubator**

Sponsored by the Nuñez Community Foundation, the Hispanic Business Incubator is a comprehensive educational and community development program designed to empower Hispanic entrepreneurs. Members of the ZSB faculty and staff and community mentors assist participants in transforming their creative business ideas into reality. The HBI's services are free to all participants, and the ZSB does not demand equity in any incubated firm.

### **Center for Philanthropy**

La Sierra University's Center for Philanthropy is housed in the ZSB. The mission of the Center is to encourage the practice of effective philanthropic giving and fund-raising and the integration of philanthropy into the mission of effective charitable and not-for-profit enterprises. It educates leaders who will create, implement, and promote innovative models of philanthropy in partnership with those who seek effective, long-lasting social change. As a contributor to La Sierra University's mission of global service, it is a significant resource for students, faculty members, the philanthropic community, and the countless ordinary people it serves.

### **Center for Conflict Resolution**

The Center for Conflict Resolution helps people resolve and manage conflicts fairly and peaceably without resorting to

the legal system or using violence. It does this by offering lectures, non-credit seminars, and non-credit certificate programs focused on conflict negotiation, conflict coaching, mediation, facilitation, and restorative justice. The Center is also committed to helping schools, churches, and community youth organizations develop cultures of kindness through the prevention of peer abuse by implementing the Olweus Bullying Prevention Program. The Center also delivers programming in cooperation with other La Sierra University entities. The Center's mission is an apt expression of La Sierra University's Seventh-day Adventist heritage—marked by a commitment to peacemaking and global service—and its commitment to the Seventh-day Adventist Call for Peace issued after the destruction of the Twin Towers in New York City in 2001.

### **Edward C. Allred Center**

The Edward C. Allred Center exists to promote free market economics through the education of students, especially those at Seventh-day Adventist high schools. The Center provides high school students with interactive, online materials that teach them the principles and practices of financial literacy and personal finance. In the summer, it offers on the University campus a boot camp on entrepreneurship for selected high school students and a workshop on free market economics for high school teachers. The center also awards prizes for high school students and their teachers who respectively write on and teach the principles of free market economics.

### **Finance Lab**

This state-of-the-art technology center allows students to use StockTrak stock market simulation software to engage with current market data. Students can learn skills needed for financial management and investing activities including trading stocks, options, futures, bonds and mutual funds from more than fifty global exchanges.

### **TransResearch Consortium**

The TransResearch Consortium, drawing on the scholarship of faculty members at La Sierra University, Claremont Graduate University, and Portland State University, but headquartered at La Sierra, explores political and economic change related to the developing global economy, with a particular focus on the role and impact of countries in East Asia and South Asia.

### **Paul Cone Research Group**

The Paul Cone Research Group highlights the ZSB's commitment to building a research culture. The group offers full-time and adjunct faculty members, staff members, and student opportunities to participate in collaborative research projects designed to yield shared publications. Experienced

researchers provide mentoring opportunities and facilitate conversations about topics and strategies.

## **Zapara School Resource Center**

Zapara School Resource Center offers academic, professional, and personal support services, including tutoring, assistance with job placement, life coaching, resume preparation assistance, internship/practicum identification assistance, proctoring, and substitute teaching.

## **Innovation Lab**

As an applied expression of the ZSB's mission, the Innovation Lab encourages students to explore hands-on entrepreneurship through product development and prototyping for class or team projects, or for individual entrepreneurial pursuits. The lab offers students full access to a 3D scanner, 3D printer, and CAD system. In particular, it is equipped with four MarkForged Onyx 3D prototype printers and a MarkTwo 3D printer.

## **Start-Up Garage**

The ZSB Start-Up Garage offers students the opportunity to develop and take to market their entrepreneurial ideas through mentorship with faculty members and field experts as well as a resident entrepreneur, together with the open-door policy of the dean. Students may submit business ideas for review through a competitive process and may be awarded nominal start-up funding and/or access to one of two start-up garage office spaces in the ZSB building.

## **Joe Patton New Venture Business Plan Award**

The ZSB honors the life of Joe Patton as entrepreneur, businessperson, and community servant through the Joe Patton New Venture Business Plan Competition, sponsored by the Joe Patton Trust and Jan White. Full-time ZSB students interested in starting their own businesses are encouraged to submit start-up business plans for review. A grant of \$5,000 is awarded each year to the best business plan submitted. Please see the ZSB website for details.

## **Enactus**

Enactus (formerly Students in Free Enterprise) is an international non-profit organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills they need in order to become socially responsible business leaders. Some 57,000 students, organized in roughly 1,600 teams, operating in thirty-nine countries apply business concepts to

develop outreach projects that improve the quality of life and standard of living for people in need. An annual series of regional, national, and international competitions provides a forum for teams to present the results of their projects, and be evaluated by business leaders serving as judges. In addition to the community-serving aspect of the program, Enactus's leadership and career initiatives create meaningful opportunities for learning and exchange as well as the placement of students and alumni with companies in search of emerging talent.

Organized in 1991 as Students in Free Enterprise, the La Sierra University Enactus team is sponsored by the ZSB. The team's many educational and service projects have had a tremendous impact on our local and global community, further validated by the team's seven Enactus National and International championship wins, including two Enactus (SIFE) World Cup competitions in 2002 and 2007. The team invites students from all disciplines who are interested in developing their potential in leadership, entrepreneurship, and social responsibility to join the organization, resulting in a group rich with diverse academic and cultural backgrounds. Led by students and supported by the university's Sam Walton Fellows, the team's work actively embodies the mission of the university. Learn more at [lasierra.edu/enactus](http://lasierra.edu/enactus).

## **Placement and Internships**

The ZSB is committed to helping students obtain employment after graduation. Internships enable students to integrate business theory and practice, grow professionally before entering full-time employment, and acquire valuable professional contacts. Academic credit may be available for a practicum. A student who wishes to earn credit for a practicum should register for a practicum course (ACCT 696, ECON 696, FNCE 696, MGMT 694, 696, or 697, or MKTG 696). An agreed-upon number of practicum hours—unless otherwise specified, thirty—must be completed for each unit of credit the student earns, along with required coursework. A practicum course may be repeated for additional credit in accordance with ZSB policy. A student who wishes to complete more than eight practicum units must obtain the approval of the dean's office. An international student completing a practicum should register for a practicum course during the term in which the practicum takes place.

Internships are available on a regular basis with entities including Adventist Health System—North, Adventist Risk Management, KPMG, and Florida Hospital. The School's annual Sam Croft Meet the Firms Night provides opportunities for students to network with potential employers and arrange for interviews. The School also schedules other placement-related events throughout each academic year with various organizations and firms. See the Office of the Dean for

internship and placement information.

## Curricula

A student may earn the Master of Business Administration (MBA) with a concentration in:

- Finance
- Health Care Management
- Human Resource Management
- Marketing
- Management

An individually designed customized concentration is also available.

In addition, the School offers a Master of Science (MS) degree in Accountancy specifically designed for students interested in qualifying for the Certified Public Accountant (CPA) designation.

The ZSB and HMS Richards Divinity School jointly offer a combined program leading to the completion of both the Master of Business Administration and the Master of Divinity.

## Master of Business Administration Program

The MBA program is designed to educate leaders who will simultaneously create value and make a difference. La Sierra trains students motivated by a commitment to integrity, compassion, and social justice who will use their skills in nongovernmental organizations, corporations, government agencies, church institutions, or community organizations as social entrepreneurs: people who expand economic opportunity and grow wealth in underdeveloped communities by promoting the creation of innovative enterprises that in turn make tangible, positive social change happen.

While the School equips students with business skills they can use in any morally appropriate business environment, it concentrates its educational efforts on training them to be social entrepreneurs. The MBA program builds on La Sierra's distinctive strengths: a multicultural student body, opportunities for interdepartmental and interinstitutional cooperation, special resources in the areas of social entrepreneurship and ethics, and links with an international church community that is serious about cross-cultural understanding and global service.

The 48-unit MBA program features:

- A focused introduction to key business skill areas; opportunities for involvement in research projects that build competence and provide exposure to current trends and issues; educational strategies including integrated courses, customized learning materials, field-based learning, and various curricular programs; immersion activities that simultaneously express the

School's commitment to excellence in its areas of distinctive competence and provide students with the chance to develop appropriate habits and skills; a distinctive emphasis on ethics, workplace spirituality, and social entrepreneurship within the framework of Christian commitment;

- An over-arching curricular emphasis on leadership and on creativity, intended to develop the whole person and drawing both on specific coursework and on leadership and creativity components incorporated in classes throughout the program;
- A flexible structure that permits each student to select her or his own emphases, to complete elective coursework, or to design a customized curriculum while completing the program at her or his own pace.

## Program Admission

Admission to the MBA or MS program depends on the profile of each applicant and of each entering class. Any prospective student interested in the program is encouraged to apply. Please contact the ZSB for information regarding current admission policies.

## General Degree Requirements

To earn a La Sierra University MBA, a student must:

- Complete each Foundation course with a grade of C or higher or present appropriate evidence that justifies the waiver by the ZSB of the requirement that she or he complete the course;
- Complete each Integration course with a grade of C or higher or present appropriate evidence that justifies the waiver by the ZSB of the requirement that she or he complete the course;
- Complete 48 units of non-Foundation graduate-level courses, with a grade of C or higher in each course; and
- Earn a cumulative grade-point average of 3.0 on all graduate-level courses applicable to the MBA program.

## Concentrations in the MBA

A student may complete any of the concentrations offered for the MBA by meeting the requirements for the concentration specified in the Bulletin. She may also opt to complete one or more additional concentrations by completing the 16 units required for each, and any other coursework required for that concentration. Normally, a course applicable toward one concentration will not be applicable to another; however, in the rare case in which it might be, the department or departments offering the relevant concentrations may, but need not, approve the sharing of no more than four units

across concentrations.

## **Completion Timetable**

A student may proceed through the MBA or MS program on a full-time or part-time schedule. A full-time student is one registered for a minimum of six units in a given quarter; any other registered student is classified as part-time. The time allowed from admission to the graduate program to the conferral of the MBA or MS degree will not ordinarily exceed five years; the dean of the ZSB may consider applications for extensions on a case-by-case basis.

## **Repetition of Courses**

A student may repeat a Foundation, Integration, or Concentration course only if her or his previous grade in the course was a B- or lower.

## **Probationary Status in the MBA and MS Programs**

A student will enter probationary status in the MBA or MS program whenever the ZSB so determines. In particular, a student will enter probationary status if:

- The student completes twelve units on provisional status and earns less than a 3.00 GPA;
- By the point at which she or he needs to complete only thirty-six further units to earn an MBA or MS, the student's cumulative GPA is 2.50;
- By the point at which she or he needs to complete only twenty-four further units to earn an MBA or MS, the student's cumulative GPA is 2.75 or lower;
- By the point at which she or he needs to complete only twelve further units to earn an MBA or MS, the student cumulative GPA is 2.90 or lower.

A student on probationary status may not normally register for any MBA course for which she or he has not already received a grade. Until the student's cumulative GPA reaches 3.0, she or he may only retake a course if it is one she or he may retake under the MBA program course repetition policy, except with the permission of her or his department chair or the ZSB dean's office.

A student on probationary status will return to regular status when her or his cumulative GPA reaches 3.00.

## **S/U grades**

No course in which a student elects to receive S/U credit will count toward the student's MBA or MS degree requirements. This policy does not apply to credit earned for MGMT 518, which is required of all MBA and MS students; Practicum courses may also be exempted, as approved by the ZSB dean's

office.

## **Professional Preparation**

The MBA program is designed to provide interested students with valuable preparation for examinations leading to recognized professional certifications and designations. Selected certifications and designations are listed in connection with the respective MBA concentrations.

## **MDiv/MBA**

A combined program leading to the completion of both the Master of Divinity and Master of Business Administration degrees is offered jointly by the HMS Richards Divinity School and the Zapara School of Business. The program is designed especially for persons interested in congregational leadership, church administration, church planting, and the use of entrepreneurial skills to enhance congregational and community life.

Twelve units completed in the HMS Richards Divinity School by a student enrolled in the program may be used to fulfill requirements for the MBA program, and twelve units completed in the ZSB by such a student may be used to fulfill requirements for the MDiv program, with the result that twenty-four fewer units will be required to complete the combined program than would be required to complete the two degrees separately.

A student wishing to complete the combined degree must be accepted into both the MDiv and the MBA programs. For further information, please contact the HMS Richards Divinity School dean's office or the ZSB dean's office.

## **MBA Curriculum Overview**

The ZSB's individual departments are responsible for the concentration-specific requirements for curricula falling under their jurisdiction. But each MBA curriculum follows the same general outline. Earning an MBA requires the completion of a minimum of 48 non-Foundation units. Every MBA student must meet the Foundation and Integration requirements. A student must also complete a 16-unit concentration of her choice.

**Foundation (0-16 units)**

ECON 514	Economic Concepts for Business Decision Making	(3)
ECON 517	Resources for Decision Making	(3)
FNCE 517	Accounting and Financial Reporting for Managers	(4)
MGMT 508	Business Law, Society, and Ethics in a Global Context	(3)
MKTG 517	Marketing and the Value Chain for Decision Making	(3)

A student entering the program without a bachelor's degree in business will be presumed to lack competence in the relevant areas. It is the responsibility of such a student, not of the ZSB, to demonstrate competence in each area. The possession of appropriate skills in these areas may be demonstrated in any manner acceptable to the ZSB. A student may meet the requirement represented by each class in the Foundation curriculum either by successfully completing the class or by presenting evidence justifying waiver of the requirement to the chair of the department responsible for the class or to the ZSB dean's office.

A student transitioning from ESL into the MBA program may also be required to take MGMT 507 Fundamentals of Business English or demonstrate satisfactory English proficiency via a ZSB placement exam.

**Integration (32 units)**

MGMT 518	Leadership Colloquium	(0.5-1)
MGMT 559	Decision Making and Uncertainty	(4)
MGMT 587	Leadership, Creativity & Organizational Dynamics	(4)
MGMT 677	Management Skill Intensive	(3)
MGMT 678	Creativity, Design Thinking, and Problem Solving	(4)
MGMT 537	Strategic Human Resource Management	(4)
FNCE 537	Strategic Financial Management	(4)
MKTG 537	Strategic Marketing Management	(4)
MGMT 548	Values in the World of Business	(2-4)

A student may meet the requirement represented by each class in the integration curriculum either by successfully completing the class or by presenting evidence justifying waiver of the requirement that she complete the class satisfactory to the chair of the department responsible for the class or to the ZSB dean's office. A student who receives a waiver for one or more Integration courses may need to enroll in additional elective units in order to reach a minimum of 48 units.

# Department of Accounting, Economics & Finance

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## Regular Members of the Faculty

### **Fredrick Clarke**

Associate Professor of Economics (2010)  
PhD Claremont Graduate University 2010  
International trade, game theory

### **Samuel Chuah**

Associate Professor of Finance and Economics (2019)  
PhD Washington State University 1992  
Economics of higher education, financial forecasting,  
healthcare economics, operations management

### **H. Robert Gadd**

Professor of Accounting (2017)  
PhD University of Texas at Arlington 2000  
CPA  
Account/auditor decision making, accountant/auditor expertise

### **Armond Manassian, Chair**

Professor of Accounting (2019)  
PhD University of Calgary 2001  
International accounting, financial accounting

### **Kristine Webster**

Associate Professor of Accounting, Finance and Real Estate  
(1995, 2006)  
PhD student Claremont Graduate University  
MBA Loma Linda University 1991  
CPA 1992  
CFE 2013, Cr.FA 2013  
Taxation, fraud, forensic accounting, real estate finance

### **Danette Zurek**

Lecturer in Accounting (2006)  
MBA Andrews University 1998, CPA 1992  
Auditing, financial accounting, managerial accounting,  
taxation, government and non-profit accounting

## Members of the Faculty by Courtesy

### **Gary Chartier**

Associate Dean, Zapara School of Business  
Distinguished Professor of Law and Business Ethics (2001)  
LLD University of Cambridge 2015  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991  
Economic policy and development

### **John Thomas**

Dean, Zapara School of Business  
Bashir Hasso Professor of Entrepreneurship and Political  
Economy (1989)

PhD Claremont Graduate University 2001  
Behavioral finance, economic development

## Members of the Collaborating Faculty

### **Kevin Grant**

Adjunct Associate Professor of Management and Finance (2018)  
PhD Regent University 2008  
Leadership, finance, economics, and strategy

### **Keith Howson**

Adjunct Professor of Accounting  
CA, PhD University of Newcastle 2002  
CMA 2000  
Financial and managerial accounting not-for-profit  
governance

### **Steve Hemenway**

Adjunct Assistant Professor of Accounting (2015)  
MBA La Sierra University 2015  
Accounting

### **Jim Hughes**

Adjunct Associate Professor of Accounting (2019)  
MBA La Sierra University 2004  
MT Georgia State University 1994  
CPA  
Health care accounting and administration

### **Jerusha Lee**

Adjunct Assistant Professor of Accounting (2018)  
PhD student Claremont Graduate University  
MBA La Sierra University 2016  
Accounting, economics

### **Dean Parsons**

Adjunct Assistant Professor of Finance (2019)  
MBA Azusa Pacific University 2004  
Global markets, risk exposure, investment strategy

### **Liam Pillay**

Adjunct Assistant Professor of Accounting (2019)  
MBA La Sierra University 2008  
Accounting information systems, taxation

**Zining Yang**

Adjunct Assistant Professor of Economics (2015)  
 PhD Claremont Graduate University 2015  
 Economics, data modeling, game theory

**Curricula Offered**

The Department of Accounting, Economics, and Finance offers curricula leading to the Master of Business Administration degree with a concentration in finance, and to the Master of Science in Accountancy.

Specific requirements for these curricula are listed below. The Zapara School of Business (ZSB) dean's office may, at its discretion, waive a curricular requirement entirely or approve a course substitution as an alternate means of meeting the requirement.

**Admission**

For more information regarding admission to the MS or the MBA, please refer to the Zapara School of Business section of this bulletin and contact the ZSB dean's office.

**MASTER OF SCIENCE IN ACCOUNTANCY**

The Master of Science in Accountancy is designed to equip a student to meet requirements established by the California Board of Accountancy for registration for the Certified Public Accountant examination. The MS in Accountancy is also an effective means of preparation for examinations leading to other professional accounting designations, including Certified Management Accountant. For details, please consult the Chair of the Department of Accounting, Economics, and Finance.

Earning an MS in Accountancy requires the completion of a minimum of 45 non-Foundation units, including Core (0-29 units) and Electives (16-45 units).

**Completion Timetable**

A student may proceed through the program on a full-time or part-time schedule. A full-time student is one registered for a minimum of six units in a given quarter; any other registered student is classified as part-time. The time allowed from admission to the graduate program to the conferring of the MS degree will not ordinarily exceed five years; the dean of the ZSB may consider applications for extensions on a case-by-case basis.

**Foundation (0-52 units):**

For the Accountancy curriculum, courses recapping initial preparation in business related subjects are:

ACCT 511	Accounting I
ACCT 512	Accounting II
ACCT 541	Intermediate Accounting I
ACCT 542	Intermediate Accounting II
ACCT 543	Intermediate Accounting III
ACCT 546	Auditing Theory & Practice
ACCT 554	Federal Income Tax: Individuals
ACCT 562	Cost Determination & Analysis
ACCT 574	Accounting Information Systems
ACCT 558	Government & Nonprofit Accounting
ECON 514	Economic Concepts for Business Decision Making
ECON 517	Resources for Decision Making
MGMT 508	Business Law, Society, and Ethics in a Global Context

*The requirement that any of these courses be completed may be waived on the basis of prior coursework or documented equivalent experience, at the discretion of the Department Chair. Students transitioning from ESL into the MS in Accountancy program may also be required to take MGMT 507 Fundamentals of Business English or demonstrate satisfactory English proficiency via placement exam with the ZSB.*

**Core (29 units):**

Core courses are:

ACCT 626	Financial Statement Analysis	(4)
ACCT 655	Federal Income Tax: Business Entities	(4)
ACCT 664	Ethics in Accountancy	(4)
ACCT 660	Advanced Accounting	(4)
ACCT 668	Advanced Auditing	(4)
ACCT 684	Accounting Professional Research	(4)
MGMT 518	Leadership Colloquium	(1)
MGMT 548	Values in the World of Business	(2-4)

*The requirement that any of these courses be completed may be waived on the basis of prior coursework or documented equivalent experience, at the discretion of the Department Chair.*

**Electives (16 units):**

Any graduate accounting course not fulfilling Accounting Foundation or Core Requirements may serve as a program elective. Other accounting-related courses may be approved by the Department Chair for students who have had extensive prior accounting coursework. The following list of electives is provided to present possible elective courses. More electives may be permitted, as approved by the chair.

ACCT 621	Controllership	(4)
ACCT 634	International Financial Reporting Standards	(4)
ACCT 637	Accounting Research	(4)
ACCT 648	Forensic Accounting	(4)
ACCT 654	Internal Auditing	(4)
ACCT 681	Seminar in Accounting Practice I	(4)
ACCT 682	Seminar in Accounting Practice II	(4)
ACCT 683	Seminar in Accounting Practice III	(4)

Non-accounting related coursework appropriate to a student's career may also be considered in consultation with the Department Chair.

## Certifications and Designations

Professionals in accounting can demonstrate their capacities by acquiring a range of certifications and designations. These include:

- Certified Public Accountant
- Certified Management Accountant
- Certified Financial Manager
- Certified Fraud Examiner
- Certified Financial Planner
- Certified Internal Auditor

## MASTER OF BUSINESS ADMINISTRATION

### Finance

General requirements for the MBA are identified in the introductory Zapara School of Business section, on the final page of the section. To earn an MBA with a concentration in Finance, a student should meet these general requirements (0-16 Foundation units and 32 Integration units) in addition to the Finance concentration coursework. The Foundation requirement for the Finance concentration also includes ACCT 541 Intermediate Accounting I and ACCT 542 Intermediate Accounting II. A student must normally complete these courses or equivalents before enrolling for Concentration courses in finance.

### Concentration (16 units):

Concentration courses must be FNCE courses, and must include the following three courses:

FNCE 606	Financial Markets and Institutions
FNCE 621	Corporate Financial Strategy
FNCE 668	Investments and Portfolio Management

### Plus, one of the following FNCE courses:

FNCE 665	Fundamentals of Health Care Finance
FNCE 677	Risk Management & Insurance Analysis

FNCE 687 International Finance

*Or other FNCE coursework approved by the department chair.*

## Certifications and Designations

Professionals in finance can demonstrate their capacities by acquiring a range of certifications and designations. These include:

- Chartered Financial Analyst
- Certified Public Accountant
- Chartered Alternative Investment Analyst
- Certified Financial Planner
- Financial Risk Manager

## COURSES

*A student must receive a grade of C or better in order for a class to count as a regular course, or as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor. Practicum hours may be required as part of any course, or used to fulfill course requirements, in accordance with the course syllabus.*

### Accounting

**ACCT 511 Accounting I (4):** Introduction to the principles that govern accounting.

*Restriction: Not open to any student who has earned a C or better in ACCT 221*

**ACCT 512 Accounting II (4):** Additional introduction to the principles that govern accounting.

*Prerequisite: ACCT 511 or 221*

*Restriction: Not open to any student who has earned a C or better in ACCT 222*

**ACCT 541 Intermediate Accounting I (4):** The history and rule-making process of accounting; the major financial statements; the time-value of money; and generally accepted accounting principles applicable to cash, receivables, and inventory.

*Prerequisite: ACCT 222 or 512*

*Restriction: Not open to any student who has earned a C or better in ACCT 341*

**ACCT 542 Intermediate Accounting II (4):** Generally accepted accounting principles for reporting fixed assets, intangible assets, current and long-term liabilities, and stockholder's equity.

*Prerequisite: ACCT 341 or 541*

*Restriction: Not open to any student who has earned a C or better in ACCT 342*



**ACCT 543 Intermediate Accounting III (4):** Accounting for special accounting classifications and related topics, including investments, pensions, leases, income taxes, accounting changes, statement of cash flows, full disclosure, and financial statement analysis.

*Prerequisite:* ACCT 342 or 542

*Restriction:* Not open to any student who has earned a C or better in ACCT 343

**ACCT 546 Auditing Theory & Practice (4):** A study of the procedures and practices in the investigation and verification of financial data, the preparation of the auditor's report, and the professional ethics and legal liability of auditors.

*Prerequisite:* ACCT 343 or 543

*Restriction:* Not open to any student who has earned a C or better in ACCT 446

**ACCT 554 Federal Income Tax: Individuals (4):** Provisions of federal income tax laws and regulations affecting the determination of an individual taxpayer's net taxable income, with emphasis on preparation of individual tax returns.

*Prerequisite:* ACCT 511 or 221

*Restriction:* Not open to any student who has earned a C or better in ACCT 354

**ACCT 558 Government & Nonprofit Accounting (4):** A study of the theory and practice of the accounting concepts as applied to government entities and other nonprofit organizations.

*Prerequisite:* ACCT 343 or 543

*Restriction:* Not open to any student who has earned a C or better in ACCT 458

**ACCT 562 Cost Determination & Analysis (4):** The analysis and use of accounting information as a tool for making management decisions, including costing, pricing, financing and investing, profitability analysis, and feasibility of accepting or rejecting proposals or projects affecting the economic well-being of the company.

*Prerequisite:* ACCT 512 or 223

*Restriction:* Not open to any student who has earned a C or better in ACCT 362

**ACCT 565 Fraud Examination (4):** The principles and methods of fraud detection, deterrence, and the interviewing of witnesses.

*Prerequisite:* ACCT 446 or 546

*Restriction:* Not open to any student who has earned a C or better in ACCT 466

**ACCT 574 Accounting Information Systems (4):** Introduction to the use, design, and control of accounting information systems. Application of professional software packages to transaction analysis and preparation of financial statements. Exposure to career choices, and actual work done by accountants.

*Prerequisite:* ACCT 511 or 221

*Restriction:* Not open to any student who has earned a C or better in ACCT 374

**ACCT 614 Seminar in Accounting (1-4):** Advanced issues in accounting; variable content. May be repeated for additional credit.

*Restriction:* Consent of the instructor

**ACCT 621 Controllership (4):** Study of accounting techniques, concepts, and procedures related to the functions and responsibilities of the controller.

*Prerequisites:* ACCT 512 or 222

**ACCT 626 Financial Statement Analysis (4):** This course is designed to train students in the importance of and techniques for analyzing financial statements.

*Prerequisite:* ACCT 343 or 543

**ACCT 634 International Financial Reporting Standards (4):** International financial reporting standards, including convergence efforts and elimination of different country-specific versions of international financial reporting standards; impact of existing statutory reporting; changes in specific accounting practices.

*Prerequisite:* ACCT 343 or 543

*Restriction:* Not open to any student who has earned a C or better in ACCT 434

**ACCT 637 Accounting Research (4):** The course is designed to apply the technical knowledge of accounting theory and principles developed in other academic courses and engagement with the academic literature in accounting to the resolution of advanced accounting problems and issues. Focuses on the development of students' analytical and research capabilities and relevant communication and interpersonal skills.

*Prerequisites:* ACCT 343 or 543

*Corequisite:* ECON 517

**ACCT 638 Accounting Theory (4):** Introduction to the process of theory formulation as it applies to accounting and application of various theories to the accounting standard-setting process.

*Prerequisite:* ACCT 343 or 543

**ACCT 639 Current Issues in Accounting (4):** An exploration of current theoretical and practical issues confronting the accounting profession. May be repeated once for additional credit with different topics, with the consent of the instructor.

*Prerequisite:* ACCT 343 or 543

**ACCT 647 Advanced Cost Accounting (4):** In-depth study of the principles and objectives of the techniques and theories used in managerial accounting. Topics may include capital budgeting, manufacturing accounting, management control systems, performance measurement, project appraisal, profit projecting, direct costing, activity-based costing, behavioral

aspects of budgeting, marketing cost effectiveness, segment reporting, gross profit and break-even analysis, cost-profit volume analysis, capital expenditure control, comparative cost analysis, transfer pricing, performance measurement, profit analysis, and quantitative techniques for planning and control. The strategic and behavioral implications and impacts of planning and control will form the context for study.

*Prerequisite: ACCT 562 or 362*

**ACCT 648 Forensic Accounting (4):** This course is designed to instruct students in the practices and techniques of forensic accounting.

*Prerequisite: ACCT 446 or 546 (a student may enroll concurrently in these courses)*

**ACCT 654 Internal Auditing (4):** An introduction to the internal audit profession and the internal audit process. Topics may include risk, governance and control issues; and the conduct of internal audit engagements, including report writing and interviewing skills; relevant professional standards; internal controls; managing the IA department; IA procedures, evidences, sampling, and flowcharting; major areas of management and operational auditing; fraud detection; IA reporting; and evaluation of the IA function.

*Prerequisite: ACCT 446 or 546*

**ACCT 655 Federal Income Tax: Business Entities (4):** Provisions of federal tax laws and regulations affecting partnerships, corporations, estates, trusts including tax planning, and non-profit organizations.

*Prerequisite: ACCT 354 or ACCT 554*

*Restriction: Not open to any student who has earned a C or better in ACCT 355*

**ACCT 659 Accounting for Health Care Organizations (4):** A study of the intricacies and challenges of the accounting requirements and needs of health care organizations.

*Prerequisite: ACCT 512 or 223 or consent of the instructor*

**ACCT 660 Advanced Accounting (4):** Advanced topics in accounting including business combinations, multinational operations and foreign currency transactions, liquidations, and reorganizations. Includes partnership formation, income distribution and liquidation.

*Prerequisite: ACCT 343 or 543*

**ACCT 664 Ethics in Accountancy (4):** Special issues in business ethics related to the roles and responsibilities of the accounting and auditing professions, including legal and regulatory guidelines and licensing requirements, as well as managerial responsibilities related to accounting ethics.

*Prerequisite: ACCT 511*

**ACCT 668 Advanced Auditing (4):** Topics selected from among: internal and compliance auditing, auditor's ethics and liability, EDP auditing and audit sampling, special report writing, audit standards for state and local governmental entities and

government agencies, review and discussion of selected audit cases, international auditing, SAS 99, and compliance with the Sarbanes-Oxley Act.

*Prerequisite: ACCT 446 or 546*

**ACCT 669 Taxes & Business Strategy (4):** An examination of the pervasive role of taxes in business decision-making. Integrates knowledge of tax laws with the fundamentals of corporate finance and microeconomics and offers a framework for understanding how taxes affect decision-making, asset prices and the financial and operational structure of firms and appreciating the differences and trade-offs between the taxation and financial reporting of a transaction. The goal is to provide a framework for recognizing tax planning opportunities and applying basic principles of tax strategy. Cross-listed with MGMT 669.

**ACCT 674 Reading Tutorial in Accounting (1-4):** Independent study under the supervision of a faculty member. May be repeated for additional credit with consent of the instructor.

*Prerequisites: Consent of the instructor and the dean's office*

**ACCT 681 Seminar in Accounting Practice I (4):** An in-depth analysis and review of key professional issues in accounting. Topics include financial accounting and reporting, regulation, auditing and attestation, and business environment and concepts. Content focus varies with student interest and preparation.

*Prerequisite: ACCT 343 or 543*

**ACCT 682 Seminar in Accounting Practice II (4):** An in-depth analysis and review of key professional issues in accounting. Topics include financial accounting and reporting, regulation, auditing and attestation, and business environment and concepts. Content focus varies with student interest and preparation.

*Prerequisite: ACCT 343 or 543*

**ACCT 683 Seminar in Accounting Practice III (4):** An in-depth analysis and review of key professional issues in accounting. Topics include financial accounting and reporting, regulation, auditing and attestation, and business environment and concepts. Content focus varies with student interest and preparation.

*Prerequisite: ACCT 343 or 543*

**ACCT 684 Accounting Professional Research (4):** Introduction to the use of professional databases to research and resolve accounting problems and issues. The course will focus on the development of students' analytical and research skills, relevant communication skills, and interpersonal skills.

*Prerequisite: ACCT 343 or 543, ACCT 354 or 554, ACCT 546, ACCT 660*

**ACCT 695 Topics in Accounting (1-4):** In-depth exploration of selected topics in accounting. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.

*Restriction: Consent of the instructor*

**ACCT 696 Practicum in Accounting (1-4):** Provides academic credit for supervised work activity that draws on graduate-level skills in accounting and that is documented by an appropriate exercise or set of exercises. Enrollment is dependent on the student's proposal of a practicum site and identification of an appropriate supervisor as well as on the approval of the appropriate ZSB program coordinator. May be repeated for additional credit with consent of the instructor and the dean's office. A student may register for multiple iterations of this course for a maximum of eight units of credit.  
*Restrictions: Consent of the instructor and the dean's office*

**ACCT 699 Directed Study (1-4):** Independent study under the supervision of a faculty member. May be repeated for additional credit (maximum of 8 units) with consent of the instructor.  
*Restrictions: Consent of the instructor and the dean's office*

## Economics

**ECON 514 Economic Concepts for Business Decision Making (3-4):** This course is designed to offer students insights into how markets function. After considering basic economic dynamics, it examines ways in which managers make day-to-day decisions about running their businesses. It will also explore the decision making process when, for various reasons, a firm has a direct influence on the market price of a product. And it will explore approaches to crafting market responses to putative "market failures."  
*Restriction: Not open to any student who has earned a C or above in ECON 255 or the equivalent*

**ECON 517 Resources for Decision Making (3-4):** This course provides students with key resources they can use to integrate and assess information related to firm decision making. In particular, it introduces students to issues in statistics, modeling, and relevant aspects of information management.  
*Restriction: Not open to any student who has earned a C or better in MATH 155 or DATA 115*

**ECON 557 Globalization & International Business (4):** Introduction to international business theory and practice: theory of trade and integration, international economic institutions and their context, comparative economic systems, application of economic principles to the functional areas of business on the global level.  
*Restriction: Not open to any student who has earned a C or better in ECON 357*

**ECON 566 Economic Development in Emerging Markets (4):** An examination of key factors driving economic growth in nations. The focus is on the roles of population growth, physical and human capital accumulation, international trade, technology, and political stability in economic development. Compares the developmental histories of advanced industrial economies and developing economies with emphasis on emerging markets. May be repeated with different content with the consent of the instructor.  
*Restriction: Not open without the consent of the instructor to any student who has earned a C or better in ECON 366*

**ECON 587 Introductory Econometrics (4):** A presentation of the principal concepts, techniques, and applications of econometrics using OLS and MLE estimators. Emphasis on developing a critical understanding of the appropriateness and limitations of a variety of political economy models. Coverage may include systems of simultaneous equations, discrete-choice models, time series analysis, panel data, and nonlinear functional forms.  
*Restriction: Not open to any student who has earned a C or better in ECON 387*  
*Additional Requirement: ECON 254 or 514, and ECON 517 or 4 units of undergraduate statistics or the equivalent*

**ECON 592 Essentials of Game Theory (4):** Introduction to the formal study of interdependent decision-making. Topics include normal and extensive form games, strategic games, dominance strategies, the concept of the Nash equilibrium and various refinements of this concept, subgame perfect equilibrium, games of incomplete information, learning in games, repeated and sequential games, reputation and credibility, and cooperative and coalitional games. Applications in economics, political science, and business are emphasized.  
*Restriction: Not open to any student who has earned a C or better in ECON 392*

**ECON 614 Seminar in Economics (1-4):** Advanced issues in economics; variable content. May be repeated for additional credit.  
*Prerequisite: Consent of the instructor*

**ECON 624 Advanced Quantitative Techniques for Business Decision-Making (4):** Advanced topics in the use of quantitative tools to inform business strategy; variable content. May be repeated for additional credit to a maximum of 12 units.  
*Prerequisite: ECON 517 and consent of the instructor*

**ECON 674 Reading Tutorial in Economics (1-4):** Independent study under the supervision of a faculty member. May be repeated for additional credit with consent of the instructor.  
*Restriction: Consent of the instructor and the dean's office*

**ECON 695 Topics in Economics (1-4):** Advanced topics in economics. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.

*Restriction: Consent of the instructor*

**ECON 696 Practicum in Economics (1-4):** Provides academic credit for supervised work activity that draws on graduate-level skills in economics and that is documented by an appropriate exercise or set of exercises. Enrollment is dependent on the student's proposal of a practicum site and identification of an appropriate supervisor as well as on the approval of the appropriate ZSB program coordinator. A student may register for multiple iterations of this course for a maximum of eight units of credit.

*Restrictions: Consent of the instructor and the dean's office*

**ECON 699 Directed Study (1-4):** Independent study under the supervision of a faculty member. May be repeated for additional credit with consent of the instructor.

*Restrictions: Consent of the instructor and the dean's office*

## Finance

**FNCE 517 Accounting and Financial Reporting for Managers (4):** This course is designed to equip managers to be discriminating consumers of financial information. It introduces them to basic concepts in accounting and finance they can use to ask insightful questions and craft strategic proposals that draw on financial reports and implicate firms' financial commitments and resources.

**FNCE 537 Strategic Financial Management (4):** This course is designed to prepare students to become managers who are critical and informed consumers of financial information and who can provide generalist oversight of organizations' financial operations in ways designed to ensure that these operations contribute effectively to the fulfillment of the organizations' missions. It is designed to help students develop advanced understanding of the principal theories and techniques of corporate finance and valuation and to provide students with the tools and techniques that will enable them to reason strategically when facing financial challenges inside or outside a given firm. It will feature game theory and empirical applications. It will consider topics appropriate to the strategic aspects of finance. Presupposing Foundation-level understanding of accounting and finance, this course also serves as the initial course for the MBA concentration in finance.

*Prerequisite: FNCE 517 or equivalent*

**FNCE 537A Strategic Financial Management for Health Care (4):** This course is designed to prepare students to become managers who are critical and informed consumers of financial information and who can provide generalist oversight of organizations' financial operations in ways designed to ensure that these operations contribute effectively to the fulfillment of the organizations' missions. It is designed to help students develop advanced understanding of the principal theories and techniques of corporate finance and valuation and to provide students with the tools and techniques that will enable them to reason strategically when facing financial challenges inside or outside a given firm. It will feature game theory and empirical applications. It will consider topics appropriate to the strategic aspects of finance, with a particular emphasis on issues related to health care.

*Prerequisite: FNCE 517 or equivalent*

**FNCE 537B Strategic Financial Management in Entrepreneurship (4):** This course is designed to prepare students to become managers who are critical and informed consumers of financial information and who can provide generalist oversight of organizations' financial operations in ways designed to ensure that these operations contribute effectively to the fulfillment of the organizations' missions. It is designed to help students develop advanced understanding of the principal theories and techniques of corporate finance and valuation and to provide students with the tools and techniques that will enable them to reason strategically when facing financial challenges inside or outside a given firm. It will feature game theory and empirical applications. It will consider topics appropriate to the strategic aspects of finance, with a particular emphasis on issues related to entrepreneurship.

*Prerequisite: FNCE 517 or equivalent*

**FNCE 606 Financial Markets & Institutions (4):** A study of financial instruments, institutions and forces operating in domestic and international markets as well as legal and regulatory environment, monetary and fiscal policy, market forces determining asset pricing, and interest rates.

*Prerequisite: FNCE 537*

*Restriction: Not open to any student who has earned a C or better in FNCE 364*

**FNCE 614 Seminar in Finance (1-4):** Advanced topics in finance; variable content. May be repeated for additional credit.

*Prerequisite: FNCE 537*

*Restriction: Consent of the instructor*

**FNCE 621 Corporate Financial Strategy (4):** Advanced topics of financial analysis, modeling, and management. Capital structure; risk/return analysis; financial forecasting; mergers and acquisitions; international transactions. Case studies will be the primary vehicle for developing competencies.

*Prerequisite: FNCE 537*

**FNCE 665 Fundamentals of Health Care Finance (4):** Reimbursement concepts and procedures including public and private third-party payers; health care budgeting, financial planning techniques, and cost analysis and control.

*Prerequisite: FNCE 537 or 354*

*Restriction: Not open to any student who has earned a C or better in FNCE 465*

**FNCE 668 Investments & Portfolio Management (4):** Investment vehicles including debt and equity securities, derivatives, and tangible assets. Course may also examine fundamental and technical analysis, security valuation and risk/return analysis, and portfolio structure.

*Prerequisite: FNCE 537*

**FNCE 674 Reading Tutorial in Finance (1-4):** Independent study under the supervision of a faculty member. May be repeated for additional credit with consent of the instructor.

*Prerequisite: FNCE 537*

*Restrictions: Consent of instructor the dean's office*

**FNCE 677 Risk Management & Insurance Analysis (4):** Analysis of insurance products and underwriting. Provides as theoretical framework for an understanding of risk management methods and procedures and explores their application to corporate financial management.

*Prerequisite: FNCE 537*

**FNCE 687 International Finance (4):** The international financial environment. Managerial perspectives on export/import financing techniques, the identification and management of exchange risks, and issues arising in the financing of foreign affiliates.

*Prerequisite: FNCE 537*

*Restrictions: Not open to any student who has earned a C or better in FNCE 487*

**FNCE 695 Topics in Finance (1-4):** Advanced topics in finance. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.

*Prerequisite: FNCE 537 or consent of the instructor*

**FNCE 696 Practicum in Finance (1-4):** Provides academic credit for supervised work activity that draws on graduate-level skills in finance and that is documented by an appropriate exercise or set of exercises. Enrollment is dependent on the student's proposal of a practicum site and identification of an appropriate supervisor as well as on the approval of the appropriate ZSB program coordinator. A student may register for multiple iterations of this course for a maximum of eight units of credit.

*Prerequisites: Consent of the instructor and the dean's office*

**FNCE 699 Directed Study (1-4):** Independent study under the supervision of a faculty member. May be repeated for additional credit with consent of the instructor.

*Prerequisite: FNCE 537*

*Restrictions: Consent of the instructor and the dean's office*

# Program in Customized Concentrations

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## Program Faculty

### Gary Chartier, Coordinator

Associate Dean, Zapara School of Business  
Distinguished Professor of Law and Business Ethics (2001)  
LLD University of Cambridge 2015  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991  
Law and legal theory, ethics, political theory

## Curricula Offered

The Program in Customized Concentrations oversees the customized MBA program.

## Customized Curriculum

1. A person with academic objectives not readily achievable through an existing Zapara School of Business (ZSB) Master of Business Administration program may receive an MBA degree with a customized concentration from the Zapara School of Business after the completion of a special curriculum approved by the School.
2. A customized MBA curriculum must feature a minimum of forty-eight units of non-Foundation courses, including at least thirty-two units offered by the School of Business. It should feature sixteen units of concentration courses. A student completing a customized MBA concentration will be expected to meet all applicable MBA Integration and Foundation requirements.
3. A proposal for a customized MBA concentration should ordinarily include the following:
  - A. A list of the courses to be included in the proposed curriculum;
  - B. A title for the concentration, which will be the only designation to appear on the student's diploma and transcript if the curriculum is approved; and
  - C. Documents or other materials supportive of the proposal and requested by the Program in Customized Concentrations, including any information requested regarding the rationale for the curriculum, the curriculum's intended academic focus, and the goals it is intended to serve.
4. A customized MBA curriculum meeting the requirements contained in this policy may be designed and approved simultaneously for a specific cohort of students.
5. No undergraduate course will fulfill any requirement for an MBA with a customized concentration.
6. A customized MBA concentration proposal must be approved in accordance with a review process established by the dean's office. The Program in Customized Concentrations is primarily responsible for certifying the academic credibility of each proposed customized MBA curriculum during the review process. Thus, it may require revisions in a proposal, or reject it entirely. The Program will notify the Office of University Records once a customized MBA concentration has been approved.
7. While the University will attempt to ensure that a person whose customized MBA concentration has been approved will be able to complete requirements for the concentration on schedule, the approval of a customized MBA concentration constitutes only a commitment on the university's part to make reasonable efforts to ensure the concentration's completion. Approval of a customized MBA concentration is not a guarantee that the courses included in the proposal, or others to be substituted for them, will be available at the times required for the degree to be completed as planned.

# Department of Management and Marketing

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## Regular Members of the Faculty

### **S. Eric Anderson**

Professor of Management (2011)  
PhD University of North Texas 1992  
Health care management, strategic management, health care economics and finance, political economy, international trade

### **Gary Chartier, Chair**

Associate Dean, Zapara School of Business  
Distinguished Professor of Law and Business Ethics (2001)  
LLD University of Cambridge 2015  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991  
Law and legal theory, ethics, political theory

### **Jere L. Fox**

Associate Professor of Law and Management (2011)  
MA La Sierra University 2007  
JD Pepperdine University 1977  
Estate planning, trust and probate law, business law, constitutional law and the church

### **Dulce L. Peña**

Associate Professor of Law and Human Resource Management (2011)  
MA Fielding Institute 2010  
JD Pepperdine University 1990  
MA Loma Linda University 1987  
Employment law, human resource management, leadership, conflict resolution

### **John Razzouk**

Instructor in Marketing (2019)  
MBA La Sierra University (2011)  
Strategic marketing

### **Elias G. Rizkallah**

Professor of Marketing and Management (2001)  
PhD Northwestern University 1982  
International marketing, strategic marketing planning, marketing management, consumer behavior

### **John Thomas**

Dean, Zapara School of Business  
Bashir Hasso Professor of Entrepreneurship and Political Economy (1989)  
PhD Claremont Graduate University 2001  
Behavioral finance, political economy, development studies, entrepreneurship, social entrepreneurship

## Members of the Collaborating Faculty

### **Dom Betto**

Adjunct Associate Professor of Social Entrepreneurship (2001)  
MSW Fordham University School of Social Service 1977  
Social entrepreneurship

### **Eduardo Brugman**

Instructor in Information Systems (2019)  
MBA La Sierra University (2012)  
Information systems management

### **James Erickson**

Director, La Sierra University Center for Philanthropy  
Adjunct Professor of Non-Profit Management  
LHD *hc* La Sierra University 2007  
EdD Indiana University 1970  
Philanthropic fund-raising, not-for-profit organizational strategy

### **Mark Gasper**

Adjunct Associate Professor of Business Analytics  
BS Loma Linda University (1984)  
Business strategy and analytics

### **Lisa S. Willsey-Goolsby**

Adjunct Associate Professor of Marketing  
PhD Northcentral University 2020  
Professional Certified Marketer 2001  
Marketing strategy, consumer behavior, marketing and technology

### **Kevin Grant**

Adjunct Associate Professor of Management and Finance (2018)  
PhD Regent University 2008  
Leadership, finance, economics, and strategy

### **Christian W. Johnston**

Adjunct Assistant Professor of Law (2014)  
JD Pepperdine University School of Law (1999)  
Business law, health care law, human resource management

### **Mark Khalaf**

Adjunct Assistant Professor of Law (2014)  
JD Southwestern University School of Law 2002  
Business law

### **Robert Krone**

Distinguished Visiting Professor of Strategic Management (1992)  
PhD University of California at Los Angeles 1972  
Strategic planning, electronic distance learning, systems analysis, policy formulation, organization theory

**Robert Kevan Metcalfe**

Adjunct Professor of Hospital Administration  
FACHE 2009  
MBA Florida Institute of Technology 1989  
Health care administration

**Heather Miller**

Adjunct Assistant Professor of Management (2013)  
MBA La Sierra University 2007  
Business English, managerial communication

**Richard W. S. Pershing**

Director of the Center for Conflict Resolution  
Adjunct Assistant Professor of Management and Law (2010)  
JD Western State University 1990  
Conflict resolution, business law

**Dan Smith**

Adjunct Assistant Professor of Business Ethics (2012)  
DMin Andrews University 1987  
Business ethics, workplace spirituality, social entrepreneurship

**Terry Swenson**

Adjunct Assistant Professor of Workplace Spirituality (2013)  
DMin George Fox University Theological Seminary 2009  
Workplace spirituality

**Lorraine Abaro Thomas**

Associate Professor of Management, Marketing, and Law (2105)  
PsyD Loma Linda University 2015  
DrPH Loma Linda University 2015  
LLM Georgetown University 2004  
JD UCLA School of Law 1993  
Management, marketing, consumer behavior, advertising, health care law, leadership

**Warren C. Trenchard**

Director, Edward C. Allred Center  
Adjunct Professor of Management and Social Entrepreneurship (2005)  
PhD University of Chicago 1981  
Social entrepreneurship, management strategy

**John Wyatt III**

Adjunct Professor of Business Law (1999)  
JD University of Dayton 1978  
Governmental regulation of business, government procurement, contract management, human resource management

Some courses applicable to the MBA are delivered by faculty members from the Department of Theological Studies; these faculty members are thus members of the ZSB Collaborating Faculty.

## Curricula Offered

The Department of Management and Marketing offers curricula leading to the MBA with concentrations in health care management, human resource management, management, and marketing.

## Admission Requirements

For more information regarding admission to the MBA, please refer to the Zapara School of Business section of this bulletin and contact the ZSB dean's office.

## CONCENTRATIONS

Specific requirements for the curricula offered by the Department are listed below. The Zapara School of Business dean's office may, at its discretion, waive a curricular requirement entirely or approve a course substitution as an alternate means of meeting the requirement.

### Health Care Management

General requirements for the MBA are identified in the introductory Zapara School of Business section, on the final page of the section. To earn an MBA with a concentration in Health Care Management, a student should meet general MBA requirements (0-16 Foundation units and 32 Integration units) in addition to those specified below:

#### Concentration (16 units):

MGMT 668	Advanced Legal Issues in Health Care
MGMT 695C	Topics: Strategic Planning in Health Care Organizations
MGMT 695QM	Topics: Quality Management in Health Care

#### Plus 4 additional electives selected from among the following:

FNCE 665	Fundamentals of Health Care Finance
MGMT 536	Health Care Management
MGMT 568	Conflict Resolution
MGMT 695HI	Health Care Informatics
MGMT 695R	Reinventing Health Care
MKTG 589	Health Care Marketing

*Or other courses as approved by the Department of Management and Marketing*

A student completing the concentration in Health Care Management meets the same requirements for the MBA as one completing other concentrations, but may complete FNCE 537A rather than FNCE 537, MGMT 537A rather than MGMT 537, and MKTG 537A rather than MKTG 537.



## Certifications and Designations

Professionals in health care management can demonstrate their capacities by acquiring a range of certifications and designations. These include:

- American Association of Healthcare Administrative Management certification
- Certified Accounts Manager
- Certified Compliance Technician
- Certified Healthcare Administrative Professional
- Certified Medical Manager
- Certified Revenue Cycle Executive
- Certified Revenue Cycle Professional
- Certified Revenue Cycle Specialist
- Certified Revenue Integrity Professional
- Fellow of the American College of Healthcare Executives certification
- Healthcare Human Resources certification

## Human Resource Management

General requirements for the MBA are identified in the introductory Zapara School of Business section, on the final page of the section. To earn an MBA with a concentration in Human Resource Management, a student should meet general MBA requirements (0-16 Foundation units and 32 Integration units) in addition to those specified below:

### Concentration (16 units):

MGMT 634 Strategic Compensation Management  
MGMT 644 Employment Law

**Plus 8 additional units selected from among the following courses:**

MGMT 568 Conflict Resolution: Theory and Practice  
MGMT 625 Talent Acquisition, Management, and Development  
MGMT 697 Practicum in Human Resource Management  
*Or other courses approved by the Department of Management and Marketing*  
*Each student earning an MBA with this concentration must complete MGMT 697 unless the department waives this requirement based on prior human resource management experience.*

## Certifications and Designations

Professionals in human resource management can demonstrate their capacities by acquiring a range of certifications and designations. These include:

- Professional in Human Resources
- Senior Professional in Human Resources
- Society for Human Resource Management Certified Professional

- Society for Human Resource Management Senior Certified Professional
- Professional in Human Resources — International
- Senior Professional in Human Resources— International
- Global Professional in Human Resources
- Certified Workplace Mediator
- Certified Workplace Mediator and Trainer

## Management

The concentration in Management is designed to be interdisciplinary in nature, allowing the student to select coursework from a range of options offered by the Zapara School of Business (or other areas, with approval). General requirements for the MBA are identified in the introductory Zapara School of Business section, on the final page of the section. To earn an MBA with a concentration in Management a student should meet general MBA requirements (0-16 Foundation units and 32 Integration units) in addition to those specified below:

### Concentration (16 units):

16 units of interdisciplinary coursework

May include any non-foundation and non-integration ZSB courses, or other courses from outside the ZSB, subject to approval by the department chair or dean's office.

## Marketing

General requirements for the MBA are identified in the introductory Zapara School of Business section, on the final page of the section. To earn an MBA with a concentration in Marketing, a student should meet general MBA requirements (0-16 Foundation units and 32 Integration units) in addition to those specified below:

### Concentration (16 units):

MKTG 631 Marketing Planning and Strategy  
MKTG 656 New Product Development  
Eight additional units selected from available MKTG courses numbered 538 and above.

## Certifications and Designations

Professionals in marketing can demonstrate their capacities by acquiring a range of certifications and designations. These include:

- Professional Certified Marketer
- Certified Marketing Management Professional
- Certified Marketing Specialist
- Digital Marketing Certification
- Content Marketing Certification

Students are encouraged to prepare for appropriate designations and certifications as soon as possible, and to consult with appropriate faculty members accordingly.

## COURSES

*A student must receive a grade of C or better in order for a class to count. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor. Practicum hours may be required as part of any course, or used to fulfill course requirements, in accordance with the course syllabus.*

### Management

**MGMT 507 Fundamentals of Business English (1-4):** An introduction to interpreting and composing written and spoken English for use in business and business-academic settings. Designed for non-native English speakers. May be repeated for additional units with departmental approval. This course forms part of the Foundation curriculum; units earned do not carry degree credit.

**MGMT 508 Business Law, Society, and Ethics in a Global Context (3-4):** The purpose of this course is to introduce students to key issues related to US and global business law, to the socio-political context in which business decisions take place, and to appropriate ethical frameworks and tools suitable for critical reflection on the conduct and character of managers and the behavior of their organizations.

**MGMT 509 Health Care Operations (4):** Systematic planning, design, and operation of all processes required for the delivery of health care services. Focuses on tools appropriate for the analysis of operating systems and diverse approaches to health care operations.

**MGMT 514 Philosophy of Work (4):** Explores a range of philosophical issues related to the meaning and organization of work.

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 314*

**MGMT 518 Leadership Colloquium (0.5-1):** Designed to enrich graduate students' experiences, this course features opportunities for program orientation, engagement with guest speakers and other visitors, and exposure to current business-related literature.

**MGMT 518E Leadership Colloquium in Entrepreneurship (0.5-1):** Discussion of current literature and issues in business and economics relevant to entrepreneurship. Required of all graduate students. Available on an S/U basis only. May be repeated for additional content with the consent of the

instructor.

**MGMT 519 Philanthropic Strategies (4):** An introduction to philanthropic fund-raising and its role in organizational development.

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 495P*

**MGMT 525 Management & Literature (4):** Explores the insights into human behavior, organizational processes, the nature of leadership, moral and spiritual challenges, and other business-related issues offered by literary texts in dialogue with appropriate components of the academic management literature.

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 438*

**MGMT 526 Management & Film (4):** Explores the insights into human behavior, organizational processes, the nature of leadership, moral and spiritual challenges, and other business-related issues offered by films, television programs, or both in dialogue with appropriate components of the academic management literature.

**MGMT 527 Information Systems Management (3-4):** Strategies for the effective use of technology in organizational management. Focuses on understanding the importance of information technology for diverse applications within an organization. Topics include hardware, software, data resources, telecommunications, and networks.

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 327*

**MGMT 528 Obtaining Philanthropic Support (4):** Strategies for attracting support for philanthropic projects from foundations and individuals.

**MGMT 529 Emotional Intelligence in the Workplace** This course focuses on emotional intelligence (EI), the intentional use of emotions in guiding thinking and behavior, in the workplace. It examines the use of EI to create positive and productive worksite conditions and support individual employee success, explores research focused on EI, and encourages practical applications of EI research.

**MGMT 536 Health Care Management (4):** Economic, political, social, and technological issues in the health care delivery system; the interaction of health care organizations and the problems of access and delivery of health services.

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 436*

**MGMT 537 Strategic Human Resource Management (4):** This course is designed to prepare students to become managers who are critical and informed consumers of information related to human capital management. Presupposing Foundation-level understanding of relevant business issues,

it also serves as the initial course for the MBA concentration in human resource management. It is intended to expose students to issues at the intersection of human capital management, technology, and organizational strategy. Students will examine the organizational significance of the human resources function. Topics may include the place of human capital management in organizational planning, job analysis, employee acquisition, employee relations, and performance management. The class emphasizes the contribution of the human resource function to organizational success and provides tools for organizational leaders to manage and develop talent and oversee human resources professionals.

*Prerequisite: MGMT 508 (may be concurrently enrolled)*

**MGMT 537A Strategic Human Resource Management for Health Care (4):** This course is designed to prepare students to become managers who are critical and informed consumers of information related to human capital management. Presupposing Foundation-level understanding of relevant business issues, it also serves as the initial course for the MBA concentration in human resource management. It is intended to expose students to issues at the intersection of human capital management, technology, and organizational strategy. Students will examine the organizational significance of the human resources function. Topics may include the place of human capital management in organizational planning, job analysis, employee acquisition, employee relations, and performance management. The focus is not on the mechanics of human capital management but on its contribution to organizational success and the role of the organizational leader in managing and utilizing the effective work of human resources professionals. This iteration of MGMT 537 focuses specifically on health-care related issues.

*Prerequisite: MGMT 508 (may be concurrently enrolled)*

**MGMT 537B Strategic Human Resource Management in Entrepreneurship (4):** This course is designed to prepare students to become entrepreneurial managers who are critical and informed consumers of information related to human capital management. Presupposing Foundation-level understanding of relevant business issues, it also serves as the initial course for the MBA concentration in human resource management. It is intended to expose students to issues at the intersection of human capital management, technology, and organizational strategy. Students will examine the organizational significance of the human resources function. Topics may include the place of human capital management in organizational planning, job analysis, employee acquisition, employee relations, and performance management. The focus is not on the mechanics of human capital management but on its contribution to organizational success and the role of the organizational leader in managing and utilizing the effective work of human resources professionals. It will consider topics appropriate to the strategic aspects of

human capital management, with a particular emphasis on issues related to entrepreneurship.

*Prerequisite: MGMT 508 (may be concurrently enrolled)*

**MGMT 538 Global Poverty (4):** An examination of the causes of the global wealth gap and an assessment of alternative policy responses to this gap, with particular attention to the effects of aid programs and of globalization on poverty reduction. Integrates perspectives from economics, politics, law, philosophy, and religion.

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 424, 495G, or 695G. Cross-listed as RELE 614A*

**MGMT 539 Enterprise, Organization, & Anarchy (4):** The design of industrial organizations, and the potential contributions of for-profit and not-for-profit organizations to the provision of social and other public services, including “public goods,” in the absence of the state. Seminar format.

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 427*

**MGMT 544 Business Ethics (3-4):** Moral foundations of business practice, with a focus on both theological and philosophical resources.

*Prerequisite: MGMT 507 or the consent of the instructor or the dean's office*

*Restriction: Not open to any student who has earned a grade of C or better in UNST 404C*

**MGMT 545 Workplace Spirituality (2):** An in-depth exploration of the links between work life and the spiritual life. Focuses on themes including prayer, discernment, guidance, forgiveness, community, and the Sabbath.

*Prerequisite: MGMT 507 or the consent of the instructor or the dean's office.*

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 345*

**MGMT 546 Social Entrepreneurship (2):** Prepares students to build on a theoretical foundation in social entrepreneurship by planning a field project involving the use of business skills and business creativity to foster positive social change.

*Prerequisite: MGMT 507 or the consent of the instructor or the dean's office.*

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 367*

**MGMT 547 Principles of Business Law (3-4):** The social and political environment of business, with a particular focus on the role of law and regulation on the shape of business activity. Includes both descriptive and critical aspects. Addresses appropriate topics selected from among issues including government regulation and public policy; real and personal property; contracts; business organizations; labor and employment law; agency; sales and the Uniform Commercial

Code; business-related torts and crimes; constitutional issues in business law; wills, trust, and estates; commercial paper; secured transactions; debtors' and creditors' rights; and bankruptcy.

*Prerequisite: MGMT 507 or the consent of the instructor or the dean's office*

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 382 or MGMT 347*

**MGMT 548 Values in the World of Business (2-4):** This course is designed to help equip students to become effective business leaders by challenging them to consider ethical, social, spiritual, and political issues related to business practice. Topics considered may include the nature of social purpose businesses, the relationship between business practice and the quest for personal meaning, the contribution of business to the development of flourishing human lives, the support for business practice provided by spiritual resources, and social challenges faced by the contemporary business firm. May be completed for additional credit with the consent of the instructor.

**MGMT 549 Advanced Business Law for Accounting Practice (4):** In-depth exploration of issues in business law specifically relevant to the responsibilities of the professional accountant.

**MGMT 554 Professional Practice Management (4):** Practical techniques and strategies for managing a professional (medical, legal, accounting, dental, etc.) practice for oneself, for an individual professional, or for a group of professionals. Focuses on human relations, financial management, and other challenges specific to the professional practice environment.

*Restriction: Not open to students who have earned a grade of C or better in MGMT 354*

**MGMT 555 Crisis Management (2-4):** Examines contemporary theory and practice related to the prevention and management of crises. Conceptual frameworks for analyzing the character, impact, and consequences of crises will be applied to private- and public-sector case studies. Multidisciplinary in character.

**MGMT 556 Negotiation (2-4):** This course uses short lectures, case discussions, role-playing simulations, multi-party negotiations, and face-to-face exercises to teach students how to think strategically, bargain successfully, and gain the commitment and cooperation of others. Participants will not only develop the principles and tools needed to analyze negotiation situations effectively, but will also build interpersonal skills needed to influence and persuade others.

**MGMT 557 Planned Giving (4):** Encouraging and managing planned gifts to philanthropic organizations.

**MGMT 558 Capital & Endowment Campaigns (4):** Overseeing

and participating in efforts designed to attract large-scale gifts supporting projected capital projects, including endowments, for philanthropic organizations.

**MGMT 559 Decision Making and Uncertainty (4):** This course is designed to help students become managers who can make decisions in the face of internal and external uncertainty. Students explore key steps of problem-finding and problem-solving and relevant approaches to modeling complex business problems. The course is hands-on, emphasizing techniques, the formulation of models, and the interpretation of results rather than theoretical issues. Students learn to generate and assess alternative business models, acquire relevant data, test assumptions, synthesize data, identify patterns and insights, and explore organizational issues using diverse qualitative and quantitative research methods. The course will examine not only the relevance of various tools but also the mental processes underlying human judgments and decisions. Students will acquire the critical tools needed to think reflectively about how they and other decision-makers approach an uncertain future.

*Prerequisite: ECON 517 or equivalent*

**MGMT 564 Principles of Entrepreneurship (4):** Concepts, methods, and procedures of initiating new ventures. Acquisition, location, legal consideration, and application of the management process as it relates to the operation of a small business.

*Prerequisites: FNCE 537, MGMT 537, MKTG 537*

*Restriction: Not open to any student who has earned a C or better in MGMT 459*

**MGMT 565 Experiential Learning in Management (4):** A challenging exercise designed to test and hone each student's ability to integrate skills from diverse areas of business while pursuing a coherent and creative strategy for a simulated firm.

**MGMT 566 Introduction to Business Analytics (4):** This course examines ways in which data analysis technologies can be used to improve decision-making. It enables students to understand the kinds of questions that analytics can enable them to answer, explores the fundamental principles and techniques of data mining, places data-mining techniques in context, develops data-analytic thinking, and provides opportunities to work with data mining software, and equips students to interact competently on the topic of data mining for business intelligence.

*Prerequisite: ECON 517 or equivalent*

**MGMT 567 International Environment & Management (4):** The international environment of business: its cultural, economic, legal, and political aspects; markets and business customs; dealing with foreign governments; and protecting investments.

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 486*

**MGMT 568 Conflict Resolution: Theory & Practice (4):** An

examination of the theory and practice of conflict resolution in the workplace, causes of conflict, and designing systems to leverage conflict as an opportunity to bring about needed change and visioning in the workplace. Also addresses relevant issues in labor and employment law. Provides opportunity for in-depth research. It is strongly recommended that a student enroll in MGMT 537 before enrolling in this course.

*Restriction: Not open to any student who has earned a C or better in MGMT 368*

**MGMT 574 Mediating Organizational Conflict (4):** This course serves as an introduction to mediation processes and basic mediation skills to be applied in workplace settings. Different mediation models, cultural awareness and diversity, neutrality, confidentiality, legal requirements and ethics will serve as the scholarly foundation for the class. Basic mediation skills and techniques are identified and cultivated throughout all stages of mediation through the use of exercises and role-play.

*Prerequisites: MGMT 537 required, MGMT 568 or 368 recommended*

**MGMT 575 Conflict Coaching (4):** Conflict coaching is a relatively new Alternative Dispute Resolution process used in one-on-one coaching that helps individuals develop better communication and conflict management skills. The class will focus on workplace conflicts, and covers both theoretical and practical applications of the concept using exercises and role-play. Different theoretical models will be explored with emphasis on issues of identity, power and emotion in interpersonal conflicts.

*Prerequisite: MGMT 568*

**MGMT 576 Issues in Employee & Labor Relations (4):** This advanced graduate seminar is designed to challenge developing business leaders to explore issues related to such labor- and employment-related topics as workplace governance, trade unions and their interactions with businesses, the culture of work, and cross-cultural variations in employment law and practice.

**MGMT 577 Leadership for Economic Development (4):** The theory and practice of transformative market-based economic development, with potential opportunities for the development and reinforcement of skills in multiple functional areas of business. May be repeated for additional credit with the consent of the instructor.

**MGMT 578 Organizational Behavior (4):** The relationship of the individual and the organization: leadership, motivation, group dynamics, decision making, interpersonal relations, and change. Designing and implementing the organizational structure: corporate divisions, departments, and support groups. Organizing work: positions, specifications, performance standards and review, reward systems, program process, and project management. Cases and readings in a lecture/discussion format.

**MGMT 579 Leadership & Organizational Effectiveness (4):** Focuses on leadership as an interpersonal process of social influence and examines how effective leaders influence the attainment of group and organizational goals. Topics include classic and contemporary views of leadership and the application of various theories to leadership in business and politics. Also explores the influence of cultural and gender differences on the leadership process. Seminar and skill-development format.

*Restriction: Not open to any student who has earned a grade of C or better in MGMT 475*

**MGMT 584 Operations Management (4):** A study of concepts of decision models for planning, control forecasting, scheduling, and analysis within an enterprise.

**MGMT 587 Leadership, Creativity, and Organizational Dynamics (4):** This course is designed to prepare students to lead organizations by creating and building organizational vision and empowering, inspiring and building shared purpose with those they lead. The course emphasizes the challenges of leadership in organizations featuring participants with diverse viewpoints, perspectives, and skills. It focuses on developing and reclaiming individual creativity and authenticity, empowering others for their own journeys, and creating environments and agile organizations that foster creativity and innovation. Through cross-functional team activities, students will be introduced to product development, business process development and improvement, and the role of leadership in fostering creative and innovative environments.

**MGMT 588 eLab (4):** Virtual research environment focused on value creation and competitive advantage in the digital economy. May be repeated for additional credit with consent of the instructor.

*Restriction: Consent of the instructor*

**MGMT 589 Global Leadership (4):** This course is designed to prepare students to lead organizations in the world understood as a global system by creating and building organizational vision and empowering, inspiring and building shared purpose with those they lead. The course emphasizes the challenges of leadership not only in organizations featuring participants with diverse viewpoints, perspectives, and skills but also in a global environment in which organizations must navigate varied and often conflicting cultural, political, religious, and legal assumptions and agendas. Students will engage in self-examination and explore their journeys toward leadership.

**MGMT 613 Motivation & Productivity (4):** Advanced topics related to the measurement of employee motivation, performance, job satisfaction, and productivity. Specialized areas include goal setting, motivation, theory, reward system, and implementation strategy.

*Prerequisite: MGMT 537*

**MGMT 614 Seminar in Management (1-4):** Advanced issues in management; variable content. May be repeated for additional credit.

*Restriction: Consent of the instructor*

**MGMT 619 Advanced Philanthropic Strategies (4):** In-depth examination of issues related to philanthropic fund-raising.

*Prerequisite: MGMT 495P or 519*

**MGMT 625 Talent Acquisition, Management, and Development (4):** Adopting a coaching approach, this class offers an integrated, systematic approach to attracting, developing, engaging, and retaining critical talent. Topics considered may include talent management and acquisition; performance management; leadership development; executive succession; strategic training and development; the relationship between business strategy and training structure; motivation and performance; training methods and the impact of technology; defining training outcomes and ROI analysis; relevant industry trends; and individual career management.

*Prerequisite: MGMT 537*

**MGMT 634 Strategic Compensation Management (4):** The major methods used in determining effective wage and salary systems, including factor, point, ranking, and classification system; performance appraisal and objective measuring methods; examination of health and welfare programs and retirement related benefits; legal requirements affecting today's manager; and techniques of integrating governmental regulation with corporate objectives for financial and non-financial rewards. The class will focus on compensation as a tool for talent management and human capital motivation and organizational performance. The class requires creation and development of an entire organizational compensation system as a capstone project.

*Prerequisite: MGMT 537*

**MGMT 644 Employment Law (4):** A legal analysis of the process of recruitment, hiring, promotion and training, retention, and termination of employees with particular reference to the legal rights of both employers and employees and the extent of legal liabilities organizations encounter in the implementation of the human resource management process.

*Prerequisites: MGMT 537 and either MGMT 347 or MGMT 508 (or equivalent)*

**MGMT 647 Advanced Topics in Business Law (4):** Explores legal issues of special interest to those specializing in business fields. May be repeated for additional credit with the consent of the instructor.

*Prerequisites: MGMT 347 or 508*

**MGMT 657 Women as a Business Imperative (4):** This course examines the role of women in society and business through historical and contemporary lenses. In particular, it will consider the growing influence of women in leadership and management positions as major contributors to the corporate bottom line from

the beginning of the modern period to the present. The class requires a final project examining and proposing best practices and strategies for advancing women into management and leadership positions.

*Prerequisite: MGMT 507 or the consent of the instructor or the dean's office*

**MGMT 664 The Start Up Garage: Create a New Venture From Idea to Launch (4):** This is an integrated lab course in entrepreneurship designed to teach students the process of creating a new viable venture from idea to launch. It is a dynamic and interactive course organized around projects undertaken by an individual student or team of students who want to take an idea to market. This course is designed not only for students with immediate entrepreneurial aspirations, but also for any student considering starting an entrepreneurial venture at some point in her or his career. Students will research, design, and morph their idea into a viable business concept as well as develop a strategy and plan to attract financial, human and other resources. The teaching method is primarily learning by doing through a structured process and supported by relevant lectures. Learning is further enhanced through meetings with the instructor, coaching by experienced mentors and review by peers. Field research as well as prototype product development are integral to the course.

*Prerequisites: completion of MBA Foundation requirement or consent of the instructor*

**MGMT 667 Governance, Risk Management, & Financial Reporting (4):** This course introduces students to the use of financial information in corporate governance, with a particular focus on risk and internal and external financial reporting (including auditing), paying persistent attention to the interaction between management and other stakeholders. Combines techniques analysis, problems, and examples with case studies. Cross-listed with ACCT 667.

**MGMT 668 Advanced Legal Issues in Health Care (4):** Common law principles, government regulations, and public policy issues as they pertain to health care services.

*Prerequisite: MGMT 347 or 508*

**MGMT 669 Taxes & Business Strategy (4):** An examination of the pervasive role of taxes in business decision-making. Integrates knowledge of tax laws with the fundamentals of corporate finance and microeconomics and offers a framework for understanding how taxes affect decision-making, asset prices and the financial and operational structure of firms and appreciating the differences and trade-offs between the taxation and financial reporting of a transaction. The goal is to provide a framework for recognizing tax planning opportunities and applying basic principles of tax strategy. Cross-listed with ACCT 669.

**MGMT 674 Reading Tutorial in Management (1-4):** Independent study under the supervision of a faculty member.

May be repeated for additional credit with consent of the instructor.

*Restrictions: Consent of the instructor & the dean's office*

**MGMT 677 Management Skill Intensive (3):** This course is designed to sharpen and reinforce the skills offered in and presupposed by the MBA program and to equip students to integrate insights from the various functional areas of business. It will feature both an overview of key skill areas and a synthetic simulation exercise designed to draw on all of these skills in mutually reinforcing ways, and will culminate with the completion of a standardized business skill examination.

*Prerequisites: completion of MBA Foundation requirement or consent of the instructor*

**MGMT 678 Creativity, Design Thinking, and Problem Solving (4):** This course equips students to use design-based techniques to gain insight and uncover innovative solutions to business challenges—engaging in user-centered innovation to address problems that are themselves in important respects unknown at the outset of consideration and that thus need to be defined. Students explore principles user involvement, problem framing, experimentation, visualization, and diversity and are aided in acquiring skills in areas including innovation, ethnographic research, visual thinking, strategy, storytelling, framing, synthesis, and creativity. Throughout, they learn to slow down and observe patiently and carefully. They learn how to empathize with the needs and motivations of consumers, generate varied ideas for solving problems, focus on relevant value propositions, and prototype new possibilities.

*Recommended Prerequisite: MGMT 559 strongly recommended*

**MGMT 688A Entrepreneurship Internship Lab (1-4):** The entrepreneurship internship lab allows students to participate in an internship with a start-up company. Internships may be in traditional, global, or socially focused areas.

*Prerequisite: Consent of Instructor.*

**MGMT 688B Social Entrepreneurship Lab (1-4):** In the Social Entrepreneurship Lab students explore social entrepreneurship first-hand by working with local nonprofit and for-profit enterprises that have social missions. After careful analysis, students make strategic recommendations to the participating organizations and firms in order to leverage greater growth.

*Prerequisite: Consent of the instructor*

**MGMT 688C Start Up Garage Lab (1-4):** The Startup Garage Lab is an experiential lab course that focuses on the design, testing, and launch of a new idea. Students work in teams through an iterative process of understanding user needs, ideating and prototyping new products and services. Teams will present their prototypes to a panel of entrepreneurs, investors and faculty members.

*Prerequisite: Consent of the instructor*

**MGMT 694 Practicum in Philanthropy (1-4):** Provides academic credit for supervised work activity that draws on graduate-level skills in philanthropic fund-raising and philanthropic management and that is documented by an appropriate exercise or set of exercises. Enrollment is dependent on the student's proposal of a practicum site and identification of an appropriate supervisor as well as on the approval of the appropriate ZSB program coordinator. May be repeated for additional credit with consent of the instructor.

*Restrictions: Consent of the instructor and the dean's office.*

**MGMT 695 Topics in Management (1-4):** Advanced topics in management. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.

*Restriction: Consent of the instructor*

**MGMT 695C Health Care Strategic Planning: A Population Health Approach (1-4):** This course combines the principles of Healthcare Strategic Planning and Population Health Management to prepare the student to navigate the transition from fee-for-service to value-based healthcare. The goal of this course will be to develop an effective Population Health Strategic Plan for a Hospital and/or Health System.

**MGMT 695HI Health Care Informatics (1-4):** This course is designed to provide a comprehensive overview of Healthcare Information Technology (HIT) with emphasis on HIT's role in Strategic Alignment; Operational Effectiveness and Strategic Competitive Advantage.

**MGMT 695MP Business Models in Productivity (1-4):** The objective of the course is to learn how business models can enhance extraordinary productivity and higher return on investment in the firm. The main focus is on understanding the relevance and implementation of Business Models in different industries across the globe. In this course we will be seeing how Time Matrix Model, Decision Management and Problem-solving model along with HOPE and SWOT model can be used in different industries. Your final project is a reflection of your over- all understanding and execution of the existing models along with learning the art of creating a new business model that you can apply to improve performance, productivity, profit, and develop best practices for the enterprise to emulate and get higher output.

**MGMT 695QM Quality Management in Health Care (1-4):** John Nance in the book *Why Hospitals Should Fly* states, "How can it be that in 2008, a checked bag on an airline flight is still exponentially safer than a patient in an American hospital?" This course will explore the framework for safe and reliable healthcare; components of a safety environment and the importance of establishing a safety culture. Students will encounter the various safety issues that present in the healthcare setting from multiple avenues

of data collection.

**MGMT 695R Reinventing Health Care (1-4):** Hyper-connectivity along with all the data needed to enable precise therapy, prevent major side effects of medications and ultimately prevent many diseases from ever occurring are mostly unused due to the medical community's profound resistance to change. However, this is about to change. Radical innovation and a democratization of medical care are within reach and inevitable. Medicine is set to undergo its biggest shake-up in history. The course shows the stakes and how to win.

**MGMT 695T Building and Managing Teams (1-4):** This course explores theories and concepts needed to understand and manage groups. It examines team composition and dynamics, team effectiveness, teamwork expertise, managing conflict in teams, and strategies for effective team leadership.

**MGMT 695U A Good Life in Business (1-4):** Explores the role of business practice in flourishing lives--for both individuals and communities. Students are challenged to think about their roles as businesspersons in relation to a conception of human well being that includes but extends beyond the business world.

**MGMT 695V Conflict Resolution in Health Care (1-4):** An examination of the theory and practice of conflict management and resolution in the healthcare workplace, causes and anatomy of conflict, negotiation and mediation in the workplace, and a review of systems designed to leverage conflict into opportunity for visioning, change, and innovation in healthcare settings.

**MGMT 695W Entrepreneurship in Emerging Markets (1-4):** Concepts, methods, and procedures of initiating new ventures, with particular application for emerging markets. Acquisition, location, legal consideration, and application of the management process as it relates to the operation of a small business.

**MGMT 696 Practicum in Management (1-4):** Provides academic credit for supervised work activity that draws on graduate-level skills in management and that is documented by an appropriate exercise or set of exercises. Enrollment is dependent on the student's proposal of a practicum site and identification of an appropriate supervisor as well as on the approval of the appropriate ZSB program coordinator. A student may register for multiple iterations of this course for a maximum of eight units of credit.

*Restrictions: Consent of the instructor & the dean's office*

**MGMT 697 Practicum in Human Resource Management (1-4):** Students work as staff members in an approved governmental or private organization's human resource management department, applying conceptual knowledge

learned in the classroom to actual situations and acquiring new skills. A student may register for multiple iterations of this course for a maximum of eight units of credit.

*Prerequisite: MGMT 537 with a grade of B or higher*

*Restrictions: Consent of the department and of the prospective supervisor*

**MGMT 699 Directed Study (1-4):** Independent study under the supervision of a faculty member. May be repeated for additional credit with consent of the instructor.

*Restrictions: Consent of the instructor & the dean's office*

## Marketing

**MKTG 517 Marketing and the Value Chain for Decision Making (3-4):** The purpose of this course is to introduce students to marketing and its role in the life of the business organization. It focuses on the processes through which organizations analyze, plan, implement, and control programs to develop and maintain beneficial exchanges with target buyers. The goal will be for the student to use the perspective of marketing to understand the role of the organization in the value chain.

**MKTG 537 Strategic Marketing Management (4):** This course is designed to prepare students to become managers who are critical and informed consumers of marketing information and who can provide generalist oversight for organizations' marketing operations in ways designed to ensure that these operations contribute effectively to the fulfillment of the organizations' overall missions. Presupposing Foundation-level understanding of marketing, it also serves as the initial course for the MBA concentration in marketing. The course challenges students to view marketing as a value-creation process. It equips them to understand the analysis of consumer behavior, the selection of target markets and product positioning, the positioning of the firm to meet target market needs, the development of an integrated marketing program, the generation of maximum customer value, the nature of digital marketing strategy, and the acquisition of created value for the benefit of the firm in today's complex global environment.

*Prerequisite: MKTG 517 or 305*

**MKTG 537A Strategic Marketing Management for Health Care (4):** This course is designed to prepare students to become managers who are critical and informed consumers of marketing information and who can provide generalist oversight for organizations' marketing operations in ways designed to ensure that these operations contribute effectively to the fulfillment of the organizations' overall missions. Presupposing Foundation-level understanding of marketing, it also serves as the initial course for the MBA concentration in marketing. The course challenges students to view marketing as a value-creation process. It equips them to understand the analysis of consumer behavior, the selection of target markets and product



positioning, the positioning of the firm to meet target market needs, the development of an integrated marketing program, the generation of maximum customer value, the nature of digital marketing strategy, and the acquisition of created value for the benefit of the firm in today's complex global environment. This iteration of MKTG 537 focuses specifically on health-care related issues.

*Prerequisite: MKTG 517 or 305*

**MKTG 537B Strategic Marketing Management in Entrepreneurship (4):**

This course is designed to prepare students to become entrepreneurial managers who are critical and informed consumers of marketing information and who can provide generalist oversight for organizations' marketing operations in ways designed to ensure that these operations contribute effectively to the fulfillment of the organizations' overall missions. Presupposing Foundation-level understanding of marketing, it also serves as the initial course for the MBA concentration in marketing. The course challenges students to view marketing as a value-creation process. It equips them to understand the analysis of consumer behavior, the selection of target markets and product positioning, the positioning of the firm to meet target market needs, the development of an integrated marketing program, the generation of maximum customer value, the nature of digital marketing strategy, and the acquisition of created value for the benefit of the firm in today's complex global environment. It will consider topics appropriate to the strategic aspects of marketing, with a particular emphasis on issues related to entrepreneurship.

*Prerequisite: MKTG 305 or 517*

**MKTG 586 Advertising (4):** The role and use of advertising and other promotional techniques within the marketing function. Development of an advertising plan including media selection, creative strategy and advertising appeal, and budgeting. Legal, ethical, and international aspects of advertising are highlighted.

*Prerequisite: MKTG 517 or 305 or consent of the instructor*

*Restriction: Not open to any student who has earned a grade of C or better in MKTG 386*

**MKTG 589 Health Care Marketing (4):** This course will provide students with the knowledge and skills needed to effectively market health care products and services. It addresses issues including environmental analysis, problem identification, priority identification, strategy development, and tactical planning. Fundamental concepts of marketing such as segmentation, targeting, positioning, customer satisfaction, and perceived value will be reviewed in the context of health care marketing. Specific health care marketing tools will be presented to help in identifying problems and developing strategies.

*Prerequisite: MKTG 537*

**MKTG 614 Seminar in Marketing (1-4):** Advanced issues in marketing; variable content. May be repeated for additional credit.

*Prerequisite: Consent of the instructor*

**MKTG 624 Advanced Marketing Research (4):** Highlights the importance of marketing information and information technology in management decision making. Includes the marketing research process: methods and applications, techniques of data collection, analysis, and interpretation, with an emphasis on consumer surveys and test marketing.

*Prerequisites: ECON 517, MKTG 537*

**MKTG 626 Sales Management (4):** Management of the sales territories, personnel, and activities. Includes territory management; the personal selling process; and managing the sales force (sales force strategy and structure as well as recruiting, selecting, training, motivating, and supervising salespeople).

*Prerequisite: MKTG 517 or 305*

**MKTG 631 Marketing Planning & Strategy (4):** Concepts, analytical methods, and models used in strategic marketing for situation analysis; strategy development, evaluation, and selection; marketing plan development; implementation; and control.

*Prerequisite: MKTG 537*

**MKTG 636 Retailing Management (4):** Overview of the different retail organizations and retail activities. Organization and management of retail institutions. Emphasis on retail store operations: location, layout, planning, managing human resources, pricing, and customer services. Design of retail and merchandising strategies.

*Prerequisite: MKTG 517 or 305*

**MKTG 638 Quantitative Methods in Marketing Decisions (4):** Quantitative skills application in executive and managerial decisions related to marketing. Topics include strategic marketing decisions, market segments evaluation, target market selection, profitability analysis and financial ratios, new products/projects evaluation, pricing and margins, distribution alternatives evaluation, operating efficiency indicators, inventory management and control, setting promotional budget, and budget allocation among different promotional tools.

*Prerequisite: MKTG 537*

**MKTG 644 Consumer Behavior Analysis (4):** The consumer decision-making process. Influences on the purchasing behavior of consumers. Attitude formation and change. Behavioral models utilized to understand consumers' buying behavior and its importance in the application of the marketing concept.

*Prerequisite: MKTG 537 or Econ 517*

**MKTG 656 New Product Development (4):** The new product development process from idea generation to commercialization. Examines how start-up companies and

the product development departments of major organizations develop new products. Analytical techniques used in ideation, product concept development and evaluation, concept testing, product testing, and product launching.

*Prerequisite: MKTG 537*

**MKTG 657 Supply Chain Management (4):** Analysis of supply chain management for products and services and the dynamic interaction of companies within an integrated supply chain. Topics include: factors guiding companies' supply chain development and management; technology as a supply chain tool; intra-supply-chain positioning; and performance measures used across the supply chain.

*Prerequisite: MKTG 305 or 517*

**MKTG 658 Marketing Channels (4):** The course explores ways in which manufacturers and service providers access markets through their design and management of marketing channels—pipeline or pathway through which products and services are made available for purchase by customers.

*Prerequisite: MKTG 517 or 305*

**MKTG 659 Digital Marketing Management (4):** Explores the impact of advancing digital business technologies on customers, markets, industries, and business models. Both theoretical and operational implications of the digital marketing manager's role are addressed to help students develop the strategic perspective and practical skills necessary for effectively navigating the new frontiers being opened every day in marketing via the Internet and other electronic venues.

*Prerequisite: MKTG 537*

**MKTG674 Reading Tutorial in Marketing (1-4):** Independent study under the supervision of a faculty member. May be repeated for additional credit with consent of the instructor.

*Prerequisites: Consent of the instructor & the dean's office*

**MKTG 676 Advertising Management (4):** Decision making for the advertising program: setting objectives and budgets, developing advertising strategies, creating integrated campaigns, and measuring results.

*Prerequisite: MKTG 537*

**MKTG 686 Promotion Strategy (4):** The role and use of promotion and promotional techniques within the marketing function. Development of a promotional plan, including all components of the promotional blend, and budgeting and budget allocations. Legal, ethical, and international aspects of promotion are highlighted.

*Prerequisite: MKTG 537 or consent of the instructor*

**MKTG 687 Global Marketing Management (4):** Methods utilized for developing marketing strategies in the global market. Cultural, political, legal, economic, and distribution differences within foreign markets.

*Prerequisite: MKTG 537*

**MKTG 695 Topics in Marketing (1-4):** Advanced topics in marketing. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.

*Restriction: Consent of the instructor*

**MKTG 695A Services Marketing (4):** The course focuses on the unique challenges of managing services and delivering quality service to customers. Course content is equally applicable to organizations whose core product is service, e.g., banks, transportation companies, hotels, non-profit organizations, hospitals, educational institutions, professional services, telecommunications, and to organizations that depend on service excellence for competitive advantage (e.g., hi tech manufacturers, automotive, industrial products, etc.). Course content centers on: understanding and managing customer expectations and evaluations of services; designing and managing service operations systems matching customer expectations; managing the effective delivery of services through human resources and technology; and communicating realistic and effective service promises to customers.

*Prerequisite: MKTG 517 or 305*

**MKTG 695B Social Media and Inbound Marketing (4):** This course focuses on the integration of social media to enhance competitive advantage. It examines challenges associated with using social media to increase sales, strengthen relationships with connected customers, and craft effective content; and exposes students to cutting-edge methods for delivering social media content, designing and implementing marketing campaigns, integrating internal and external communication, and using inbound marketing strategies.

*Prerequisite: MKTG 517 or 305*

**MKTG 696 Practicum in Marketing (1-4):** Provides academic credit for supervised work activity that draws on graduate-level skills in marketing and that is documented by an appropriate exercise or set of exercises. Enrollment is dependent on the student's proposal of a practicum site and identification of an appropriate supervisor as well as on the approval of the appropriate ZSB program coordinator. A student may register for multiple iterations of this course for a maximum of eight units of credit.

*Restrictions: Consent of the instructor & the dean's office*

**MKTG 699 Directed Study (1-4):** Independent study under the supervision of a faculty member. May be repeated for additional credit with consent of the instructor.

*Restrictions: Consent of the instructor & the dean's office*

# School of Education

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## Administration

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### School of Education Faculty

**Chang-Ho Ji, Dean**

PhD, Andrews University 1995

PhD, University of California 2005

## Affiliated Center

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### Center for Research on K-12 Adventist Education (CRAE)

**Elissa Kido, Director**

EdD, Boston University 1980

## General Information

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### Mission

Within the context of the La Sierra University mission statement, the mission of the School of Education is to promote and model exemplary teaching, morally responsible leadership, scholarly research, and supportive psychological educational service in an inclusive intellectual environment.

### School of Education Objectives

1. To assist pre-service and in-service educational and mental health personnel in building a sound philosophy of education and mental health services that reflects Christian values and ethical principles.
2. To enable the student to implement basic principles of education and mental health which reflect sound theories and practices.
3. To motivate investigative curiosity and a desire to participate in the advancement of knowledge.
4. To help develop skill in educational and mental health research.

### Accreditation

The following credential programs are approved by the

California Commission on Teacher Credentialing:

**Preliminary Teaching Credential**

- Multiple Subjects
- Single Subject

**Services Credentials**

- Pupil Personnel Services: School Psychology
- Pupil Personnel Services: School Counseling

The following credential programs are approved by the North American Division of Seventh-day Adventists Department of Education:

**Basic Teaching Certificate**

- Elementary endorsement
- Secondary content area endorsements

**Administrator Certificate**

- Endorsements: Principal, Supervisor of Instruction, Superintendent of Schools
- Specialty Endorsement: Guidance and Counseling

The following program is accredited by the Board Analyst Certification Board:

- Board Certified Behavior Analyst

The following programs are accredited by the California Board of Behavioral Sciences:

- Licensed Marriage and Family Therapy
- Licensed Professional Clinical Counselor

### Degrees and Programs

Curricula are offered for the degrees: Master of Arts in Teaching, Master of Arts, Master of Education (Canada extended campus only), Specialist in Education, Doctor of Education, and Doctor of Philosophy in Leadership. Post baccalaureate (or "fifth-year") credential programs and a certificate program are also available. The credential programs are structured to fulfill requirements for teaching and service credentials prescribed by the North American Division of Seventh-day Adventists Department of Education and/or the California Commission on Teacher Credentialing.

### Admission to Graduate Programs

Prospective candidates must apply for admission to the University for the purpose of pursuing a graduate degree. (See the Graduate Admission Information section in this bulletin.)

## Responsibility of the Student

It is the responsibility of the student, in consultation with an advisor within the department, to ensure that all requirements are fulfilled in their proper sequence and within specified time limits. No course taken in the School of Education with a failing grade may be repeated more than two times. In graduate studies a course with a grade lower than a B- may not be counted toward completion of the degree.

## Technology Requirements:

The School of Education requires students to purchase certain software or licenses, for a variety of purposes such as program assessment, course activities, and online portfolios. These requirements are noted in the course syllabi, and the fees will be assessed on the account in the term in which the student enrolls in the course requiring the technology.

## Dismissal Policy:

The School of Education expects all students to demonstrate a high level of professional ethics. The faculty in the School of Education has voted the following policy: The department faculty reserves the right to use its collective professional judgment in the evaluation of a student's professional readiness to enter an educational or mental health profession. If, in its professional judgment, the faculty decides that a student is currently unqualified for that profession, a set of remedial options will be provided. If the student does not concur with department's recommendations, then he/she can choose to withdraw from the program or will be terminated from the program if departmental consensus regarding "unfitness" for the profession occurs. The student can appeal to the dean. This decision will be based on the Code of Ethics for the Teaching Profession from the National Education Association as well as the American Psychological Association (APA), the American Counseling Association (ACA), the American Association for Marriage and Family Therapy (AAMFT), the National Association of School Psychologists (NASP), the California Association of School Psychologists (CASP), the American School Counselor Association (ASCA), and The Behavior Analyst Certification Board (BACB).

In every profession, evidences may become observable when someone is not meeting professional performance standards. An occasional lapse is not generally a cause for concern. However, if a pattern develops, steps may be taken to address the concern.

Causes for automatic dismissal include, but are not limited to: violence, sexual harassment, drug abuse, academic dishonesty, and other criminal activity.

Causes which may cumulatively become cause for dismissal include, but are not limited to: inability to effectively teach

content in the classroom; repeated absences or tardiness; failure to respond to suggestions for improvement; inability to confidently present or communicate with others; unrealistically high or low expectations of students; gossip about students, parents or other professionals; inaccuracy in record keeping; displaying inappropriately confrontational or angry behaviors; ineffectiveness in classroom management; failure to dress professionally; inappropriately casual or unprofessional behavior with students; breach of confidentiality, and/or professional and academic dishonesty.

## School of Education Graduate Degree Programs

Master of Arts in Teaching (MAT)

- Curriculum and Instruction

Master of Arts (MA)

- Administration and Leadership
- Curriculum and Instruction
- Counseling
- Student Life and Development

Specialist in Education (EdS)

- Administration and Leadership
- Curriculum and Instruction
- Educational Psychology
- School Psychology

Doctor of Education (EdD)

- Administration and Leadership
- Curriculum and Instruction
- Educational Psychology
- School Psychology and Measurement
- Doctor of Philosophy in Leadership (PhD in Leadership)

## Teacher Education Programs

The **Teacher Education Program** is offered via two approaches. The first approach is a blended program in which students take methods courses and prerequisite courses for the program as part of their undergraduate degree. The Teacher Education Program is State of California approved. Students completing the Liberal Studies Program and/or a single subject major are required by the California Commission on Teacher Credentialing (CCTC) to take the California Subject Examination for Teachers (CSET) in addition to completing the Teaching Performance Assessment (TPA) Instructional Cycles (ICs) during student teaching.

The **Master of Arts in Teaching (MAT)** is the second approach available for completing the approved Teacher Education Program. The credential program is integrated with graduate courses that enhance candidate ability to teach in California

schools. The Master of Arts in Teaching is a 53 quarter unit degree. Students in both the blended undergraduate program and the Master of Arts in Teaching are required to take the examinations required by the State of California (See examinations below).

Because the Teacher Education Program is a California Commission on Teacher Credentialing approved program, program decisions are made based on the requirements of the State of California, as well as the North American Division of Seventh-day Adventists and the Pacific Union Conference of Seventh-day Adventists.

Throughout the teacher education program, students must participate in periodic assessments. Should the assessment results received by the department indicate an area of concern, the student may be asked to follow an individualized remediation plan in order to attain the success expected in the profession. As this is a State of California approved program, the program content may not be otherwise adjusted.

## Examinations

The examinations required of students in the Teacher Education program are as follows:

### At the beginning of the program:

Basic Skills Requirement (BSR) fulfilled

### After taking the Reading and Language Arts courses:

RICAs: Reading Instruction Competency Assessment  
(required of multiple subjects candidates only)

### Immediately after completion of the bachelor's degree major requirements, or prior to acceptance into the MAT:

CSET: California Subject Examination for Teachers

### Throughout the program:

The California Teaching Performance Expectations (TPEs) are embedded in all coursework.

Formal assessment of the TPEs takes place during student teaching in the form of Instructional Cycle assessment:

- Instructional Cycle 1: Learning About Students and Planning Instruction
- Instructional Cycle 2: Assessment Driven Instruction

## Master of Arts in Teaching (MAT) degree

### Prerequisites and Admission

1. Applicants for the MAT degree must hold a bachelor's degree or its academic equivalent from an accredited institution and must meet the entrance requirements of the University for a credential program.

2. Entry requirements include:
  - Minimum undergraduate GPA of 2.75
  - Basic Skills Requirement (BSR) fulfilled
  - Negative TB test
  - Cardio-pulmonary Resuscitation (CPR) training including infant/pediatric training (must be current for Student Teaching)
  - Certificate of Clearance granted
3. Completion of pre-professional coursework. Acceptance into the MAT program is contingent on content area skills and knowledge. This must be demonstrated through the completion of an approved bachelor's degree and passing the California Subject Examination for Teachers (CSET). In some cases candidates may petition to be accepted into the MAT program prior to completing the CSET; however, all candidates must pass the CSET prior to beginning student teaching.
4. The 53 units in the MAT program do not include the following prerequisite courses:

*Prerequisite courses required of all students before beginning the MAT include:*

EDCI 204/502	Introduction to Teaching	(3)
EDCI 305/507	Psychological Theories of Instruction	(3)
EDCI 413/516	Digital Literacy	(3)
EDCI 503/HLSC 214	Dimensions of Health	(3/4)
HPSC 274	The Construction of American Political Life	(4)
	<i>(or pass an exam on the U.S. Constitution)</i>	

## Program Requirements

The student must request and work with an advisor in the Department of Curriculum and Instruction from the beginning of the program. This advisor will help the student plan the program to meet the goals of the student and the requirements for credentials and certification.

All credential candidates are required to meet requirements for State of California credentials. NAD requirements also must be met by Seventh-day Adventist students desiring an SDA credential. Candidates for the SDA credential must take RELH 483 History of Seventh-day Adventism and RELT 245 Christian Beliefs, or equivalent coursework, and meet all religion requirements (see NAD Certification Handbook).

## Core requirements

Courses listed below include academic studies that complement teaching theory and methods coursework required for the MAT. These courses must be taken and passed before receiving the MAT degree. However, once all Teacher Education Program requirements have been completed, the candidate may apply for the teaching credential prior to completing MAT degree requirements.

EDFO 512	Perspectives on Faith and Learning	(3)
EDCI 545	Neuroscience and Learning	(3)
EDCI 550	Learning Theories & Instructional Design	(3)
EDCI 664	Social and Emotional Intelligence	(3)

## Professional Coursework

Elementary		UG	Grad
Introduction to Assessment	EDCI	498 (3) or	500 (3)
Reading K-8	EDCI	414 (5) or	520 (5)
Mathematics K-8	EDCI	415 (4) or	521 (4)
Language and Literacy K-8	EDCI	416 (4) or	522 (4)
<b>(RICA Examination multiple subject only)</b>			
Religion K-12	EDCI	417A (2) or	523A (2)
Culture, Society & Ethics K-12	EDCI	417C (2) or	523C (2)
Science and Health K-8	EDCI	418 (4) or	527 (4)
Special Education in the General Classroom	EDCI	464 (3) or	564 (3)
<b>CSET: California Subject Examination for Teachers (Must be passed prior to student teaching)</b>			
Student Teaching	EDCI	425 (14) or	524* (14)
Students who wish to obtain Secondary Credentials in addition to Elementary Credentials are required to take EDCI 429/529 and 429/529L OR 430/530 and 430/530L.			

Secondary		UG	Grad
Introduction to Assessment	EDCI	498 (1) or	500 (1)
Reading in the Content Area	EDCI	419 (4) or	518 (4)
Language and Literacy 9-12	EDCI	416A (4) or	522A (4)
Religion K-12	EDCI	417A (2) or	523A (2)
Culture, Society, & Ethics K-12	EDCI	417C (2) or	523C (2)
Middle School Theory & Practice	EDCI	429 (4) or	529 (4)
Secondary Theory & Practice	EDCI	430 (4) or	530 (4)
Special Education in the General Classroom	EDCI	464 (3) or	564 (3)
<b>CSET: California Subject Examination for Teachers (Must be passed prior to student teaching; Secondary candidates are required to take the CSET in the subject area in which they intend to teach)</b>			
Student Teaching	EDCI	457 (14) or	556 (14)
Students who wish to obtain Elementary Credentials in addition to Secondary Credentials are required to take EDCI 520 OR 521 (See Advisor)			

The California Teaching Performance Expectations (TPEs) are embedded in all coursework.

Formal assessment of the TPEs takes place during student teaching in the form of Instructional Cycle assessment:

- Instructional Cycle 1: Learning About Students and Planning Instruction
- Instructional Cycle 2: Assessment Driven Instruction

**Total Units in Professional Coursework (38)**

**Total Units for the MAT Degree (53)**

## Student Teaching Prerequisites

- Resume
- Autobiographical Sketch
- Current CPR certificate
- Certificate of Clearance
- Prerequisite and Methods Coursework completed
- CSET passed

## Student Teaching

**(14 weeks student teaching, including seminar)**

1. Authorization to do student teaching is requested by application to the Department of Curriculum and Instruction. Applications should be submitted no later than three months prior to the anticipated start date, in order to allow for arrangements in locating placements.
2. Fourteen weeks (14 weeks) are required for student teaching. Four weeks are completed during program labs and fourteen as full-time student teaching. Specific dates and locations will be arranged through the director of student teaching. Candidates are not to attempt to make their own student teaching site arrangements. La Sierra University maintains legal contracts with school districts and only university faculty work with these contracted agreements and agencies.
3. Each student teaching placement involves full-time commitment; therefore, during this time candidates may not enroll in a class or hold a job outside of placement without permission of the Department of Curriculum and Instruction department. Candidates should be at the placement site from about 7:30 a.m. to 3:30 p.m. (the daily schedule will vary in different schools) five days per week for 14 weeks. During the student teaching experience, attendance at a weekly seminar is required. Student teaching during the summer session is not an option, except in rare situations.
4. Candidates are expected to provide their own transportation for student teaching. Refer to the Student Teaching Handbook for additional specific requirements.
5. Students outside the counties of San Bernardino, Riverside, Los Angeles, Orange, San Diego, and Imperial Valley will need to pay for the supervision visits in the methods courses and student teaching.
6. **Small Schools Requirement:** All students applying for elementary Seventh-day Adventist credentials are required to spend a portion of their student teaching experience in a small school class of 3 grades or more. The department will arrange this placement.

## Waiver of Student Teaching

A waiver of student teaching is possible for Seventh-day Adventist certification candidates who have taught successfully for a minimum of three years in a K-12 Seventh-day Adventist school setting.

A California state teaching credential is possible *after* the candidate has taught for three years in an accredited K-12 private school. See leaflet CL-834 *Single Subject and Multiple Subject Teaching Credentials: Requirements for Teachers with Private School Experience*. This information is available at [www.ctc.ca.gov](http://www.ctc.ca.gov).

Waiver of student teaching units does not decrease the number of units required for the MAT degree.

## Requirements for Graduation

- Complete coursework (53 units) for the MAT.
- Maintain a GPA at 3.0 or above.
- Submit Application for Graduation

## Master of Arts (M.A.) degree

### General Information:

### Program Completion Sequence

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

1. Program Approval: Develop a program of study with an advisor in the department of degree specialization. The program must be approved by department committee.
2. Satisfactorily complete all coursework in the approved program of study, with a grade point average not less than 3.00, and no course grade lower than a B-. A maximum of two repeats of courses is permitted.
3. Petition for Graduation: Submit a petition for graduation two quarters prior to completion of the program.
4. Departmental Comprehensive Examination: Pass a departmental comprehensive examination prior to beginning the Masters Project (if required by the program).
5. Portfolio completion (if required by the program).
6. Graduation.

## Residence and Time Requirements

Policies on academic residence and time limits are found in the Academic Policies and Practices section of this bulletin. Full-time students usually complete the master's degree in four to five quarters. Since most courses are offered in late afternoons, evenings, and summers, it is often possible for part-time students to continue regular employment while extending the time period for program completion. Some fieldwork and class assignments may require occasional activities during regular school hours. Course units become obsolete after seven years.

## Second Master's Degree

A second master's degree from La Sierra University requires a minimum of 30 quarter units. For information about other requirements, see a faculty advisor.

## Program of Study

The Master of Arts degree in the School of Education is comprised of a minimum of 45 quarter units beyond an approved baccalaureate degree, plus all prerequisites.

Core Requirements (12 units):

See specific programs for details.

Content Specialization (24 units, minimum) or Concentration (15 units, minimum):

Courses will vary depending on the discipline and the inclusion of credential requirements.

Electives:

In consultation with the advisor, courses may be selected from other specializations.

### MA Degree Total 45 units (minimum)

## Master of Arts Administration & Leadership

The Master of Arts degree in Administration and Leadership provides students with the opportunity to plan a personalized program focusing on the needs and goals of the individual student. All programs are designed to assist the student in developing leadership and organizational skills. Requirements for the Seventh-day Adventist Administrator Certificate may be included in this MA program. (For further information about this degree contact the Department of Administration and Leadership.)



## Student Learning Outcomes

The candidate will:

- Address complex topics systematically and creatively, think critically, and write competently in developing and supporting a sustained argument.
- Demonstrate the ability to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences.
- Demonstrate a conceptual understanding and methodological competence in research.
- Understand and critically reflect on the moral/ethical/legal dimensions of educational leadership and management theory and practice.
- Identify and critique the theories, concepts and current research findings of the discipline.
- Be critically aware of the requirements and standards of the relevant employer organizations, government ministries and agencies and professional bodies.
- Be critically conversant with the literature, theory, current issues and generally regarded best practices in the discipline of administration and leadership.

### Required

- Core requirements (12 units):

EDCI 514	Foundations of Curriculum & Pedagogy	(3)
EDFO 512	Integration of Faith & Learning	(3)
EDPC 561	Counseling Theory & Techniques	(3)
RSCH 504	Methods and Materials of Research	(3)

- Administration & Leadership Specialization (21 units minimum)

Must include the following (15 units):

EDAD 524	School Administration and Leadership	(3)
EDAD 540	Philosophical & Personal Aspects of Leadership	(3)
EDAD 545	Supervision of Instruction	(3)
EDAD 574	Legal Aspects of Education	(3)
EDAD 579	School Finance	(3)

Must include two additional (6 units) from the following list:

EDAD 510	Designing a Student-Centered Education	(3)
EDAD 543	Instructional Coaching	(3)
EDAD 570	Human Resource Management in Ed Settings	(3)
EDAD 571	Operations and Resource Management	(3)
EDAD 573	Educational Policy and its Impact	(3)
EDAD 581	School and Community Engagement	(3)
EDAD 588	Moral and Ethical Leadership	(3)
EDAD 594	Topics:	(1-5)
EDAD 599	Independent Study in Admin & Leadership	(1-6)

- Capstone (6 units):

EDAD 597	Masters Research Project	(3)
EDAD 598	Seminar in Current Trends	(3)

- Electives (6 units selected in consultation with the advisor from the following list above or from courses from the EDCI and EDPC departments)

TESOL Specialization (24 units):

Students in MA programs have the option to embed a TESOL specialization into their programs. In some cases, this may extend their program. It is recommended they speak to their advisor.

EDTS 501	Second Language Acquisition Theory, Research & Pedagogy	(3)
EDTS 511	TESOL Listening & Conversation Methods	(3)
EDTS 521	TESOL Reading & Writing Methods	(3)
EDTS 531	TESOL Grammar Methods	(3)
EDTS 541	TESOL Vocabulary & Idioms Methods	(3)
EDTS 591	TESOL Practicum	(9)
EDAD 510*	Designing a Student-Centered Education	(3)
EDAD 524*	School Administration and Leadership	(3)
EDAD 543*	Instructional Coaching	(3)
EDAD 571*	Operations and Resource Management	(3)
EDAD 573*	Educational Policy and its Impact on Educational Practice	(3)
EDAD 581*	School and Community Engagement	(3)
EDAD 588*	Moral and Ethical Leadership	(3)

Plus 3 units from the following supervised field experience as appropriate to the student's program:

EDAD 577	Supervised Field Experience in the Private School or College	(1-3)
	OR	
EDAD 578	Supervised Field Experience in the Public School	(1-3)
	OR	
EDAD 578A*	Supervised Field Experience	(1)
EDAD 578B*	Supervised Field Experience	(1)
EDAD 578C*	Supervised Field Experience	(1)

## MA in Administration and Leadership in collaboration with Riverside County Office of Education

The students from Riverside County Office of Education who have completed its Preliminary Administrative Services Credentials or Clear Administrative Services Credential may receive advanced standing into the Master of Arts in Administration and Leadership. This collaboration program requires satisfactory completion of 30 units at La Sierra University, including all courses and competencies specified for the Master of Arts degree in Administration and Leadership.

## Master of Arts Curriculum & Instruction

The Master of Arts in Curriculum and Instruction builds on the baccalaureate degree. The program is designed to cover a combination of theory, practical skills and research, which meets the needs of the professional educator. All MA candidates should request an academic advisor upon receiving acceptance to a graduate program.

## Student Learning Outcomes

The three essential points of the University Mission Statement that apply to the Master of Arts degree are to seek, to know, to serve. The goals, objectives, and learning outcomes for this degree are based on the mission of the university and the mission of the department. The student learning outcomes are listed below.

EDAD 540	Philosophical and Personal Aspects of Leadership	(3)
EDAD 570	Human Resources Management in Education Settings	(3)
EDAD 574	Legal Aspects of Education	(3)
EDAD 579	School Finance	(3)
EDAD 594	Topics	(1-5)
EDAD 597	Masters Research Project	(3-6)
EDAD 598	Seminar in Current Trends	(3)
EDAD 599	Independent Study in Administration and Leadership	(1-6)
EDAD 545	Supervision of Instruction	(3)

Upon completing this program, the candidate will:

- Exhibit an increased knowledge in the field of Curriculum and Instruction in order to improve instructional practice.
- Participate in analytical discussions with increasing skill in order to develop critical thinking regarding effectiveness at professional sites/classrooms.

- Demonstrate ability to write in a scholarly style and with critical thinking in order to write for professional journals or for curriculum leadership tasks in school settings.
- Demonstrate ability to discuss course content and to reflect on professional literature in order to develop a strong sense of scholarly content.
- Be able to articulate values and worldviews in order to develop a framework for thinking about moral responsibility in educational practices.
- Exhibit professional behavior in order to model effectively for students, to carry out educational responsibilities, to treat students and colleagues with dignity and respect, and to be mindful of the limits of one's own knowledge.
- Conduct educational research and/or develop programs and projects in order to contribute to the body of knowledge in educational research or program development.
- Develop a research project, or thesis in order to practice the research/writing process.
- Develop a knowledge of the science of learning in order to better understand and articulate how people learn.
- Complete successfully the comprehensive examination in order to demonstrate the knowledge and skills gained in the program.

## M.A. Degree Requirements:

School of Education Core (12 units)  
 Department Core (15 units)  
 Content Concentration (15 units)  
 Electives selected in consultation with advisor

### MA Degree Total 45 units (minimum)

### School of Education Core Requirement

RSCH 504	Methods and Materials of Research	(3)
EDFO 512	Integration of Faith & Learning	(3)
EDAD 524	School Administration & Leadership	(3)
EDPC 561	Counseling Theory & Techniques	(3)

### Department Core: 21st Century Learning

EDCI 505A	Graduate Level Academic Writing: Fundamentals	(3)
EDCI 506	Learning & Assessment	(3)
EDCI 514	Foundations of Curriculum Design	(3)
EDCI 552	Trends & Innovation in Curricular Design	(3)
EDCI 597	Master's Thesis/Project	(3)

### Concentrations and Electives

One of the concentrations below may be chosen, or 18 units of elective coursework may be chosen in consultation with a faculty advisor. A minimum of 45 units is required for the degree.

### Neuroscience and Education

EDCI 545	Neuroscience & Learning	(3)
EDCI 664	Emotional/Social Intelligence	(3)
EDCI 655	Critical Issues in Neuroscience & Pedagogy	(3)
EDCI 711	Biological Foundations of Education I	(3)
EDCI 712	Biological Foundations of Education II	(3)

### Instructional Coaching

EDCI 584	Instructional Coaching for Teaching Effectiveness	(3)
EDCI 585	Data Analysis: School District Improvement	(3)
EDCI 586	Research-Based Instructional Practices	(3)
EDCI 587	Research-Based Decision Making	(3)
EDCI 588	Cognitive Coaching	(3)

## Master of Arts Counseling

A Master of Arts (MA) degree in counseling may be earned through an elective program, which does not lead to state certification (45-units). However, a Master of Arts degree is typically taken by those students who are pursuing an EdS degree, a Board Certified Behavior Analysis certification, a California Professional Clinical Counseling license, or a California Marriage and Family Therapy license for additional units. For further information about this degree, certificate and licensure contact the Department of School Psychology and Counseling.

### Student Learning Outcomes

The three essential points of the University Mission statement that apply to the Master of Arts degree are to seek, to know, and to serve. The goals and learning outcomes for this degree are based on the mission of the university and the mission of the department. The student/program learning outcomes are listed below:

1. *Assessment.* Organize and effectively apply assessment processes to practical situations effectively as it relates to the discipline under study.
2. *Critical Reasoning.* Identify critical theories unique to the discipline of focus and understand how to conceptualize, dissect, contrast, and organize these theories in evidence-based ways.
3. *Intervention.* Organize and effectively apply prevention/intervention processes to practical situations effectively as it relates to the discipline under study.
4. *Professional Ethics and Legal Mandates.* Understand and perform various ethical and legal duties responsibly. Understand the steps involved in ethical decision-making processes.
5. *Systems and Consultation.* Understand complex issues that require critical and analytical thinking as it relates to working and communicating effectively with individuals, families, groups, other professionals, and society in general. Understand the steps recognized in the consultation process in various organizational and classroom settings.
6. *Multicultural Sensitivity.* Be sensitive to diversity-related issues and respect responsibilities as it relates to diversity in all domains. Demonstrate not only self-awareness, but also a general respect for differing worldviews.
7. *Writing Skill.* Exhibit scholarly competence in the writing domain (i.e., in terms of organization, continuity, flow, and intellectual cohesion).

8. *Professional Growth.* Show high levels of general academic, research, and technological capacity, personality traits consistent with practicing psychology, personal and professional maturity, ethical decision-making and behavior, and professional demeanor. Not only possess the ability to identify areas of personal weakness or strength related to one's career field, but also demonstrate an ability to make changes when needed in any domain identified as a personal deficit (cognitive, emotional, psychological, and social).

### Prerequisites and Admission

In addition to the admission requirements for graduate study as described in the *Graduate Admission Information* section of this bulletin, further specialized prerequisites may be specified for the Master of Arts degree program in Counseling.

Documentation must be submitted confirming the absence of any conviction for a felony and of any communicable or contagious disease, either of which would prevent the student from performing mental health services.

### Counseling Program

The Master of Arts in Counseling degree program allows students to select from six concentrations: Counseling, School Counseling, Professional Clinical Counseling, Applied Behavior Analysis, Marriage & Family Therapy, and Neuroscience and Education. Some individuals may require more than the minimum 45 units because of particular concentration, interests or the needs as listed below for particular programs and students.

#### Required:

- Core requirements (12):

EDAD 524	School Administration Leadership	(3)
EDFO 512	Integration of Faith & Learning	(3)
EDPC 561	Counseling Theories & Techniques	(3)
RSCH 504	Methods and Materials of Research	(3)

- A portfolio (see department)
- Content Specialization (33-36 units):
  - Counseling Specialization (33 Units)
  - School Counseling Specialization (33-36 Units)
  - Professional Clinical Counseling Specialization (33-36 Units)
  - Forensic Mental Health Counseling Specialization (33-36 Units)
  - Behavior Analysis Specialization (33 Units)
- Marriage & Family Therapy Specialization (33-36 Units)
- Neuroscience and Education Concentration (15 Units)

One of the content specializations above may be chosen. Students may contact the department or refer to the department website for the sequence and specific course requirements of each specialization.

### Additional Requirement

A satisfactory score is required on the portfolio assessment and/or department comprehensive examination, and must be received by the University at least four weeks prior to graduation or the issuance of a diploma.

### Extended LPCC/MFT/PPS Education Program

Continuing education courses leading to the Licensed Professional Clinical Counselors (LPCC), Marriage and Family Therapy (MFT), and Pupil Personnel Services in School Counselor/School Psychology are available through the Extended Master of Arts (MA) in Counseling Degree Program. This is an extended MA counseling program for students interested in completing the prerequisites necessary to qualify and apply for California LPCC and MFT licensure and Pupil Personnel Services in School Counseling and School Psychology. See the Credential and LPCC/MFT sections for details.

## MA in Counseling (with State School Counseling Credential) in collaboration with University of California at Riverside- Extension

Students from the University of California, Riverside (UCR)-Extension who have completed its Pupil Personnel Services Credentials in School Counseling may transfer their UCR academic credits into the Master of Arts in Counseling. This collaboration program requires satisfactory completion of 85 postbaccalaureate units (27-30 units at La Sierra University and 55-58 units at University of California at Riverside—Extension), including all courses and competencies specified for the Master of Arts degree in Counseling. This applies to an individual who is currently working as a school counselor, and please note that this option will not exist in the next bulletin.

## Master of Arts Student Life and Development

The MA in Student Life and Development is designed to provide early-career professionals with knowledge, skills, and practical training for leadership careers in secondary and higher education student affairs, student counseling/advising, disability services, residential life, leadership programs, multicultural affairs, recreation, and student programming. Concepts learned in the classroom are applied through a diversified fieldwork program in a variety of student life/affairs/service and related departments in high schools, colleges, and universities.

## Prerequisites and Admission

In addition to the admission requirements for graduate study as described in the Graduate Admission Information section of this bulletin, further specialized prerequisites may be specified for the Master of Arts degree program in Student Life and Development.

## Required:

- Core requirements (12):

EDAD 524	School Administration Leadership	(3)
	<b>OR</b>	
EDAD 675	Administrative Leadership in Higher Education	(3)
EDCI 512	Integration of Faith and Learning	(3)
EDPC 561	Counseling Theory & Techniques	(3)
RSCH 504	Methods and Materials of Research	(3)

- Content Specialization (33 units):  
Higher Education Student Life & Development Specialization  
K-12 Student Life and Development Specialization

## Disability Services Specialization

One of the content specializations above may be chosen. Students may contact the department or refer to the department website for the sequence and specific course requirement of each specialization.

## Additional Requirement

A satisfactory score is required on the portfolio assessment and/or department comprehensive examination, and must be received by the University at least four weeks prior to graduation or the issuance of a diploma.

## Specialist in Education (EdS) Degree General Requirements:

Two options are available in achieving the Specialist in Education degree:

- Option 1: Prior completion of a Master of Arts degree followed by a minimum of 45 units of post-MA education-related coursework.
- Option 2: Completion of 90 units of post baccalaureate education-related coursework with a grade point average no less than 3.3.

## Program completion sequence

Steps in the sequence toward completion of the education specialist degree program are the same regardless of the option chosen or the department in which the degree is taken. Steps are as follows:

- Program approval—develop a program of study with an advisor in the department of degree specialization. The program must be approved by department committee.
- Satisfactorily complete all coursework in the approved program of study, with a grade point average not less than 3.30, and no course grade lower a B-. A maximum of one repeat of a course is permitted.
- Petition for graduation—submit a petition for graduation two quarters prior to the date of anticipated completion of the program.
- Portfolio completion (if required by the program).
- Comprehensive Examination-- Successfully pass a written and oral comprehensive examination (if required by department). Continuation toward a doctorate degree (if acceptance is granted) is contingent on successfully passing this comprehensive examination.
- Graduation

## Residence and Time Requirements

Policies on academic residence and time limits are explained in the Academic Policies and Practices section of this bulletin. The Option 1 program requires that 36 of the 45 units for the EdS degree must be taken at La Sierra University, while the Option 2 program specifies 72 units in residence. Full-time students can usually complete Option 1 in four to five quarters and Option 2 in eight to ten quarters. Since most courses are offered in late afternoon, evenings, and summers, it is possible for part-time students to continue their employment while extending the time period for program completion. Course units become obsolete after seven years.

## Program of Study

The Specialist in Education degree in the School of Education requires a minimum of 90 quarter units beyond an approved baccalaureate degree or 45 units beyond the Master of Arts degree.

## Specialist in Education Degree Administration & Leadership

### Program Learning Outcomes

Upon completion of this program students will:

- Address complex topics systematically and creatively, think critically, and write fluently and persuasively in developing and supporting a sustained argument.
- Demonstrate the ability to communicate complex ideas and issues, and explain and defend conclusions clearly and effectively to specialist and non-specialist audiences.
- Demonstrate a conceptual mastery of and advanced methodological competence in the tools and processes of research.
- Understand and demonstrate a critical mastery of the skills of critical reflection on the moral/ethical/legal dimensions of educational leadership and management theory and practice.
- Identify and critique the theories, concepts and current research findings of the discipline.
- Be critically aware of the requirements and standards of the relevant employer organizations, government ministries and agencies and professional bodies.
- Be critically conversant with the current literature, theory and current issues and be able to articulate clearly and advocate for generally regarded best practices in the discipline of administration and leadership.

## Prerequisites

The prerequisites for the Specialist in Education degree are the core requirements for the Master of Arts in Administration and Leadership or equivalent courses approved by the chair of the department.

## Coursework

### Core Courses (12 units):

EDAD 688	Moral and Ethical Leadership	(3)
EDAD 687	Organizational Behavior & Leadership	(3)
EDFO 606	Sociology of Education	(3)
EDPC 607	Dynamics of Personality	(3)

### Research Core Courses (6 units):

RSCH 604	Educational Statistics I	(3)
RSCH 605	Qualitative Research Methods I	(3)

### Content specialization (21 units) from the following options:

#### Administration & Leadership:

EDAD 610	Designing a Student-Centered Education	(3)
EDAD 624	School Administration & Leadership	(3)
EDAD 671	Operations & Resource Management	(3)
EDAD 673	Educational Policy & its Impact	(3)
EDAD 674	Supervision of Instructional Programs	(3)
EDAD 680	Evaluation of Educational Programs	(3)
EDAD 681	School & Community Engagement	(3)

#### eLearning Leadership & Innovation:

EDLI 610	Instructional Design for eLearning	(3)
EDLI 636	Inclusive Technology for eLearning	(3)
EDLI 680	Innovation and Trends in eLearning	(3)
EDLI 685	Legal Aspects of eLearning	(3)
EDAD 671	Operations & Resource Management	(3)
EDAD 674	Supervision of Instructional Programs	(3)
EDAD 686	Administration & Leadership of School Systems	(3)

#### Professional Learning & Coaching:

EDPL 610	Adult Learning Theory	(3)
EDPL 640	Professional Learning	(3)
EDPL 643	Instructional Coaching	(3)
EDPL 655	Team Building & Leadership	(3)
EDPL 680	ABA in the Organization	(3)
EDAD 674	Supervision of Instructional Programs	(3)
EDLI 610	Instructional Design for eLearning	(3)

#### Special Education Administration:

EDSE 620	Administration of Special Education Programs	(3)
EDSE 675	Critical Issues in Special Education Policy	(3)
EDSE 678	Special Education Law & Ethics	(3)

EDAD 671 Operations & Resource Management	(3)
EDAD 674 Supervision of Instructional Programs	(3)
EDLI 636 Inclusive Technology for eLearning	(3)
EDPL 640 Professional Learning	(3)

Capstone (6 units):

EDAD 694 Seminar in Administration & Leadership	(3)
EDAD 696 Research Project	(3)

### TESOL Specialization (24 units):

Students in Ed.S. programs have the option to embed a TESOL specialization into their programs. In some cases, this may extend their program. It is recommended they speak to their advisor.

EDTS 501 Second Language Acquisition Theory, Research & Pedagogy	(3)
EDTS 511 TESOL Listening & Conversation Methods	(3)
EDTS 521 TESOL Reading & Writing Methods	(3)
EDTS 531 TESOL Grammar Methods	(3)
EDTS 541 TESOL Vocabulary & Idioms Methods	(3)
EDTS 591 TESOL Practicum	(9)

### Specialist in Education (Ed.S.), Administration and Leadership in collaboration with Riverside County Office of Educations

The students from Riverside County Office of Education who have completed its Preliminary Administrative Services Credentials or Clear Administrative Services Credential may receive advanced standing into the Specialist in Education, Administration and Leadership. This collaboration program requires satisfactory completion of 30 units at La Sierra University, including all courses and competencies specified for the Specialist in Education degree in Administration and Leadership.

### Program Requirements

- Coursework is to be completed within 5 years with a 3.3 GPA or higher, and no course grade lower than a B-
- Core courses (30 units)
- Specialization courses (9 units)
- Electives (6 units selected in consultation with the advisor)
- Application for admission to candidacy
- Petition for Graduation (two quarters before completion)
- Benchmarks at the end of the EdS program determine whether the student will be allowed to progress toward the doctoral degree. These include but are not limited to successful completion of courses with a minimum GPA of 3.3. Successful candidates are eligible to apply for admission to the doctoral program.

### Portfolio

A portfolio is required for candidates wishing to obtain their administrative credential through the state of California. A portfolio is not required of candidates who are seeking an EdS degree without state credentials.

### Specialist in Education Degree Curriculum & Instruction

The Specialist in Education degree for Curriculum and Instruction contributes to the development of professional personnel for service in a variety of educational settings, including professional teacher (K-16), supervisory functions, and other central office functions involving curriculum leadership. For further information about this degree contact the Department of Curriculum and Instruction.

Benchmarks at the end of the EdS program determine whether the student will be allowed to progress toward the doctoral degree. These include but are not limited to a written qualifying examination, and successful completion of courses with a minimum GPA of 3.3. Candidates successful at completing these benchmarks are eligible to apply for candidacy in the doctoral program.

### Program Learning Outcomes

Upon completion of the Ed.S program students will:

- Exhibit an in-depth understanding of Curriculum and Instruction in order to be leaders in public school districts or Seventh-day Adventist conferences.
- Demonstrate understanding of the sociology of education including race, class, gender, and religious issues in order to be prepared to teach and lead with equity.
- Develop an in-depth interest in a particular area of study in preparation for success in doctoral studies.
- Articulate knowledge of the theories that relate to education in order to relate theory and practice.
- Acquire knowledge of the science of learning in order to better understand how people learn.
- Exhibit skill in the understanding and use of statistics
- Demonstrate the ability to analyze and synthesize and evaluate current trends in education.

The Education Specialist degree for Curriculum and Instruction is comprised of all prerequisites and a minimum of 45 units beyond the master's degree in a field related to education. Candidates should request an advisor to aid in selection of an area of specialization or to select a variety of Curriculum and Instruction courses from the 3 concentrations listed below.

### Core Courses (12 units):

EDAD 687	Organizational Behavior and Leadership	(3)
EDCI 606	Sociology of Education	(3)
EDFO 688	Moral & Ethical Leadership	(3)
EDPC 607	Dynamics of Personality	(3)

### Research Core Courses (6 units):

RSCH 604	Educational Statistics I	(3)
RSCH 605	Qualitative Research I	(3)

### Concentrations (15 units):

A content concentration from the listings below must be chosen in consultation with a faculty advisor.

#### Instructional Systems Design

EDCI 550	Learning Theories & Instructional Design	(3)
EDCI 580	Introduction to Instructional Design	(3)
EDCI 586	Web Design: Communication Principles	(3)
EDCI 626	Change, Creativity and Innovation in Instructional Design	(3)
EDCI 627	Trends & Issues in Instructional Design	(3)

#### Neuroscience and Education

EDCI 545	Neuroscience & Learning	(3)
EDCI 655	Critical Issues in Neuroscience & Pedagogy	(3)
EDCI 664	Social & Emotional Intelligence	(3)
EDCI/EDPC 711	Biological Foundations of Education I	(3)
EDCI/EDPC 712	Biological Foundations of Education II	(3)

#### Innovation in School/Program Design

EDCI 621	Public, Private & Charter Educational Design	(3)
EDCI 622	Holistic Education: Past, Present, and Future	(3)
EDCI 623	School & Program Design for the Future	(3)
EDCI 624	Leading Innovation & Change in School/Program Design	(3)
EDCI 625	Trends & Innovation in School/Program Design	(3)

### Elective Courses

Consult with advisor to select units from School of Education electives. A minimum of 45 units comprising the core, concentration and electives are required for the Ed.S degree.

### Additional Education Specialist Requirements

Comprehensive Examination. Required for program completion and advancement toward Ed.D.

### Specialist in Education School Psychology

The Specialist in Education degree for School Psychology provides all the elements specified by the state of California for the Pupil Personnel Services Credential with authorization for school psychology. The credential may also be pursued

without earning an EdS degree.

Recommendation for the credential will be based on demonstrated competencies as well as on the accumulation of a specific number of course credits. It is important for students to keep in mind that admission to a program does not guarantee permission to complete the program. If, during the student's course of study, the Department of School Psychology and Counseling observes academic limitations, documented behaviors, and/or personality/characterological limitations that are inconsistent with the professional expectations for a graduate of the program, the student may be dismissed from the program.

For candidates for the school psychologist credential who have previously obtained a Master of Arts degree in school counseling or related mental health area, the program will ordinarily require two years (including the 1,200 hour internship) to complete the 45-unit minimum if all prerequisites have been met. Those without a prior graduate degree or certification in counseling will choose to do a master's degree plus the EdS degree. All candidates must acquire a graduate degree either by previous study or as a part of the credential program.

Within the limits of School of Education policy, transfer credits from other schools may be considered for inclusion in the program. However, according to state-mandated guidelines, a total of 90 post baccalaureate units must be accumulated for an approved school psychologist credential whether or not a graduate degree is earned.

A student must maintain at least a 3.3 GPA throughout the EdS program. Students with provisional standing are expected to earn a 3.5 GPA or higher on the first 12 units in order to move to regular standing in the program.

For further information about this degree contact the Department of School Psychology and Counseling.

### Prerequisites and Admission

In addition to fulfilling all the admission requirements for graduate study, as described in the Graduate Admission Information section of this bulletin, applicants selecting the school psychology specialization must meet the following:

1. Documentation must be submitted verifying the absence of any conviction for a felony and of any communicable or contagious disease, either of which would prevent the student from teaching or performing other certified services. Students should apply for state criminal clearance immediately following admission to any of the state credentialing programs.
2. A pre-admission interview and writing test are to be



scheduled with faculty in the Department of School Psychology and Counseling who will evaluate the applicant's communication abilities, commitment, values, writing abilities and professional attitudes. Admission to the program is contingent upon a satisfactory rating by the interviewers.

## The Program

The Specialist Degree for School Psychology requires a minimum of 90 quarter units beyond an approved baccalaureate degree or 45 units beyond the Master of Arts degree in an academic field related to education, psychology, or relevant academic disciplines.

The program for an EdS degree for school psychology must include all of the coursework and field experiences required for the PPS-School Psychology Credential. (When a school psychologist credential is sought without a degree, core courses EDCI 606, EDAD 687, and religion are not required.)

## Required

### Core Requirements (12 units):

EDAD 687	Organizational Behavior & Leadership	(3)
EDCI 606	Sociology of Education	(3)
<b>OR</b>		
EDCI 545	Neuroscience & Learning	(3)
EDFO 688	Moral & Ethical Leadership	(3)
EDPC 607	Dynamics of Personality	(3)

### Research Core Course (3 units; departmental approval required):

RSCH 604	Educational Statistics I	(3)
<b>OR</b>		
RSCH 605	Qualitative Research Methods I	(3)

### Content Specialization (30 units):

Students must contact the Department or refer to the Department website for the sequence and specific school psychology course requirements for the degree.

### Additional Requirements:

1. California Basic Education Skills Test (CBEST). Out-of-state applicants must take this test no later than the second available administration date following their enrollment in the program.
2. Application for field practice six weeks prior to placement.
3. Application to the School of Education Credential Office for a state and/or denomination credential, if eligible.

## Specialist in Education Educational Psychology

The Specialist in Education degree for educational psychology is a noncredential elective program which provides advanced preparation for educational generalists, teachers in all disciplines, administrators, college instructors desiring a professional educational background, and practitioners aspiring toward clinical or research applications. Although the earning of a master's degree is not a mandatory prerequisite, applicants must satisfy all requirements specified below. For further information about this degree contact the Department of School Psychology and Counseling.

## Student Learning Outcomes

The three essential points of the University Mission statement that apply to the Master of Arts degree are to seek, to know, and to serve. The goals and learning outcomes for this degree are based on the mission of the university and the mission of the department. The student/program learning outcomes are listed below:

1. *Assessment.* Organize and effectively apply assessment processes to practical situations effectively as it relates to the discipline under study.
2. *Critical Reasoning.* Identify critical theories unique to the discipline of focus and understand how to conceptualize, dissect, contrast, and organize these theories in evidence-based ways.
3. *Intervention.* Organize and effectively apply prevention/intervention processes to practical situations effectively as it relates to the discipline under study.
4. *Professional Ethics and Legal Mandates.* Understand and perform various ethical and legal duties responsibly. Understand the steps involved in ethical decision-making processes.
5. *Systems and Consultation.* Understand complex issues that require critical and analytical thinking as it relates to working and communicating effectively with individuals, families, groups, other professionals, and society in general. Understand the steps recognized in the consultation process in various organizational and classroom settings.
6. *Multicultural Sensitivity.* Be sensitive to diversity-related issues and respect responsibilities as it relates to diversity in all domains. Demonstrate not only self-awareness, but also a general respect for differing worldviews.
7. *Writing Skill.* Exhibit scholarly competence in the writing domain (i.e., in terms of organization, continuity, flow, and intellectual cohesion).
8. *Professional Growth.* Show high levels of general academic, research, and technological capacity,

personality traits consistent with practicing psychology, personal and professional maturity, ethical decision-making and behavior, and professional demeanor. Not only possess the ability to identify areas of personal weakness or strength related to one's career field, but also demonstrate an ability to make changes when needed in any domain identified as a personal deficit (cognitive, emotional, psychological, and social).

## Prerequisites

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

1. Within the past seven years, at least one introductory or advanced course must have been satisfactorily completed in each of the following:
  - Foundational educational psychology
  - Developmental psychology
2. Within the past 7 years, at least 15 quarter units of credit must have been earned at the upper division or graduate level, with no grade less than C (2.00), in one of the following areas:
  - Professional education, including teaching and/or
  - Administration
  - Counseling and/or school psychology
  - Behavioral sciences
  - Clinical counseling or psychology
  - Marriage & family therapy
3. For those entering the 45-unit post master's option, the master's degree must have been earned in an area of professional education, teaching, counseling, school administration, or an equivalent specialization.

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

## The Program

The Specialist Degree for Educational Psychology requires a minimum of 90 quarter units beyond an approved baccalaureate degree or 45 units beyond the Master of Arts degree in an academic field related to education, psychology, or relevant academic disciplines.

## Program Requirements

### Core Requirements (12 units):

EDCI 606	Sociology of Education	(3)
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### OR

EDCI 545	Neuroscience & Learning	(3)
EDAD 687	Organizational Behavior & Leadership	(3)
EDFO 688	Moral & Ethical Leadership	(3)
EDPC 607	Dynamics of Personality	(3)

### Research Core Course (3 units; departmental approval required):

RSCH 604	Educational Statistics I	(3)
<b>OR</b>		
RSCH 605	Qualitative Research Methods I	(3)

### Content Specialization (21 units minimum):

- **Educational Psychology Specialization**
- **Behavior Analysis Specialization (BCBA Track)**
- **School Counseling Specialization (PPS Track)**
- **Clinical Counseling Specialization (LPCC Track)**
- **Marriage & Family Therapy Specialization (MFT Track)**

### Content Concentration (15 units minimum):

- **Neuroscience and Education**

### Electives (9 units selected in consultation with the advisor)

### Portfolio (see the Department)

One of the content specializations above may be chosen. Content specialization courses vary depending on specialization areas and a student's interests or needs. All specialization courses must be approved by the Department at the beginning of a student's program

## Doctor of Education (EdD) degree General Requirements:

### Admission to Doctoral Program

Official admission to the doctoral program and full approval of the program of study takes place as part of the process of admission to the university and the School of Education. (See Graduate Admission Information section of this bulletin.)

### Advanced Standing

#### Non-La Sierra University Students

EdD students who have a Master's degree in education/psychology/related fields from a university or program requiring more than 45 quarter units may apply for advanced standing. If students qualify, they must take a minimum of 36 credits in residency (with no grade below B- and a grade point average not less than 3.50), plus dissertation/capstone

to complete the Doctor of Education degree. The total of the combined units must be no less than 138 quarter units post baccalaureate. Advanced standing must be approved by the Department and the School of Education Graduate Committee.

### **La Sierra University MA Students (LPCC/MFT, PPS School Psychology, PPS School Counseling Tracks)**

EdD students who have a La Sierra University MA in Counseling with a LPCC/MFT, PPS School Psychology, or PPS School Counseling specialization requiring more than 45 quarter units may apply for advanced standing. If students qualify, they must take a minimum of 30 credits in residency (with no grade below B- and a grade point average not less than 3.50), plus dissertation/capstone to complete the Doctor of Education degree. The total of the combined units must be no less than 132 quarter units post baccalaureate. Advanced standing must be approved by the Department and the School of Education Graduate Committee.

In cases where advanced standing is granted, these minimum requirements supersede those referring to students who enter with master's degrees of 45 credits and/or EdS degrees.

### **Residency Requirements**

A minimum of 42 credits of a doctoral program must be earned in residency. In the case of specified departmental prerequisites, a student not having completed the necessary components of the MA or EdS levels is required to complete the deficiencies. Furthermore, the School of Education Graduate Committee may determine that additional coursework or directed study is needed to update knowledge in important and relevant areas in which the student has not kept current by continuing professional experience and/or study.

Candidates entering full-time residency should typically expect two academic years of study beyond the master's degree, whereas one full academic year of 42 units is required beyond the EdS level. The completion of prerequisites and the capstone thesis or dissertation may extend the time beyond these estimates. All 42 units must be taken in residence at La Sierra University following admission to the doctoral program and must be completed within seven years.

### **Transfer Credits**

Students may transfer a maximum of 18 units (post-masters degree) from other accredited graduate studies programs where courses are similar in content to those required. All transfer credits must be approved by the department as part of the student's plan of study.

### **Advancement to Candidacy**

The purpose of the application for advancement to candidacy is for the department to review the student's eligibility and progress for completing the program. The following criteria must be met for advancement to candidacy:

1. Completion of all required coursework, other than the dissertation, with a grade point average not less than 3.50;
2. Successful completion of qualifying examinations administered by the department in the area of specialization. Students must be accepted into candidacy prior to requesting a dissertation committee and preparing a capstone project proposal or dissertation proposal.

### **Qualifying Examination**

During the final quarter of coursework, students must arrange with the department to take a qualifying examination. Successful completion of the examination will qualify the student to petition for advancement to candidacy and to proceed to the capstone project or dissertation stage of the program. Unsatisfactory performance on the examination may result in the student's discontinuance from the doctoral program.

### **Degree Completion and Petition for Graduation**

Toward the end of the dissertation study, the candidate will petition the School of Education Graduate Committee for permission to graduate with a Doctor of Education degree based on fulfillment of the following requirements:

1. Completion of an approved program of study with no less than 132 quarter units post baccalaureate, including a minimum 87 units beyond the master's degree, and fulfillment of all prerequisite and specialization requirements.
2. Completion of 42 units beyond the EdS level with no grade below B-, and a grade point average not less than 3.50. A maximum of two repeats of courses is permitted.
3. Successful completion of the qualifying examination.
4. Satisfactory oral defense or representation of the capstone or dissertation not later than one month prior to graduation.
5. Submission of the approved and signed capstone thesis or dissertation to the Office of the Dean of the School of Education in its final form ready for binding prior to graduation.
6. Recommendations for the conferral of the degree by the departmental faculty and by the Graduate Committee of the School of Education.

## The Capstone

Students in the Doctor of Education program are required to complete either a traditional dissertation or a capstone thesis as the culmination of their professional educational experience.

The capstone for the Ed.D. program begins with a research-based experience in which students address an education problem through an action research project, program development project or product outcome project. Students pursuing the capstone are guided in identifying and selecting a real-world problem in an educational setting and proposing an intervention, based on a thorough review of the literature, to solve the selected issue. The project may develop into a clinical research paper, a school-based project, program or policy development, or other product outcome depending on the target problem selected in consultation with the student's project committee chairperson.

The doctoral capstone offers students the ability to connect research to practice and results in a formal thesis and presentation summarizing the project in four parts: the problem; the literature review; the project/intervention and methodology; and the findings, reflections and conclusions.

Students completing the Capstone must register for at least one unit of RSCH 798 each quarter, up to 12 units minimum.

If the student has been advanced to candidacy, has completed all course requirements, and has registered for, but not completed, the capstone and thesis, maintenance of continuous registration is required until the thesis has been accepted. This may be accomplished by registering for SECE 910 Dissertation/Capstone Continuation (1) each quarter (excluding summer) until the capstone is completed.

Detailed requirements and procedures for the capstone and thesis are described in the Capstone Project Handbook, available online at the School of Education website. A publication fee is charged for binding and final processing of the thesis.

## The Dissertation

The student is responsible for meeting dissertation requirements and procedures as described in the Dissertation Handbook available online at the School of Education website. A dissertation publication fee is charged for binding and final processing. Students writing a dissertation must register for at least one unit of RSCH 798 each quarter, up to 12 units minimum. Research and dissertation preparation are under the direction of the student's dissertation committee chair. The student should secure the committee's approval of the topic and research design as early as possible.

If the student has been advanced to candidacy, has completed all course requirements, and has registered for, but not completed, the research and dissertation, maintenance of continuous registration is required until the manuscript has been accepted. This may be accomplished by registering for SECE 910 Dissertation/Capstone Continuation (1) each quarter (excluding summer) until the dissertation is completed.

## Timelines

The following is the required program sequence for the Doctor of Education degree:

1. Admission to the doctoral program. This occurs at the completion of EdS level work and prior to beginning the 42 units of doctoral residency.
2. Program approval. Develop a program of study with an advisor in the department of specialization during the first quarter in residence. The program must be approved by the School of Education Graduate Committee.
3. Portfolio completion (if required by the student's program of study).
4. Successful completion of the qualifying examination.
5. Application for advancement to candidacy. Occurs after passing the qualifying examination, immediately following coursework completion. The application for advancement to candidacy provides an opportunity for the department to review the student's eligibility and progress for completing the program.
6. Dissertation or capstone. Must be submitted in final form, ready for binding, prior to graduation.
7. Oral defense of dissertation or capstone. Must take place no later than four weeks prior to date of graduation.
8. Petition for graduation. Must be submitted upon final approval of dissertation/capstone by the student's committee.
9. Program completion. All degree requirements must be completed within seven years after admission to the doctoral program.

## Program of Study

The curriculum for a Doctor of Education degree in the School of Education is comprised of all prerequisites and a minimum of 132 quarter units beyond an approved baccalaureate degree, or 87 units beyond the Master's degree, or 42 units beyond the Specialist in Education degree.

## Previous Credits

The degree may be earned via either of the following two options:

### Option 1:

Prior completion of an Educational Specialist (or equivalent) degree followed by a minimum of 42 units of post-EdS coursework. Credits from the previous degrees are expected to include the following:

- Masters degree in Education and
- EdS core requirements or equivalent

Contingent on approval by department of specialization, any deficiencies in credits will be included in the EdD program of studies.

### Option 2:

Prior completion of a master's degree in any area (with courses equivalent to RSCH 504 and RSCH 604). In this case, the EdD program will consist of a minimum of 87 post-master's coursework units to include the EdS requirements. The department or specialization may require a comprehensive exam after completion of 45 units beyond the MA completion.

Core & Research Requirements (21 units):

EDFO 791	Contemporary Issues in Education	(3)
RSCH 754	Quantitative Research	(3)
	OR	
RSCH 755	Qualitative Research	(3)
RSCH TBD	One Research Course by Approval	(3)
RSCH 798	Dissertation	(12)

Content Specialization (21-24 units, minimum):

- Courses will vary depending on the discipline and whether specific credential requirements are desired.

### EdD Degree Total: 42 units minimum (beyond EdS)

A student may earn a general Doctor of Education or may choose an emphasis. Additional requirements specific to the more common emphases are listed below:

## Doctor of Education Administration & Leadership

### Program Learning Outcomes

Upon completion of this program students will:

- Address complex topics systematically and creatively,

think critically, and write fluently and persuasively in developing and supporting a sustained argument.

- Demonstrate the ability to communicate complex ideas and issues, and explain and defend conclusions clearly and effectively to specialist and non-specialist audiences.
- Demonstrate a conceptual mastery of and advanced methodological competence in the tools and processes of research.
- Understand and demonstrate a critical mastery of the skills of critical reflection on the moral/ethical/legal dimensions of educational leadership and management theory and practice.
- Identify and critique the theories, concepts and current research findings of the discipline.
- Be critically aware of the requirements and standards of the relevant employer organizations, government ministries and agencies and professional bodies.
- Be critically conversant with the current literature, theory and current issues and be able to articulate clearly and advocate for generally regarded best practices in the discipline of administration and leadership.
- Demonstrate the ability to frame a major research question, develop an appropriate methodology of research enquiry, implement the enquiry and write an extended report on the findings in a document of publishable quality.

## Required

### Option 1: (Following completion of an EdS or equivalent)

- Core requirements (9 units; see program of study under Doctor of Education general requirements)
- Content specialization (21 units minimum) from the following options:

### Administration & Leadership:

EDAD 610	Designing a Student-Centered Education	(3)
EDAD 671	Operations & Resource Management	(3)
EDAD 673	Educational Policy & its Impact	(3)
EDAD 674	Supervision of Instructional Programs	(3)
EDAD 680	Evaluation of Educational Programs	(3)
EDAD 681	School & Community Engagement	(3)
EDAD 686	Administration & Leadership of School Systems	(3)

### eLearning Leadership & Innovation:

EDLI 610	Instructional Design for eLearning	(3)
EDLI 636	Inclusive Technology for eLearning	(3)
EDLI 680	Innovation and Trends in eLearning	(3)
EDLI 685	Legal Aspects of eLearning	(3)
EDAD 671	Operations & Resource Management	(3)

EDAD 674 Supervision of Instructional Programs	(3)
EDAD 686 Administration & Leadership of School Systems	(3)

**Professional Learning & Coaching:**

EDPL 610 Adult Learning Theory	(3)
EDPL 640 Professional Learning	(3)
EDPL 643 Instructional Coaching	(3)
EDPL 655 Team Building & Leadership	(3)
EDPL 680 ABA in the Organization	(3)
EDAD 674 Supervision of Instructional Programs	(3)
EDLI 610 Instructional Design for eLearning	(3)

**Special Education Administration:**

EDSE 620 Administration of Special Education Programs	(3)
EDSE 675 Critical Issues in Special Education Policy	(3)
EDSE 678 Special Education Law & Ethics	(3)
EDAD 671 Operations & Resource Management	(3)
EDAD 674 Supervision of Instructional Programs	(3)
EDLI 636 Inclusive Technology for eLearning	(3)
EDPL 640 Professional Learning	(3)

- Dissertation or Capstone (12 units)

**Option 2 (Without an EdS):**

- Core requirements (24 units)

EDAD 687 Organizational Behavior & Leadership	(3)
EDAD 688 Moral & Ethical Leadership	(3)
EDFO 606 Sociology of Education	(3)
EDPC 607 Dynamics of Personality	(3)
RSCH 601 Academic Writing	(3)
RSCH 604 Educational Statistics I	(3)
RSCH 605 Qualitative Research I	(3)
<b>OR</b>	
RSCH 704 Educational Statistics II	(3)
<b>OR</b>	
One Research Course Approved by the Dept.	
EDFO 791 Contemporary Issues in Education	(3)

- Content specialization (21 units) from the following options:

**Administration & Leadership:**

EDAD 610 Designing a Student-Centered Education	(3)
EDAD 671 Operations & Resource Management	(3)
EDAD 673 Educational Policy & its Impact	(3)
EDAD 674 Supervision of Instructional Programs	(3)
EDAD 680 Evaluation of Educational Programs	(3)
EDAD 681 School & Community Engagement	(3)
EDAD 686 Administration & Leadership of School Systems	(3)

**eLearning Leadership & Innovation:**

EDLI 610 Instructional Design for eLearning	(3)
EDLI 636 Inclusive Technology for eLearning	(3)
EDLI 680 Innovation and Trends in eLearning	(3)
EDLI 685 Legal Aspects of eLearning	(3)
EDAD 671 Operations & Resource Management	(3)
EDAD 674 Supervision of Instructional Programs	(3)
EDAD 686 Administration & Leadership of School Systems	(3)

**Professional Learning & Coaching:**

EDPL 610 Adult Learning Theory	(3)
EDPL 640 Professional Learning	(3)
EDPL 643 Instructional Coaching	(3)
EDPL 655 Team Building & Leadership	(3)
EDPL 680 ABA in the Organization	(3)
EDAD 674 Supervision of Instructional Programs	(3)
EDLI 610 Instructional Design for eLearning	(3)

**Special Education Administration:**

EDSE 620 Administration of Special Education Programs	(3)
EDSE 675 Special Education Policy	(3)
EDSE 678 Special Education Law	(3)
EDAD 640 Professional Learning	(3)
EDAD 671 Operations & Resource Management	(3)
EDAD 674 Supervision of Instructional Programs	(3)
EDLI 636 Inclusive Technology for eLearning	(3)

- Dissertation or Capstone (12 units)
- Electives (27 units minimum, selected in consultation with the advisor)

## Doctor of Education Curriculum and Instruction

### Program Goals

The program goals for the Doctor of Education degree with specialization in Curriculum and Instruction are:

#### To know:

- To expand students' knowledge of the field of Curriculum and Instruction.
- To develop academic writing skills at a graduate level.
- To further develop students' research skills.

#### To seek:

- To further develop critical thinking and analysis in knowledge about education.
- To expand students' moral development in a Christian context.

#### To serve:

- To further develop professionalism in educators.
- To gain knowledge of issues relating to the social context of education.

### Program Objectives

#### Knowledge

- To demonstrate an in-depth understanding of curriculum, instruction and how people learn.
- To develop an in-depth interest in a particular area of study in preparation for the dissertation.
- To develop advanced levels of research methodology in the students' chosen methodology for the dissertation.
- To demonstrate a knowledge of recent advances in Curriculum and Instruction.
- To demonstrate the ability to analyze, synthesize, and evaluate current trends in education.

#### Skills

- To conduct original research culminating in a dissertation.
- To select an appropriate qualitative and/or quantitative research methodology for the dissertation.
- To exhibit skill in the understanding and use of statistics.
- To further develop the ability to analyze and synthesize.
- To identify and access appropriate resources, literature, archives, and other sources of relevant information.
- Demonstrate competence in reading, writing, and analysis in English.

#### Abilities

- To demonstrate ability to synthesize the theories that relate to education.
- To develop advanced writing, critical thinking, and analytical abilities.
- To gain mastery in a focused area of research.

### Required

#### Option 1: (Following completion of an EdS or equivalent)

- Core requirements (9 units; see program of study under Doctor of Education general requirements)
- EDCI 651 Development of Higher Education Curriculum (3)
- Capstone or Dissertation Track (18)
- Electives (15 units minimum selected in consultation with the advisor)
- Minimum Requirement: 42 credits

#### Option 2: (Without an EdS)

- Core requirements (9 units; see program of study under Doctor of Education general requirements)
- EDCI 651 Development of Higher Education Curriculum (3)
- Concentration (15 units)
- Dissertation or Capstone Track (18 units)
- Electives (42 units minimum, selected in consultation with the advisor)
- Minimum Requirement: 87 credits

## Doctor of Education School Psychology and Measurement

The Doctor of Education program with a specialization in School Psychology and Measurement allows students to select from two concentrations: General School Psychology, and Behavior Analysis (Board Certified Behavior Analyst Track).

#### Step 1:

Completion of a graduate degree in school psychology, including completion of at least 90 units of graduate courses. (See the Advanced Standing section for the variances in required minimum units.)

**Step 2:**

**General School Psychology Concentration  
Applied Behavior Concentration**

Completion of 30 units (minimum) consisting of:

**A. Core & Research Requirements (9 units)**

EDFO 791	Contemporary Issues in Education	(3)
RSCH 754	Quantitative Research	(3)
	OR	
RSCH 755	Qualitative Research	(3)
RSCH ---	One research course by approval	(3)

**B. Content Specialization Requirements (21-24 units)**

Graduate courses related to school psychology, educational psychology, mental health or applied behavior analysis. Other courses must be approved by the department.

**C. Internship/Fieldwork (School Psychology 1200 Hours; Applied Behavior Analysis 1800 Hours)**

**Step 3:**

RSCH 798	Doctoral Dissertation/Capstone	(12)
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**Doctor of Education  
Educational Psychology**

The Doctor of Education with a specialization in Educational Psychology allows students to select from seven concentrations: General Educational Psychology, Professional Clinical Counseling (Licensed Professional Clinical Counselor, LPCC track), Forensic Mental Health Counseling (Licensed Professional Clinical Counselor, LPCC track), School Counseling (PPS track), Student Life and Development, Behavior Analysis (Board Certified Behavior Analysis), and Neuroscience and Education.

**Step 1:**

Completion of a graduate degree in the field of educational psychology, mental health, or other related areas, consisting of at least 90 units of graduate courses (See the Advanced Standing section for the variances in required minimum units.)

**Step 2:**

**General Educational Psychology Concentration**

- Clinical Counseling/ Marriage & Family Concentration
- Forensic Mental Health Counseling Concentration
- School Counseling Concentration
- Applied Behavior Analysis Concentration
- Student Life & Development Concentration

Neuroscience and Education Concentration

**A. Core Requirements (9 units)**

EDFO 791	Contemporary Issues in Education	(3)
RSCH 754	Quantitative Research	(3)
	OR	
RSCH 755	Qualitative Research	(3)
RSCH ---	One research course by approval	(3)

**B. Content Specialization Requirements (21-24 units)**

Graduate courses related to school psychology, educational psychology, mental health, applied behavior analysis neuroscience, or student life development. Other courses must be approved by the department.

**C. Internship/Fieldwork (School Psychology**

1200 Hours; Applied Behavior Analysis 1800 Hours; School Counseling 600 Hours)

**Step 3:**

**Dissertation or Capstone units (12)**

RSCH 798	Doctoral Dissertation/Capstone	(12)
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## Doctor of Philosophy in Leadership

### Admission to the PhD program

Official admission to the PhD program and full approval of the program of study takes place as part of the process of admission to the university and the School of Education. (See Graduate Admission Information section of this bulletin.)

### Course of study

The program may typically be completed over a period of 4-5 years of study with candidates undertaking a minimum of two courses each quarter, and two courses during two 2-week intensive summer sessions. This assumes that all prerequisites are completed before starting the program. By careful planning it is possible to complete the didactic portion in three years and then, depending on the length of dissertation research and writing, another year or two. For those who progress on less than a full-time basis, there would be some flexibility in completing the coursework and dissertation. In this case the process would take longer to complete. It is, however, expected that all students in the PhD program would complete their degree requirements within the seven-year limit.

Given unforeseen circumstances, a policy does allow students to petition an extension of time but not to extend it to more than a total of ten years. The Leadership Studies Committee must approve programs extending for longer than the seven years, and approval may include the requirement of additional coursework.

### Coursework

The PhD in Leadership courses are organized into four clusters, (a) required core of leadership courses common to all, (b) a sequence of research and writing courses that create a foundation for the entire degree, (c) to create a context for research and leadership, a cluster of specialization courses chosen by each student in consultation with their adviser, and (d) a smaller grouping of elective courses outside of the specialization, referred to as diversification.

**A. Core Requirements (18 units)** The core develops depth and breadth in the student's understanding of leadership, with a focus on leadership theory, research and applications. All courses in the following 18-unit core are required:

LEAD 687	Organizational Behavior & Leadership	(3)
LEAD 688	Moral & Ethical Leadership	(3)
LEAD 695	Leadership, Culture & Climate	(3)
LEAD 704	Leadership Orientation	(0)
LEAD 724	Foundations of Leadership Studies	(3)
LEAD 744	Theoretical and Philosophical Perspectives on	

	Leadership	(3)
LEAD 794	Leadership as Relationship	(3)

**B. Research Component (33 units)** Research courses introduce the student to the understanding of and critical skills required for effective research, undergirding not only the student's success in critically reading research literature, but also their success in pursuing their own scholarly research

RSCH 601	Academic Writing	(3)
RSCH 604	Educational Statistics I	(3)
RSCH 605	Qualitative Research I	(3)
RSCH 704	Educational Statistics II	(3)
RSCH 733	Mixed Methods	(3)
RSCH 754	Quantitative Research	(3)
	<b>OR</b>	
RSCH 755	Qualitative Research	(3)
RSCH 775	Research Projects	(3)
RSCH 798	Doctoral Dissertation/Capstone	(15)
RSCH 799	Dissertation Colloquium	(0)
SECE 910	Dissertation Continuation	(1, if needed)

**C. Specialization (27 units)** The specializations within each program help to create a context for both leadership and research and are comprised of courses which address theoretical frameworks, specialized knowledge, aptitudes and competencies in that discipline. They range across key theories to skill areas, and in some cases provide a short sequence moving from introductory level graduate study in a specialized area to a more advanced level of inquiry. Specializations are available in Educational Administration, Instructional Leadership and Educational Psychology.

**D. Diversification (9 units)** Students customize their programs further through the use of their 9-unit electives to support some diversification in their degree program. These courses are to be taken from an area other than the one chosen by the student to meet their own specialization requirements. These may also be taken from appropriate graduate courses in the School of Business and the Divinity School. The goal of this segment is to provide yet another lens for understanding the study of leadership.

## Transfer credits

Students may transfer a maximum of 18 units from other accredited graduate studies programs where courses are similar in content to those required. All transfer credits must be approved by the Leadership Studies Committee.

## Professional Certificate Credits

The focus of the PhD in Leadership program is on research. Those wishing to obtain certification, credentials or licensure would need to take additional coursework beyond the 87 credit minimum. Students who specialize in Educational Psychology and wish to earn a PPS credential, BCBA certificate, or LPCC/LMFT license along with their PhD degree must complete the following fieldwork, practicum, field practice, and/or internship hours to earn the credential, certificate, or license. International students may refer to the School Psychology and Counseling International Student Section later in this bulletin section, and are encouraged to contact the International Student Office with respect to visa, CPT, and OPT information.

- PPS School Psychology: 1650 Practicum and Internship Hours
- PPS School Counseling: 700 Practicum and Field Practice Hours
- BCBA Applied Behavior Analysis: 1500 Practicum Hours
- LPCC/LMFT Mental Health: 3000 Practicum and Internship Hours

## Timelines

The following is the required program sequence for the Doctor of Philosophy in Leadership degree (additional details and steps are included in the PhD in Leadership Handbook):

1. *Admission to the doctoral program:* The admission process occurs in the winter quarter prior to the summer intake, and prior to beginning the 87 units of doctoral residency.
2. *Program approval:* Each student prior to beginning the first quarter in residence develops a program of study in consultation with the Director of Leadership Studies, the Director of Research and the advisor for the selected specialization. The program must be approved by the School of Education Leadership Studies Committee.
3. *Completion of coursework:* All coursework must be completed (or currently in process) before taking the qualifying examination.
4. *Qualifying examination:* All students must successfully complete the qualifying examination before continuing on to the research and dissertation phase of the program.
5. *Advancement to candidacy:* After passing the qualifying examination, and immediately following coursework completion, students apply for advancement to

candidacy

6. *Professional presentations or publications:* During the course of study, all students are required to make at least two professional presentations at research conferences or submit at least one research article to a peer reviewed journal. In either case, students are expected to seek publication of their research after defense of the dissertation
7. *Dissertation:* All students must publically defend a Doctoral dissertation including both a mock and oral defense (see the PhD in *Leadership Dissertation Handbook* for details).
8. *Oral defense of the dissertation:* The defense must take place no later than four weeks prior to date of graduation.
9. *Dissertation secretary:* After the successful oral defense of the dissertation, students submit their completed dissertation to the dissertation secretary for final format approval.
10. *Petition for graduation:* Petitions are submitted after final approval of dissertation by the student's dissertation committee.
11. *Program completion:* All degree requirements must be completed within seven years after admission to the doctoral program.

## Residency and Leave of Absence

To maintain residency in the program, students must register for a minimum of six quarter credits per quarter for at least three quarters per year. A minimum of 42 credits of the doctoral program must be earned in residency at La Sierra University after admission to the program. At the dissertation stage, students may choose to take up to three credits but must take a minimum of one credit per quarter until 12 credits are recorded. To maintain their status after that, students must register for SECE 910 Dissertation Continuation.

Students may request a temporary leave of absence for up to four quarters. A longer absence results in an administrative withdrawal from the degree program and necessitates reapplication should a student seek to reenter the program. Students are then subject to the requirements in effect at the time of readmission. The Leadership Studies Committee considers the request for leave of absence and reinstatement.

## Qualifying Examination

During the final quarter of coursework, students must arrange with the director of leadership studies to take a qualifying examination. Successful completion of the examination qualifies the student to petition for advancement to candidacy and to proceed to the dissertation stage of the program. Unsatisfactory performance on the examination may result in the student's discontinuance from the doctoral program.

## Advancement to Candidacy

Advancement to candidacy for a student is approved by the School of Education Graduate Committee after successfully passing the qualifying examinations. The purpose of the advancement to candidacy and qualifying examination process is for the Leadership Studies committee to review the student's progress and eligibility to undertake the rigor of the research and writing sequence of studies required to complete the program. Students must be accepted into candidacy prior to requesting a dissertation committee and preparing a dissertation proposal.

## The Dissertation

The student, with guidance and supervision of the faculty dissertation chair and committee, is responsible for meeting dissertation requirements. The minimum standards for PhD dissertations are described and an outline of the process is explained in the PhD in Leadership Program Handbook, available at the School of Education website. A dissertation publication fee is charged for binding and final processing.

Students writing a dissertation must register for at least one unit of dissertation credit each quarter, up to 12 units minimum. Research and dissertation preparation are under the direction of the student's dissertation committee chair. The student should secure the committee's approval of the topic and research design as early as possible.

If the student has advanced to candidacy, has completed all course requirements, and has registered for, but not completed, the research and dissertation, maintenance of continuous registration is required until the manuscript has been accepted. This may be accomplished by registering for SECE 910 Dissertation Continuation (1) each quarter (excluding summer) until the dissertation is completed. Credits earned for SECE 910 Dissertation Continuation do not apply toward the degree minimum.

## Degree Completion and Petition for Graduation

Toward the end of the dissertation study, the candidate petitions the School of Education Graduate Committee for permission to graduate with a PhD in Leadership degree based on fulfillment of the following requirements:

1. Completion of an approved program of study with no less than 132 quarter units post baccalaureate, including a minimum 87 units beyond the master's degree, and fulfillment of all prerequisite and specialization requirements;
2. Completion of all units with no grade below B-, and a grade point average not less than 3.50. A maximum of two repeats of courses is permitted.
3. Successful completion of the qualifying examination;
4. Submission, with advisor approval, of one article to a peer-reviewed journal for publication;
5. Presentations made at two regional or national academic conferences;
6. Satisfactory oral defense of the dissertation not later than one month prior to graduation;
7. Submission of the approved and signed dissertation to the Office of the Dean of the School of Education in its final form ready for binding prior to graduation;
8. Recommendations for the conferral of the degree is approved by the Leadership Studies Committee.

## School of Education: Credential Programs

The School of Education offers graduate, and graduate "fifth-year" programs for fulfilling the requirements of credentials prescribed by California's Commission on Teacher Credentialing and/or certificates as granted by the Office of Education of the North American Division of Seventh-day Adventists. Details of coursework and other specifications for each credential must be obtained from the applicable departmental sections of this bulletin. Students must consult with advisors in the departments for further assistance with admissions and programs. Teacher preparation programs are offered by the Department of Curriculum and Instruction; programs for various services credentials are found in each appropriate department or school of specialization as indicated in the following section of this bulletin.

## California State Credentials

Approved by the California Commission on Teacher Credentialing:

### Teaching Credentials:

(Department of Curriculum and Instruction)

- Preliminary: Multiple Subjects, Single Subject
- Professional Clear

### Pupil Personnel Services:

(Department of School of Psychology and Counseling)

- School Psychology
- School Counseling

Note: these credentials are not federal aid eligible unless taken as a component of a baccalaureate or graduate degree program.

## Seventh-day Adventist Certificates

Seventh-day Adventist certificates are the parochial education equivalent of state credentials, and are issued by the Office of Education of the Pacific Union Conference of Seventh-day Adventists. These certificates are not federal aid eligible unless taken as a component of a baccalaureate or graduate degree program.

- Teaching (Department of Curriculum and Instruction) Basic, Standard, Professional-Elementary, Secondary
- Administration (Department of Administration & Leadership)
- Principal, Supervisor of Instruction, Superintendent of Schools
- Guidance and Counseling (Department of School Psychology and Counseling)

Candidates desiring a Seventh-day Adventist (SDA) teaching certificate must provide proof of membership in the SDA church. Membership is verified by the Credential Analyst at the time a candidate makes formal application for admission to the credential program. Candidates who wish to obtain a SDA Basic Teaching Certificate are required to submit, with their application for program admission, a copy of their baptismal certificate or a letter from their local church pastor verifying membership.

## Admission to Credential Programs

In addition to fulfilling all requirements as outlined in the Graduate Admission Information section of this bulletin, the following are to be noted in connection with specific credentials.

### Teacher Credential Program

Students seeking admission to any teacher education program must present evidence of an undergraduate GPA of 2.75 or better. If the grade point average is below 2.75, the student must pass the appropriate CSET examination before being accepted into the teacher education program. A course grade of 'B-' or better is required in all teacher education program coursework. If a Master of Arts degree or above is sought, a cumulative GPA of 3.00 or better is required. Application forms for admission to the teacher credential program are available in the Department of Curriculum and Instruction and in the Admissions Office.

### Pupil Personnel Services Credential Programs

Students who are seeking admission to the Pupil Personnel Services Credential program must meet the following entrance requirements in addition to those listed in the Graduate Admission Information section of this bulletin:

1. GPA of 3.00 or higher for SDA certification in guidance and counseling.
2. GPA of 3.30 or higher for School Psychology and School Counseling Credential.

## Admission to Teacher Education

### Credential Application

Credentials are granted only to individuals who have attained the baccalaureate or higher degree from a regionally accredited college or university. Credentials are processed through the Credentialing Services Office in the School of Education. Processing of applications is subject to recommendation from the academic department. Requirements include personal recommendations, health requirements, criminal clearances, all transcripts, passing scores on the CBEST/TPA/RICA/CSET, and completion of an approved program of professional preparation.

### Basic Skills Proficiency Test

California law stipulates that candidates who wish to be credentialed for public schools must take and pass the California Basic Education Skills Test (CBEST) before acceptance into a

teacher education program. This examination is also required of applicants for credentials through the Pacific Union Conference of Seventh-day Adventists.

A CBEST Information Bulletin is available in the Learning Support and Testing Center. Sunday testing dates are available for Saturday-Sabbath keepers.

## Teaching Credential Requirements

The following route to a credential lists the requirements for obtaining a Seventh-day Adventist Basic Teaching Certificate and/or a State of California Preliminary Credential for elementary and secondary teaching. This is a summary of the courses and activities that must be completed before the Department of Curriculum and Instruction can recommend an individual for a credential. Only coursework with a B- grade or above will be accepted toward any credential.

### California state preliminary credential and Seventh-day Adventist (SDA) basic teaching certificate

(State requirements may differ in specific ways from major programs; therefore, students should be in contact with the Credential Office and the Department of Curriculum and Instruction in the School of Education.)

#### A. Prerequisites

1. A passing score on CSET (Multiple Subjects) or CSET (Single Subject) early in the student's credential program. Students cannot enter student teaching without passing the CSET in their area of teaching focus.
2. CBEST (California Basic Educational Skills Test)
3. Certificate of Clearance
4. Tuberculosis (TB) Test
5. Application for admission to teacher education program
6. Previous and maintained grade point average of not less than 2.75 for admission to, and 3.0 continuance in the teacher education program.
7. The following courses:

EDCI 204/502	Introduction to Teaching	(3)
EDFO 305	Psychological Foundations of Education	(4)
	<b>OR</b>	
EDCI 507	Psychological Theories of Instruction	(3)
HLSC 214	Dimensions of Health	(4)
	<b>OR</b>	
EDCI 503	Health Perspectives for Teachers	
HPSC 274	The Construction of American Political Life	(4)
	<b>OR</b> an examination on the U.S. Constitution	
EDCI 413/516	Digital Literacy	(3)
EDCI 410/510	Classroom Management & Lab	(3)

#### B. Methods courses:

#### 1. Elementary Teaching:

EDCI 498/500	Teaching Performance Assessment Seminar	(1)
EDCI 414/520	Reading K-8 and lab	(5)
EDCI 415/521	Mathematics K-8 and lab	(4)
EDCI 416/522	Language & Literacy K-8	(3)
EDCI 417A/523A	Religion K-12	(2)
EDCI 417C/523C	Culture, Society & Ethics K-12	(2)
EDCI 418/527	Science & Health K-8 and lab	(4)
EDCI 464/564	Special Education in the General Classroom	(3)
EDCI 425/524	Student Teaching in the Elementary School	(1-14)

#### 2. Secondary Teaching or Single Subject:

EDCI 498/500	Introduction to Assessment	(1)
EDCI 416A/522A	Language & Literacy 9-12	(3)
EDCI 417A/523A	Religion K-12	(2)
EDCI 417C/523C	Culture, Society & Ethics K-12	(2)
EDCI 419/518	Reading in the Content Area	(5)
EDCI 429/529	Secondary Teaching in the Multicultural Classroom and lab	(4)
EDCI 430/530	Secondary Theory & Practice and lab	(4)
EDCI 464/564	Special Education in the Regular Classroom	(3)
EDCI 457/556	Student Teaching in the Secondary School	(1-14)

#### C. Seventh-day Adventist Basic Teaching Certificate: Additional Requirements

EDFO 404	Philosophy of Christian Education	(3)
	<b>OR</b>	
EDCI 504	Philosophical Aspects of Christian Education	(3)
RELT 245	Christian Beliefs	(4)
RELH 483	History of Seventh-day Adventism	(4)
REL_	Electives (One course must be in Biblical Studies)	(8)
PSYC 234	Developmental Psychology	(4)

## Standard Teaching Certificate -- SDA

The second level of teaching credential prescribed by the North American Division of Seventh-day Adventists Office of Education is the Standard Teaching Certificate (valid for five years). To achieve the upgrading from basic to standard certificate, candidates must fulfill the following requirements:

- Three years of teaching in elementary or secondary schools with a Seventh-day Adventist Basic Teaching Certificate
- Completion of 9 units of professional education courses in area(s) of endorsement beyond requirements of the basic certificate

## Renewal of Standard Certificate

Candidates should check with their Union Conference registrar for current requirements.

## **Fifth Year Seventh-day Adventist Teaching Certificate**

Fifth-year programs at La Sierra University are defined as programs approved by the faculty of the Department of Curriculum and Instruction which include a minimum of 45 post baccalaureate units of coursework for the Seventh-day Adventist Professional Teaching Certificate. The student must be accepted into the Teacher Education Program to qualify for the fifth year program. Applications for acceptance and program approval must be made through the Department of Curriculum and Instruction.

Individuals considering the fifth year program should be aware of the Master of Arts in Teaching program. By adding four additional courses to the fifth year program, the candidate can earn a master's degree. If this advantage is desired, students are encouraged to apply for the MAT degree rather than the fifth year program.

## **Educational and School Psychology Certificate**

The purpose of this certificate is to provide an advanced foundation that will allow educators, administrators, and related service providers to become proficient in selected topics related to educational and school psychology, such as the Response to Intervention, career counseling, and disability studies. Course content will provide knowledge and hands-on training to identify students who are at-risk in academic and behavior performance, to monitor their progress in a systematic manner, and to generate intervention and counseling strategies specific to the student's identified needs. Students should contact the department for specific course requirements for the certificate.

## **Administrative Credentials**

Academic requirements for the Seventh-day Adventist Administrator's Certificate may be incorporated into the program for a Master of Arts, Specialist in Education, or Doctor of Education degree in Administration and Leadership.

## **Admission**

Requirements for admission to the program for the administrative services credentials are similar to the requirements for Master's level work but may vary according to the candidate's academic goals and level of credential being sought. Students should consult with the Department of Administration and Leadership for specific admissions

requirements for these credentials.

## **Seventh-day Adventist Certificate**

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

1. Satisfy all requirements for an SDA Professional Teaching Certificate.
2. Hold a master's degree (or higher), including at least 27 quarter units selected from the areas of curriculum, school administration, supervision, school law, school finance, school facilities planning, personnel administration, field experience, public relations, and religious education.
3. Fulfill conditions for endorsement in at least one of the following areas:
  - a. Principal: a minimum of one graduate course each in curriculum, supervision, school law, school administration, and school finance. Supervisor of Instruction—at least two graduate courses in curriculum, two in supervision, and one in school administration.
  - b. Superintendent of Schools: at least 36 quarter units of graduate credit, including at least one course each in school administration, personnel administration, curriculum supervision, school law, school finance, and school facilities planning. Also required is a minimum of three consecutive years of successful school administration and/or supervision of instruction.

## **California Pupil Personnel Services Credentials; California Board of Behavioral Science Licensure; Board Certified Behavior Analysis Certificate; SDA Counseling and Guidance Certificate**

Graduate programs within the Department of School Psychology and Counseling incorporate requirements for the following credentials, certificate and licensure:

California Pupil Personnel Services-School Psychology  
California Pupil Personnel Services-School Counseling  
California Professional Clinical Counselors  
Board Certified Behavior Analysis  
Seventh-day Adventist Professional Endorsement-Guidance and Counseling

## **State School Psychologist Credential**

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

1. Health, character, and criminal clearances.
2. A passing score on the California Basic Education Skills Test (CBEST).
3. Completion of a graduate degree with an approved program of professional preparation, including appropriate fieldwork.
4. Completion of 12 units in EDPC 676 Internship in School Psychology (1200 internship hours).

For the advanced authorization in School Psychology, at least 90 units of post baccalaureate study are required. The school psychologist credential may be issued without the EdS degree if all mandatory competencies have been acquired and demonstrated through an approved program of study. However, the State of California will not issue a school psychology credential without the candidate having a graduate degree, minimally a master's degree. The School Counseling Credential is not a prerequisite for the school psychology credential.

### **State School Counseling Credential**

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

- A. Health, character, and criminal clearances.
- B. A passing score on the California Basic Education Skills Test (CBEST).
- C. Completion of a graduate degree with an approved program of professional preparation, including appropriate fieldwork.
- D. Completion of 5-8 units in EDPC 665 Field Practice in School Counseling (600-800 hours). This depends upon movement to the new standards and whether the move to the new standards will be delayed due to COVID-19.

For the advanced authorization in School Counseling, at least 72 units of post baccalaureate study are required. The school counseling credential may be issued without the EdS degree if all mandatory competencies have been acquired and demonstrated through an approved program of study. However, the State of California will not issue a school counseling credential without the candidate having a graduate degree, minimally a master's degree.

### **State Professional Clinical Counselors Licensure and Marriage and Family Therapy Licensure (Extended MA Counseling Education Program)**

For the California Professional Clinical Counselors and Marriage and Family Therapy licensures, at least 90 units of postbaccalaureate study are required. The extended MA counseling program would prepare MA in Counseling students who are interested in completing the prerequisites necessary to apply for the California License of Professional Clinical Counselors or the California License of Marriage and Family Therapy. The licenses are issued by the California Board of Behavioral Science. The licensure program requires satisfactory completion of 90 postbaccalaureate units including most courses and competencies specified for the Master of Arts degree in Counseling.

### **Board Certified Behavior Analysis (Incorporated in MA in Counseling, EdS Educational Psychology, EdD School Psychology, or EdD Educational Psychology)**

For the Board Certified Behavior Analysis certificate, at least 37 units of post baccalaureate study are required. The certificate program may be pursued as part of the following graduate programs: MA in Counseling, EdS Educational Psychology, EdD School Psychology, or EdD Educational Psychology. The certificate is issued by the Behavior Analyst Certification Board. The certificate program requires a relevant graduate degree and satisfactory completion of 37 post baccalaureate units comprised of six courses specified by the board. Students may contact the department or refer to the department website for the sequence and specific course requirements for the certificate.

### **EDPC International Students**

In **School Psychology** students must complete a 450-hour field practicum as well as a 1200-hour internship. An international student must complete the 450-hour field practicum requirement during the second year of coursework.

In **School Counseling** students must complete a 100-hour counseling practicum as well as a 600-800 hour field practice (depending upon whether or not a shift to the new standards occur or is delayed related to COVID-19). An international student must complete the 100-hour counseling practicum requirement during the second year of coursework.

As coursework during this phase will generally be at full-time status, the student must be registered for only part-time curricular practical training (CPT). The internship typically begins in the fall of the third year of a student's program. Students are expected to register for EDPC 676 (School Psychology) or EDPC 677 (School Counseling) during their internship. The student may continue with part-

time CPT if taking full-time coursework. If taking only part-time coursework, the student may engage in full-time CPT. Generally, a student should be able to complete an internship in an academic school year (three quarters) if engaged in internship hours at full-time status (20-40 hours a week). Full-time CPT is limited to three quarters at full-time status without risk to international student status.

In the **BCBA** program the regular practicum is 1500 hours, and the intense practicum is 750 hours (contact the Department for additional information). Some students may begin completing hours with their first BCBA course. Since the program requires full-time status for three quarters (9 units per quarter), CPT is limited to part-time status during this phase. In other words, the intense practicum may not be taken until the six required BCBA courses have been completed. During this time students are encouraged to register with part-time status to allow full-time engagement in CPT. This program is not federal aid eligible unless taken as a component of a baccalaureate or graduate degree program.

In the **LPCC and MFT** programs, students must complete a 280-hour field practicum and 20 hour of personal psychotherapy while in the program. For the MFT program, students may begin up to 1300-hour of the 3000-hour of internship required for licensure after completing a minimum of 18 units of core courses in the counseling field. For the LPCC program, students will begin their 3000-hour of internship required for licensure after all coursework is completed and the appropriate degrees have been awarded. Students are encouraged to contact the international student office for consultation regarding protection of their visa status during the internship. This program is not federal aid eligible unless take as a component of a baccalaureate or graduate degree program.

## Seventh-day Adventist Certificate

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

1. Possession of an SDA Standard Teaching Certificate with eligibility for subject-area endorsement.
2. A minimum of 27 quarter units in counseling. The MA degree in Counseling with the elective program is sufficient provided that all other requirements have been met.

Candidates for credentials are advised to consult early in their program with the department chair, the School of Education credential officer, and with the certification officer of the Pacific Union Conference of Seventh-day Adventists.

## School of Education Extended Campus

The programs leading to the Master of Arts or Master of Education degree in Curriculum and Instruction or Administration and Leadership are programmed primarily during summer quarters expressly for the purpose of offering further training and enrichment to Seventh-day Adventist administrators and teachers in Seventh-day Adventist union conferences in the North American Division. Within these programs are core courses applicable to all graduate programs in the School of Education at La Sierra University. Students wishing to pursue a graduate degree at La Sierra may elect to take these core courses on an extended campus. The programs are also structured to assist in fulfilling requirements for teaching credentials issued by the General Conference of Seventh-day Adventists, Department of Education. Certification responsibility is held by the union conference offices of education.

### Extended Campus at Union College

3800 South 48th Street, Lincoln, NE 63506  
Extended Campus Coordinator: Education department secretary

### Operational Structure

The Extended Campus programs are coordinated through the office of the Dean, La Sierra University School of Education, in consultation with the program chairs. The extended campus is coordinated via the following structure.

### Extended Campus Committee

The Extended Campus Committee consists of the Dean of the School of Education and the department chairs, the union conference education director, the extended campus chief academic officer, the extended campus Education Department chair, the extended campus coordinator, and the extended campus program advisor. This committee meets once a year functions as the body overseeing ongoing planning, implementation and evaluation for all extended campus programs.

### Extended Campus Program Coordinator

The program coordinator for each extended campus serves students as the local support contact and is responsible for the communication between the extended campus and the School of Education in all matters such as registration materials and procedures, instructor grade reports, teacher evaluations, schedule changes, etc.



## Admission Information

Extended campus applicants seeking admission to the master's degree program shall have met regular requirements for admission to La Sierra University, (See the Graduate Admission Information section of this bulletin.)

Students wishing to enroll for professional enrichment may do so as non-degree students. Courses taken for enrichment may not apply to regular degree programs except by special approval of the School of Education.

Students with questions concerning Extended Campus Programs may contact the Dean's office.

## Application Process for Extended Campuses at the North American Locations

### Seventh-Day Adventist Church-Employed Teachers

Completed applications should be submitted online to the Office of Admissions and Records. Students accepted into the program must complete their program within seven years.

### Students not sponsored by the Seventh-day Adventist Church

Students not sponsored by the Seventh-day Adventist church but studying at an extension campus may submit an online application to the Office of Admissions. These students are charged tuition at the current published rates. Students accepted into the program must complete their program within seven years.

## Registration

Students must register online prior to the first class session (The information and portal can be found at: <http://www.lasierra.edu/school-of-education/extended-campuses/>) and may be expected to complete pre-assignments prior to the first class period.

## Transfer Credit

Students may transfer up to 9 quarter units from an accredited graduate institution, as approved, into their graduate program with La Sierra University. Additional units may be transferred by action of the graduate committee.

## Academic Information

## Advisement

Academic advisement is provided by the designated advisor in the School of Education. The four major stages of the master's degree program are:

### Stage I: Admission

1. Application and application fee must be submitted to the Office of the Admissions at La Sierra University

### Stage II: Program development and departmental approval (up to completion of 15 units)

### Stage III: Advancement to candidacy, 27-30 units

1. Completion of basic requirements
2. Completion of 27-30 units of the program with a grade point average of 3.00 or above

### Stage IV: Program completion, 45 units

1. Written application for graduation
2. Completion of coursework with a grade point average of 3.00 or higher, and no course grade lower than a B-.
3. Completion of written comprehensive examination
4. Completion of a Masters Research Project/Thesis as required by the department

## Credits

All credits earned at La Sierra University are quarter units and are equivalent to the degree courses offered on the La Sierra campus. Credits are transferable to other institutions at the discretion of the receiving institution.

## Course Load

A student may take no more than twelve units during the summer term. Because of the delivery in intensive, short-term course format, a student may take only one course at a time.

## Official Transcripts

The applicant must request that official transcripts of all college work taken elsewhere be sent to: Office of Admissions La Sierra University, 4500 Riverwalk Parkway, Riverside, CA 92505.

## Financial Information

Employees authorized by their respective union conferences and accepted into the Master of Arts degree program receive full tuition scholarships for the approved extended campus program. Students not on a union conference scholarship program are charged regular La Sierra University tuition rates.

## **Library Facilities**

Library facilities located on the respective campuses are available to Extended Campus students; access to the La Sierra University Library is also available. Additionally, reciprocity has been established with local university libraries.

## **Whom to Contact**

For answers to questions regarding extended campus programs, contact the Dean of the School of Education at La Sierra University, Riverside, 4500 Riverwalk Parkway, CA 92515. For housing and procedures at the extended campus, students may contact the Extended Campus Coordinator at the local campus.

# Department of Curriculum & Instruction

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## Department Faculty

### **Keith Drieberg, Chair**

Professor of Curriculum & Instruction (2015)  
PhD Alliant International University 1992

### **Josue Anguiano-Vega**

Associate Professor of Administration and Leadership (2018)  
EdD La Sierra University 2018

### **Iva Armstrong**

Director of Student Teaching (2017)  
ABD Capella University 2018

### **Aimee Leukert**

Assistant Professor of Curriculum & Instruction (2018)  
PhD Claremont Graduate University 2018

## Support Staff

### **Raymond Hurst**

Associate Chair and Director of Accreditation and  
Assessment  
EdD University of La Verne 2000

### **DeAnne Knipschild**

Secretary, Curriculum and Instruction  
MA La Sierra University 2007

## Curriculum and Instruction Mission Statement

The Department of Curriculum and Instruction seeks to empower students through a process of seeking, knowing, and serving. Students study theoretical principles and pedagogical practices in an effort to gain professional, ethical, and caring practices.

The mission statement of the Department is based on the University Mission Statement which is: "To seek truth, enlarging human understanding through scholarship; To know ourselves, broadly educating the whole student; To serve others, contributing to the good of the global community."

The Department of Curriculum and Instruction in the School of Education is undergirded by the basic philosophy that all persons learn from their surroundings, and that learning and schooling are not synonymous. The Department has two major purposes. The first is the development of competent, professional teachers who are prepared to serve effectively in public and private schools. The second major purpose is to provide opportunities for educators seeking advanced degrees who wish to hone their teaching skills and to develop a deeper metacognitive perspective of education and how people learn.

The department encourages students to accept and practice ethical and moral concepts that undergird: tolerance for the rights and opinions of others; consideration toward the sensitivities of those from diverse ethnic, cultural, and socioeconomic groups; and cultivation of the ideal of service to humanity.

## Degrees Offered

The department's major purpose is to provide opportunities for educators seeking advanced degrees. The *Master of Arts in Teaching* is a degree that prepares a student for a North American Division Teacher Certificate and a State of California Preliminary Teaching Credential. The *Master of Arts (MA)* degree in Curriculum and Instruction has several choices of areas of concentration including: 21st Century Teaching, Neuroscience and Education, and Instructional Coaching

The *Doctor of Education (EdD)* degree is available for those who qualify to pursue advanced research in Curriculum and Instruction beyond the EdS degree. For information about how to obtain these degrees, see the School of Education website as well as the introductory section of this bulletin and consult the Chair of the Department of Curriculum and Instruction.

## Teaching Credentials Offered

The School of Education, in collaboration with the College of Arts and Sciences and the H.M.S. Richards Divinity School, offers programs leading to teaching credentials issued by the Pacific Union Conference of Seventh-day Adventists, Department of Education; and by the State of California Commission on Teacher Credentialing. Preparation for Multiple Subject and Single Subject teaching credentials is available through the Department of Curriculum and Instruction.

Application for a credential may be made through the School of Education Credential Office when all requirements have been met. (See the "Credential Information" portion of the School of Education section in this bulletin.) An outline of steps toward the completion of the credential programs will be given to the student upon acceptance into the Teacher Education Program. It is the student's responsibility to be familiar with all provisions in this bulletin and to consult regularly with advisors in the Department of Curriculum and Instruction.

## COURSES

*Teacher Education Program prerequisite courses require a grade of C or better. Foundation, Professional Preparation, and Clinical practice courses require a grade of B- or better.*

**EDCI 500 Introduction to Assessment (3):** Preparation of the candidate to take the Teaching Performance Assessment (TPA) Instructional Cycles (ICs) required by the state of California for all multiple and single subjects credential candidates attending California teacher preparation programs. Also introduces candidates to the process of education assessment and how it drives instruction. *Note: Must be taken first in your credential program and may be taken concurrently with other courses.*

*Prerequisites: Certificate of Clearance and current TB test*

**EDCI 502 Introduction to Teaching (3):** Focus on the history of public education, motivation, lesson design, teaching strategies, discipline and classroom management, and professionalism. English Language Development (ELD) components and mild/moderate disabilities are addressed. Requires an observation component. Ten clinical practice hours required. This course is a prerequisite for admission to teacher education. *Note: Must be taken first in your credential program and may be taken concurrently with other courses.*

*Prerequisites: Certificate of Clearance and current TB test*

**EDCI 503 Health Perspectives for Teachers (3):** A survey of health principles applied to daily living and taught from a Christian perspective. Topics include mental, alcohol, and drug related problems; sex education; nutrition; disease; and safety education. This course meets the teaching credential requirements for the North American Division and State of California in health education. Offered online only.

**EDCI 504 Philosophy of Christian Education (3):** The foundational course focusing on the integration of the education of spirit, body, the mind. Provides a framework for future research and scholarly pursuits. Meets the credentials requirement for study of the Principles of Seventh-day Adventist Education, and utilizes the study of philosophy as a way of examining these principles.

**EDCI 505A: Graduate-Level Academic Writing: Fundamentals (3-4):** Preparation of graduate students for the rigors of graduate-level writing with an in-depth review of the elements of English composition, focusing on parts of speech, phrases, sentences, sentence patterns, paragraph patterns, and essay patterns. May also be of interest to teachers seeking a systematic method of writing instruction. *Units earned in this course do not apply to a degree program.*

**EDCI 505B: Graduate-Level Academic Writing: Essay Genres (3-4):** Preparation of graduate students for the rigors of graduate-level writing with focus on the analysis and composition of graduate-level essays in a variety of genres. Emphasis is placed on developing academic language usage skills, employing effective rhetorical models, and cultivating scholarship. *Units earned in this course do not apply to a degree program.*  
*Prerequisite: EDCI 505A or consent of instructor*

**EDCI 505C: Graduate-Level Academic Writing: Research Writing (3-4):** Preparation of graduate students for the rigors of graduate-level writing with focus on library and Internet research methods, APA style guidelines, and research paper writing conventions. Requires students to compose a 20-page research paper in APA format. *Units earned in this course do not apply to a degree program.*  
*Prerequisite: EDCI 505A and EDCI 505B, or consent of instructor*

**EDCI 506 Learning & Assessment (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.

**EDCI 507 Psychological Theories of Instruction (3):** Theoretical approaches to learning and teaching for the purpose of developing better understandings of the psychological dynamics underlying various learning and classroom practices. Requires ten hours of clinical practice.  
*Prerequisites: Certificate of Clearance and current TB test*

**EDCI 510 Classroom Management (3):** Focuses on classroom management and discipline. Examines a variety of strategies for effective classroom management and acceptable classroom practice. Includes lab of thirty clinical practice hours.  
*Prerequisite: Acceptance into the Teacher Education Program*

**EDCI 511 Advanced Safety & Health in Education (3):** Study of safety and health, including the physical, mental, emotional, and social aspects of the individual student and school site, with focus on maximizing student achievement. Includes specific strategies for prevention and intervention. Federal and state laws, district policies, and school site implementation are discussed. Twenty hours of fieldwork are required. Required for the Clear Credential program.

**EDCI 513 Advanced Study of Teaching English Learners (3):** Builds on the knowledge, skills, and abilities acquired by candidates during the professional Teacher Education Program for the delivery of comprehensive, specialized instruction for English learners. Thirty hours of fieldwork is required. Required for the Clear Credential program.

**EDCI 514 Foundations of Curriculum Design (3):** Provides an overview of current and historical philosophical trends; focuses on issues related to curriculum; examines issues of gender and cultural/ethnic diversity; and reviews the basis for curriculum development in a democratic society.

**EDCI 516 Digital Literacy (3):** Designed to develop teacher skills in computer-assisted and computer-managed instruction against a background of the legal, social, and ethical issues related to the use of educational technology. Meets requirements for the California State Clear Teaching Credential, and for North American Division educational technology initial and renewal certification. Requires ten clinical practice hours.  
*Prerequisites: Certificate of Clearance and current TB test*

**EDCI 518 Reading in the Content Area (5):** Preparation of the candidate with knowledge and skills in teaching content area reading. Examines specific components of the reading process, and appropriate methods and materials used in reading instruction for all students including struggling readers, English learners, speakers of non-standard English and students with special needs. Also includes assessment of students' strengths and weaknesses relative to the act of reading, the development of curriculum objectives, and planning of instruction. Provides applications of skill and knowledge through a practicum in a single subject classroom. ELD components and mild/moderate disabilities components addressed. All lesson plans are aligned with Common Core State Standards and curriculum frameworks. Includes lab of thirty clinical practice hours.  
*Prerequisite: Acceptance into Teacher Education Program*

**EDCI 520 Reading K-8 (5):** Designed to aid the prospective teacher in developing knowledge and skills in the teaching of developmental reading in grades K-8 to all students, including struggling readers, English learners, speakers of non-standard English, and students with special needs. Examines specific components of the reading process, as well as a variety of alternative methods and materials to be used in English Language Development (ELD). Includes the assessment of students' strengths and weaknesses relative to the act of reading, the development of curriculum objectives and planning of instruction. Application of skills and knowledge are provided through a fieldwork experience in which candidates instruct groups of students in the elementary or junior high school reading class. ELD and mild/moderate disabilities components are addressed. Lesson plans are aligned with Common Core State Standards and curriculum frameworks. Includes lab of thirty clinical practice hours.  
*Prerequisite: Acceptance into the Teacher Education Program*

**EDCI 521 Mathematics K-8 (4):** Focus on content knowledge, learning theory, and instructional strategies relevant to teaching mathematics in a linguistically, culturally, and economically diverse student population. Emphasis is placed on basic skills, manipulatives, problem solving, mathematical connections, estimation, mental math, assessment, cultural diversity, calculators, and computers as an integral part of teaching mathematics. Includes lab of thirty clinical practice hours.

*Prerequisite: Acceptance into Teacher Education Program*

**EDCI 522 Language & Literacy, Grades K-8 (3):** Preparation of K-8 teachers in language arts pedagogical skills appropriate for mainstream, mild/moderate disability, linguistically, culturally, and economically diverse students. Emphases include: development of skills to teach writing, listening, speaking and reading; specially designed academic instruction in English (SDAIE), increased perspective on language learner contexts and needs; methods, practices, and theories appropriate for instructing students with special needs as well as linguistically diverse students in first- and second-language development. Twenty hours of clinical practice required.

*Prerequisite: Acceptance into the Teacher Education Program.*

**EDCI 522A Language & Literacy, Grades 9-12 (3):** Preparation of secondary teachers in language arts pedagogical skills appropriate for mainstream, mild/moderate disability, linguistically, culturally, and economically diverse students across the various disciplines. Emphases include: development of skills to teach writing, listening, speaking and reading; specially designed academic instruction in English (SDAIE), increased perspective on language learner contexts and needs; methods, practices, and theories appropriate for instructing students with special needs as well as linguistically diverse students in first- and second-language development. Twenty hours of clinical practice required.

*Prerequisite: Acceptance into the Teacher Education Program*

**EDCI 523A Religion K-12 (2):** Study of the curriculum and methodologies used in teaching Religion from Kindergarten through secondary school within the Seventh-day Adventist context. Focus is on instructional objectives, content, organization, methods and materials, and developmental spirituality.

**EDCI 523C Culture, Society & Ethics K-12 (2):** Study of pedagogy, theory, research, and practice relating to the historical, legal, social, political, and economic understandings of multiple linguistic and cultural groups as they relate to education in California. Students demonstrate their ability to appropriately use English to teach and communicate. Includes a focus on use of appropriate materials and the ability to plan equitable *Social Science* lessons. *This course meets the NAD education certification requirements for Social Studies Methods.* Twenty hours of clinical practice required.

*Prerequisite: Acceptance into Teacher Education Program*

**EDCI 524 Student Teaching in the Elementary School (1-14):** Supervised clinical practice experience required for California state and Seventh-day Adventist credentials. Requires attendance at a weekly seminar on the organization and management of the instruction classroom, discipline, and other relevant issues. A total of 14 weeks of full-time participation is required.

*Prerequisites: Acceptance into the Teacher Education Program and the Student Teaching Program, passing score on the CSET exams*

**EDCI 525 Elementary Intern Fieldwork (1-14):** An internship teaching program offered in collaboration with the local conference or district and the School of Education. For currently employed teachers who have completed all the requirements for the basic credential, with the exception of student teaching. Departmental approval required.

*Prerequisites: Acceptance into the Teacher Education Program and the Student Teaching Program, district and site letter; passing score on the CSET exams*

**EDCI 527 Science & Health K-8 (4):** 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. English Language Development components are addressed. Includes lab of thirty clinical practice hours.

*Prerequisite: Acceptance into the Teacher Education Program*

**EDCI 528 Curriculum & Instruction in Special Education (3):** Study of practices and trends in educational programming for all exceptional students. Includes the development of knowledge and skills in defining objectives, planning instruction, assessment, evaluation of children with special needs, and program evaluation. Provides practicum in special schools and classes for the handicapped.

*Prerequisite: EDPC 460 or EDPC 560*

**EDCI 529 Middle School Theory & Practice (4):** Preparation of secondary candidates to (1) develop skills in the use of a wide variety of teaching strategies, (2) gain a knowledge and understanding of classroom organization and planning, (3) understand and teach to the various diverse student population, (4) understand the professional, historical, and political issues involved in teaching, and (5) understand the use of curriculum frameworks for the State of California and the North American Division of Seventh-day Adventists. Includes lab of thirty clinical practice hours.

*Prerequisite: Acceptance into the Teacher Education Program*

**EDCI 530 Secondary Theory & Practice (4):** Examines current theories of secondary education and practice. Instruction in identifying appropriate teaching strategies and developing course outlines and unit plans in teaching at the secondary level. Involves selecting and organizing learning materials and opportunities. Includes focus on the organization, management, and discipline of the classroom. Includes lab of thirty clinical practice hours.

*Prerequisite: Acceptance into the Teacher Education Program*

**EDCI 532 Instructing Students with Mild/Moderate Disabilities (3):** Study of educational models and strategies for teaching the learning-disabled students. Includes an investigation of the characteristics of students with learning problems, as well as instructional techniques for promoting maximum cognitive and social development, and an emphasis on the use of computers in the curriculum. Includes a 25-hour practicum of observation and instruction.

**EDCI 533 Instructing Students with Behavior Disorders (3):** Designed to aid special education and regular education teachers to maximize educational experiences for students with behavior disorders in elementary and high schools. The emphasis is on forces which impact behavioral, academic, social, and communication skills in students with behavior disorders. (See EDCI 519)

**EDCI 534 Fieldwork in Special Education (3-9):** Provides supervised teaching experiences required for the state Specialist in Special Education (Learning Disabled) Credential. Includes a weekly seminar.

*Prerequisites: Completion of basic generic & advanced specialization courses in special education (learning handicapped) & 9 units of EDCI 425 or 524, for elementary, or EDCI 457 or 556, for secondary*

**EDCI 545 Neuroscience & Learning (3):** Designed to aid all educators in understanding what current neuroscience research reveals about the learning process. Examines and compares current educational practice with neuroscience findings. Encourages development of curriculum that incorporates holistic principles for learning and teaching.

**EDCI 550 Learning Theories and Instructional Design (3):** Investigates major learning theories, the architects of their design, and their application in K-12 education. Students are required to develop their own pedagogical creed.

**EDCI 552 Trends and Innovation in Curricular Design (3):** Examines trends in and varieties of curricular practices in the United States. Focuses on sociological trends influencing curriculum, including: reform, standards, ideologies, and improvement of curricular practices.

**EDCI 556 Student Teaching in the Secondary School (1-14):** Supervised clinical practice experience for state and Seventh-day Adventist credentials. A weekly seminar on the organization and management of the classroom and other relevant issues is required during the student teaching experience.

*Prerequisites: Acceptance into the Teacher Education Program and Student Teaching Program, and passing score on the CSET exams*

**EDCI 557 Secondary Intern Fieldwork (1-14):** An internship teaching program offered in collaboration with the local conference or district and the School of Education. For currently employed teachers who have completed all the requirements for the basic credential, with the exception of student teaching.

*Prerequisites: Acceptance into the Teacher Education Program and Student Teaching Program, and district and site letter; passing score on the CSET exams*

**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 564 Special Education in the General Classroom (3):** A study of the responsibilities of the general educator and the special educator in teaching students with special needs. Explores methods of identifying students with disabilities, planning Individualized Educational Programs (IEPs), and developing appropriate teaching strategies. Includes federal and state laws governing the education of students with special needs. Twenty hours of clinical practice required.

*Prerequisites: Acceptance into the Teacher Education Program*

**EDCI 564B Advanced Special Education in the General Classroom (3):** Provides advanced knowledge and ability in understanding diverse needs of students with special needs. Candidates further explore methods for identifying students with disabilities, methods for meeting IEP (individualized educational plan) requirements, and abilities for developing appropriate teaching strategies. Requires twenty hours of observation/shadowing.

*Prerequisite: EDCI 464 or EDCI 564*

**EDCI 575 Introduction to Instructional Design (3):** This course gives an overview of the field of instructional systems design and examines the processes involved in designing effective instructional modules for learning and intervention. Students will learn software products that will assist them in creating their first product of their learning.

**EDCI 576 Change, Creativity and Innovation in Instructional Design (3):** This course will focus on key theories and elements related to organizational change, the creative process, and innovation. Students will develop an understanding of creative thinking processes to explore how those processes can impact change and lead to innovation in education and business.

**EDCI 577 Directed Readings in Curriculum & Instruction (1-4):** Area of study and method of reporting are arranged with a curriculum instructor. A minimum of 40 clock hours of study time is expected for each unit of credit. Requires approval by the department chair.

**EDCI 578 Fieldwork in Curriculum (3):** Fieldwork in curriculum planning and development at various educational levels and in a variety of settings.

**EDCI 580 Cooperative Learning (3):** Provides theoretical foundation, instruction and methodologies for promoting student collaboration. Requires participants to structure cooperative interdependence for differing situations in classroom settings. Requires participants to evidence knowledge acquisition as well as ability to deliver practical application effectiveness.

**EDCI 584 Instructional Coaching for Teaching Effectiveness (3):** Participants will review instructional practices that are proven to have the greatest impact on student learning and achievement. Graduate students will examine the skills and strategies associated with student engagement, and how to engage in non-evaluative, peer and collegial reflective communication with each other. We will discuss techniques essential to fostering a culture that embraces learning, innovation, and high achievement. We will review effective coaching models, focusing on collaboration, reflection, modeling, communication and leadership.

**EDCI 585 Data Analysis: School/District Improvement (3):** This course focuses on Assessment, data gathering, and analysis. Graduate students will learn how to utilize data to improve curricular initiatives, instruction, assessment from multiple sources, and how to incorporate technology in the school and district improvement process. The emphasis is on school improvement as it relates to accountability and student growth. We will also address teaching leadership and administrative roles in creating an infrastructure that focuses on growth and innovation.

**EDCI 586 Research Based Instructional Practices (3):** Participants will examine research based instructional strategies that work. We will look at instructional strategies in reading, math and writing. Strategies are also understood in the context of the student population, needs, resources and goals of the school. Assessment data will also be reviewed, with a focus connecting it to instruction.

**EDCI 587 Research Based Decision Making (3):** In this course we will analyze the research data behind decision making. We will study, issues surrounding educational policy and the factors influencing decisions that are made.

**EDCI 588 Cognitive Coaching (3):** In this course, you will learn the principals of Cognitive Coaching. You will explore the process of cognitive coaching, including both the coach and the “mentee’s” role. We will brainstorm ways you can implement the practice at your school site, whether you are a teacher leader, colleague or administrator. The practice of cognitive coaching will provide you with an in-depth analysis of your teaching practices and give you tools to help you reflect and improve, leading to increased student growth.

**EDCI 589 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.

**EDCI 594 Topics (3):** Courses in specialized or experimental areas conducted through regular class activities and approved by the School of Education as temporary offerings. See course schedule for topics courses.

**EDCI 597 Master’s Thesis/Project (3-6):** Culminating scholarly research/writing project for masters degree students. See department chair for details.

**EDCI 598 Seminar in Current Trends (3):** Exploration of current thought and writings in educational policy issues, curriculum, leadership, and administrative implementation. Readings from current literature and newsletters from professional organizations. This course is structured to view curricula from both administrative and instructional viewpoints. (Cross-listed with EDAD 598)

**EDCI 599 Research Topics in Curriculum & Instruction (2-6):** Individual research and study under the guidance of a curriculum instructor. A minimum of 40 clock hours of study time is expected for each unit of credit.

*Restrictions: Approval of the instructor & department chair*

**EDCI 621 Public, Private & Charter Educational Design (3):** Study of the educational design of typical public, private, Christian and charter school systems. Focus on structure, design, curriculum, and student achievement outcomes of these systems. Provides the background needed for research in this area.

**EDCI 622 Holistic Education: Past, Present and Future (3):** Comprehensive overview and study into the theoretical and historical foundations, concepts, and practices of holistic education, and the research behind it. Includes focus on present contributions to holistic education and the renewed interest in alternative education.



**EDCI 623 School & Program Design for the Future (3):** Study of innovative schools, how they are designed, with educational outcomes of their practices. Includes focus on project based learning, competency-based learning, and social emotional learning, and the effectiveness of such approaches. Students will design a program or school based on their research and experience, and present their design before colleagues.

**EDCI 624 Leading Innovation & Change in School/Program Design (3):** Viewing innovation is an essential leadership capability, and students also examine the social processes that enable and inspire routine, school-wide innovation. The focus is on leadership in driving innovative instructional change.

**EDCI 625 Trends & Innovation in School/Program Design (3):** Study of major trends and issues pertaining to ways that school are innovatively re-inventing themselves. Includes focus on program improvement and continuous school improvement as major forces which have pushed school systems towards increasing student achievement.

**EDCI 626 Web Design: Communication Principles (3):** Taught by the Art Department, an introduction to professional web design tools using modern CSS and HTML to create search engine friendly websites. Projects include setting up one's own web domain, installing and customizing blogs, and embedding Flash and video into one's websites.

**EDCI 627 Trends & Innovation in Instructional Design (3):** This course will focus on major trends and issues pertaining to the rapidly changing field of instructional design and the instructional design and development process. We will cover variables that affect adult learning, techniques for stimulating and sustaining learner motivation, and how to reinforce learning. Students will continue to create portfolio quality products as an outcome of their learning, such as a unit or module of instruction.

**EDCI 628 History of Higher Education Curriculum Design (3):** Includes a study of the history of curriculum in higher education and the political, economic, and social forces in the twentieth century that define the selection, organization, and evaluation of the modern curriculum. Studies emphases on general and specialized curriculum American colleges and universities in light of their historical and resent constituencies.

**EDCI 630 Higher Education Andragogy (3):** Examines instructional planning and classroom procedures as they apply to academic and clinical training with adult learners. Makes practical applications to classroom and clinical situations.

**EDCI 645 Supervision of Instruction (3):** Examines a variety of approaches to the task of supervision. Analyzes the roles and responsibilities of the mentor and master teachers in their supervision of student teachers. Provides information on the legal, ethical, and moral principles of supervision.

**EDCI 646 Leading Curriculum Change (3):** Applies the tools of curriculum organization to the needs of students and considers the variety of approaches which may be used to assist them. Focuses on needs assessment, program development, orientation, implementation, and evaluation.

**EDCI 651 Development of Higher Education Curriculum (3):** Examines principles of curriculum development including the selection, organization, and evaluation of learning experiences. Examines the nature, place, and interrelationship of general and specialized education in higher education.

**EDCI 655 Critical Issues in Neuroscience & Pedagogy (3):** Considers legitimacy of studying education/learning from neuroscience perspective. Topics include: critical periods of development; neuroscience literacy for educators and psychologists; computational functions and the brain; physiology of reading; dyslexia, autism; music therapy; appropriate/inappropriate alignments of neuroscience and education; and other related issues. A basic understanding of brain anatomy and physiology and of principles of neuroscience is expected prior to beginning this study.  
*Prerequisite: EDCI 545 (or approval by course instructor)*

**EDCI 660 Curriculum Design in a Global Context (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 664 Emotional/Social Intelligence (3):** Explores research and theoretical knowledge relevant to emotional and social functions as they contribute to learning, education, the work place, and personal psychological adjustment and thriving. Investigates and emphasizes the science of holistic development in terms of physical, mental and social/emotional/spiritual function in educational settings. A basic understanding of brain anatomy and physiology and principles of neural science is expected prior to beginning this study.  
*Prerequisites: EDCI 545 Neuroscience and Learning (or approval by course instructor)*

**EDCI 668 Curriculum Materials Analysis (3):** Explores the principles and procedures involved in the analysis and selection of digital and print curriculum materials within the framework of a given philosophy of education. Critical examination is made of philosophies, theories, practices and content of materials.

**EDCI 677 Directed Readings in Curriculum and Instruction (1-4):** Area of study and method of reporting are arranged with a curriculum and instruction instructor. A minimum of 40 clock hours of study time is expected for each unit of credit.  
*Restrictions: Approval of the instructor & the department chair*

**EDCI 678 Research Literature in Curriculum & Instruction (3):** Investigation of current problems and topics relative to research in curriculum and teacher education. Includes a review and critique of doctoral dissertations and a comprehensive analysis of literature on a proposed dissertation topic.

**EDCI 694 Seminar in Curriculum & Instruction (1-3):** Discussion of contemporary issues in curriculum and instruction. Topics are chosen on the basis of current issues, concerns, and needs.

**EDCI 696 Research Project (3):** To be developed in collaboration with an advisor.

**EDCI 698 Thesis (6):** To be developed in collaboration with an advisor. This thesis involves a written report on the EDCI 696 project.

**EDCI 699 Research Topics in Curriculum & Instruction (2-6):** Individual research and study under the guidance of a curriculum instructor. A minimum of 40 clock hours of study time is expected for each unit of credit. Prerequisites: Approval of the instructor & the department chair

**EDCI 711 Biological Foundations of Education (3):** Study of anatomy and physiology of the brain as it relates to behavior and learning. Topics include: nerve cells and impulses, synaptic communication, anatomy of nervous system, development and plasticity of the brain, vision, other sensory systems and attention.  
*Prerequisite: EDCI 545 Neuroscience and Learning (or approval by course instructor)*

**EDCI 712 Biological Foundations of Education II (3):** Continuation of studies begun in EDCI 711. Study of anatomy and physiology of the brain as it relates to behavior and learning. Topics include: movement, wakefulness and sleep, internal regulation, reproductive behaviors, biology of learning and memory, lateralization and language, and psychological disorders.  
*Prerequisites: EDCI 545 Neuroscience and Learning and EDCI 711 Biological Foundations of Education (or approval by course instructor)*

# Department of Administration & Leadership

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## Department Faculty

### **Josue M. Anguiano-Vega, Chair**

Associate Professor of Administration and Leadership (2018)  
EdD La Sierra University 2018

### **Margaret Solomon**

Professor of Administration and Leadership (2010)  
PhD Michigan State University 1999

### **David Penner, Director of Leadership Studies**

Professor of Administration and Leadership (2017)  
PhD Andrews University 1987

## Support Staff

### **Sylvia Cordoba**

Credential Analyst and Office Coordinator

### **DeAnne Knipschild**

Secretary

## Mission

The Department of Administration and Leadership is committed to preparing moral leaders who pursue excellence rather than accept mediocrity, focus on service for the common good rather than personal glory, seek truth rather than power, and exercise authority on principle rather than expediency.

Attainment of this mission is fostered through the discovery of meaning and purpose in the development of administrative and leadership skills and dispositions, as well as in acquisition of psychological, historical, philosophical, sociocultural, and spiritual insights. Such dimensions are basic to a truly scholarly appreciation of the educational process.

The department, with the support of the other departments of La Sierra University's School of Education, offers programs leading to the Master of Arts degree, the Specialist in Education degree, and the Doctor of Education degree. The department offers approved programs leading to a Preliminary Administrative Services Credential (PASC) for the State of California as well as the Seventh-day Adventist Administrative Certificate with endorsements for Principal (Elementary and Secondary), Supervisor of Instruction, and Superintendent 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 our various degree programs. La Sierra University is located in a large concentration of public and Seventh-day Adventist elementary and secondary schools, colleges, and universities. This provides excellent opportunities for field experiences.

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

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

## Degrees Offered

The department provides programs leading to the following graduate degrees. Requirements for obtaining these degrees may be found in the School of Education section of this bulletin.

- Master of Arts (MA)
- Specialist in Education (EdS)
- Doctor of Education (EdD)

### Specialization Areas:

- Administration & Leadership
- E-Learning Leadership and Innovation
- Special Education Administration  
TESOL (Teaching English to Speakers of Other Languages)
- Professional Learning & Coaching

## Credentials Offered

The department provides programs leading to the following Seventh-day Adventist Credentials. Requirements for obtaining these credentials may be found in the "General Information" provided on the School of Education in this bulletin.

Seventh-day Adventist Administrator with endorsements for:

- A. Principal
- B. Supervisor of Instruction
- C. Superintendent of Schools

## COURSES

### GRADUATE

**EDAD 510 Designing a Student-Centered Education (3):** This course is designed to deepen the understanding the educational leader has in developing, sharing, and implementing a shared vision of learning and growth of all students. Cross-listed as EDAD 610. This course is only open to students admitted to an M.A. program.

**EDAD 524 School Administration and Leadership (3):** Introduces the student to the diverse leadership issues and administrative aspects involved in a school setting. Cross-listed as EDAD 624. This course is only open to students admitted to an M.A. program. A foundational course for administration and leadership and a core course for those seeking the master's degree in education.

**EDAD 540 Philosophical and Personal Aspects of Leadership (3):** Exploration of students' own leadership styles and philosophical and spiritual perspectives, and how those characteristics shape the individual as an educational leader.

**EDAD 543 Instructional Coaching (3):** This course is designed to deepen the understanding the educational leader has in shaping a collaborative culture of teaching and learning informed by professional standards and focused on the growth of the student and the professional growth of the instructional staff. Cross-listed as EDPL 643. This course is only open to students admitted to an M.A. program.

**EDAD 545 Supervision of Instruction (3):** Development of perspectives and practical skills that support the learning of every student through implementation and supervision of a standards based curriculum. Also covered are issues of equity and diversity, English language learners, and special education.

**EDAD 570 Human Resource Management in Educational Settings (3):** Examination of policies concerning school personnel including legal and ethical procedures utilized in the recruitment, selection, appointment, induction, and promotion of personnel; demotion, non-renewal, and termination of contracts; the formulation and administration of salary schedules; and employee rights and responsibilities.

**EDAD 571 Operations and Resource Management (3):** This course is designed to deepen the understanding the educational leader has in managing a school system to cultivate a safe, equitable and productive learning and working environment for all stakeholders. Particular emphasis is placed on the impact the Local Control Accountability Planning (LCAP) and the Local Control Funding Formular (LCFF) processes have on school systems operation and management. The course covers issues to leadership and strategic planning, budget preparation and control, business operation, and understanding funding sources. The course also examines the impact and needs of supporting special education and pupil services, English language learners and digital learning programs. Cross-listed as EDAD 671. This course is only open to students admitted to an M.A. program.

**EDAD 573 Educational Policy and its Impact (3):** This course is designed to deepen the understanding the impact educational policy has on the everyday function of the school and school systems. The course explores the role the educational leader has in influencing political, social, economic, legal and cultural contexts affecting the education process. Particular focus is placed on issues of equity and diversity. Also, explore is the impact educational policy has meeting the needs of diverse learners, to include English language learners and special education students. Cross-listed as EDAD 673. This course is only open to students admitted to an M.A. program.

**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; students' and employees' rights; and special services.

**EDAD 577 Supervised Field Experience in the Private School or College (1-3):** An individually tailored administrative field experience in either a private school or in a higher education setting. A contract with specified objectives and learning outcomes is required. Supervision is jointly shared between department faculty and an on-site supervisor.  
*Prerequisites: Certificate of Clearance & consent of the department chair*

**EDAD 578 Supervised Field Experience in the Public School (1-3):** Field experience in the administration of a public school or district level program or service. Also, this course requires departmental approval and must be taken at the completion of the student's course work. In addition, there can be no more

than a three-year gap between completion of course work and completion of field experience.

*Prerequisites: Current Professional Teaching Credential & consent of the department chair*

**EDAD 579 School Finance (3):** Review of public and non-public school revenues and educational finance support programs. Examination of local ability and effort in financing schools. Study of school financial statements and budget development. Examines how budgets should be linked to the school's mission statement and goals.

**EDAD 581 School and Community Engagement (3):** This course is designed to deepen the understanding the educational leader has in collaborating with families and other stakeholders to address the diverse student and community interests and mobilize community resources. Particularly, with families of students receiving special education services, enrolled in English language learning programs, and through digital learning. Cross-listed as EDAD 681. This course is only open to students admitted to an M.A. program.

**EDAD 588 Moral and Ethical Leadership (3):** Examination of what constitutes ethical and moral decision-making; modeling and behaving in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. Cross-listed as EDAD 688. This course is only open to students admitted to an M.A. program.

**EDAD 594 Topics: (1-5):** Courses in specialized or experimental areas conducted through regular class activities and approved by the School of Education as temporary offerings. See course schedule for topics courses.

**EDAD 597 Masters Research Project (3-6):** Elective capstone course for the Master of Arts in Administration and Leadership degree. Involves the preparation and completion of a comprehensive, synthesizing project applying the knowledge and skills learned in the courses that comprise a student's degree program. Projects must have theoretical/academic and applied components.

**EDAD 598 Seminar in Current Trends (3):** Exploration of current thought and writings in educational policy issues, curriculum, leadership and administration implementation. Readings from the current literature and newsletters from professional organizations. This course is structured to view curricula from both administrative and instructional viewpoints. (Cross-listed with EDCI 598)

**EDAD 599 Independent Study in Administration & Leadership (1-6):** Empirical or literature-based research in educational administration. Maximum of 6 credits may be applied toward a degree.

*Restriction: Consent of department chair*

**EDAD 610 Designing a Student-Centered Education**

**(3):** This course is designed to deepen the understanding the educational leader has in developing, sharing, and implementing a shared vision of learning and growth of all students. EDAD 610 is not open to students with credit in EDAD 510. This course has an additional research component and is only open to students admitted to and Ed.S. or Ed.D.

**EDAD 624 School Administration and Leadership (3):** Introduces the student to the diverse leadership issues and administrative aspects involved in a school setting. EDAD 624 is not open to students with credit in EDAD 524. This course has an additional research component and is only open to students admitted to and Ed.S. or Ed.D.

**EDAD 640 Professional Learning (3):** Designed to assist educational leaders to develop a climate of professional growth in a school or school system and to develop expertise in planning, implementing, and evaluating professional development activities. The course will also explore the unique professional development needs of special education instructors, English language learning instructors, digital learning instructors and pupil services personnel.

**EDAD 671 Operations and Resource Management (3):** This course is designed to deepen the understanding the educational leader has in managing a school system to cultivate a safe, equitable and productive learning and working environment environment for all stakeholders. for all stakeholders. Particular emphasis is placed on the impact the Local Control Accountability Planning (LCAP) and the Local Control Funding Formular (LCFF) processes have on school systems operation and management. The course covers issues to leadership and strategic planning, budget preparation and control, business operation, and understanding funding sources. The course also examines the impact and needs of supporting special education and pupil services, English language learners and digital learning programs. EDAD 671 is not open to students with credit in EDAD 571. This course has an additional research component and is only open to students admitted to and Ed.S. or Ed.D. This course is also cross-listed with LEAD 734 The Partnership of Leadership and Management.

**EDAD 673 Educational Policy and its Impact on Educational Practice (3):** This course is designed to deepen the understanding the impact educational policy has on the everyday function of the school and school systems. The course explores the role the educational leader has in influencing political, social, economic, legal and cultural contexts affecting the education process. Particular focus is placed on issues of equity and diversity. Also, explore is the impact educational policy has meeting the needs of diverse learners, to include English language learners and special education students. EDAD 673 is not open to students with credit in EDAD 573. This course has an additional research component and is only open to students admitted to and Ed.S. or Ed.D.

**EDAD 674 Supervision of Instructional Programs (3):**

This course is designed to help the educational leader develop the skills required to implement and monitor standard-based curriculum and quality instruction while meeting the needs of all learners. Particular focus is given to student formative and summative assessments, instructional material and resource selection, fiscal implications for Local Control and Accountability Plan (LCAP), as well as state and federal mandates. Also, covered are the unique needs of English language learners, special education students, and digital learning.

**EDAD 680 Evaluation of Educational Programs (3):**

Examination of purposes, theoretical designs, staff and facility needs, and appraisal techniques of educational programs. Emphasis on techniques for evaluating schools. Study of the standards utilized by national, regional, state, Seventh-day Adventist and/or professional accrediting associations.

**EDAD 681 School and Community Engagement (3):**

This course is designed to deepen the understanding the educational leader has in collaborating with families and other stakeholders to address the diverse student and community interests and mobilize community resources. Particularly, how to engage with families of students receiving special education services, enrolled in English language learning programs, and through digital learning. EDAD 681 is not open to students with credit in EDAD 581. This course has an additional research component and is only open to students admitted to and Ed.S. or Ed.D.

**EDAD 684 School Business and Facilities Management (3):**

Study of the functions of school business management. Includes purchasing, budgets and budget operations, principles of sound financial planning and management, and applicable laws and policies. Includes the study of procedures for planning school facilities and monitoring successful completion of the building or major facility improvement projects.

**EDAD 686 Administration and Leadership of School Systems (3):**

Examination of the roles, tasks, issues, and challenges facing school system administrators. The course explores diversity, equity and inclusion; school system management; human resource management and professional development; instructional leadership; and, the impact of policy and law on the function of the school system. Particular emphasis is played on the promotion of continuous program improvement, especially for English language learning, special education, and digital learning programs.

**EDAD 687 Organizational Behavior and Leadership (3):**

An analysis of the theories of organizational behavior, including management, ethical, and communication issues; as well as, the differences in management, leadership and the use of power, and their impact on organizational culture.

**EDAD 688 Moral and Ethical Leadership (3):** Examination of what constitutes ethical and moral decision-making; modeling and behaving in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. EDAD 688 is not open to students with credit in EDAD 588. This course has an additional research component and is only open to students admitted to and Ed.S. or Ed.D. This course is also cross-listed with LEAD 688 Moral and Ethical Leadership.

**EDAD 690 Communication in the Organization (3):** A study of communication as it affects the work of the leader. Emphasis on concepts, theory, implementation, and evaluation.

**EDAD 694 Seminar in Administration & Leadership (1-3):**

Analysis of contemporary issues in school administration by advanced students and/or experienced administrators. Students report on current issues and the latest readings in administration. Written and oral reports.

**EDAD 695 Dynamics of Organizational Culture and Leadership (3):**

A study of the different phases of leadership that manages organizational culture development and change.

**EDAD 696 Research Project (3):**

Execution and report of a research study in leadership, administration or the broad field of education. Registration only in consultation with departmental advisor.

**EDAD 697 Supervised Field Experience (1-3):**

Field experience in the administration of a public school or district level program or service. Also, this course requires departmental approval and must be taken at the completion of the student's course work. In addition, there can be no more than a three-year gap between completion of course work and completion of field experience.

*Prerequisites: Current Professional Teaching Credential & consent of the department chair*

**EDAD 699 Independent Study in Administration & Leadership (1-6):**

Empirical or literature-based research in the field of leadership or educational administration, resulting in a written product.

*Restriction: Consent of the department chair*

# Department of School Psychology & Counseling

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## Department Faculty

### **Dora Clarke-Pine, Chair**

Associate Professor of School Psychology and Counseling (2002)  
PhD Andrews University 1995

### **Sophorn T. Choau**

Assistant Professor of Marriage & Family Studies (2016)  
PhD Loma Linda University 2013

### **Shirley M. Gregg**

Associate Professor of School Psychology and Counseling (2006)  
PhD Capella University 2003

### **Chang-Ho Ji**

Professor of Educational Psychology and Research Methods (1994)  
PhD Andrews University 1995  
PhD University of California, Riverside 2005

### **Conor D. Kelly**

Assistant Professor of Applied Behavior Analysis (2017)  
EdD University of Southern California 2014

## Department Staff

### **Marian Malak**

Office Coordinator, School of Psychology and Counseling

## Objectives and Programs

Programs and courses in the Department of School Psychology and Counseling provide competencies for numerous careers in educational and psychological helping services. Behavioral analysts try to analyze the function of behavior and develop intervention strategies to change maladaptive behaviors into adaptive ones. Counselors (school counselors, professional clinical counselors and marriage and family therapists) provide crisis intervention services as well as various individual and/or group interventional strategies. In addition, school counselors develop prevention/intervention programs within school settings that are considered essential to the school's mission. They also assist in the area of career development. School psychologists develop specialized knowledge and skills for identifying and correcting learning disabilities and for facilitating of academic, personal, and social development in children and adults at all levels of education. All of the fields noted thus far have the ability to work in private and/or K-12 systems with the exception of school counselors and school psychologists (they are limited

to only K-12 systems). Residence hall deans are introduced to the philosophy and operational procedures of residence hall counseling and management.

An educational psychologist learns not only to understand the psychological bases of learning, development, and behavior, but they can also to apply their knowledge to the solution of educational and personal problems within the classroom, home, and community. With more advanced programs, opportunities are opened for college teaching, clinical applications, and other psychological services. Professional growth opportunities are also available for those who are less involved with school activities. Church or youth workers may pursue the Christian dimensions of problem solving and decision-making. Social workers, career consultants, community agency counselors, health-care providers, juvenile officers, mental health clinicians, and others offer educational enrichment, renewal, and certifications as they develop more competencies in their service to others.

## Department Student Learning Objectives

Students graduating with a degree offered by the Department of School Psychology and Counseling, in addition to the previously stated objectives and programs, will gain proficiencies in the following domains:

1. *Assessment.* Organize and effectively apply assessment processes to practical situations effectively as it relates to the discipline under study.
2. *Critical Reasoning.* Identify critical theories unique to the discipline of focus and understand how to conceptualize, dissect, contrast, and organize these theories in evidence-based ways.
3. *Intervention.* Organize and effectively apply prevention/intervention processes to practical situations effectively as it relates to the discipline under study.
4. *Professional Ethics and Legal Mandates.* Understand and perform various ethical and legal duties responsibly. Understand the steps involved in ethical decision-making processes.
5. *Systems and Consultation.* Understand complex issues that require critical and analytical thinking as it relates to working and communicating effectively with individuals, families, groups, other professionals, and society in general. Understand the steps recognized in the consultation process in various organizational and

classroom settings.

6. *Multicultural Sensitivity.* Be sensitive to diversity-related issues and respect responsibilities as it relates to diversity in all domains. Demonstrate not only self-awareness, but also a general respect for differing worldviews.
7. *Writing Skill.* Exhibit scholarly competence in the writing domain (i.e., in terms of organization, continuity, flow, and intellectual cohesion).
8. *Professional Growth.* Show high levels of general academic, research, and technological capacity, personality traits consistent with practicing psychology, personal and professional maturity, ethical decision-making and behavior, and professional demeanor. Not only possess the ability to identify areas of personal weakness or strength related to one's career field, but also demonstrate an ability to make changes when needed in any domain identified as a personal deficit (cognitive, emotional, psychological, and social).

## Degrees Offered

Three graduate degree programs are offered through the Department of School Psychology and Counseling. For information about how to obtain these degrees, see the School of Education section of this bulletin.

### Master of Arts in Counseling

- Specializations:
  - Counseling
  - Behavior Analysis (Program allows a student to apply for internship status from the Association for Behavior Analysis International in order to be eligible for certification as a behavioral analyst upon completion of a certification exam)
  - School Counseling (Program completion allows a student to apply for a PPS credential in School Counseling from the California Commission on Teacher Credentialing)
  - Professional Clinical Counseling (Program allows a student to apply for internship status from the Board of Behavioral Sciences in order to become eligible for a program for a Professional Clinical Counselors *license* upon completion of a licensure exam)
  - Forensic Mental Health Counseling (Program allows a student to apply for internship status

from the Board of Behavioral Sciences in order to become eligible for a Professional Clinical Counselors license upon completion of a licensure exam

- Marriage and Family Therapy (Program allows a student to apply for internship status from the Board of Behavioral Sciences in order to become eligible for a Marriage and Family Therapy license upon completion of a licensure exam)

### Master of Arts in Student Life and Development

- Specializations:
  - Higher Education
  - K-12 Education
  - Disability Services

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

#### Specialist in Education for Educational Psychology

- Specializations:
  - Educational Psychology
  - Behavior Analysis (Program for Association for Behavior Analysis International *certification*)

### Doctor of Education in School Psychology and Measurement

- Specializations:
  - School Psychology (Program for the California Commission on Teacher Credentialing credentialing process)
  - Behavior Analysis (Program for Association for Behavior Analysis International *certification*)

### Doctor of Education in Educational Psychology

- Specializations:
  - Educational Psychology
  - Behavior Analysis (Program for Association for Behavior Analysis International *certification*)
  - Professional Clinical Counseling (Program for Professional Clinical Counselors *Licensure*)
  - Student Life and Development

Admission to a program does not guarantee permission to complete the program. If, during the student's course of study, the Department of School Psychology and Counseling observes documented behaviors and/or personality/characterological limitations that are inconsistent with the professional expectations for a graduate of the program, the student will be given options to eliminate these deficiencies or the option of withdrawing from the program.

## Credentials Offered

The California Commission on Teacher Credentialing (CCTC) has fully approved and endorsed the La Sierra University credential programs for the following credentials. For more



information, refer to the School of Education section of this bulletin.

- School Psychology
- School Counseling

## Certification Offered

The Association for Behavior Analysis International (ABAI) has fully approved the course sequence offered by La Sierra University towards behavioral analysis certification.

- Behavioral Analysis

## Licenses Offered

The Board of Behavioral Sciences (BBS) has fully approved and endorsed the La Sierra University licensure programs for the following licenses for an MA or an EdD program. For more information, refer to the School of Education section of this bulletin.

- Marriage and Family Therapy
- Professional Clinical Counseling

## Process

Please understand that universities do not award mental health and/or psychology-related certifications, credentials, or licenses.

The pathways to certifications, credentials, and licenses are complicated and can be somewhat time consuming, but an appropriate degree is essential to the process.

First, one has to take the right set of courses and obtain an appropriate degree. A board needs to approve course sequences and or course programs and often require a minimum of a master's degree.

Second, a field practice and/or an internship is required. This may range in hours from a low of 800 hours to a high of 3000 hours under an appropriate on-site supervisor who is certified, credentialed, and/or licensed himself/herself. This person also needs to have practiced in the field for a minimum of two years.

Third, one must pass some sort of board-based exam.

For PPS credentials in school counseling or school psychology, the appropriate crediting body is the California Commission on Teacher Credentialing (CCTC). For a behavioral analysis certification, the appropriate crediting body is the Association for Behavior Analysis International (ABAI). For the Professional Clinical Counselor license or Marriage and Family Therapist license, the appropriate crediting body is the Board of

Behavioral Sciences (BBS).

When necessary basic requirements are included, coursework taken for the above degrees may also be applied to fifth-year teaching credentials or the Seventh-day Adventist professional endorsement for guidance and counseling. Credential requirements may also be satisfied for community college counseling and student personnel work. For more detail on credential requirements, see the School of Education section of this bulletin.

## Licensure Prepared

The California Board of Behavioral Science has fully approved and endorsed La Sierra University's coursework to become eligible to become a Licensed Professional Clinical Counselor and Licensed Marriage and Family Therapist. Students who have completed the department's extended education program may seek out an appropriate internship after graduating from the university. After the successful completion of an appropriate internship, a student is eligible to sit for the licensing exam in California. Once the exam is passed through the Board of Behavioral Sciences, the student is then eligible to become a Licensed Professional Clinical Counselor (LPCC) or Licensed Marriage and Family Therapist (LMFT). Please note that the 1.5-credit hour practicums listed among the courses are only for students interested in pursuing the LPCC and LMFT. For more detailed information on licensure requirements see the section on credentials and licensure in the School of Education section of this bulletin.

## Mandatory Counseling

Personal counseling is required for students in any counselor preparation program. In most cases, this is simply to assist students in specific counseling-related domains. For example, a student may need to develop greater insight into any psychosocial deficits that exist so they can be addressed in adaptive ways. In addition, a student may not have the ability to identify current countertransferences that could potentially interfere with effective treatment outcomes with their prospective clients. Periodically, at times, a student may not be able to sense how he or she may be unfit for a particular mental health field. If, in the course of a student's progression of courses, it becomes clear that he or she is not judged a good match for a counseling-related or psychology-related career, then other solutions will be sought—formal clinical assessment and more extensive counseling experiences, and or migration into a degree that appears to be a better match with that person's strengths to name a few. In the end, the department has a duty to safeguard the profession, and the student unable to make the adjustments needed to be a competent clinician will be counseled out of the program. More information is

available in the student orientation manual.

## Facilities and Services

Located in the upper level of the School of Education building, the Department of School Psychology and Counseling provides facilities and services in which practical experiences may be combined with theoretical learning. Several small counseling rooms are equipped for video and audio recording, and one-way windows permit individual or group observations under controlled conditions. The confidential test library is stocked with a variety of psychometrics and research materials (i.e., tests and inventories used by counselors and school psychologists).

## COURSES

### UPPER DIVISION

**EDPC 431 Counseling & Mental Health for Legal Professionals (3-4):** Provides an introduction to basic theories, practical skills, and professional issues for clinical counselors and mental health professionals in working in the legal and criminal justice systems.

**EDPC 440 Theory & Practice in Behavior Analysis (3-4):** Focuses on preparation for the Registered Behavior Technician (RBT) Credential, addressing basic theories, practical skills, and professional issues related to behavior analysis as practiced under the supervision of a Board Certified Behavior Analyst. Meets the 40-hour training requirement for the RBT credential.

**EDPC 460 The Exceptional Child (3-4):** A study of the determinants, characteristics, problems, and adjustments of both children with mental, physical, emotional, or social disabilities, as well as gifted and talented children. Intervention techniques used with children with disabilities and the rights of children under the Americans with Disabilities Education Act will be discussed. Open to upper division, graduate, or postgraduate students only.

### GRADUATE

**EDPC 504 Standardized Testing in Education (3):** The development of competencies for selecting, administering, and interpreting the major types of standardized tests and inventories used in education and counseling. Theoretical principles and issues presented together with hands-on applications. Open to upper division, graduate, and postgraduate students only.

**EDPC 504-P Standardized Testing in Education Practicum (1.5):** Exercises performed to ground the student in identifying valid and reliable instruments. Students are required to develop a standardized test (cognitive, achievement, or psychosocial), conduct research in the assessment domain, or discuss evidence-based tests while collecting internship hours in supervision.

**EDPC 505 Psychological Theories of Instruction (3):** Theoretical approaches to learning and teaching for the purpose of developing better understandings of the psychological dynamics underlying various learning and classroom practices.

**EDPC 511 Foundational Principles of ABA (3):** This course focuses on understanding the theory, principles, and terminology utilized in the applied behavior analysis (ABA) field. Students will develop the skills to fluently speak,

read, and write using ABA jargon and language. Specifically, students will a) define key vocabulary terms demonstrating both colloquial and technical understanding, b) identify the principles of behavior as described by the effects of stimulus and response, c) provide information regarding the philosophical and historical underpinnings of ABA, and d) review seminal articles related to the concepts and principles of ABA.

**EDPC 511 Ethical Considerations in ABA (3):** This course focuses on the ethical considerations in the field of applied behavior analysis. The Professional Disciplinary and Ethical Standards and Guidelines for Responsible Conduct will be discussed and applied to various scenarios and situations that will expand the student's understanding and applicability of ethics in ABA. The ethical standards will be considered when working with clients and their families, establishing private practices, and in conjunction with other professionals (e.g., physical therapists, clinicians, teachers) during the role as a behavior analyst. Specifically, students will be analyzing cases that address: a) responsibility to clients (e.g., confidentiality and informed consent), b) self-monitoring of own professional behavior (e.g., practicing within boundaries of competence, professional development and avoiding conflict of interest), c) conducting assessments and developing behavior change programs that are based on behavior analytic principles (e.g., use of least restrictive procedures, ongoing data collection and termination of services), d) teaching and supervision (e.g., providing objectives, feedback, and utilizing principles of behavior analysis in supervision), and (e) promoting the general welfare of society through the application of the principles of behavior (e.g., presenting a behavioral alternative to other procedures or methods).

**EDPC 513 Functional Behavior Assessment (3):** This course will provide the student with intensive instruction in functional assessment procedures and direct observation methods to be used by the behavior analyst in service delivery mechanisms in home, community, and education settings. Students will discuss situations in which a functional behavior assessment is necessary, the required elements of a comprehensive report under state educational law, and review report samples. Specifically, students will a) define, describe, compare, and contrast functional behavior assessments, functional analysis assessments, b) conduct functional assessment interviews, c) conduct preference assessments, d) conduct a descriptive assessment, e) identify the common functions of behavior, and f) develop a behavior support plan.

**EDPC 514 ABA Data: Measurement, Analysis, and Display (3):** This course will develop the skills necessary to measure, analyze, and display target behaviors. Specifically, students will a) establish clear, measurable definitions of target behaviors, b) utilize measurement procedures to determine occurrences, temporal dimensions, intensities, trials to criterion, c) display the data using computer-generated infographics, and d)

analyze the graphs to determine appropriate interventions.

**EDPC 515 Experimental Design & Functional Analysis Assessment (3):** The purpose of this course is to introduce students to the use of the scientific method in evaluating assessment and intervention techniques in behavior analysis. Students will conduct complete an individualized research project which incorporates techniques in ABA and involves measurement and evaluation of the intervention used with one human participant who provides consent to participate in this project. Specifically, students will a) select the dependent and independent variables, b) utilize measurement techniques in a single subject experimental design, c) provide graphical presentation and evaluation of results, and d) work under the ethics pertaining to working with human subjects. Additionally, by the end of this course, students will gain comfort in presenting their work in both poster and research report for publication format.

**EDPC 524 Lifespan Development (3):** The life cycle of human psychological growth and development from infancy to adulthood, with emphasis on the school years. Explores the effects of culture, poverty, and social stress in the developmental stages. A comprehensive survey of contemporary issues and research in developmental psychology.

**EDPC 524-P Lifespan Development Practicum (1.5):** Practicum activities may include, but are not limited to, preschool, K-12, and college settings; adult day care, senior citizen centers, or nursing home experiences. In addition, conducting research in lifespan-related domains is also accepted.

**EDPC 525 College Student Development I (3):** In-depth analysis of psycho-social and cognitive-structural college student development theories, including Perry's intellectual scheme, Magolda's epistemological reflection model, Kitchener's reflective judgment model, and psycho-social models based on gender, race, sexual identity, and socioeconomic/sociocultural class.

**EDPC 526 College Student Development II (3):** In-depth analysis of person-environment theories, including the history and current use of such theories in higher education and student affairs. Also covers major theories related to moral and faith development of college students. Special emphasis is placed on the integration of theory into student affairs administrative practice.

**EDPC 531 Mental Health and Counseling in the Legal System (3):** Focuses on the connection between law and psychology and the mental health system, mental illness, and criminal conduct with a historical and procedural examination of the practice of psychology in the judicial setting. Essential topics related to ethics and the law, risk assessment screening, psychological principles applied to law enforcement and

correctional functions, and standards of legal competence and insanity are discussed, besides the interface between children and family services and juvenile justice, probation, and corrections systems.

**EDPC 532 Criminal Behavior (3):** Introduction to prominent psychological theories of criminal and aggressive behavior. Historical conceptions of criminal behavior are explored along with contemporary theoretical conceptualizations that cover behavior, social learning, cognitive, psychoanalytic, psychodynamic, developmental, biological, and sociocultural perspectives. Topics include mental disorders related to offending, substance abuse and crime, sexual crimes, juvenile delinquency, women and crime, victim/perpetrator rights, legal issues and policy concerns, as well as crime prevention and evidence-based treatments. Particular ethical dilemmas in counseling these theories will be explored

**EDPC 545 Theory & Practice in Behavior Analysis (3-4):** Focuses on preparation for the Registered Behavior Technician (RBT) Credential, addressing basic theories, practical skills, and professional issues related to behavior analysis as practiced under the supervision of a Board Certified Behavior Analyst. Meets the 40-hour training requirement for the RBT credential.

**EDPC 554 Education & Career Planning (3):** Focus on collection and dissemination of information about vocational and educational placement. A practical approach to career choice theory, career assessment, occupational trends, and work experience programs.

**EDPC 554-P Education & Career Planning Practicum (1.5):** Practicum may include assessing career interest inventories, visiting community college career centers, and/or conducting research in career-related interests or assessment.

**EDPC 560 The Exceptional Child (3):** Advanced study of the determinants, characteristics, problems, and adjustments of children who deviate markedly from the norm in mental, physical, emotional, or social aptitudes, traits, and tendencies. Emphasis on educational methods and adaptation.

**EDPC 561 Counseling Theories & Techniques (3):** A study of the theory, ethics, and practice of counseling to include interviewing, and providing interventions in school, community, and clinical settings. Integrates numerous small group exercises as well as simulated situations.

**EDPC 561-P Counseling Theories & Techniques Practicum (1.5):** Simulated situations using role-play or other creative assignments designed to apply theory and techniques covered in EDPC 561.

**EDPC 562 Counseling Practicum (1-9):** Practicum in the counseling of individuals, couples, families, and groups under supervision. Serves as a laboratory experience in individual

and relational assessments and treatment planning. To be completed prior to being placed for community agency counseling experiences in EDPC 568. Graded on an S/U basis for all students. For individuals intending to become LPCCs, and LMFTs, and for LPCC and MFT students only, this course must be repeated for a total of 9 units.

**EDPC 564 Group Theory & Procedures (3):** Group counseling, theories of group-individual interaction, and the group communication process. Designed to give the prospective counselor insight into the development and structure of organized groups.

**EDPC 564-P Group Theory & Procedures Practicum (1.5):** Practicum includes leading a variety of group-related counseling sessions under appropriate supervision.

**EDPC 565 Field Practice in School Counseling (1-8):** Supervised, practical training, and counseling experience in elementary, middle, and or high school settings (K-12 settings). Provides exposure to a broad base of experiences and issues that school counselors face in multi-cultural/contextual settings. Counseling experiences include, but are not limited to, wellness promotion, crisis intervention, collaboration and consultant services, as well as experience in managing appropriate prevention/intervention programs. Approximately 600-hour requirement can not be completed in one quarter. This requirement may be lifted to 800 hours if CCTC proceeds in the Fall with their proposed changes.

*Prerequisite: EDPC 562; departmental approval prior to placement that includes CBEST Clearance as well as Health, Character, & Criminal Clearances*

**EDPC 566 Residence Hall Practicum (1-3):** Intensive on-site participation in all facets of residence hall administration and counseling, under the direction of an experienced dean. A minimum of 40 hours of full-time involvement is required for each unit of credit. Graded on an S/U basis for all students.

**EDPC 568 School/Community-Agency Counseling (1-3):** Supervised, practical training and counseling experience in clinics or agencies not directly administered by an elementary or secondary school. Approximately 150 hours required under the direction of an appropriately credentialed supervisor. May not be repeated for additional credit.

*Prerequisites: EDPC 561; 562 (can be concurrently enrolled); departmental approval, at least six weeks prior to placement as well as Health, Character & Criminal Clearances*

**EDPC 573 School Psychology & Counseling Ethics and Law (3):** Exposure to ethical issues and decision-making skills within school psychology and counseling, including LPCC and LMFT California law and professional ethics. Draws distinctions between ethical and ethical/legal mandates. Utilizes case studies to provide concrete examples and experience in critically thinking through the issue(s). Integrates multi-cultural/multi-contextual issues throughout the course.

**EDPC 573-P School Psychology & Counseling Ethics and Law Practicum (1.5):** Practicum requiring application of knowledge from EDPC 573 to real life situations and/or conducting research in this domain.

**EDPC 577 Directed Readings (1-4):** Assigned readings in current journals, textbooks, or other library sources for the purpose of specialized learning in selected topics or for updating previous studies. Typically requires a report in the form of a written summary, precis, or topical paper. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.

*Restriction: Consent of the department chair*

**EDPC 589 Work Conference (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. Course title will reflect topic selection.

**EDPC 594 Topics: (1-5):** Courses in specialized or experimental areas conducted through regular class activities and approved by the School of Education as temporary offerings. See course schedule for topics courses.

**EDPC 599 Independent Study in EDPC (1-3):** Application of research methodology to the investigation of a limited, localized problem or program evaluation. Typically requires a written report in a format suitable for journal publication. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.

*Restriction: Consent of the department chair*

**EDPC 607 Dynamics of Personality (3):** Focus on factors contributing to personality development and adjustment, including theoretical explanations of behavior. Implications for effective intellectual, emotional, and social functioning. Special focus on what disorders can occur (based on the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders) if the development process is somehow damaged.

**EDPC 609-P Dynamics of Personality Practicum (1.5):** Practicum may include assessing personality inventories, conducting field practice and/or research related to personality

style and development.

**EDPC 610 Human Sexuality (3):** Human sexuality in contemporary society. Physiological, psychological, sociocultural, and developmental factors associated with the continuum of human sexuality. Descriptions of sexual well-being as well as interventions for sexual disorders as noted in the Diagnostic and Statistical Manual of Mental Disorders are discussed.

**EDPC 610-P Human Sexuality Practicum (1.5):** Practicum may include visiting relevant self-help groups (e.g., sexual addiction self-help groups), engaging in therapeutic role-plays that involve relevant counseling vignettes (e.g., clients with various sexual dysfunctions or sexual, gender, and identity disorders), and/or engaging in research in this domain.

**EDPC 611 Behavior Interventions and Supports (3):** This course is designed to introduce students to basic theory and practice in the applications of behavioral interventions and supports. Students will learn various techniques and procedures based on the principles of behavior. Specifically, students will a) learn various behavior change procedures (e.g., stimulus and response prompt, modeling, shaping, chaining), b) practice the behavior change procedures, and c) review previous and current literature and research in regards to behavior change procedures.

**EDPC 612 Seminal and Current Literary Analysis of ABA Concepts (3):** This course focuses on understanding the theory, principles, and terminology utilized in the applied behavior analysis (ABA) field. Students will develop the skills to fluently speak, read, and write using ABA jargon and language through previous and current research. Specifically, students will a) learn to access library and online resources to research topics in ABA, b) develop written and supporting documentation of concepts and principles, c) compare and contrast articles based on the concepts and principles utilized, and d) compare and contrast articles based on the professional and ethical actions utilized.

**EDPC 613 Philosophical Application of ABA Principles (Advanced Applications) (3):** This course is designed to increase the student's understanding and application of ABA principles and concepts to other environments, processes, and situations. Students will utilize previously learned definitions and examples to identify those elements in behavior change procedures, organizations, curriculum, and interventions. Specifically, students will a) examine examples of ABA concepts and principles utilized in assessments, curriculum, and programs (e.g., VB-MAPP, PSI, Direct Instruction), b) complete an extensive literature review on several concepts and principles, and c) develop a review of concepts and principles that constitute effective interventions.

**EDPC 614 Personnel Supervision and Management: An OBM Approach (3):** This course focuses on issues related to

the role of a supervisor. Topics will include the development of an ABA systems approach to supervision and management as well as awareness and approaches to client and personnel cultural differences and ethnic diversity within the realm of ABA. Specifically, students will a) develop criteria for performance expectations, b) develop performance monitoring and feedback techniques, c) interventions and reinforcement systems for supervisees, and d) awareness of variations to systems due to cross-cultural provision of services, understanding racism and prejudice, culturally sensitive treatment, bias in service delivery, and working with various linguistically and culturally diverse populations.

**EDPC 615 Child, Partner, & Elder Abuse (3):** Overview of the definitions, incidence, detection, assessment, effects, and ethical, legal, and therapeutic management of child, partner, and elder/dependent-adult abuse. Addresses perpetrator and victim characteristics, including cultural and ethnic diversity factors.

**EDPC 615-P Child, Partner, & Elder Abuse Practicum (1.5):** Practicum includes relevant therapeutic role-plays involving how to work with victims of abuse and their perpetrators, and/or conducting research in this domain.

**EDPC 620 Marriage & Family Systems I Theory (3):** Focus on working with families who want to nurture personal change and development. Examines the “system” of interaction between individuals that make up the couple or family. Also examines marriage and family in the context of culture and socioeconomic status.”

**EDPC 620-P Marriage & Family Systems I Theory Practicum (1.5):** Practicum includes relevant therapeutic role-plays involving work with couples and/or families experiencing various moderate to severe presenting problems, and/or conducting relevant research in this particular domain. Examines marriage and family in the context of culture and socioeconomic status.

**EDPC 621 Marriage & Family Systems II Interventions (3):** Building upon systems theory, an examination of interventions for couples and families. Interventions include but are not limited to psycho educational, reality, and family systems coaching.

*Prerequisites: EDPC 620*

**EDPC 621-P Marriage & Family Systems II Intervention Practicum (1.5):** Practicum includes advanced-level therapeutic role-plays involving how to work with couples and/or families experiencing various moderate to severe presenting problems, and/or conducting advanced-level research in this particular domain.

**EDPC 631 Psychopathology (3):** A study of the etiology, clinical presentation, and treatment choices for behavioral disorders. The most recent edition of the Diagnostic and Statistical Manual of Mental Disorders, the DSM-5 diagnostic

criteria are studied with a sensitivity to cultural and ethnic issues.

**EDPC 631-P Psychopathology Practicum (1.5):** Practicum requires students to observe a clinical standardized intake and write up the results as an intake report.

**EDPC 640 Neuropsychology (3):** Examines two basic areas of study within a pre-K-12 context: (1) neuroanatomy and brain functioning, and (2) neuropathology and brain dysfunction. Focuses on assessment in neuropsychology as applied to the school setting.

**EDPC 645 Psychopharmacology (3):** A study of psychopharmacology, including the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications. Emphasis given to making appropriate referrals and building a medical referral base for the appropriateness of medication evaluations.

**EDPC 645-P Psychopharmacology Practicum (1.5):** Practicum focuses on appropriate psychopharmacological evaluation, knowing how to build an adequate referral system, understanding what needs to be done when periodically assessing this referral base, and/or conducting relevant research in this particular domain.

**EDPC650 Mental Exceptionality (3):** Etiology, characteristics, and diagnosis of children whose cognitive functioning deviates from the norm. Consideration of implications for school and family for children who are intellectually deficient, learning handicapped, or mentally gifted.

**EDPC 651 Emotional/Social Intelligence (3):** Exploration of research and theoretical knowledge relevant to emotional and social functions as they contribute to learning, education, the workplace, personal psychological adjustment, and psychosocial thriving. Emphasis on the science of holistic development in terms of physical, mental, and various social, emotional and spiritual functions in educational settings.

**EDPC 655 Advanced Counseling Theories & Techniques (3):** Advanced study of counseling theories and techniques with attention given to assessment, diagnosis and treatment planning, clinical interventions, therapeutic relationships, and psychopathology. Involves presentation of an advanced clinical case study and related role-play with the student as therapist.

*Prerequisite: EDPC 561*

**EDPC 655-P Advanced Counseling Theories & Techniques (1.5):** Practicum requires students to defend their DSM-5 diagnosis of a selected case study in a role-play counseling situation.

**EDPC 661 Academic Assessment & Intervention (3):** Overview of the basic principles of research-based

interventions in education-based observations and assessments, including those necessary for competence in multicultural communication. Students compare models of consultation and models of collaboration for serving disabled persons and their families as well as interested professionals.

**EDPC 662 Behavioral Assessment & Intervention (3):** Focus on theoretical and empirical issues in assessing the interactions between people and their environments. Special attention given to direct and indirect methods of assessment across settings for school-aged children (3-21 years). Assessment techniques include direct observations in school and/or home settings, interviews, and self-report measures.  
*Prerequisites: EDPC 661 and 664, or consent of the instructor*

**EDPC 663 Neuropsychological Assessment & Intervention (3):** Focus on the neuropsychology of autism spectrum disorder, seizure disorder, neuromuscular diseases, and other related neuropsychological disorders. Includes engagement in tests and intervention methods related to neuropsychological disorders and diseases within educational contexts.  
*Prerequisites: EDPC 664, 665, 667 & 668; or consent of the instructor*

**EDPC 664 Assessment of Individual Intelligence (3):** Overview of the theories of intelligence and their impact on assessment procedures. Supervised experience in the administration, scoring, and interpretation of the most recent editions of the Wechsler Scales, the Cognitive Assessment Scales (CAS), the Woodcock-Johnson (COG), and Kaufman Assessment Battery for Children (K-ABC). Includes an introduction to report writing.

**EDPC 666 Intervention Methods & Consultation (3):** Strategies for facilitating growth and development through problem prevention and early intervention in the education of exceptional and at-risk pupils. Emphasis on needs assessment, prevention and intervention strategies for at-risk target populations, and program evaluations in various settings. Requires a case study approach (for an at-risk youth) including consultation techniques involving school personnel, parents, and community resources.

**EDPC 666-P Intervention Methods & Consultation Practicum (1.5):** Practicum focusing on creation of a series of activities designed to build a unity for crisis teams, trouble youth, etc.. Students may engage in a mini-ropes course as a collaborative group.

**EDPC 667 Assessment of Learning Development (3):** Practicum in diagnosis and remediation of learning difficulties, with emphasis on academic, processing, and perceptual assessment. Includes utilization of a wide range of individual and group assessment instruments in laboratory and school

situations.

*Restriction: Consent of department chair or instructor*

**EDPC 668 Assessment of Personal Adjustment (3):** Theory, methods, and instruments for assessing personality traits and social adjustment. Competencies developed with various types of personality inventories and projective techniques.

**EDPC 670 School Psychology Seminar (3):** A casework practicum in preparing comprehensive individual education programs for normal and exceptional pupils in grades K-12. Includes procedures for parents and staff, in-service training of teachers, and program evaluation.  
*Restriction: Consent of departmental chair or instructor*

**EDPC 674 Report Writing & Practicum (150 hours) (3):** Exposure to beginning experiences and issues faced by school psychologists. Candidates apply referral questions and data collection strategies as well as practice making appropriate assessment choices, administration, scoring, and report writing. Practice in ethical decision-making. Hours for this portion of the practica are typically acquired from the lab portion of the four assessment courses. Candidates are placed in a field experience with a credentialed school psychologist to supervise agreed upon experiences such as collaboration and consultation, wellness promotion, counseling and crisis intervention, educational planning and evaluation, and program planning and evaluation.  
*Prerequisites: EDPC 650, 661, 662, 664, 665, and 667; department approval prior to placement that includes CBEST clearance as well as health, character, and criminal clearances*

**EDPC 675 Field Practice in School Psychology (300 hours) (1-3):** Exposure to a broad base of experiences and issues that school psychologists face in multicultural/contextual settings. Application of referral questions and data collection strategies, and practice in making appropriate assessment choices, administration, scoring, and report writing. Practice in ethical decision-making. Hours are typically acquired from two school levels of pre-K-12. Completed under a credentialed school psychologist supervising agreed-upon experiences such as individual assessment, collaboration, and consultation, wellness promotion, counseling and crisis intervention, educational planning and evaluation, as well as program planning and evaluation.  
*Restriction: Consent of department chair or instructor; includes CBEST clearance as well as health, character, & criminal clearances*

**EDPC 676 School Psychology Internship (1,200 hours) (1-2):** Required for the California State Credential in school psychology. Candidates work under the supervision of a credentialed school psychologist to demonstrate and further develop the full range of skills acquired during formal training, while providing direct and indirect professional services to pupils, parents, and school staff. Agreed-upon internship experiences may include individual assessment, collaboration and consultation, wellness promotion, counseling and crisis intervention, educational planning and evaluation, as well as program planning and evaluation.

**EDPC 694A Individual & Cultural Differences (3):** Application of differential psychology to testing, learning, counseling, and school psychology procedures. Emphasis on cross-cultural, ethnic, and sex differences.

**EDPC 694-P Individual & Cultural Differences Practicum (1.5):** Practicum requires attending no fewer than three cultural events approved by the instructor and reporting on the experiences.

**EDPC 696 Research Project (3):** Execution and report of a research study in education. Student to register for course after consultation with advisor.

**EDPC 698 Thesis (1-6):** Requires writing a thesis to showcase research abilities in the area of school psychology and counseling. Students also pursue an issue of special interest in school psychology and counseling in further detail.

**EDPC 699 Directed Study (1-4):** Application of research methodology to the investigation of a limited, localized problem or program evaluation. Typically requires a written report in a format suitable for journal publication. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.

*Prerequisite: Consent of the department chair*

**EDPC 701 Seminar: Politics & Issues in Educational Testing (3-4):** Examines political issues, public opinion, and various psychological and educational research findings related to school psychology, educational psychology, school policy, and education in general. Requires the completion of an individual research project.

**EDPC 705 Seminar: Intervention, Consultation, & Assessment (3-4):** Analysis and discussion of the various roles of the professional consultant in the school setting. Topics include, but are not limited to, special needs requiring intervention and psychodiagnostic testing, the various intervention strategies and techniques employed when such intervention is required, and the purpose and goals of assessment.

**EDPC 711 Seminar: Biological Psychology (3):** Presents fundamental research on education and assessment-related neuroscience and its implications for learning theory, practice, and psychological assessment. The symbiotic nature of brain function examined, compared, contrasted, and aligned with current psychological assessment and classroom instructional applications.

*Prerequisite: EDCI 545 B (or approval by course instructor)*

**EDPC 712 Seminar: Biological Psychology II (3):** Continuation of studies begun in EDPC 711. Study of anatomy and physiology of the brain as it relates to behavior and learning. Topics include: movement, wakefulness and sleep, internal regulation, reproductive behaviors, biology of learning and memory, lateralization and language, and psychological disorders.

*Prerequisite: EDCI 545 (or approval by course instructor)*

**EDPC 715 Seminar: Alcohol & Drug Addiction (3):** Presentation of current research regarding the effects of alcohol and various drugs on brain chemistry. Also examines assessment and diagnosis, a biopsychosocial model regarding etiology, and viable prevention and intervention models.

**EDPC 715-P Seminar Practicum: Alcohol & Drug Addiction (1.5):** Requires attendance at no fewer than three self-help open meetings and reporting on the experiences.

**EDPC 741 Foundation of Applied Behavior Analysis I (4.5):** Focus on the fundamental aspects of behavior change from the philosophy of behaviorism, including strategies and tactics, such as stimulus control and the nature of reinforcing and aversive stimuli and their properties, and how these influence behavior change. Also examines empirical research demonstrating these strategies. This course includes 150 hours of practicum (equivalent to 1.5 units) that students must complete while taking the course.

**EDPC 742 Foundation of Applied Behavior Analysis II (4.5):** Study of the complex aspects of behavior change strategies built upon fundamental behavioral principles. Examines examples of behavior change strategies from the basic and applied research literature. Major topics include verbal behavior, generalization and maintenance, contingency contracting, and self-management. This course includes 150 hours of practicum (equivalent to 1.5 units) that students must complete while taking the course.

**EDPC 743 Assessment of Applied Behavior Analysis I (4.5):** Introduction to the philosophy of behaviorism and the basic tenets of applied behavior analysis, focusing on behavioral assessment and observation, time series research design, and its use in the scientific evaluation of behavior. This course includes 150 hours of practicum (equivalent to 1.5 units) that students must complete while taking the course.



**EDPC 744 Assessment of Applied Behavior Analysis II (4.5):** Examination of functional assessment and functional analysis procedures with a focus on educational settings. Emphasis on providing students with an understanding of procedural and conceptual issues surrounding evidence-based intervention design for people with severe behavior problems. This course includes 150 hours of practicum (equivalent to 1.5 units) that students must complete while taking the course.

**EDPC 745 Applications of Applied Behavior Analysis (4.5 Units):** Examination of advanced issues related to designing and evaluating behavioral assessment and instructional interventions in educational systems. This course includes 150 hours of practicum (equivalent to 1.5 units) that students must complete while taking the course.

**EDPC 746 Ethics in Applied Behavior Analysis (4.5 units):** Analysis of settings and situations in which a board certified behavior analyst is required to engage in and conduct practice according to the Professional Disciplinary and Ethical Standards and Guidelines for Responsible Conduct for Behavior Analysis, as outlined by the behavior analyst certification board. This course includes 150 hours of practicum (equivalent to 1.5 units) that students must complete while taking the course.

**EDPC 747 Behavior Analyst Practicum (1-3 Units):** Designed to meet the Behavior Analyst Certification Board's (BACB) requirement for the 750-hour intense practicum under the guidance and supervision of board certified behavior analysts. Requires students to participate in collaborative presentations and discussions regarding current behavior analysis cases they are managing. Students are required, at the end of the course, to take and receive a passing score on the BACB training module entitled, "Experience and Supervision Standards."

# Program in Leadership

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## Program Faculty

**David Penner, Director of Leadership Studies**  
Professor of Administration and Leadership (2017)  
PhD Andrews University 1987

## Support Staff

**Lina Soria**  
Administrative Assistant, Dean's Office

## Purpose and Objectives

The purpose of the Doctor of Philosophy in Leadership degree program is to provide advanced education in the theory, practice and research of Leadership across a broad range of organizational and community settings. The program serves the needs of candidates already in leadership roles and those aspiring to leadership both from the constituency of the Seventh-day Adventist Church in the southwestern United States and from other organizations interested in a Christian perspective in leadership studies. The program focuses on the development of fresh, innovative ways to think about models, issues and challenges in the field of leadership, and on adding to the body of research-based knowledge in the field.

For the student, the program of studies provides the opportunity to explore and critically analyze various areas of leadership as it relates to a range of organizational contexts from a research-oriented, theoretical and professional perspective. Particular focus in core studies is given to the foundational notions of a socially just community and the implications of moral and personal care perspectives for leadership theory and practice. In this program each student develops a specialized study program based on research interests and needs through a personalized and collaborative mentorship between faculty and student. An emphasis on methods of inquiry will assist the development of new understandings in the field, leading to a major research-based dissertation.

## Program Description

The PhD in Leadership is an 87 quarter-unit (post-masters and inclusive of dissertation) scholarly research-oriented degree offered in a traditional face-to-face classroom setting and supported by the faculty of La Sierra University, particularly those in the School of Education. The didactic portion is designed to be completed in three years, followed by the qualifying examination and advancement to candidacy. The dissertation and its successful defense follow in the culmination of the degree program. As part of the graduation requirements, each doctoral student is required to submit at least one scholarly article for publication.

## Program Learning Outcomes

Upon completion of the PhD in Leadership degree, students will be able to:

1. Demonstrate the ability to address complex topics systematically, creatively and critically and in oral and written communication support a sustained argument to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences.
2. Demonstrate a conceptual understanding and methodological competence in research and the ability to work both collaboratively and independently in developing new understanding and knowledge in the field of leadership.
3. Demonstrate an understanding of resource management principles and a self-awareness of strengths and weaknesses and strategies for the acquisition and enhancement of the personal skills necessary for the practice of successful leadership.
4. Demonstrate a high cultural competence in interacting effectively with people of diverse cultural and international backgrounds.
5. Be critically conversant with the literature, theories, concepts and current research findings and generally regarded best practices in the disciplines related to leadership and the underlying philosophic foundations of a socially just society.
6. Understand and critically reflect on the moral/ethical dimensions of the practice of leadership and management theory in a global environment.
7. Demonstrate an understanding of research design through the ability to frame a major original research question, develop an appropriate methodology of research inquiry, implement

the inquiry and write an extended report on the findings in a document of publishable quality to advance the field of leadership.

lead.

*Restriction: For PhD in Leadership students only or permission of instructor.*

## COURSES

### GRADUATE

**LEAD 687 Organizational Behavior and Leadership (3):** An analysis of the theories of organization behavior, including management, ethical and communication issues; as well as, the differences in management, leadership and the use of power, and their impact on organization culture.

**LEAD 688 Moral and Ethical Leadership (3):** Examination of what constitutes ethical and more decision-making; modeling and behavior in way that demonstrate professionalism, ethics, integrity, justice and equity and hold the staff to the same standard.

**LEAD 695 Leadership, Climate and Culture (3):** A study of the dynamics of organizations with an emphasis on the development of organizational climate and the impact of the wider culture.

**LEAD 704 Leadership Orientation (0):** Orientation to the nature and requirements of the degree program and how the study of leadership, research and the areas of specialization and diversification can provide a solid balanced for career and future. Taken at the start of the program.

*Restriction: For PhD in Leadership students only or permission of instructor.*

**LEAD 724 Foundations of Leadership Studies (3):** The study of leadership theory from the Great Man Theory to Transformational Leadership with a focus on the impact of an individual leader.

**LEAD 744 Theoretical and Philosophical Perspectives on Leadership (3):** Explores the questions about leadership raised by those who have examined its hopes, goals and practice over time and across cultures with emphasis on the study of the process of leadership and leadership as a group. It is recommended that students take a foundational leadership course first, such as LEAD 724 or similar..

*Restriction: For PhD in Leadership students only or permission of instructor.*

**LEAD 794 Leadership as Relationship (3):** This course, to be taken at the end of the didactic portion of the degree provides an opportunity for students to build on the concepts, theories and practices of leadership studied throughout their degree program. Students will be given the opportunity to develop and present their own philosophy of leadership. Special attention is given to the crucial and dynamic relationship that develops between leaders and those in the organizations they

# School of Education Additional Courses

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Chang-Hi Ji, PhD, Dean

in general. Prerequisite: Consent of the advisor

## Educational Foundations

Educational Foundations courses are under the direction of the Department of Curriculum and Instruction.

## COURSES

### GRADUATE

**EDFO 512 Integration of Faith & Learning (3):** Examination of contemporary thinking about spirituality, worldviews, epistemology, ontology, and axiology as they relate to Christian and public education. Focuses on the development of educators who are critical thinkers and are able to examine, evaluate, and synthesize values, spirituality, and education.

**EDFO 606 Sociology 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 as well as ethnic and cultural differences.

**EDFO 645 History of Educational Thought (3):** A chronological investigation of Western educational philosophies from the time of Socrates to the present. Examines the impact of societal changes and the contribution of selected individuals to educational thought and practice.

**EDFO 647 History & Philosophy of Higher Education (3):** An examination of the meaning, purpose, and development of higher education in the United States. Emphasizes theories and current research related to conflicts facing colleges and universities, and issues pertaining to academic life.

**EDFO 688 Moral & Ethical Leadership (3):** Examination of what makes policy and practice moral or ethical; how to make morally and ethically sound decisions; and how to foster the moral development of teachers, staff, and students.

**EDFO 791 Contemporary Issues in Education (3):** Issues viewed in the light of sociological and historical research, philosophical analysis, and the particular concerns of education. This capstone course examines issues related to education in general and the student's area of specialization

## Research and Statistics

Research and Statistics courses are under the direction of the Department of School Psychology and Counseling.

### GRADUATE

**RSCH 504 Methods & Materials of Research (3):** The terminology, methodology, and sequence of scholarly research, including problem formulation, literature review, sample selection, instrument design, statistical analysis, and report writing. Includes numerous examples in both quantitative and qualitative design. Requires the production of a formal research proposal.

**RSCH 504-P Methods & Materials of Research Practicum (1.5):** In addition to the formal research proposal stipulated in RSCH 504, students have two pathways: (1) they are expected to gather a small research sample, conduct a data analysis, and report the results or (2) discuss evidence-based research in their practicum classes and in their work with their on-site supervisors as they collect internship hours.

**RSCH 601 Academic Writing (3):** This course is designed to assist doctoral students in developing the academic writing skills necessary for the completion of a capstone project or dissertation. Students will be guided through the process of advanced writing, including the development of an academic writing style, careful argument formulation, and use of appropriate documentation. Instruction includes in-class group activities and tutorial sessions for specific feedback on individual work. Open to all doctoral students. Required for PhD in Leadership students.

**RSCH 604 Educational Statistics I (3):** Planning and conducting research with programs and materials in the student's major area. Emphasis on evaluation research, statistical methods, survey design, qualitative research, and the critique of research. Laboratory required, as is the completion of an individual research project.  
*Prerequisite: RSCH 504*

**RSCH 605 Qualitative Research I (3):** Introduction to the theory and practice of qualitative research. Students will identify various approaches to qualitative research and develop skills in using the tools of qualitative research such as interviewing, observation, documentary analysis and case

study. Students conduct simulated research activities, and read published scholarly qualitative research.

*Prerequisite: EDRS 504 and acceptance into a post master's degree program.*

**RSCH 695 International Implementation of ABA Thesis (3):**

The thesis in applied behavior analysis shall consist of students developing an action plan to serve individuals with Autism and intellectual/developmental disabilities with access to education and opportunity and includes a five-year dissemination plan and process, and provision of local staff and participants who will receive training, particularly focusing on the cultural sensitivities to students with disabilities. Specifically, students, in partnership with the Global Autism Partnership, will a) develop an action plan to establish ABA provision in an international country, b) complete the application process and attend a two-week international field placement in ABA, c) fundraise a minimum of \$5,000 before traveling to support the model and mission of La Sierra University and the Global Autism Project (extensive training and support in fundraising will be provided), d) attend an orientation in NYC to learn to apply GAP's training model, e) travel as a team to the field for two weeks to collaborate with and train the teachers at the field site.

**RSCH 696 Directed Graduate Research Thesis (3):**

The directed graduate research thesis in applied behavior analysis consists of students utilizing their practicum site to develop a research project thesis. Specifically, students will a) choose a thesis advisor and committee members, b) select an applied research topic, c) conduct a literature search, d) introduction, develop a research design, d) secure committee and IRB approvals, e) collect and analyze their data, d) write their thesis manuscript, and e) defend their thesis to their committee members.

**RSCH 704 Educational Statistics II (3):** Fundamentals of statistical reasoning and the application of statistical techniques to research in the social sciences. Includes computer applications to research and statistics. Laboratory required with research application.

*Prerequisites: RSCH 504 & RSCH 604*

**RSCH 705 Qualitative Research II (3):** Focuses on qualitative methods for data collection and on how to conduct ethnographic fieldwork, in-depth interviews, documentary analysis, and/or case studies. Also focuses on epistemological approaches, ethics, reflexivity, and data analysis techniques.

*Prerequisites: RSCH 504 & RSCH 605 and acceptance into a doctoral degree program*

**RSCH 713 Factor Analysis & Latent Modeling (3-4):**

Examines theories and application of statistics related to latent variables including factor analysis, path modeling, and structural equation modeling. Laboratory required with

research application.

*Prerequisites: RSCH 504, 604 & 704*

**RCSH 723 Evaluation Research (3):** Familiarizes with students with different types of program evaluation, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and efficiency analysis (cost-benefit and cost-effectiveness analysis). Students gain theoretical knowledge and practical experience through a series of exercises. Covers quantitative and qualitative study designs, including the strengths and limitations of each.

*Prerequisites: RSCH 504, 604, 605, 704 & 705 and acceptance into a doctoral degree program*

**RCSH 733 Mixed Methods (3):** Advanced research seminar that integrates qualitative and quantitative approaches, methods, and data in a single study. Covers the paradigms and research models that inform both approaches, and the ways in which qualitative and quantitative goals, questions, methods, and interpretive strategies can be productively combined.

*Prerequisites: RSCH 504, 604, 605, 704 & 705 and acceptance into a doctoral degree program*

**RSCH 743 Standardized Test Development (3):** Planning and conducting a standardized test development related to psychology, education, or other social issues. Laboratory required, and completion of a standardized psychological test.

*Prerequisites: RSCH 504, 604 & 704*

**RSCH 752 Action Research (3):** Addresses theoretical, philosophical, and epistemological questions around action research, including the trade-offs that come with action research compared to more traditional research. Guides students through an action research project. By the end of the course students will have completed an independent action research project from start to finish.

*Prerequisites: RSCH 504, 604 & 605 and acceptance into a doctoral degree program*

**RSCH 753 Capstone Project Design (3):** Applies theoretical knowledge acquired during the doctoral program coursework to a project involving actual data in a realistic and professional setting.

*Prerequisites: RSCH 504, 604 & 605 and acceptance into a doctoral degree program*

**RSCH 754 Quantitative Research Design (3):** Analysis of appropriate research designs and methodology for quantitative doctoral dissertations, and the development of a quantitative doctoral dissertation-quality research proposal.

*Prerequisites: RSCH 504, 604 & 704*

**RSCH 755 Qualitative Research Design (3):** Analysis of appropriate research designs and methodology for qualitative doctoral dissertations, and the development of a qualitative

doctoral dissertation-quality research proposal.

*Prerequisites: RSCH 504, 605 & 705 and acceptance into a doctoral degree program*

**RSCH 775 Research Projects (3):** Students are required to complete one or more theoretical, site-based, empirical data-driven research paper(s) related to school psychology, educational psychology, administration, curriculum and instruction, and other selected issue areas for a potential peer-reviewed conference presentation and/or publication.

*Prerequisites: RSCH 504, 604, 605, 704 and/or 705 and acceptance into a doctoral degree program*

**RSCH 798 Doctoral Dissertation/Capstone (1-15):** Structured research for Doctor of Philosophy or Doctor of Education students, either qualitative, quantitative or mixed methods in nature, guided by the chair of the dissertation/capstone committee. Oral defense of written dissertation/capstone upon approval of manuscript by the student's committee.

*Prerequisites: Successful completion of the Qualifying Examination & consent of the department chair*

*Corequisite: PhD student must register concurrently with RSCH 799 Research Colloquium*

**RSCH 799 Research Colloquium (0):** Provides a forum in which the entire community of dissertation writers meets to discuss various aspects related to the process and completion of dissertation writing, and to attend dissertation defenses.

*EdD students may register by permission of instructor.*

*Corequisite: PhD student must register concurrently with RSCH 798*

## eLearning Leadership and Innovation

The eLearning Leadership and Innovation courses are under the direction of the department of Administration and Leadership.

## GRADUATE

**EDLI 610: Instructional Design for eLearning (3):** This course examines the research and theory of instructional design models and formats. Students identify the interrelationships of context, technology and media resources, learner needs and goals, and learning and assessment strategies through case study analysis. Students develop a project which addresses a learning need within their own school setting which incorporates the best practices in instructional design with educational technology and the application of universal instructional design (UID)

principles.

**EDLI 636: Inclusive Technology for eLearning (3):** This course is designed to prepare professionals to address a major contemporary concern – the access and use of inclusive technologies to meet the needs of diverse learners. Course participants will investigate the role of adaptive and assistive technologies in learning. Course participants will develop the knowledge and skills necessary to select and use inclusive technologies and enabling applications to enhance, augment, and ultimately maximize learning experiences and accessibility for all learners. Participants will examine existing inclusive technologies and investigate the potential of emerging technologies to determine how these may contribute to the continuum of technology-based applications for all learners, in particular for students receiving special education services, or are designated as English language learners.

### **EDLI 680: Innovation and Trends in eLearning**

**Technologies (3):** This course examines the innovative technological trends in eLearning Technologies. Among the topics surveyed in this course are gamification, artificial intelligence, virtual reality, and machine learning. It is intended to introduce the students to the new possibilities that new media and technology, such as augmented reality bring to the domain of eLearning Technology.

**EDLI 685: Legal Aspects of eLearning (3):** This course examines the diverse legal issues that impact the effective execution of an eLearning strategy for an organization. The topics surveyed include copyright, intellectual property rights, licensing, data protection act, technical security, acceptable use policies, federal and state laws, accreditation requirements, state authorization, user authentication, privacy laws, accessibility, ADA and Section 508 compliance in the eLearning context.

## Professional Learning and Coaching

The Professional Learning and Coaching courses are under the direction of the Administration and Leadership Department.

## COURSES

### GRADUATE

**EDPL 610 Adult Learning Theory (3):** This course examines the psychological and social factors related to adult learning. In particular, this course brings into focus the unique nature of the adult learner. Critical analysis of selected theories and concepts of learning are applied to the adult learning experience, learning styles, motivation within a learning context. A particular emphasis is placed on the interplay between learning and technology and its impact on the adult learner.

**EDPL 640 Professional Learning (3):** Designed to assist educational leaders to develop a climate of professional growth in a school or school system and to develop expertise in planning, implementing, and evaluating professional development activities. The course will also explore the unique professional development needs of special education instructors, English language learning instructors, digital learning instructors and pupil services personnel.

**EDPL 643 Instructional Coaching (3):** This course is designed to deepen the understanding the educational leader has in shaping a collaborative culture of teaching and learning informed by professional standards and focused on the growth of the student and the professional growth of the instructional staff. EDPL 643 is not open to students with credit in EDAD 543. This course has an additional research component and is only open to students admitted to an Ed.S. or Ed.D.

**EDPL 655 Team Building & Leadership (3):** This course examines the design, selection, management, and leadership of teams in educational settings. The course also examines the interpersonal processes and structural characteristics that influence the effectiveness of teams, the dynamics of intra-team relationships, and sharing of knowledge and information in teams.

**EDPL 680 ABA in the Organization (3):** This course introduces the student to the field of applied behavior analysis. Organizational behavior management is the application of behavior analysis with a particular focus on the school setting. This course also provides an overview of assessment and behavior change procedures. Also discussed, is how to maintain behavior change, develop effective leadership, and deal with problematic behavior in educational settings.

### Special Education Administration

The Special Education Administration courses are under the direction of the Administration and Leadership Department.

### GRADUATE

**EDSE 620 Administration of Special Education Programs (3):** This course examines and discusses the functions and underlying principles of the administration of special education services in K-12 setting. The role of the administrator in the development of Individualized Education Plans (IEP), student placement, service, and transition issues, student discipline, fiscal management, transportation, and the legal implications of decisions will be studied. Also, reviewed is the implementation and supervision of Multi-Tiered Systems of Supports (MTSS) and Universal Design for Learning. The course, additionally reviews Alternative Dispute Resolution procedures.

**EDSE 678 Special Education Law & Ethics (3):** This course examines the legislation and case law involved with individuals with disabilities specifically concentrating on students from in K-12. The course reviews the historical as well as current study of legislation used as the basis for providing special education services on the federal and state level. The legal system on the federal and state level is covered as well as critical litigations that have influenced the field of special education. The student will become knowledgeable about the legal precedence for all that they do as a special education administrator.

**EDSE 675 Critical Issues in Special Education Policy (3):** This course examines policies in the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA). Particular emphasis on how students are identified for special education; how students with disabilities are educated in school; and how students with disabilities are included within accountability systems. Also, explored are the policy and implementation problems including over-representation of minority students in special education, access to charter schools, and appropriate assessment of students with disabilities. Potential solutions are also analyzed, including response to intervention (RtI) and universal design for learning (UDL). The course seeks to promote a deeper understanding of special education policy. Course activities include, reading pertinent statutes, regulations, research and commentary; write reflection posts and policy memos; and actively engage in course activities and assignments.

### Teaching English to Speakers of Other Languages Specialization

The Teaching English to Speakers of Other Languages Specialization (TESOL) courses are under the direction of the Department of Administration and Leadership.

## GRADUATE

**EDTS 501 Second Language Acquisition Theory, Research & Pedagogy (3):** This course will survey research on second language acquisition and second language teaching methods. Students will become familiar with the key theories and studies describing language acquisition as well as the major pedagogical methods used in second language instruction from the 20th century to the present. Students will observe online ESL courses taught using the pedagogical methods discussed in the course and write evaluations of the teaching and learning strategies that they see in practice. Students will use what they have learned in this course to write an extended critique of a second language learning curriculum, identifying where it follows and/or deviates from research-supported principles and practices of second language acquisition and teaching methods.

**EDTS 511 TESOL Listening & Conversation Methods (3):** This course will survey key issues and skills associated with teaching speakers of other languages to listen to and converse in English. It will survey the empirical literature describing the challenges ESL/ELL students face listening to and speaking English. Students will observe ESL listening and conversation classes and write evaluations of the teaching and learning strategies they see in practice. Students will generate a portfolio of listening and conversation lesson plans together with accompanying materials that they can use in their future classroom practice.

**EDTS 521 TESOL Reading & Writing Methods (3):** This course will survey key issues and skills associated with teaching reading and writing to speakers of other languages. It will survey the empirical literature describing the challenges ESL/ELL students face learning to read and write in English, research-based methods of instruction, and the key reading and writing skills students must master for academic success. Students will observe ESL reading and writing courses and write evaluations of the teaching and learning strategies they see in practice. Students will generate a portfolio of reading and writing plans and materials that they can use in their future classroom practice.

**EDTS 531 TESOL Grammar Methods (3):** This course will survey key issues and skills associated with teaching English grammar to speakers of other languages. It will survey the conventions of English grammar, contrasting deductive and inductive approaches to presenting these. Students will observe ESL grammar classes and write evaluations of the teaching and learning strategies they see in practice. Students will generate a portfolio of grammar lesson plans and materials that they can use in their future classroom practice.

**EDTS 541 TESOL Vocabulary & Idioms Methods (3):** This course will survey key issues and skills associated with teaching English vocabulary and idioms to speakers of other languages. It will survey key research on vocabulary and idioms learning and instruction. Students will generate a portfolio of vocabulary and idioms lesson plans and materials that they can use in their future classroom practice.

**EDTS 591 TESOL Practicum (9):** This course will provide students with opportunities for applied practice in the field of TESOL/ESL instruction. Students will teach ESL/ESL courses to second language learners, using standards-based lesson plans and assessment strategies, and keep a detailed portfolio of the lesson plans and assessment data they use to measure their effectiveness and student learning. They will write teaching reflections on every lesson they teach, describing student the lesson, student response, and areas of strength and weakness in their practice

## Resources and Continuation

The Resources and Continuation Courses are under the direction of the Dean's Office.

**SECE 905 University Resources (1):** Students must register for this course in order to have access to university resources, such as the library, during quarters in which the student is not enrolled in courses.

*Prerequisite: Consent of instructor or department*

**SECE 910 Dissertation/Capstone Continuation (1):** In order to maintain an active registration status, students who have registered for all 12 units of dissertation/capstone credit and are still in the process of completion must register for one Continuation unit for each quarter needed to reach completion. In order to register for this course, students are required to have a Continuing Registration Contract on file with the School of Education. Does not apply toward degree minimum credits



# The HMS Richards Divinity School

## Division of Graduate Studies

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### Administration

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#### H.M.S. Richards Divinity School Faculty

**Friedbert Ninow, Dean** (2015)  
PhD Andrews University 2000

**Warren C. Trenchard, Director of Graduate Programs** (1995)  
PhD University of Chicago 1981

#### Divinity School Staff

**Kimberly Hall, Administrative Assistant** (2011)  
MBA La Sierra University 2010

### Affiliated Centers

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#### Center for Near Eastern Archaeology

**Douglas R. Clark, Director**  
PhD Vanderbilt University 1984

#### Ana and Fernando Stahl Center for World Service

**Director TBA**

#### HMS Richards Library

**Director TBA**

### Department of Pastoral Studies

#### (Practical Theology, Church & Ministry, and Mission & Evangelism)

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#### Divinity School Faculty

**Maury D. Jackson, Chair**  
Associate Professor of Pastoral Studies (2009)  
DMin Claremont School of Theology 2007  
Practical theology, ethics, philosophy

**Marlene Ferreras**  
Associate Professor of Practical Theology (2017)  
PhD Claremont School of Theology 2019  
Practical theology, pastoral counseling

#### Collaborating Faculty

**John C. Brunt**  
PhD Emory University 1978  
Pastoral ministry

**Timothy Gillespie**  
DMin George Fox Evangelical Seminary (2013)  
Innovation in Ministry

**Calvin Thomsen**  
Adjunct Professor of Pastoral Studies  
PhD Loma Linda University 2008;  
DMin Fuller Theological Seminary 1985  
Pastoral counseling, church administration

## Department of Biblical Studies (Bible, Languages, Archaeology)

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### Divinity School Faculty

**Kent V. Bramlett, Chair**

Associate Professor of Archaeology & History of Antiquity (2010)  
PhD University of Toronto 2009  
Biblical languages, Near Eastern archaeology, history of antiquity

**Lawrence T. Geraty**

Professor of Archaeology and Old Testament Studies (1993)  
PhD Harvard University 1972  
Old Testament studies, archaeology

**Kendra Haloviak Valentine**

Professor of New Testament Studies (2001)  
PhD Graduate Theological Union 2002  
New Testament studies, Biblical languages

**John R. Jones**

Associate Professor of New Testament Studies & World Religions (1990)  
PhD Vanderbilt University 1982  
Biblical languages; New Testament background, interpretation, and theology

**Wonil Kim**

Associate Professor of Old Testament Studies (1994)  
PhD Claremont Graduate University 1996  
Exegesis, theology, and hermeneutics of the Old Testament

**Friedbert Ninow**

Professor of Archaeology  
PhD Andrews University 2000  
Old Testament studies, archaeology

**Warren C. Trenchard**

Professor of New Testament & Early Christian Literature (1995)  
PhD University of Chicago 1981  
Biblical languages, NT background and interpretation, early Christian literature

### Collaborating Faculty

**Douglas R. Clark**

PhD Vanderbilt University 1984  
Archaeology, biblical studies

**Bernard A. Taylor**

PhD Hebrew Union College 1989  
Greek, Hebrew, Latin

## Department of Theological Studies

### (Theology, History, Philosophy, Ethics)

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### Divinity School faculty

**John W. Webster, Chair**

Professor of Theology and History of Christianity (1999)  
PhD Princeton Theological Seminary 1995  
Systematic theology, history of Christianity, philosophy, ethics

### Collaborating faculty

**Gary Chartier**

Associate Dean, School of Business  
Professor of Law and Business Ethics (2001)  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991  
Theology and ethics

**David Larson**

PhD Claremont Graduate University 1982  
DMin Claremont School of Theology 1973  
Ethics

**Theodore Levtarov**

PhD Andrews University 2011  
Adventist history

**Katherine Koh**

PhD University of California, Riverside 2016  
Christian history, Adventist history

**Richard Rice**

PhD University of Chicago 1974  
Systematic and philosophical theology

# Department of General Religious Studies (Research, Religion)

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## Divinity School faculty

### John R. Jones, Chair

Associate Professor of New Testament Studies and World Religions (1990)

PhD Vanderbilt University 1982

World religions, phenomenology of religion

### Igor Kokhan

Lecturer in Religious Studies (2014)

MA La Sierra University 2004

MA University of the West 2009

MA La Sierra University 2009

PhD (ABD) University of the West

Religious studies, Asian religions, New Testament background and exegesis, Seventh-day Adventist studies

## Panel of Teaching Pastors

### Maury Jackson, Chair, Panel of Teaching Pastors

DMin (Claremont School of Theology)

Associate Professor of Pastoral Studies

### Vic Louis Arreola III

DMin (La Salle)

DDiv (Evangelical Theological Seminary)

Director of Asian/ Pacific Ministries of Pacific Union Conference

### Larry Becker

DMin (Andrews)

Pastor at Valley Church

### Danny Chan

MDiv (Andrews)

Pastor at Eagle Rock Church

### Jon Ciccarelli

MA (Azusa Pacific)

Pastor at Calimesa Church

### Ken Curtis

DMin (Claremont)

Spiritual Formation at Calimesa Church

### Lewis Gray

MA (Andrews)

Senior Pastor West Covina Hills Church

### Harold Guizar

DMin (Andrews)

Pastor at Oceanside Spanish Church

### Caleb Jara

DMin (cand. Andrews)

Pastor at Anaheim Spanish Church

### Devo Kritzinger

MA (La Sierra)

Pastor for Young Adults & Media at La Sierra University Church

### Todd Leonard

MDiv (Andrews)

Pastor at Glendale City Church

### Chris Oberg

MA (La Sierra)

Senior Pastor at La Sierra University Church

### Hector Ramal

DMin (Andrews)

Pastor at Inland Spanish Church

### Gary Taber

MDiv (Andrews)

Pastor at Corona Church

## General Information

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### Mission

The La Sierra University HMS Richards Divinity School, a theological school within the system of Seventh-day Adventist higher education, seeks to integrate believing, thinking, and acting through teaching, scholarship, dialogue, and service, preparing Christian leaders for effective ministries in the church, academy, and world in which we live.

### Vision

We see ourselves as an open community of learning and service, conviction and hospitality, solidarity and diversity, where faith seeks both understanding and transformation.

Our vision is to be attentive to the calling of Jesus Christ to present truth,\* while not forgetting how God has led us in our past history,\* and ever listening and reaching out through the empowering of the Spirit to a changing church and world.

We seek to form leaders who will be both effective and winsome spokespersons for the gospel, and capable of courageously standing for the right though the heavens fall.\* We seek collaborations with congregations and partner institutions where conversations can deepen our service in God's cause in the world.

[\*Allusions to E.G. White, *Maranatha* 219; *Life Sketches* 196; *Education* 57]

## General Learning Goals for all degrees in the Divinity School

- I. The Divinity School intends that students learn how to acquire knowledge.
  - **Students acquire relevant information.**
- II. The Divinity School intends that students learn what it means to understand.
  - **Students demonstrate adequate understanding.**
- III. The Divinity School intends that students learn how to evaluate information and arrive at appropriate judgments.
  - **Students demonstrate critical reasoning.**
- IV. The Divinity School intends that students learn how to make responsible decisions and conform their actions to them.
  - **Students act responsibly.**

## Division of Undergraduate Studies

Please see the Undergraduate Academic Bulletin

## Purpose of Graduate Programs

Graduate programs in religion and theology underscore the university's recognition of these fields as scholarly disciplines. They provide the proper context for continuing research and writing endeavors by competent students who are interested in furthering their education and in contributing to the discipline of religious studies or who wish to develop skills for the professional practice of Christian ministry.

## Admission requirements

Admission requirements for all graduate degree programs at La Sierra University are stated in the Graduate Admission Information section of this bulletin. Such requirements apply to graduate programs in the Divinity School unless otherwise stated in the admission requirements listed under the various programs below.

## Financial information

Financial information is in the section so labeled at the beginning of this bulletin. For verification of rate, please contact the Divinity School Office.

## Division of Graduate Studies

For information about requirements and practices to which all graduate students are subject, the student should consult the Academic Policies and Procedures section of this bulletin.

## Structure of the Programs

Students should take careful note of the disciplinary structure of graduate programs in the Divinity School. There are a total of nine disciplinary foci: (A) methodology; (B) biblical languages; (C) biblical studies; (D) ethics, religion and society; (E) Christian theology; (F) history of Christianity; (G) Adventist studies; (H) phenomenology of religion, and world religions; and (I) practical theology, pastoral studies, and mission. In each of these disciplinary areas there are three different kinds, tiers (or levels) of courses: foundational (or survey) courses; required core courses; and advanced elective courses. Foundational courses are only to be taken by students who have not completed a comparable course(s) on the undergraduate level, or otherwise do not have adequate or sufficiently relevant background. Required core courses are to be taken by students only after they have completed the related foundational course (if applicable). Advanced, often specialized, courses are always electives and should ideally be taken after completing the relevant required core course (but in any event can only be taken after completing any relevant foundational course).

The foundational courses are listed below on the left, and the required core courses are listed in the right column, for each of the nine disciplinary areas:

	Foundational Courses	Required Core Courses
(A) Method		RELG 510 Research & Writing**
(B) Languages	RELL 504 Tools: Hebrew*  RELL 505 Tools: Greek*	
(C) Bible	RELB 501 OT & Its Communities  RELB 502 NT & Its Communities	RELB 511 Interpreting OT Texts  RELB 512 Interpreting NT Texts
(D) Ethics	RELE 504 Christianity & Culture	RELE 514 Christian Social Ethics
(E) Theology	RELT 504 Principles of Theology	RELT 514 Systematic Theology
(F) History	RELH 504 Survey History/Church	RELH 514 Studies in History of Christianity
(G) SDA	RELH 506 SDA History	RELT 516 SDA Theology
(H) Religion	RELG 501 The Study of Religion	RELG 511 The Religions of the World
(I) Ministry	RELP 504 Call & Identity of the Pastor	RELP 514 Practical Theology

\*Note: Foundational courses above with an \* are not required in the CMin program.

\*\*Note: Students must take RELG 510 at the beginning of their program, at its first availability.

**Additional Notes:**

1. Other REL\_ 50\_ courses are basic ‘foundational level’ electives.
2. Other REL\_ 51\_ and above courses, are advanced or specialized electives.
3. Courses numbered 500 to 589 are classroom courses; 590-599 are projects, practicums & fieldwork; and 600-699 consist of the following types of courses: seminars (600-669); reading tutorials (670s); special topics (695); together with, thesis (698); and directed study (699).
4. The MDiv program, in addition to the above, requires all students to complete a Project course (RELP 591 or 592 or 593), and RELP 595 Fieldwork in Pastoral Ministry.
5. The MA: Religion program, as a focused degree, only includes the required core courses in selected areas.

## Categories of Graduate Degree Programs in Religion and Theology

The graduate programs offered by the Divinity School fall into the categories of graduate professional and graduate academic. The former classification refers to programs that serve mainly to prepare students for the professional practice of Christian ministry. Professional masters degrees provide the basis for professional doctoral studies (as well as academic doctoral studies in certain fields). The latter classification refers to programs that serve mainly to engage students in advanced academic studies in the field of religion beyond the baccalaureate level. Academic masters degrees provide a step towards specialized doctoral study in the academic discipline for those who wish to pursue it.

## Graduate Professional Programs in Ministry and Leadership

### Master of Divinity (MDiv)

The MDiv degree program is designed to prepare persons for ordained ministry and for general pastoral and religious leadership in congregations and other settings. The MDiv degree is the recognized basic credential for such vocations. The program offers a structured opportunity for students to develop a thorough, discriminating understanding and personal appropriation of the heritage of the community of faith, its Scripture, traditions, doctrines, and practices in both its historical and contemporary expressions. It intends to assist students in understanding the cultural realities and social settings within which religious communities live and carry out their missions. The program incorporates the insights of cognate disciplines, such as the social sciences, the natural sciences, philosophy, and the arts. It will enable students to obtain a knowledge and appreciation of cross-cultural and global contexts of the religious tradition and practice. MDiv students will also have opportunities to develop the personal qualities that are essential for the successful practice of ministry. Although the program is especially oriented to help provide for the pastoral education needs of the Seventh-day Adventist Church in the region of the Pacific Union Conference—California, Arizona, Hawaii, Nevada, and Utah—it is also prepared to serve the needs of Adventists elsewhere as well as those of other faith traditions.

## MDiv Program Student Learning Outcomes

### Students who complete the MDiv degree program will:

- I. Exhibit an introductory graduate-level understanding of the content and major themes of Christian doctrine, church history, pastoral ethics, and theological reflection in the practice of ministry.
- II. Demonstrate an ability to read scriptural texts critically and apply understanding in areas of spiritual growth appropriate for ministry and pastoral leadership.
- III. Demonstrate sufficient ability to conduct solid research with a goal of properly applying the Bible to modern life.
- IV. Affirm one's identity and calling to ministry and explore the assumptions and hermeneutics needed to engage the text in their own lives, their communities and the larger world.
- V. Examine the Seventh-day Adventist religious tradition in relation to Scripture, theology, methods of liturgy, worship elements and congregational structures in light of a diversity of praxis.
- VI. Integrate competence in the disciplines and skills of ministry in effectively communicating and sharing the Gospel through relevant, contextual Christian ministry.

The program is specifically intended to serve, but is not necessarily limited to, the following:

1. Ministers employed by Seventh-day Adventist conferences who want to increase their effectiveness by completing the requisite professional education for the pastorate.
2. College graduates who seek professional preparation for ministry.
3. Specialized church employees, such as religious educators, high school teachers, youth and children's pastors, family pastors, and counselors, who desire a professional ministerial degree program with a concentration in their area of specialty.
4. Persons engaged in occupations other than ministry who believe they are called to pastoral ministry and therefore want to obtain the appropriate educational preparation.
5. Persons who wish to prepare for more advanced professional lay ministry in a local church.
6. Adequately prepared international students.
7. Pastors and other persons who are not Seventh-day Adventists.

## Admission Requirements

1. For regular admission, applicants must hold a four-year baccalaureate degree or equivalent with a cumulative grade point average (GPA) of 2.50 or better (on a 4-point scale) from a regionally or nationally accredited college or university. The Divinity School will consider for provisional admission a limited number of applicants to the program who do not meet all of these requirements. In such cases, the school may require admitted students to complete undergraduate or graduate courses in addition to the regular requirements. This provisional status is not available for F-1 visa students.
2. International applicants must meet the requirements of the university for English-language competence to enroll in full college level coursework.
3. Students may normally transfer up to 58 units from an accredited graduate or graduate professional program in another university or seminary.

## Course Requirements

On a discipline-by-discipline basis, students who have completed a comparable undergraduate course in the discipline of at least 4 quarter units or equivalent with a grade of B or better will not be required to take the foundational courses listed below in italics. Such students will take an elective course in the discipline in addition to the required core course and other required courses.

### A. Research and Writing 4

RELG 510    *Research and Writing in Religion*    (4)

### B. Biblical Languages 0-8<sup>1</sup>

RELL 504    *Linguistic Tools for Pastoral Ministry: Hebrew*    (4)

RELL 505    *Linguistic Tools for Pastoral Ministry: Greek*    (4)

### C. Biblical Studies 16

RELB 501    *The Old Testament & Its Communities*    (4)

RELB 511    *Interpreting OT Texts*    (4)

RELB 502    *The New Testament & Its Communities*    (4)

RELB 512    *Interpreting NT Texts*    (4)

### D. Christian Ethics 8

RELE 504    *Christianity and Culture*    (4)

RELE 514    *Christian Social Ethics*    (4)

### E. Christian Theology 8

RELT 504    *Principles of Christian Theology*    (4)

RELT 514    *Systematic Theology*    (4)

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1. Students who have completed an undergraduate course in Biblical Hebrew of at least 3 quarter units or equivalent with a grade of B or better are not required to take RELL 504. Those who have completed at least 6 undergraduate quarter units or equivalent in Beginning New Testament Greek with an average grade of B or better are not required to take RELL 505. Students with such preparation will take

**F. History of Christianity 8**

RELH 504	<i>A Survey History of Christianity</i>	(4)
RELH 514	Studies in the History of Christianity	(4)

**G. Seventh-day Adventist Studies 8<sup>2</sup>**

RELH 506	<i>History of Seventh-day Adventism</i>	(4)
RELT 516	Seventh-day Adventist Theology	(4)

**H. World Religions 0-4<sup>3</sup>**

RELG 501	The Study of Religion: Theory & Practice	(4)
RELG 511	The Religions of the World	(4)

**I. Pastoral Studies 44**

**Foundational Courses:** one of the following (4 units):

REL P 504	The Calling and Spiritual Identity of the Pastor	(4)
REL P 506	Congregational Life & Leadership	(4)
REL P 507	The Nature of the Church & Its Ministries	(4)
REL P 508	Mission & Strategic Planning in Ministry	(4)

**Praxis (Core):** one of the following (4 units):

REL P 514	Practical Theology	(4)
REL P 518	Pastoral Ethics	(4)
REL P 539	Pastoral Theology	(4)

**Liturgics:** one of the following (4 units):

REL P 517	Religion & the Arts: Theomusicology	(4)
REL P 549	The Theology and Practice of Christian Worship	(4)
REL P 606	Seminar in Worship	(4)

**Homiletics:** one of the following (4 units):

REL P 528	Preaching from Old Testament Texts	(4)
REL P 529	Preaching from New Testament Texts	(4)
REL P 577	The Theology & Practice of Preaching	(4)
REL P 578	Contextual Homiletics	(4)

**Poimenics:** one of the following (4 units):

REL P 527	Crisis Counseling & Intervention	(4)
REL P 536	Principles of Pastoral Counseling	(4)
REL P 556	Conflict Resolution in the Local Church	(4)
REL P 567	Counseling Youth & Young Adults	(4)

**Catechetics:** one of the following (4 units):

REL P 545	Fostering Faith Across the Life Cycle	(4)
REL P 554	Small Group Ministry	(4)
REL P 569	Models of Religious Education	(4)
REL P 589	Christian Spiritual Resources	(4)

one or two elective courses instead.

2. Students whose faith tradition differs from that of the Seventh-day Adventist Church may substitute up to 8 units of courses from their own tradition with the approval of the director of graduate studies.

3. Students without an undergraduate degree in religious studies will take RELG 501. Those who have an undergraduate degree in religious studies but have not taken an undergraduate or graduate course in world religions will take RELG 511. Others will take a 4-unit general elective..

**Project:** one of the following (4 units):

REL P 591	Congregational Ministry Practice and Project	(4)
REL P 592	Social Justice Practice & Project	(4)
REL P 593	Creative Ministry Practice & Project	(4)

**Fieldwork:** (4 units):

REL P 594	Fieldwork in Pastoral Ministry	(4)
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The remaining units required must be selected from RELP/M courses (see course listing).

**J. Electives 8-20**

**Total 116**

Other Notes, Requirements and Regulations

1. The director of graduate programs for the Divinity School will assign students advisors appropriate to their programs.
2. Full-time students will normally enroll in 3 courses (12 units) per quarter with a maximum of 13 units in any quarter in which they are enrolled in field work.
3. Students must maintain a grade point average of 3.00 or better, with no individual course grade lower than C counting for credit.
4. As a general, professional theological degree, the MDiv does not typically provide for majors, minors, or concentrations. However, students may choose to informally cluster their elective courses in any of the disciplines that comprise the program.
5. With the permission of the director of graduate programs, students may also take graduate courses throughout the University to meet the elective requirements of the MDiv program.

6. Summative Concluding Project: All MDiv students will be required to complete a “portfolio,” before graduation, for the purpose of summative evaluation. The portfolio will include papers and other completed tasks from the beginning of the program to the end, including each course taken; the student’s personal reflections on their individual journeys in their quest for theological understanding and faith maturation; explicit efforts at “integration” and overcoming the “fragmentation” of theologiae (Edward Farly’s term); documentation of extra-curricular, creative, or otherwise distinctive efforts at theological learning and practical doing (e.g. blogging, video productions, articles, published, projects undertaken, sermons, mission trips, study tours, conferences attended, pastoral skills mastered, etc.). The summative portfolio must be signed by the student’s advisor and handed in to the Dean’s Office not later than the middle of the Spring Quarter of the year the student plans on graduating
7. Opportunity for inter-institutional enrichment of the program: students could transfer half of their program requirements from other appropriate and accredited institutions on a course-by-course basis.

## MDiv/MBA

The Divinity School and the Zapara School of Business provide students with the opportunity to pursue both the Master of Divinity (MDiv) and the Master of Business Administration (MBA) degree programs simultaneously. This provision is designed especially for persons interested in congregational leadership, church administration, church planting, and the use of entrepreneurial skills to enhance congregational and community life.

Twelve units completed in the Divinity School by a student jointly enrolled in these programs will be used to fulfill requirements for the MBA, and twelve units completed in the School of Business by such a student will be used to fulfill requirements for the MDiv. This results in a total reduction of twenty-four units in the combined MDiv and MBA programs.

A student who wishes to pursue these degree programs simultaneously must be accepted into both the MDiv and the MBA programs. For further information, please contact the Divinity School dean’s office or the School of Business dean’s office.

Student learning outcomes (SLOs) for the MDiv degree apply to this degree program.

## Graduate Certificate in Ministry (CMin)

The Graduate CMin program is a 36-unit foundational professional curriculum designed to introduce students to the study of the various traditional disciplines comprising theological studies, and acquaint them with an aspect of ministry. The program is not a federal aid eligible program.

More specifically, the program provides:

1. Training for suitably qualified lay persons who believe they are called to lead out in an aspect of ministry in their local congregations.
2. Introduction to graduate-level study for those tentatively considering a career in pastoral ministry. Such students might have some practical experience in working in a congregation, but might not have the necessary undergraduate qualifications.
3. Basic foundational study, at a graduate level, of the traditional theological disciplines for personal or continuing education purposes.

## Admission Requirements

1. For regular admission, applicants must hold a four-year baccalaureate degree or equivalent with a cumulative grade point average (GPA) of 2.50 or better (on a 4-point scale) from a regionally or nationally accredited college or university. The Divinity School will consider for provisional admission applicants who do not meet all of these requirements. This provisional status is not available for F-1 visa students.
2. International applicants must meet the requirements of the university for English-language competence to enroll in full college level coursework.
3. Students may request transfer of up to 18 units from another approved program.

## Course Requirements

### A. Research and Writing 0

### B. Biblical Languages 0

### C. Biblical Studies 8

RELB 501	The Old Testament & Its Communities	(4)
RELB 502	The New Testament & Its Communities	(4)

### D. Christian Ethics 4

RELE 504	Christianity and Culture	(4)
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### E. Christian Theology 4

RELT 504	Principles of Christian Theology	(4)
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#### F. History of Christianity 4

RELH 504 A Survey History of Christianity (4)

#### G. Seventh-day Adventist Studies 4<sup>4</sup>

RELH 506 History of Seventh-day Adventism (4)

OR<sup>5</sup>

RELT 516 Seventh-day Adventist Theology (4)

OR

RELH 586 The Life & Thought of Ellen White (4)

#### H. World Religions 0

#### I. Pastoral Studies 12

- Selected from RELP or RELM courses.

#### Total 36

#### Other Requirements and Regulations

1. The director of graduate programs for the Divinity School will assign students their advisors.
2. Full-time students will enroll in a maximum of 3 courses (12 units) per quarter.
3. Students must maintain a grade point average of 2.50 or better, with no individual course grade lower than C-counting for credit.
4. *Electives:* Students must choose electives from among the graduate courses offered by the Divinity School specific to the program area in question. With the permission of the director of professional graduate programs, they may fulfill such electives by transfer credits from other accredited programs. For the 12 units in Section I (Pastoral Studies), students may choose to select a “focus” area: e.g. Youth Ministry (RELP 515, RELM 514, RELP 567); Family Ministry (RELP 565, RELP 545, RELP 564); Worship Planning (RELP 549, RELP 517; RELP 606), etc. Students electing to do a “focus” must work out a “Focus Contract” with their advisor, specifying all courses that will go towards making up the focus, before commencing with this part of their program. Guideline sheets with sample curriculums are available for common areas.

4. Students whose faith tradition differs from that of the Seventh-day Adventist Church may substitute 4 units of coursework from their own tradition with the approval of the director of professional graduate studies.

5. *Accreditation and transferability* of course work: The CMin graduate certificate program is accredited by the Commission on Institutions of Higher Education of the Western Association of Colleges and Schools (WASC). However, it is not a degree program. The transfer of course work will be determined by the receiving institution. Recipients of the CMin who wish to later apply to the Divinity School at La Sierra University for acceptance into the MTS or MDiv degree program, may request consideration for advanced standing, or upgrading by replacement. Students who later wish to transfer to another graduate theological school accredited by the Association of Theological Schools (ATS) would have to meet the entrance requirements of that institution, which would determine the amount of credit to grant for work done in this program.

## Graduate Academic Programs in Religion

The Divinity School offers two graduate academic degree programs: the Master of Arts (MA) program and the Master of Theological Studies (MTS) program.

Students in the MA program will select from the following two majors:

#### Master of Arts: Religion

#### Master of Arts: Near Eastern Archaeology

#### Student Learning Outcomes for the MA Programs

##### Students who complete the MA degree programs will:

- I. Evaluate the primary literature, critical methodologies, and secondary literature of their chosen field of study.
- II. Competently illustrate the influences of other disciplines on their chosen field of study.
- III. Communicate coherently in professionally competent written form (following a standard style guide) and in effective oral form on matters related to their chosen field of study.
- IV. Complete and pass a comprehensive examination in their chosen field of study and, if a thesis is selected as part of the degree program, defend a thesis that documents proficiency in all the desired outcomes listed above.

## Master of Arts (MA)

The Master of Arts (MA) degree program is a focused graduate academic program designed to provide students with the opportunity to engage in advanced study and research in a specific academic discipline within the Divinity School. Persons admitted with prior extensive undergraduate studies in their chosen field of study may complete the program in one year (four quarters) of full-time study in addition to the comprehensive examination and optional thesis. Those without such an undergraduate background will require two years of full-time study. The MA program constitutes a first research degree that is suitable as a foundation for later doctoral study.

Among the various reasons students may pursue this program are:

1. To acquire a general understanding of their chosen field for further graduate study or for general educational purposes.
2. To provide a basic foundation for doctoral work in their chosen field of study.
3. To explore advanced personal interests in their chosen field of study.

## Admission Requirements

1. For regular admission, applicants must hold a four-year baccalaureate degree or equivalent with a cumulative grade point average (GPA) of 3.00 or better (on a 4-point scale) from a regionally or nationally accredited college or university.
2. Applicants who meet the GPA requirements stated above may be admitted to regular admission or may receive provisional admission while completing 12 units of courses in the program with grades of B or better. In addition, the Divinity School retains the right to require Graduate Record Examination (GRE) scores from any applicant in advance of admission. Provisional status is not available for F-1 visa students.
3. International applicants must meet the requirements of the university for English-language competence to enroll in full college level coursework. The Divinity School will consider waiving this requirement for international applicants who have demonstrated success in graduate courses or programs offered in English at other universities.
4. Students must have adequate undergraduate or graduate preparation in their chosen field of study. Without such preparation, students must complete a set of foundational courses (up to 24 units—see below) before taking the regular courses of the program (courses numbered 510 or above).
5. Students may normally transfer up to 24 {36} units from an approved graduate program in another university.

## Course Requirements

### Master of Arts: Religion

Numbers in {} brackets are the minimum number of units required for students WITHOUT extensive undergraduate or relevant graduate background in the specific area in question.

#### Research and Writing 4 {4}

RELG 510 Research & Writing in Religion (4)

#### Primary emphasis in religious studies 24-28 {24-28}

- Courses must be numbered 510 or above and, ideally, these include a reading tutorial and at least one seminar.

#### Secondary emphasis in religious studies 8-16 {8-16}

- Courses must be numbered 510 or above.

#### Thesis 0-8 {0-8}

REL\_ 698 Thesis in primary emphasis area (0-8)

#### Electives 0-4 {0-4}

- Must be Divinity School courses numbered 510 or above other than those with prefixes RELM or RELP.

#### Foundational courses 0 {24}

RELB 501	The Old Testament & Its Communities	{4}
RELB 502	The New Testament & Its Communities	{4}
RELE 504	Christianity and Culture	{4}
RELT 504	Principles of Christian Theology	{4}
RELH 504	A Survey History of Christianity	{4}
RELH 506	History of Seventh-day Adventism	{4}

#### Total 48 {72}

Students in the MA: religion program will select a primary emphasis and a secondary emphasis from the standard academic disciplines in religious studies (e.g., biblical studies, Christian ethics, systematic theology, comparative religions, history of Christianity); subcategories of these disciplines (e.g., Old or New Testament studies, Seventh-day Adventist studies); or interdisciplinary studies (e.g., religious studies and literature, science, and religion). Students may create an individualized program of study by proposing their own appropriately academic primary and secondary emphases with the approval of their committee chair and the director of graduate programs. PLEASE NOTE: Professional courses (i.e., those with the prefixes RELM and RELP) may not be used towards an MA: religion degree, except that RELP 514 Practical Theology (4) might be applied to a primary or secondary emphasis in the academic discipline of 'Practical Theology.'

## Master of Arts: Near Eastern Archaeology

### Research and Writing 4

RELG 510 Research & Writing in Religion (4)

### Near Eastern Archaeology 32

ARCH 548 Archaeology Methods and Theory (4)

ARCH 594 Fieldwork in Middle Eastern Archaeology (4-8)

- Other ARCH courses (20-24):
  - Must be numbered 510 or above.
  - Ideally, these should include a reading tutorial and at least one seminar.

### Thesis 4-8

ARCH 698 Thesis in Archaeological Studies (4-8)

### Electives 4-8

- Must be Divinity School courses numbered 510 or above other than those with prefixes RELM or RELP.

### Total 48

### Other Requirements and Regulations for the MA: Religion and the MA: Near Eastern Archaeology

1. The director of graduate programs, in consultation with the student, will appoint an advisement, thesis, and examination committee near the beginning of the program.
2. Students must pass a written comprehensive examination in their chosen field of study prepared by the examination-thesis committee in consultation with the students.
3. At the discretion of the examination-thesis committee, students may be required to pass a reading proficiency examination in a language other than English, if a level of competence is integral to their chosen field of study.
4. Full-time students will enroll in an average of 12 units of courses per quarter for four quarters, during which they will independently prepare for the comprehensive examination and, if required, the language proficiency examination.
5. Students must maintain a grade point average of 3.00 or better, with no grade lower than B-.
6. Students may be required to complete prerequisite courses at the 50\_ level before they are admitted to advanced classes. These prerequisites will not count towards the 48 units required in the program.

Currently students who graduate from La Sierra University with a BA in Archaeology will be ineligible for the MA (Near Eastern Archaeology) at La Sierra University.

## Master of Theological Studies (MTS)

The MTS degree program is a broad graduate academic program oriented toward general theological studies, normally requiring two years of academic full-time study. Persons admitted with some advanced theological study or with prior extensive undergraduate studies in religion and/or other appropriate foundational areas may complete the program with one year of full-time course work, in addition to the summative concluding project.

Among the various reasons students may pursue this program are:

1. To acquire the knowledge and competence for teaching religious studies (e.g. "Bible" at the secondary level).
2. To provide upgrading, refreshing or retooling for experienced pastors who do not have a graduate theological degree, but have an adequate religion/theology background.
3. To provide a broad general study of the various theological disciplines (for those either with or without a religion/theology background), that can be applicable to further study in either professional or academic tracks.
4. To provide a basic foundation for doctoral work in theology or religious studies.
5. To explore broad personal interests in theology.

## MTS Program Student Learning Outcomes

### Students completing the MTS degree program will:

- I. Demonstrate an introductory graduate level knowledge and understanding of the Bible's content, structure, message, and interpretation in relation to its literary, theological, historical, cultural, and canonical backgrounds.
- II. Determine competence in biblical research and in using appropriate and relevant sources with a goal to applying biblical principles to modern life.
- III. Synthesize and assess the major events, persons, and literature in the history of Christianity including the development of Seventh-day Adventists within the wider Christian traditions.
- IV. Articulate classic categories or issues in Seventh-day Adventist or in Christian theology in contrast to other major Christian and non-Christian traditions.
- V. Evaluate and affirm spiritual growth as to one's calling, ministry giftedness, strengths and personal growth.
- VI. Interpret and apply theological and/or biblical understanding in a coherent, integrative essay in an area of study.

## Admission requirements

1. For regular admission, applicants must hold a four-year baccalaureate degree or equivalent with a cumulative grade point average (GPA) of 2.50 or better (on a 4-point scale) from a regionally or nationally accredited college or university. The Divinity School will consider for provisional admission a limited number of applicants who do not meet all of these requirements. In such cases, the school may require admitted students to complete additional undergraduate or graduate courses over and above the regular requirements. This provisional status is not available for F-1 visa students.
2. Applicants who meet the GPA requirements stated above may receive regular admission or by completing 12 units of courses in the program as a provisional student with grades of B or better. However, the school retains the right to require GRE scores from any applicant in advance of admission.
3. International applicants must meet the requirements of the university for English-language competence to enroll in full college level coursework.
4. Students may normally transfer up to half the number of required units from an approved graduate or graduate professional program in another university or seminary.

## Course Requirements:

Numbers in {} brackets are the minimum number of units required for students with extensive undergraduate or relevant graduate background in the specific area in question. On a discipline-by-discipline basis, students with such preparation, i.e., who have completed a comparable undergraduate course in the discipline of at least 4 quarter units or equivalent with a grade of B or better, will not be required to take the foundational courses listed below in italics.

### A. Research and Writing 4 {4}

RELG 510 Research & Writing in Religion (4)

### B. Biblical Languages 8 {0}<sup>6</sup>

RELL 504 Linguistic Tools: Hebrew (4)

RELL 505 Linguistic Tools: Greek (4)

### C. Biblical Studies 16 {8}

RELB 501 *The Old Testament & Its Communities* (4)

RELB 511 Interpreting OT Texts (4)

RELB 502 *The New Testament & Its Communities* (4)

RELB 512 Interpreting NT Texts (4)

### D. Christian Ethics 8 {4}

RELE 504 *Christianity and Culture* (4)

RELE 514 Christian Social Ethics (4)

6. Students who have completed an undergraduate course in Biblical Hebrew of at least 3 quarter units or equivalent with a grade of B or better are not required to take RELL 504. Those who have completed at least 6 undergraduate quarter units

### E. Christian Theology 8 {4}

RELT 504 *Principles of Christian Theology* (4)

RELT 514 Systematic Theology (4)

### F. History of Christianity 8 {4}

RELH 504 *A Survey History of Christianity* (4)

RELH 514 Studies in the History of Christianity (4)

### G. Seventh-day Adventist Studies 8 {4}<sup>7</sup>

RELH 506 *History of Seventh-day Adventism* (4)

RELH 516 Seventh-day Adventist Theology (4)

### H. World Religions 4 {0}<sup>8</sup>

RELG 501 *The Study of Religion: Theory & Practice* (4)

RELG 511 The Religions of the World (4)

### I. Practical Theology 8 {4}

**Foundational Studies:** one of the following (4 units):

RELP 504 *The Calling and Spiritual Identity of the Pastor* (4)

RELP 506 *Congregational Life & Leadership* (4)

RELP 507 *The Nature of the Church & Its Ministries* (4)

RELP 508 *Mission & Strategic Planning in Ministry* (4)

**Praxis (Core):** one of the following (4 units):

RELP 514 Practical Theology (4)

RELP 518 Pastoral Ethics (4)

RELP 539 Pastoral Theology (4)

### J. Electives 8 {16}

**Total 80 {48}**

Other requirements and regulations

1. The director of graduate programs for the Divinity School will assign students their advisors.
2. Full-time students will normally enroll in 3 courses (12 units) per quarter.
3. Students must maintain a grade point average of 3.00 or better, with no individual course grade lower than C counting for credit.

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or equivalent in Beginning New Testament Greek with an average grade of B or better are not required to take RELL 505. Students with such preparation will take one or two elective courses instead.

7. Students whose faith tradition differs from that of the Seventh-day Adventist Church may substitute up to 8 units of courses from their own tradition with the approval of the director of graduate studies.

8. Students without an undergraduate degree in religious studies will take RELG 501. Those who have an undergraduate degree in religious studies but have not taken an undergraduate or graduate course in world religions will take RELG 511. Others have no requirement in this discipline.

4. *Electives*: Students choose general program electives from among the graduate courses offered by the Divinity School that are not required for the MTS program. With the permission of the director of graduate programs, they may fulfill such electives through graduate courses offered by other schools of the University, or by transfer credits from other accredited programs.
  5. The adequacy of undergraduate preparation is determined on a field-by-field (i.e. A-I) and individual-course basis. Thus, the actual number of required units will fall in a range between the minimum of 48 and the maximum of 80. A student with a La Sierra University religious studies major and pre-seminary program (with course grades at B or better) meets all of the foundational requirement for the MTS degree.
  6. As a general, graduate theological degree, the MTS does not typically provide for majors, minors, or concentrations. However, students may choose to informally cluster their elective courses in any of the disciplines that comprise the program.
  7. With the permission of the Director of Graduate Programs, students may also take graduate courses throughout the University to meet the elective requirements of the MTS program.
  8. *Summative Integrated Essay*: The capstone integrative document of the Master of Theological Studies Program (MTS) at the HMS Richards Divinity School is the MTS Integrative Essay. The essay is used as a learning tool to assist you in integrating the various aspects of your theological education prior to graduation, as an assessment tool, as evidence of the extent to which you have achieved the goals of the degree program, and the extent to which the Divinity School has met the goals it has set out for teaching and learning in your MTS program.  
Your Integrative Reflective Essay should in some significant part reflect the goals of the program. In your essay you should be prepared to:
    - I. Engage in theological reflection, analysis, and critical thinking about a contemporary issue related to your area of interest.
    - II. Draw upon at least two areas of theological study (bible, history, theology, ethics or practical theology). You will be integrating and bringing these areas into creative and critical inter-play with one another.
    - III. Demonstrate knowledge and competency in your area of interest.
- IV. Show evidence of your understanding of the importance of social location by explaining how differing contexts impact one's understanding of the text, issue, or the topic under discussion.  
This essay should not be considered as a thesis, but rather as a piece of academic writing. While personal reflection may be relevant in situating the source of your interest in the topic or the contextual factors that shape the way you ask it, the essay is designed to be an academic exercise using the standards of argument and publicly accessible reasoning that characterize a typical research paper. While it should meet the design requirements discussed below, the essay may build on a research paper you have written or are writing for a course in your degree program.  
The length should be between 10-15 pages long, and be prepared in consultation with a faculty mentor. (You should select a faculty member to be your mentor during the last quarter of your studies in the MTS program.)
    - I. Identify a topic related to your area of interest.
    - II. Describe the topic clearly.
    - III. Understand its context (social, religious, etc.).
    - IV. Address this issue drawing on two of the foundational disciplines such as Biblical Studies, Historical Studies, Theology, Ethics, Pastoral Theology)
    - V. The issue, problem, or topic identified in the synthesis essay must necessarily be much narrower than the Area of Interest, so that you may successfully address it within the recommended 10-15 pages.
    - VI. So for example, a student interested in social justice might focus the essay on the relationship of social justice to one's Christian faith in a way that makes appropriate use of religious and theological resources.
    - VII. You may find it helpful to consult with your mentor and perhaps other faculty members as you prepare your essay.
    - VIII. You should submit your essay to your advisor by May 15 of your graduation year.

The essay is graded by your mentor on a Pass/Fail basis. If after you submit your essay to your advisor, the essay needs revisions, you must revise it and resubmit it to your mentor until they approve it by signing the essay.

A copy of your final essay signed by your advisor is due to the Dean Office by the last day of the May or the last quarter you are in residence at the Divinity School

This is a requirement for graduation for all students in the MTS program, regular or cohort, and may be integrated into the RELP 591 classwork for MTS students only.

The MTS Integrative Reflective essay and portfolio of significant artifacts must be presented to and signed by the student's advisor and the director of graduate programs, and handed in to the Dean's office for evaluation during the last quarter of study.

The summative portfolio must be signed by the student's advisor and the director of graduate programs, and handed in to the Dean's Office not later than the middle of the last quarter of the year the student plans on graduating. Students will give an oral presentation of their portfolio to the wider Divinity School student and faculty community at an appropriately designated time and place during the Spring Quarter. The Office of the Dean has further information regarding the MTS summative portfolio.

9. Students who have completed the MTS will, within 5 years of completion, be eligible for automatic admission to the MDiv program, and receive due credit for work done. Upon completion of all requirements students will be required to exchange their MTS diploma for the M.Div diploma. Any emphases, concentrations or interdisciplinary specializations earned in the MTS will transfer and be noted as such in the MDiv transcript. MTS degrees older than 5 years will be evaluated on the individual merits of the case.
10. Students who have completed the MTS may, within 5 years of completion, request admission to the MA in Religion program with advanced standing. Upon regular admission to the MA program (by having met all the normal entrance requirements), a student may petition to have up to 8 relevant units (2 courses), at the REL\_ 51\_ and above level, applied to the appropriate part of his or her MA program, thereby reducing the total number of credits required.

## COURSES

### Near Eastern Archaeology

**ARCH 532 Mediterranean World of Antiquity (4):** Examination of the birth and development of Egyptian, Phoenician, Greek, Roman, and other civilizations that formed around the Mediterranean basin during antiquity.

**ARCH 533 Archaeology of Mesopotamia (4):** Overview of the archaeology, history, religion, and literature of the peoples and cultures that inhabited ancient Mesopotamia.

**ARCH 534 Archaeology of Syria (4):** Overview of the archaeology, history, religion, and literature of the peoples and cultures that inhabited ancient Syria.

**ARCH 545 Archaeology of the Old Testament World (4):** Examination of the contributions that archaeology makes to an understanding of the historical, cultural, and political backgrounds of the Old Testament. Cross-listed with RELB 545.

**ARCH 546 Archaeology of the New Testament World (4):** Examination of the contributions that archaeology makes to an understanding of the historical, cultural, and political backgrounds of the New Testament. Cross-listed with RELB 546.

**ARCH 548 Archaeology Methods & Theory (4):** Examination of theoretical and methodological approaches to the modern study of archaeology.

**ARCH 594 Fieldwork in Middle Eastern Archaeology (1-8):** Completion of fieldwork in a specified area relating to Middle Eastern archaeology. May be repeated up to a total of 8 units.  
*Restriction: Consent of instructor.*

**ARCH 597 Seminar in Biblical Archaeology (4):** May be repeated for additional credit to a maximum of 12 units.  
*Restriction: Consent of the instructor.*

**ARCH 695 Topics in Archaeological Studies (4):** May be repeated for additional credit to a maximum of 12 units.  
*Restriction: Consent of the instructor.*

**ARCH 698 Thesis in Archaeological Studies (4-8):** May be repeated for additional credit to a maximum of 8 units.

**ARCH 699 Directed Study in Archaeology (1-6):**  
*Restriction: Consent of the instructor.*

## Biblical Studies

**RELB 501 The Old Testament & Its Communities (4):** A survey of the writings of the Old Testament in the context of the communities and faith experiences of those who produced them.

**RELB 502 The New Testament & Its Communities (4):** A survey of the writings of the New Testament in the context of the communities and faith experiences of those who produced them.

**RELB 506 From Text to Sermon: Hermeneutic Tools for Pastors (4):** An examination and application of scriptural principles for interpretation of the Bible.

**RELB 511 Interpreting OT Texts (4):** An investigation into the theory and practice of biblical exegesis, hermeneutics, and theology through the study of selected books/portions of the Hebrew bible/Old Testament.

*Prerequisite: Comparable undergraduate course, or consent of the instructor.*

**RELB 512 Interpreting NT Texts (4):** An investigation into the theory and practice of biblical exegesis, hermeneutics, and theology through the study of selected books/portions of the Christian scriptures/New Testament.

*Prerequisite: Comparable undergraduate course, or consent of the instructor.*

**RELB 515 The Synoptic Gospels (4):** An examination of the origins, contents, theology, characteristics, and interrelationships of the Gospels of Matthew, Mark, and Luke in the light of contemporary scholarship.

**RELB 519 The Gospel of John (4):** An exegetical study of the Gospel of belief, with special emphasis on Johannine Christology and the concepts of the Fatherhood of God, the Holy Spirit, life, truth, grace, and eschatology.

**RELB 521 Contemporary Issues in Old Testament Studies (4):** An exploration of current issues and research in the scholarly study of the Old Testament.

*Prerequisite: RELB 511 or comparable undergraduate course, or consent of the instructor.*

**RELB 522 Contemporary Issues in New Testament Studies (4):** An exploration of current issues and research in the scholarly study of the New Testament.

*Prerequisite: RELB 512 or comparable undergraduate course, or consent of the instructor.*

**RELB 526 The Prophetic Traditions of Israel (4):** Historical, exegetical and theological exploration of the major and minor prophets, with critical consideration of their original situations and messages and of their meanings for our time today.

**RELB 527 The Wisdom Traditions of Israel (4):** Historical, exegetical and theological exploration of the wisdom literature of the Hebrew scriptures, with critical consideration of the writers' meanings in their time and implications for ours.

**RELB 528 The Apocalyptic Traditions of Israel and Early Christianity (4):** Historical, exegetical, and theological exploration of the apocalyptic movement and writings in ancient Israel, including the Book of Daniel, through the inter-testamental and early Christian periods, including the Book of Revelation, with critical consideration of the authors' meanings in their time and implications for ours.

**RELB 545 Archaeology of the Old Testament World (4):** Examination of the contributions that archaeology makes to an understanding of the historical, cultural, and political backgrounds of the Old Testament. Cross-listed with ARCH 545.

**RELB 546 Archaeology of the New Testament World (4):** Examination of the contributions that archaeology makes to an understanding of the historical, cultural, and political backgrounds of the New Testament. Cross-listed with ARCH 546.

**RELB 558 Old Testament Theology (4):** The major theological concepts of the Old Testament, with a view to their impact on Christian life and thought.

**RELB 559 New Testament Theology (4):** An examination of the major theological themes of the teaching of Jesus as set forth in the Gospels, the Kerygma of the primitive Church, the letters of Paul, and the Johannine writings.

**RELB 564 Romans (4):** An introduction to the book, with an exegesis of its text and consideration of its major theological themes.

**RELB 568 Hebrews (4):** An introduction to the book, with an exegesis of its text and a consideration of the major theological themes presented.

**RELB 594 Fieldwork in Middle East Archaeology (1-8):**  
*Restriction: Consent of the instructor. May be repeated for additional credit to a maximum of 8 units.*

**RELB 614 Old Testament Seminar (4):** May be repeated for additional credit to a maximum of 12 units.  
*Restriction: Consent of the instructor.*

**RELB 624 New Testament Seminar (4):** May be repeated for additional credit to a maximum of 12 units.  
*Restriction: Consent of the instructor.*

**RELB 674 Reading Tutorial in Biblical Studies (4):**  
*Restriction: Consent of the instructor.*

**RELB 695 Topics in Biblical Studies (4):** May be repeated for additional credit to a maximum of 12 units.

*Restriction: Consent of the instructor.*

**RELB 698 Thesis in Biblical Studies (4):** May be repeated for additional credit to a maximum of 8 units.

**RELB 699 Directed Study in Biblical Studies (1-6):**

*Restriction: Consent of the instructor.*

## Christian Ethics

**RELE 504 Christianity and Culture (4):** An examination of human culture and society as the expression of the setting in which we participate in God's creative work, as the medium through which humans receive and appropriate divine revelation, and as the context within which they experience divine redemption. These issues are approached through the disciplines of sociology of religion and social ethics. Particular attention will be paid to the development of religious contradictions and the challenges posed by cultural and religious diversity. Cross-listed with RELM 504.

**RELE 514 Christian Social Ethics (4):** An in-depth opportunity for the graduate student to discover what are the implications of Christian belief for selected problems in social ethical theory and practice.

*Prerequisite: RELE 504 or comparable undergraduate course, or consent of the instructor.*

**RELE 557 Gender Issues & the Church (4):** Investigation of gender roles and relations in the work of the Christian church and Seventh-day Adventism, in scriptural, historical, theological, and cultural perspectives.

**RELE 559 Ethnic Issues & the Church (4):** A consideration of readings on movements and models of racial and ethnic relations in the church and culture of North America.

**RELE 577 Theological Ethics (4):** A critical analysis of the basic approaches to theological ethics. Ethical dimensions of theological positions advocated in the twentieth century.

**RELE 588 Philosophical Ethics (4):** A critical analysis of the basic theories propounded in philosophical ethics. A study of the writings of major ethical theorists, such as Plato, Aristotle, Aquinas, I. Kant, and J. S. Mill, etc. A consideration of philosophical ethics in theological perspective.

**RELE 614 Seminar in Church & Society (4):** Topics in this series include: community issues and relationships; summer ministries; feminist theologies and religious life; women in pastoral ministry; cross-cultural relationships; contemporary ethical issues in ministry. May be repeated for additional credit to a maximum of 12 units.

*Restriction: Consent of the instructor.*

**RELE 624 Seminar in Christian Ethics (4):**

*Restriction: Consent of the instructor.*

**RELE 674 Reading Tutorial in Christian Ethics (4):**

*Restriction: Consent of the instructor.*

**RELE 695 Topics in Christian Ethics (4):** May be repeated for additional credit to a maximum of 12 units.

*Restriction: Consent of the instructor.*

**RELE 698 Thesis in Christian Ethics (4):** May be repeated for additional credit to a maximum of 8 units.

**RELE 699 Directed Study in Christian Ethics (1-6):**

*Restriction: Consent of the instructor.*

## General Studies

**RELG 501 The Study of Religion: Theory & Practice (4):** An introduction to the academic approaches to the study of religion, tracing their development from the mid-19th century to the present. Building primarily on phenomenological perspectives, the course avails of economic, sociological, anthropological and psychological insights, without reducing the study of religion to any or all of these disciplines. The course provides: a theoretical grounding for advanced study in one particular faith tradition, or in the general field of religious studies; general insights into the ways in which religious convictions function.

**RELG 510 Research & Writing in Religion (4):** Religion as a scholarly discipline. Intellectual and moral virtues of scholarship. Research resources, methods, and procedures. Use of library and Internet resources. Common fallacies in scholarly arguments. Content and structure of critical reviews, term papers, and theses. Functions and forms of documentation. Planning, organizing, outlining, drafting, and revising. Advanced writing practices and techniques. Note: RELG 510 must be taken by all students at its very first offering in their program

**RELG 511 The Religions of the World (4):** An investigation of the leading religious traditions at work in the world, as expressed through their narratives, classic texts, rituals, ethics, beliefs and values, all in the context of a sense of encounter with the sacred. Consideration will be given to the impact of globalization, interaction among religions, and the dynamics of conversion from one belief-system to another. The course provides insights helpful to ministry in multi-cultural contexts in the U.S. and abroad.

*Prerequisite: RELG 501 or comparable undergraduate course, or consent of the instructor.*

**RELG 614 Seminar in Research & Writing (4):**

*Restriction: Consent of the instructor.*



**RELG 624 Seminar in Religious Studies (4):**

*Restriction: Consent of the instructor.*

**RELG 674 Reading Tutorial (4):**

*Restriction: Consent of the instructor.*

**RELG 695 Topics (4):** May be repeated for additional credit to a maximum of 12 units.

*Restriction: Consent of the instructor.*

**RELG 698 Thesis (4):** May be repeated for additional credit to a maximum of 8 units.

**RELG 699 Directed Study (1-6):**

*Restriction: Consent of the instructor.*

## History of Christianity

**RELH 504 A Survey History of Christianity (4):** A historical overview of the leading formative movements, theological trends, and individuals who mark the turning points of Christian history. Consideration is given to the patristic, medieval, Reformation, and contemporary periods, which saw the rise of new churches, symbols, creeds, doctrines, theological systems, and liturgies.

**RELH 506 History of Seventh-day Adventism (4):** A study of the origins, context, and development of Seventh-day Adventist doctrines and institutions from the 1840s to the 1960s. Includes consideration of the role of Ellen G. White.

**RELH 514 Studies in the History of Christianity (4):** Key topics in the history of Christendom and Christian thought.

*Prerequisite: RELH 504 or comparable undergraduate course, or consent of the instructor.*

**RELH 545 The Story of Christianity: Formation (4):** The birth and development of Christianity from the apostolic age to the high middle ages, with emphasis on the formation of Christian beliefs and traditions.

**RELH 546 The Story of Christianity: Reformation (4):** Christianity in the age of the Renaissance and Reformation, with emphasis on sixteenth-century movements and the emergence of Protestantism.

**RELH 547 The Story of Christianity: Transformation (4):** Christianity in the Enlightenment, post-Enlightenment and modern eras, with some emphasis on the American religious scene, including the context for the development of Adventism.

**RELH 586 The Life & Thought of Ellen White (4):** Key events in the life of Ellen G. White (1827-1915) in the context of her major contributions to religious life in the Adventist movement and beyond.

**RELH 614 Seminar in Church History (4):**

*Restriction: Consent of the instructor.*

**RELH 674 Reading Tutorial in Historical Studies (4):**

*Restriction: Consent of the instructor.*

**RELH 695 Topics in Historical Studies (4):** May be repeated for additional credit to a maximum of 12 units.

*Restriction: Consent of the instructor.*

**RELH 698 Thesis in Historical Studies (4):** May be repeated for additional credit to a maximum of 8 units.

**RELH 699 Directed Study in Historical Studies (1-6):**

*Restriction: Consent of the instructor.*

## Biblical Languages

**RELL 504 Linguistic Tools for Pastoral Ministry: Hebrew (4):** Survey of how to use Hebrew linguistic tools in the preparation of sermons, research, scriptural interpretation for pastoral ministry.

**RELL 505 Linguistic Tools for Pastoral Ministry: Greek (4):** Survey of how to use Greek linguistic tools in the preparation of sermons, research, scriptural interpretation for pastoral ministry.

**RELL 581 Hebrew I (4):** Study of Biblical Hebrew. Grammar, vocabulary, and syntax.

**RELL 582 Hebrew II (4):** Study of Biblical Hebrew. Grammar, vocabulary, syntax, and textual materials. Prerequisite: RELL 581 or equivalent.

**RELL 591 Akkadian (4):** Study of the ancient language of Akkadian. Vocabulary, grammar, and syntax.

**RELL 594 Egyptian (4):** Study of the ancient Egyptian language. Vocabulary, grammar, and syntax.

**RELL 614 Seminar in Biblical Languages (4):** May be repeated for additional credit to a maximum of 12 units.

*Restriction: Consent of the instructor.*

**RELL 674 Reading Tutorial in Biblical Languages (4):**

*Restriction: Consent of the instructor.*

**RELL 695 Topics in Biblical Languages (4):** May be repeated for additional credit to a maximum of 12 units.

*Restriction: Consent of the instructor.*

**RELL 698 Thesis in Biblical Languages (4):** May be repeated for additional credit to a maximum of 8 units.

**RELM 699 Directed Study in Biblical Languages (1-6):**

*Restriction: Consent of the instructor.*

## Mission

**RELM 504 Christianity & Culture (4):** A comprehensive account of human culture as the expression of humanity's call to participate in God's creative work, as the medium through which humans receive and appropriate divine revelation, and as the context within which they experience divine redemption. These issues are approached through the disciplines of sociology of religion and social ethics. Particular attention will be paid to the development of religious convictions, and the challenges posed by cultural and religious diversity. Cross-listed with RELE 504.

**RELM 505 Witnessing, Evangelism, & Church Growth (4):** Theory and practice of successful outreach in the various cultural contexts of North America today.

**RELM 514 Youth and Young Adult Culture (4):** An exploration of the specific cultural and demographic expectations of youth and young adults in relation to the mission and context of the church at large, and local congregations in particular. The culture of music, worship style, needs, expectations, values, perspectives will be examined.

**RELM 534 Anthropology of Mission (4):** A study of mission, applying the findings of anthropology as they relate to cultural change. The processes of religious development, the means of diffusion, the factors affecting religious acculturation, and the analysis from case studies of programs planned to direct changes in religion.

**RELM 565 Advanced Theory & Practice of Evangelism (4):** Advanced study of and participation in personal and public evangelism. Course may involve being part of an evangelistic endeavor at home or abroad.

**RELM 592 Fieldwork in Evangelism (1):** Practical experience in conducting public evangelistic meetings either locally or at an international venue. May be repeated for additional credit to a maximum of 4 units.

**RELM 614 Seminar in Mission Studies (4):**

*Restriction: Consent of the instructor.*

**RELM 674 Reading Tutorial in Mission Studies (4):**

*Restriction: Consent of the instructor.*

**RELM 695 Topics in Mission Studies (4):** May be repeated for additional credit to a maximum of 12 units.

*Restriction: Consent of the instructor.*

**RELM 698 Thesis in Mission Studies (4):** May be repeated for additional credit to a maximum of 8 units.

**RELM 699 Directed Study in Mission Studies (1-6):**

*Restriction: Consent of the instructor.*

## Pastoral Studies

**RELP 504 The Calling & Spiritual Identity of the Pastor (4):** The spiritual challenge of the pastorate; how to meet it and grow. The complicated role and self-understanding of a pastor as a public figure, leader of a congregation, minister to people in need, and private person.

**RELP 506 Congregational Life & Leadership (4):** The implications in practice and theology of clergy leadership in the local congregation. Contemporary theories and praxis will be studied.

**RELP 507 The Nature of the Church & Its Ministries (4):** A concise theology of the church with its implications for worship, ministry, religious experience, and praxis. The course provides the basis for theoretical and biblical analysis of the nature, function, purpose, and mission of the Church in contemporary society. The course includes two foci: theological and practical implications. Models for ministry will be explored using historical, theological, and psychological resources.

**RELP 508 Mission & Strategic Planning in Ministry (4):** An exploration of ministry with its implications for worship, experience and praxis with a view to building up the body of Christ. The "what," "who," and "how" of strategic planning to maximize a church's potential for spiritual growth. How to initiate change in a church setting with a view to helping outreach and evangelism. Evaluation and assessment is included in this comprehensive study.

**RELP 514 Practical Theology (4):** An introduction to Practical Theology as the overarching disciplinary methodology in use in the various fields often called "Church & Ministry," "Applied Theology," "Practics," or "Pastoral Studies." Study of the major theorists of the field; the distinction between theory and praxis; and the methods used in the behavioral sciences and their application to, and appropriation by, a self-reflective ministry. The Biblical and theological basis of pastoral theology, and its implications for the use of these methods in helping relationships as they relate to the unique role of ministry.

*Prerequisite: Comparable undergraduate course, pastoral experience, or consent of the instructor.*

**RELP 515 Youth Ministry & the Local Church (4):** Designed to provide insight into the theology, organization, and methods of local youth ministry. The problem of what to do in the local setting with youth and young adults as they grow toward God. Consideration of the problems of leadership, activities, model of ministry and current materials available.

**RELP 517 Religion & the Arts: Theomusicology (4):** An exploration of the purpose and contribution of the arts in the expression of religious commitment.

**RELP 518 Pastoral Ethics (4):** An introduction to the ethical dimensions of church office and pastoral care. Includes an overview of moral, societal, and legal responsibilities associated with pastoral roles and the central ethical issues which arise in the context of ministry. Special attention will be given to the appropriate use of personal power, church resources, and the influence of office.

**RELP 527 Crisis Counseling & Intervention (4):** Crisis phenomena, current crisis theory, a Christian model of crisis care, and the dynamics and practices of crisis care.

**RELP 528 Preaching from Old Testament Texts (4):** The interpretation of selected parts of the Old Testament for the purpose of sermon preparation and delivery.  
*Prerequisite: RELB 511 Interpreting OT Texts*

**RELP 529 Preaching from New Testament Texts (4):** The interpretation of selected parts of the New Testament for the purpose of sermon preparation and delivery.  
*Prerequisite: RELB 512 Interpreting NT Texts*

**RELP 535 Psychology of Religion (4):** An examination of psychology of religion. Religious experience and faith growth as seen from the perspective of the psychologist of religion and ministerial team.

**RELP 536 Principles of Pastoral Counseling (4):** A survey of principal theories and counseling approaches for use in the pastoral ministry.

**RELP 537 Equipping the Laity for Mission (4):** Methods and resources for developing lay leaders and for helping them identify and employ their spiritual gifts in support of the life of the local church.

**RELP 539 Pastoral Theology (4):** Biblical and theological basis of, and the implications for methods in helping relationships as they relate to the unique role of ministry

**RELP 545 Fostering Faith Across the Life Cycle (4):** This course focuses on the relationship between the concepts of Christian ministry and human development. It will review the prominent theories and research in the field of developmental psychology and faith development and will consider their relevance to the work of Christian education and ministry.

**RELP 547 Financial Management in the Local Church (4):** Church financial policies of the Seventh-day Adventist denomination, with principles for the responsible accounting, handling and managing of financial resources.

**RELP 549 The Theology & Practice of Christian Worship (4):** A historical and theological survey of Christian proclamation, liturgics, with implications for praxis in a contemporary church.

**RELP 554 Small Group Ministry (4):** Theory, methods and practice of growing small group ministries in the local congregation.

**RELP 556 Conflict Resolution in the Local Church (4):** Approaches and techniques for dealing redemptively with conflict and decision making within the congregation.

**RELP 558 The Church in Urban Contexts (4):** Examination of the special needs of congregations in inner-city and densely urban contexts with a view to developing resources and approaches for ministry.

**RELP 564 Religious Development & Moral Learning (4):** Biblical principles of emerging self-identity and faith concepts. Religious development throughout the lifecycle. Religious learning problems, moral development issues, and practical methods in communicating religious values.

**RELP 565 Building Family Ministry (4):** The family as a context for ministry. The role of children's ministry, methods, psychological and lifecycle concerns, and analysis of creative ministry for multigenerational ministry.

**RELP 567 Counseling Youth & Young Adults (4):** Counseling applications for the Christian community of youth, including problem solving, decision making, values clarification, and church-related conflict issues.

**RELP 569 Models of Religious Education (4):** This course employs six categories (aim, content, teacher, learner, environment, and evaluation) for ascertaining the shape of religious education endeavors through the church's history as a backdrop to its focus on this century and the contemporary church/school religious educational system.

**RELP 577 The Theology & Practice of Preaching (4):** Basic study of the practice of skills and approaches to preaching exploring the methods, theory, and function of preaching the Bible.

**RELP 578 Contextual Homiletics (4):** The study of the content and methods of contextual preaching. Courses will rotate through a number of unique contexts such as youth and young adults, multicultural contexts, multigenerational contexts, and evangelism. Courses may also focus upon a particular portion of the Old or New Testament. May be taken for credit twice, with different content.

**RELP 589 Christian Spiritual Resources (4):** Biblical understanding of personal faith. Exploration of three aspects of the religious life. The course will explore: (1) relationship of spirituality to the ministry of the whole church; (2) knowledge and experience as a means to Christian growth; (3) an understanding of the work of God's grace in the process of spiritual formation in both clergy and congregation.

**RELP 590 Practicum in Youth Ministry (4):** Supervised application (90 clock-hours) in local church or other institutional settings, based upon the student's approved project proposal. The course requirements include the preparation and submission of a major written analysis of the project and its implementation.

*Prerequisite: RELP 515.*

**RELP 591 Congregational Ministry Practice & Project (4):** An advanced project developed for and completed in a local church setting. Students will normally register at the commencement of the project, and work on it for three or four consecutive quarters. An IP ("in process" grade will be given for each quarter of satisfactory progress until completion of the project, at which time a letter grade will be assigned.

**RELP 592 Social Justice Practice & Project (4):** An advanced social justice project developed for and completed in a church setting.

**RELP 593 Creative Ministry Practice & Project (4):** An advanced creative ministry project (e.g. use of drama, the arts, community service, creative forms of outreach, etc.) developed for and completed in a church setting.

**RELP 594 Fieldwork in Pastoral Ministry (4):** A one-term, practical application of the practice of ministry into an overall theory of ministry, including required attendance at Ministry Colloquium.

*Restriction: Consent of the instructor.*

**RELP 595 Fieldwork in Pastoral Ministry (1):** Practical application of the practice of ministry into an overall theory of ministry, including required attendance at Ministry Colloquium. Four (4) units required for students in the MDiv program.

*Restriction: Consent of the instructor.*

*Additional Requirement: At least 48 units in the MDiv program.*

**RELP 596 Fieldwork in Educational Ministry (1):** Practice in teaching in an educational setting; interaction with students in a learning setting either in a school or a church. May be repeated for additional credit to a maximum of 4 units.

*Prerequisite: RELP 468.*

**RELP 597 Clinical Pastoral Education I (4):** A twelve-week course run by the Association for Clinical Pastoral Education, Inc., for church pastors and seminary students, including supervised experience with patients, lectures by hospital staff, seminars, conferences, and hospital rounds with physicians. Five eight-hour days per week. Limited enrollment. Credit is earned by successfully completing the Association for Clinical Pastoral Education course, as signified by a letter from the director of the CPE program. A qualified student wishing to earn credit in clinical pastoral education must receive permission from the graduate professional advisor and the Dean of the Divinity School prior to enrollment through the Medical Center at Loma Linda University or other accredited program.

*Prerequisite: RELP 536 Principles of Pastoral Counseling, or equivalent course(s).*

**RELP 598 Clinical Pastoral Education II (4):** Intermediate level 12 week CPE program.

*Prerequisite: RELP 524 Clinical Pastoral Education I*

**RELP 599 Clinical Pastoral Education III (4):** Advanced level 12 week CPE program.

*Prerequisite: RELP 525 Clinical Pastoral Education II*

**RELP 604 Seminar in Church and Ministry (4):** Critical exploration of the nature and calling of effective public ministry and practice.

*Restriction: Consent of the instructor.*

**RELP 605 Seminar on Current Issues in Youth Ministry (4):**

*Restriction: Consent of the instructor.*

**RELP 606 Seminar in Worship (4):** Advanced consideration of special topics in Christian liturgics, worship styles, parish involvement and evangelistic potential.

*Restriction: Consent of the instructor.*

**RELP 608 Seminar in Outreach (4):**

*Restriction: Consent of the instructor.*

**RELP 609 Seminar in Personal Ministry (4):** Topics for this seminar may include family system theory, marriage enrichment, sexuality and contemporary society, volunteerism, evangelism, discipleship.

*Restriction: Consent of the instructor.*

**RELP 614 Seminar in Pastoral Leadership (4):** Topics may include: leadership in cultural contexts; church administration; Christian educational ministry, multigenerational ministry, and ministry to singles.

*Restriction: Consent of the instructor.*

**RELP 616 Seminar in Spiritual Formation (4):** Investigation of the historical, biblical, practical aspects of spiritual growth. Topics such as spiritual trauma, healing, spiritual guidance, prayer, discipleship focus the attention of this study.

*Restriction: Consent of the instructor.*

**RELP 674 Reading Tutorial in Professional Studies (4):**

*Restriction: Consent of the instructor.*

**RELP 695 Topics in Professional Studies (4):** May be repeated for additional credit to a maximum of 12 units.

*Restriction: Consent of the instructor.*

**RELP 698 Thesis in Professional Studies (4):** May be repeated for additional credit to a maximum of 8 units.

**RELP 699 Directed Study in Professional Studies (1-6):**

*Restriction: Consent of the instructor.*

## Christian Theology

**RELT 504 Principles of Christian Theology (4):** A survey of the interpretation of Christian faith. Topics covered include theological method and the doctrines of the trinity, Christ, humanity, revelation, sin, grace, atonement, justification, sanctification, the church, and the second advent.

**RELT 508 Theology for Pastors (4):** The nature and function of theology as an essential ingredient in the life and mission of the church. The role of the pastor as "resident theologian." What theology is, why it is essential, and how to do it.

**RELT 514 Systematic Theology (4):** Engaging in the work of constructive theology as a collaborative and systematic endeavor. The course will focus each time on one or more doctrinal loci.

*Prerequisite: RELT 504 or comparable undergraduate course, or consent of the instructor.*

**RELT 515 Contemporary Issues in Theology (4):** A systematic exploration of contemporary issues in Christian faith, practice and ministry, in the light of selected central themes in theology.

*Prerequisite: RELT 504 or comparable undergraduate course, or consent of the instructor.*

**RELT 516 Seventh-Day Adventist Theology (4):** An analytical exploration of various theologies current within Seventh-day Adventism, and the systematic exploration and re-envisioning of an authentic, relevant & viable Adventist theology.

**RELT 520 The Doctrine of Revelation (4):** A study of the self-disclosure of God as witnessed to in Holy Scripture. Theories of inspiration and revelation will be explored, as will the authority of the Bible.

**RELT 524 The Theology of the Church, and Its Mission (4):** An exploration of various understandings of the church and its mission to the world, in light of the salvation accomplished in the person and work of Jesus Christ. Implications for outreach and mission methodology will also be considered.

**RELT 527 The Doctrine of Christian Hope (4):** The Coming of God (Advent) and Christian Eschatology.

**RELT 536 Philosophy of Religion (4):** Reasons for belief in the reality and relevance of God for contemporary man.

**RELT 537 The Doctrine of Creation (4):** The Christian understanding of the origin, nature and destiny of the cosmos and the earth; the origin and nature of sin; providence; and the problem of evil.

**RELT 538 The Doctrine of Humanity (4):** The Christian understanding of the nature and destiny of human beings. Anthropological concepts in the Bible and in Christian thought.

**RELT 539 The Doctrine of God (4):** A study of the reality, nature, and attributes of God; the doctrine of the Trinity; and God's relationship to the temporal world.

**RELT 545 Christian Faith in the Modern World (4):** A study of the challenges to Christian faith in the modern and post modern worlds. Special focus will be given to the dialogue between science and theology.

**RELT 548 The Doctrine of Christ (4):** A study of the person and work of Christ. Attention given to the nature of Christ and His atoning work during His life on earth, His death on the cross, and His intercession in the heavenly sanctuary.

**RELT 549 The Doctrine of Salvation (4):** A study of the Christian Gospel and its implications for salvation now and hereafter.

**RELT 556 Issues in Seventh-day Adventist Theology (4):**

Theological challenges arising in an international, multi-cultural community of faith in a changing world. Special emphasis is given to biblical interpretation, prophecy, the trinity, the nature and work of Christ, humanity, righteousness by faith, the Sabbath, the church, the judgment, and the second advent.

*Prerequisite: RELT 516 or comparable undergraduate course, or consent of the instructor.*

**RELT 614 Seminar in Theological Studies (4):** May be repeated for additional credit to a maximum of 12 units.

*Restriction: Consent of the instructor.*

**RELT 674 Reading Tutorial in Theological Studies (4):**

*Restriction: Consent of the instructor.*

**RELT 695 Topics in Theological Studies (4):** May be repeated for additional credit to a maximum of 12 units.

*Restriction: Consent of the instructor.*

**RELT 698 Thesis in Theological Studies (4):** May be repeated for additional credit to a maximum of 8 units.

**RELT 699 Directed Study in Theological Studies (1-6):**

*Restriction: Consent of the instructor.*

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Note: Information is accurate as of 7/1/2020



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# La Sierra University Faculty

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*La Sierra University is a school diverse at countless levels, including at the faculty level. LSU depends on a number of important people who aid in the educational offerings at this school. Those people include collaborating and adjunct faculty members, lecturers, and others who come from various other programs and schools to enrich the University. Although these individuals' presence at LSU often varies from quarter to quarter, there are other teachers who maintain faculty status at La Sierra University. It is these faculty members who act as the core, working diligently both in their respective departments/programs as well as serving in various additional posts, appointments and committees. It is these full-time faculty members that are listed alphabetically below. For more information on any given faculty member, please consult the bulletin by turning to the department under which the faculty member is listed or contact the University directly.*

**Marco Allard**, 2013. Assistant Professor of Chemistry,  
College of Arts and Sciences  
PhD Wayne State University 2010

**Dean Anderson**, 2013. Assistant Professor of Music,  
College of Arts and Sciences  
DMA University of California, Los Angeles 2015

**S. Eric Anderson**, 2011. Professor of Management,  
School of Business  
PhD University of North Texas 1992

**Josue M. Anguiano-Vega**, 2018. Associate Professor of  
Administration and Leadership,  
School of Education  
EdS La Sierra University 2010

**Iva Armstrong**, 2017. Lecturer II of Curriculum and  
Instruction, Director of Student Teaching,  
School of Education  
MA Loma Linda University 1990

**Erin Banks-Kirkham**, 2015. Assistant Professor of English,  
College of Arts and Sciences  
PhD Ball State University 2015

**James Beach**, 1979. Associate Professor of Mathematics,  
College of Arts and Sciences  
DA Idaho State University 1977

**Kelly Bradley**, 2012. Assistant Professor of Criminal Justice,  
College of Arts and Sciences  
PhD University of California, Irvine, 2003

**Kent Bramlett**, 2010. Associate Professor of Archaeology and  
History of Antiquity, H.M.S. Richards Divinity School  
PhD University of Toronto 2009

**Melissa Brotton**, 2007. Associate Professor of English,  
College of Arts and Sciences  
PhD University of North Dakota, Grand Forks 2004

**John Brunt**, 2013. Professor of Divinity,  
H.M.S. Richards Divinity School  
PhD Emory University 1978

**Gary L. Case**, 2012. Associate Professor of Physics,  
College of Arts and Sciences  
PhD University of California, Riverside, 1998

**Gary Chartier**, 2001. Distinguished Professor of Law and  
Business Ethics, Zapara School of Business  
LLD University of Cambridge 2015  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991

**Sophorn Choau**, 2016. Assistant Professor of School  
Psychology and Counseling, School of Education  
PhD Loma Linda University 2013

**Fredrick S. W. Clarke**, 2010. Associate Professor of  
Economics, Zapara School of Business  
PhD Claremont Graduate University 2010

**Dora Clarke-Pine**, 2002. Associate Professor of School  
Psychology and Counseling, School of Education  
PhD Andrews University 1995

**Ken Crane**, 2008. Associate Professor of Sociology and  
Anthropology, College of Arts and Sciences  
PhD Michigan State University 2000,  
MPA Monterey Institute of International Studies 1986

**Natasha S. Dean**, 2003. Lecturer II of Biology,  
College of Arts and Sciences  
PhD Loma Linda University 2004

**Jeffrey L. de Vries**, 2012. Assistant Librarian  
MLIS San Jose University, 2012

**Arturo Diaz**, 2014. Associate Professor of Biology,  
College of Arts and Sciences  
PhD University of Wisconsin 2009

**Keith Drieberg**, 2015. Associate Professor of Curriculum and  
Instruction, School of Education  
PhD United States International University 1992

**Marlene Ferreras**, 2014. Assistant Professor of Practical  
Theology, H.M.S. Richards Divinity School  
PhD Claremont School of Theology 2019

**Kimberly E. Feiler**, 2014. Assistant Professor of Health &  
Exercise Science, College of Arts and Sciences  
MSHS Western University of Health Science 2012

**Sari Fordham**, 2007. Associate Professor of English,  
College of Arts and Sciences  
MFA University of Minnesota 2007

**Jere L. Fox**, 2011. Associate Professor of Law and  
Management, Zapara School of Business  
MA La Sierra University 2007  
JD Pepperdine University 1973

**H. Robert Gadd**, 2017. Professor of Accounting,  
Zapara School of Business  
PhD University of Texas at Arlington 2000

**Erica Garcia**, 2014. Lecturer I in English for Criminal Justice,  
College of Arts and Sciences  
MA La Sierra University 2011

**Elvis Geneston**, 2008. Associate Professor of Physics,  
College of Arts and Sciences  
PhD University of North Texas 2008

**Lora Geriguis**, 2006. Professor of English,  
College of Arts and Sciences  
PhD University of California, Riverside 1997

**Shirley M. Gregg**, 2006. Associate Professor of School  
Psychology and Counseling, School of Education  
PhD Capella University 2003

**Jesse Grismer**, 2018. Assistant Professor of Biology,  
College of Arts and Sciences  
PhD University of Kansas 2016

**L. Lee Grismer**, 1994. Professor of Biology,  
College of Arts and Sciences  
PhD Loma Linda University 1994

**Michael Gutierrez**, 2012. Assistant Professor of Chemistry,  
College of Arts and Sciences  
MS University of California, Riverside, 2010

**Alicia Gutierrez-Romine**, 2017. Assistant Professor of  
History, College of Arts and Sciences  
PhD University of Southern California 2016

**Kendra Haloviak Valentine**, 2001. Professor of New  
Testament Studies, H.M.S. Richards Divinity School  
PhD Graduate Theological Union 2002

**Jennifer Helbley**, 2006. Associate Professor of Chemistry,  
College of Arts and Sciences  
PhD University of Nevada, Reno 2006

**Deborah Higgins**, 2014. Associate Professor of English,  
College of Arts and Sciences  
PhD Middle Tennessee State University 2007

**Sharilyn R. Horner**, 2000. Senior Lecturer of Mathematics,  
College of Arts and Sciences  
MA California State University, Fullerton, 2002

**Andrew C. Howe**, 2005. Professor of History,  
College of Arts and Sciences  
PhD University of California, Riverside 2005

**Enoch O. Hwang**, 1988, 1999. Professor of Computer Science,  
College of Arts and Sciences  
PhD University of California, Riverside 1999

**Maury D. Jackson**, 2009. Associate Professor of Pastoral  
Ministry, H.M.S. Richards Divinity School  
DMin Claremont School of Theology 2007

**Chang-Ho Ji**, 1994. Professor of School Psychology and  
Counseling, School of Education  
PhD Andrews University 1995  
PhD University of California, Riverside 2005

**John R. Jones**, 1990. Associate Professor of New Testament  
Studies and World Religions, College of Arts and Sciences,  
H.M.S. Richards Divinity School  
PhD Vanderbilt University 1982

**Eugene E. Joseph**, 1989. Associate Professor of Biology,  
College of Arts and Sciences  
PhD Morehouse School of Medicine 2004

**Conor Kelly**, 2017. Assistant Professor of School Psychology and Counseling, School of Education.  
EdD University of Southern California 2014

**David Kendall**, 2014. Associate Professor of Music,  
College of Arts and Sciences  
PhD University of California, Riverside 2010

**Elissa Kido**, 2001. Professor of Curriculum and Instruction,  
School of Education  
EdD Boston University 1980

**In-Kyeong Kim**, 1995. Professor of Psychology,  
College of Arts and Sciences  
PhD Cornell University 1990

**Wonil Kim**, 1994. Associate Professor of Old Testament  
Studies, H.M.S. Richards Divinity School  
PhD Claremont Graduate University 1996

**Kimberly Knowlton**, 2015. Assistant Professor of Health and  
Exercise Science, College of Arts and Sciences  
DPh Loma Linda University 2006

**Katherine Koh**, 2010. Assistant Professor of History,  
College of Arts and Sciences  
PhD University of California, Riverside 2016

**Igor Kokhan**, 2014. Lecturer I in Religious Studies,  
H.M.S. Richards Divinity School  
MA La Sierra University 2009  
MA University of the West 2009  
MA La Sierra University 2004

**Barbara Kreaseck**, 1989. Professor of Computer Science,  
College of Arts and Sciences  
PhD University of California, San Diego 2003

**Justine Le**, 2017. Instructor of Mathematics,  
College of Arts and Sciences  
BS La Sierra University 2012

**Christophe Le Dantec**, 2014. Assistant Professor of  
Psychology and Neuroscience, College of Arts and Sciences  
Rouen Human Sciences University 2007

**Raejin Lee**, 2005. Associate Professor of Music,  
College of Arts and Sciences  
DMA Rutgers University 2008

**Marilynn Loveless**, 2007. Associate Professor of English,  
College of Arts and Sciences  
PhD Griffith University 2004

**Paul M. Mallery**, 1993. Professor of Psychology,  
College of Arts and Sciences  
PhD University of California, Los Angeles 1994

**Suzanne Mallery**, 2001. Associate Professor of Psychology,  
College of Arts and Sciences  
PhD Fuller Theological Seminary 1998

**Leslie R. Martin**, 1996, 2014. Professor of Psychology,  
College of Arts and Sciences  
PhD University of California, Riverside 1996

**Sam McBride**, 2007. Professor of English,  
College of Arts and Sciences  
PhD University of California, Riverside 1997

**Shelly R. McCoy**, 2013. Assistant Professor of Psychology,  
College of Arts and Sciences  
PhD University of California, Riverside 2013

**Krista Motschieder Brand**, 2002. Senior Lecturer of  
Chemistry,  
College of Arts and Sciences  
PhD University of California, Los Angeles 2000

**Timothy Musso**, 2008. Assistant Professor of Art,  
College of Arts and Sciences  
MFA California State University, Long Beach 2007

**Arun Muthiah**, 2016. Lecturer I of Biology,  
College of Arts and Sciences  
PhD Loma Linda University 2013

**Kenneth Narducci**, 2006. Professor of Music,  
College of Arts and Sciences  
DMA University of Oregon 1989

**John D. Ng Wong Hing**, 1996. Assistant Professor of  
Mathematics, College of Arts and Sciences  
MA University of California, Los Angeles, 1979

**Carlos Parra**, 2015. Professor of World Languages,  
College of Arts and Sciences  
PhD Duke University 2001

**Marvin A. Payne**, 1997. Associate Professor of Chemistry,  
College of Arts and Sciences  
PhD University of North Texas 1993

**Dulce L. Peña**, 2011. Associate Professor of Law and Human  
Resources Management, Zapara School of Business  
JD Pepperdine University  
MA Loma Linda University

**David Penner**, 2017. Professor of Administration and  
Leadership, School of Education  
PhD Andrews University 1987

**John Perumal**, 2002. Professor of Biology,  
College of Arts and Sciences  
PhD University of Western Ontario 1994

**Lauren Pick**, 2018.  
Assistant Professor of Communication, College of Arts and  
Sciences  
MA California State University, Fullerton 2017

**Ariel Quintana**, 2014. Associate Professor of Music,  
College of Arts and Sciences  
DMA University of Southern California 2010

**Jill Rasmussen**, 1996, 2014. Professor of Social Work,  
College of Arts and Science  
MSW University of Denver 1977  
Licensed Clinical Social Worker 1979

**Elias G. Rizkallah**, 2001. Professor of Management and  
Marketing, Zapara School of Business  
PhD Northwestern University 1982

**Elvin S. Rodríguez**, 1998. Professor of Music,  
College of Arts and Sciences  
EdD Teachers College of Columbia University 1991

**Michelle Rojas**, 2017. Assistant Librarian,  
MLIS University of California, Los Angeles 2012

**Alex Rowell**, 2014. Lecturer I of Mathematics,  
College of Arts and Sciences  
MS University of California, Riverside 2011

**E. Giovanni Santos**, 2015. Assistant Professor of Music,  
College of Arts and Sciences  
Ma University of Southern California 2007

**Hilda Smith**, 2008. Assistant Librarian.  
MLS University of California, Los Angeles 1982

**Kimo Smith**, 1990. Professor of Music,  
College of Arts and Sciences  
DMA University of California, Los Angeles 1998

**Lowell Smith**, 2017. Assistant Professor of Criminal Justice,  
College of Arts and Sciences  
PhD (in-progress) Capella University

**Margaret Solomon**, 2010. Professor of Administration and  
Leadership, School of Education  
PhD Michigan State University 1999

**Carrie Specht**, 2012. Associate Professor of Film and  
Television Production, College of Arts and Sciences  
MFA New York University, 1998

**Marni Straine**, 2013. Assistant Professor of Social Work,  
College of Arts and Sciences  
DSW University of Southern California, 2020

**Nathan B. Sutter**, 2013. Professor of Biology,  
College of Arts and Sciences  
PhD University of Washington, 2001

**Alfredo Suzuki**, 2018. Associate Professor of Physics,  
College of Arts and Sciences  
PhD University of London 1986

**Melissa A. Tafoya**, 2013. Professor of Communication,  
College of Arts and Sciences  
PhD Arizona State University 2007

**Daphne Thomas**, 2005, 2014. Associate Professor of Social  
Work, College of Arts and Sciences  
MSW Smith College 2001  
Licensed Clinical Social Worker 2007

**Lorraine Abaro Thomas**, 2015. Associate Professor of Marketing and Management, Zapara School of Business  
PsyD Loma Linda University 2015  
DrPH Loma Linda University 2015  
LLM Georgetown University 2004  
JD UCLA School of Law 1993

**Robert K. Thomas**, 2001. Professor of Health and Exercise Science, College of Arts and Sciences  
EdD Boston University 2007

**Terrill Thomas**, 2001. Assistant Professor of Art, College of Arts and Sciences  
MFA Vermont College of Fine Arts 2014

**Warren C. Trenchard**, 1995. Professor of New Testament and Early Christian Literature, H.M.S. Richards Divinity School  
PhD University of Chicago 1981

**Lloyd A. Trueblood**, 2010. Associate Professor of Biology, College of Arts and Sciences  
PhD University of Rhode Island 2010

**Guru Uppala**, 2016. Lecturer I of Mathematics, College of Arts and Sciences  
MA 2000 University of Arkansas 1995

**Jason J. Uyeyama**, 2002. Associate Professor of Music, College of Arts and Sciences  
MMus The Juilliard School 2001

**Rodney Vance**, 2012. Professor of Film and Television Production, College of Arts and Sciences  
MFA The Catholic University of America, 1988

**Jon D. Vanderwerff**, 1998. Professor of Mathematics, College of Arts and Sciences  
PhD University of Alberta 1992

**Eric Vega**, 2013. Assistant Professor of Sociology, College of Arts and Sciences  
PhD University of California, Riverside 2010

**Christina Viramontes**, 2008. Assistant Librarian.  
MLIS San Jose State University 2008

**Jill Walker Gonzalez**, 2014. Assistant Professor of English, College of Arts and Sciences  
PhD University of New Mexico 2015

**John W. Webster**, 1999. Professor of Theology and History of Christianity, H.M.S. Richards Divinity School  
PhD Princeton Theological Seminary 1995

**Kristine Webster**, 1995, 2006. Associate Professor of Accounting, Finance and Real Estate, Zapara School of Business  
CPA 1992  
MBA Loma Linda University 1991

**Jason Wittlake**, 2013. Lecturer I of Math, College of Arts and Sciences  
MA University of California, Riverside 2011

**Danette Zurek**, 2006. Lecturer II of Accounting, Zapara School of Business  
MBA Andrews University 1998  
CPA 1992



# La Sierra University Emeritus Faculty

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## College of Arts and Sciences

**Robert P. Dunn**

Professor *Emeritus* of English  
PhD University of Wisconsin

**Winona R. Howe**

Professor *Emeritus* of English  
PhD University of California, Riverside

**Walter S. Hamerslough**

Professor *Emeritus* of Health and Exercise Science  
EdD University of Oregon

**Ed Karlow**

Professor *Emeritus* of Physics  
PhD Washington State University

**Vernon Howe**

Professor *Emeritus* of Mathematics and Computer Science  
PhD Dartmouth College

**Albert E. Smith**

Professor *Emeritus* of Physics  
PhD Michigan State University

**Title IX Note:**

Any person that wants to report an alleged violation of La Sierra University Title IX policy should contact the Title IX Coordinator. This includes any person that believes to be a victim of sexual harassment or sexual mis-conduct or a person that may have witnessed a violation to our Title IX policy or has information relevant to an alleged violation to our Title IX policy. The Title IX Coordinator's contact information is the following:

Madelyn Vega-Ortiz, M. A., J.D.

951-785-2849

[titleix@lasierra.edu](mailto:titleix@lasierra.edu)

[mvega@lasierra.edu](mailto:mvega@lasierra.edu)

<https://lasierra.edu/sexual-misconduct>

Convenience Center Building Suite AA – Second Floor, near the Security Office



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