La Sierra UNIVERSITY

2023-2024 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. Phone: 951-785-2849, Email: titleix@lasierra.edu, Location: Convenience Center Building, Suite AA, Website: https://lasierra.edu/titleix/

A Message from the University President

Welcome to La Sierra University, where journeys of learning and faith are invigorated by the rich diversity of our community and by our holistic Christian Seventh-day Adventist heritage that has grounded our institution for more than 100 years.

As students embark on grand adventures in higher education with us, they will encounter professors who exemplify the joy of learning and service, and staff who are dedicated to their wellbeing. They will be guided and supported as they take advantage of opportunities to rise above their own expectations.

If you have elected to enroll at La Sierra, we believe you will be captivated by the life changing prospects available to you here, and by the opportunities to change your world for the better. We are pleased to join you along your life's journey!

Richard Osborn
Interim President, La Sierra University

Table of Contents

A Message from the University President **2**
Table of Contents **3**
Bulletin Addendum **4**
An Overview of La Sierra University **5**
La Sierra University Guidelines **8**
Academic & Instructional Resources **18**
Graduate Admissions Information **26**
Graduate Financial Information **30**
Office of Student Life **40**
Academic Policies and Procedures **44**
Majors & Programs Offered **58**
Classification of Courses **60**
College of Arts & Sciences **63**
Department of English 64
Department of Music 70
School of Business **73**
Department of Accounting, Economics & Finance 80
Program in Customized Concentrations 90
Department of Management and Marketing 91
School of Education **105**
Department of Curriculum & Instruction 140
Department of Administration & Leadership 149
Department of School Psychology & Counseling 153
Program in Leadership 165
School of Education Additional Courses 167
The HMS Richards Divinity School **172**
La Sierra University Board of Trustees **189**
La Sierra University Administration **190**
La Sierra University Faculty **194**
La Sierra University Emeritus Faculty **199**
Index **200**

2023-2024 Bulletin Addendum

2023-2024 Bulletin Addendum

Changes were made to the following sections of the graduate Bulletin as of October 2023:

School of Education 105

Department of Curriculum & Instruction 140

La Sierra University Administration..... 190

La Sierra University Emeritus Faculty..... 199

Changes were made to the following section of the graduate Bulletin as of December 2023:

A Message from the University President..... 2

An Overview of La Sierra University

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, Learning Support and Testing Center, Office of Academic & Career Services (OACS), 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:

Associate Degree in Health Sciences, 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, Doctor of Education, and PhD in Leadership.

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.

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, department 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 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:

Title IX Coordinator

951-785-2849

titleix@lasierra.edu

kpaez@lasierra.edu

https://lasierra.edu/titleix/

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), and
2. Concerns about unresolved non-academic issues should be directed to the Vice President for Student Life (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.wascsenior.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: 2023 – 2024

Summer Session 2023

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

Advising & registration for summer sessions	April 17 through the first day of classes
Juneteenth Holiday	June 19
Beginning of summer sessions	Tuesday, June 20
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
Labor Day holiday	September 4
End of summer sessions	September 15

Pre-Fall Quarter Events 2023

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 24
Registration for fall quarter – all students	May 1 to September 29
Math placement testing	See Testing Center for schedule
New student orientation	June - September
	For more information, visit: lasierra.edu/goldeneagleday

Fall Quarter 2023

September 25– December 14

Total: 54 days

Instruction begins	September 25
University Convocation	September 26
Last day to enter a course, change audit to credit or credit to audit	September 29
Last day to drop with no record on transcript	October 6
Spiritual Emphasis Week	October TBA
Advising for winter quarter begins	Fall quarter during office hours
Priority registration for winter quarter – seniors, graduate students, and students registered with Office of Disability Services	October 16
Registration for winter quarter – all students	October 23, 2023 - January 12, 2024
Last day to submit an S/U petition or withdraw with a "W"	November 17
Thanksgiving recess	November 18 – 26
Final examinations	December 11-14
Fall quarter ends	December 14

Winter Quarter 2024

January 8 – March 21

Total: 52 days

Instruction begins	January 8
Last day to enter a course, change audit to credit or credit to audit	January 12
Martin Luther King, Jr. holiday	January 15
Last day to drop with no record on transcript	January 19
Spiritual Emphasis Week	January TBA
Advising for spring quarter begins	Winter quarter during office hours
Priority registration for spring quarter – seniors, graduate students, and students registered with Office of Disability Services	January 29
Registration for spring quarter – all students	February 5 – April 5
President's Day holiday	February 19
Last day to submit an S/U petition or withdraw with a "W"	March 1
Final examinations	March 18 – March 21
Winter quarter ends	March 21

Spring Quarter 2024

April 1 – June 13

Total: 53 days

Instruction begins	April 1
Last day to enter a course, change audit to credit or credit to audit	April 5
Last day to withdraw with no record on transcript	April 12
Registration for summer sessions	April 15 through the first day of classes
Spiritual Emphasis Week	April TBA
Advising for fall quarter begins	Spring quarter during office hours
Priority registration for fall quarter – seniors, graduate students, and students registered with Office of Disability Services	April 22
Registration for fall quarter – all students	May 29 – September 27
Last day to submit an S/U petition or withdraw with a "W"	May 24
Memorial Day holiday	May 27
Final examinations	June 10 – 13
Spring quarter ends	June 13
Consecration	June 14
Baccalaureate Service	June 15
Conferring of Degrees	June 16

2024 – 2025 Academic Year

Summer Session 2024

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

Advising and registration for summer sessions	April 15 through the first day of classes
Beginning of summer sessions	June 17
Juneteenth Holiday	June 19
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
Labor Day holiday	September 2
End of summer sessions	September 13

Academic & Instructional Resources

Academic Services

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.

Accessibility Services

Office of Accessibility Services (OAS) 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 OAS staff members. Please visit www.lasierra.edu/oas for additional information, or contact the office at 951-785-2453, oas@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

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

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

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, or by email at 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.

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.

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.

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.

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

Campus Resources

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/slife/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.

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.

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 Zeismer 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 unequaled 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

Admission Information

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

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
Website:	www.lasierra.edu/admissions

Procedure

I. Applicants must submit the following:

A. **APPLICATION:** Submit a completed application form by visiting: www.lasierra.edu/apply.

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. 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. 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 Fall 2024 PhD applications is February 1, 2024. To request more information for this program, contact Dr. David Penner (dpenner@lasierra.edu) or Lina Soria (lsoria@lasierra.edu).*

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 denied 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

A quarter-by-quarter 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. At the conclusion of the quarter, a provisional status will be evaluated by the student's academic department (not Admissions) once final grades are available. 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)	3.00

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 Counseling (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 or 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). (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.

The following thresholds are required for graduate students to be eligible for admission into their respective programs.

College Writing (ENGL 111A).

- Duolingo 105+
- IELTS 6.5+
- iTEP 3.6+
- Michigan EPT 62+
- TOEFL IBT 79+
- TOEFL ITP 550+

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(s) who will pay for your studies, current bank statements showing tuition, room, board, and personal expenses for the first year of study. Additionally, you need to submit a copy of your passport phto page. If you are transferring from another U.S. institution, you will need to provide a copy of your current ACTIVE 1-20 and F-1 visa. A required $3000 deposit and a $100 non-refundable international fee will need to be submitted. At the student's request, the deposit will be fully refunded when the student completes his/her studies at La Sierra University, or if they fail to complete the I-20 application and withdraw their request, or if they receive the I-20 but are denied a visa and do not enter the U.S., or obtains the I-20 and visa but cancels it and withdraws their application before entering the U.S.. 50% will be refunded if they are admitted and enter the country but fail to register or transfer in their first quarter of admission. Exceptions may apply and an appeal can be made within 30 days of failure to register or immediate transfer. The deposit can be requested by submitting an online Refund Request found on the International Student Services webpage at www.lasierra.edu/international.

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.

All international students entering the United States on a student (F-1) visa must report to the Office of International Student Services on or before the "start date", on the student's I-20. F-1 students may enter into the country 30 days prior to the I-20 "start date". Please note that F-1 students cannot begin on-campus employment unil the student's I-20 has been registed in SEVIS and approximately 10 days have passed from the last date of registration. All undergraduate and certificate students must register and complete a full study load of at least 12 units for each quarter of attendance. An F-1 student is expected to attend school three consecutive quarters before taking an academic break. All graduate and doctoral students must register and complete a full study load as specified in the graduate student bulletin. Please keep this in mind when beginning your studiess 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

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 daily from 12 pm (noon) to 1 pm for lunch, and Tuesdays from 11 am to 12 pm (noon) for University Worship.

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 2023-2024

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

$1,660	Room, Per quarter - Double Occupancy
$2,950	Room, Per quarter - Single Occupancy

Meals

$1,420	110 meals/quarter + $125 flex
$1,860	160 meals/quarter + $135 flex
$2,230	200 meals/quarter + $150 flex
$660	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 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

$970	Student tour tuition per unit, 2024 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
$45	Payment plan fee (see Payment Options)
$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

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 are encouraged to register early and to make their financial obligations known to their account payers as soon as possible.

Fall Deadline:	September 10
Winter Deadline:	December 10
Spring Deadline:	March 10

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 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 make a request in writing to the Bursar Office.For more information on FERPA, refer to the Guidelines section of this Bulletin.

International Students

An international applicant (other than a Canadian citizen & Calexico 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, used for postage and expenses related to the acquisition of the I-20. If a student entering the U.S. has not successfully obtain a visa, the deposit is 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 Wellness 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 Wellness 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 finance charges 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.

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 $45 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, Loan-to-Scholarship or other La Sierra 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, but the separate amounts are published on our website. 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 pro rated 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.
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
   - 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

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 FAFSA online (www.studentaid.gov). 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 2023-2024 year (9 month) for full-time students are:

- Graduate (CAS & SE) $45,072
- Divinity School $37,440
- MBA $46,350

  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 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 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 the student or borrower 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
Federal Work Study: See following information

Federal Programs

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 graduate 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: 1.057% for 2022-23) 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

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 Grad PLUS 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: 4.228% for 2022-23) 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.

California State Programs

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 or 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 Chafee 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 26 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.

Golden State Teacher Grant Program

The grant is available for students who are currently enrolled in a teacher preparation program to earn a credential in a high need field and commit to teach at a priority school, in California, for four years, within five years after completing a teacher preparation program. Contact Student Financial Services for more information.

Other Programs

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 the 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 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.

Office of Student Life

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

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

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

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.

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

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 an approved English Proficiency exam if educated in countries other than Australia, Canada, New Zealand, the United Kingdom, or the USA.

English Competence

See criteria above for those required to submit an English Proficiency test score along with their secondary school and/or postsecondary transcripts as part of the application process. Applicants with qualifying scores in approved English Proficiency exams will have satisfied the Graduate admissions requirement for English Proficiency.

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 & Calexico graduates) are required to post an "international student deposit" of $3,000. In addition, students from the continent of Africa must pay their first quarter's tuition. At the student's request, the deposit will be fully refunded when the student completes his/her studies at La Sierra University, or if they fail to complete the I-20 application and withdraw their request, or if they receive the I-20 but are denied a visa and does not enter the U.S., or obtains the I-20 and visa but cancels it and withdraws their application before entering the U.S.. 50% will be refunded if they are admitted and enter the country but fail to register or transfer in their first quarter of admission. Exceptions may apply and an appeal can be made within 30 days of failure to register or immediate transfer. Requests must be submitted to oiss@lasierra.edu. 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-l) 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

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

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

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

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

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. 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. 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

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

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

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

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

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

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

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

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.

4. 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:

<table>
<tr><th rowspan="2">Grade (Points)</th><th colspan="2">Undergraduate Programs</th><th colspan="2">Graduate Programs</th></tr>
<tr><th>Major, Cognate, and Foundational Courses</th><th>Other Courses</th><th>Academic Programs</th><th>Professional Programs</th></tr>
<tr><td>A (4.00)</td><td rowspan="2">Outstanding performance</td><td rowspan="2">Outstanding performance</td><td>Outstanding performance</td><td>Outstanding performance</td></tr>
<tr><td>A- (3.70)</td><td>Very good performance</td><td>Very good performance</td></tr>
<tr><td>B+ (3.30)</td><td rowspan="3">Very good performance</td><td rowspan="3">Very good performance</td><td rowspan="3">* Satisfactory performance</td><td rowspan="3">Satisfactory performance</td></tr>
<tr><td>B (3.00)</td></tr>
<tr><td>B- (2.70)</td></tr>
<tr><td>C+ (2.30)</td><td rowspan="2">* Satisfactory performance</td><td rowspan="2">Satisfactory performance</td><td rowspan="4">Unsatisfactory performance</td><td rowspan="2">* Marginal performance</td></tr>
<tr><td>C (2.00)</td></tr>
<tr><td>C- (1.70)</td><td rowspan="3">Unsatisfactory performance</td><td rowspan="3">* Marginal performance</td><td rowspan="3">Unsatisfactory performance</td></tr>
<tr><td>D+ (1.30)</td></tr>
<tr><td>D (1.00)</td></tr>
<tr><td>F (0.00)</td><td colspan="2">Failure</td><td colspan="2">Failure</td></tr>
</table>

** 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

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 (some exceptions made for the School of Divinity). 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

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- (2.27) 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.

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

Graduation Ceremony 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

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.

Second Degree Emphasis

If a student has already earned a degree with one or more emphases and wishes to complete a further emphasis, the student will be treated as seeking a new graduate degree. This means that the student may meet requirements for the further emphasis by completing all courses required for the emphasis, completing thirty units not previously counted toward the degree, and fulfilling any curricular requirements for the degree not previously met.

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

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 an 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 or School of Business.

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 withdrawl 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

Program	Degree	School or Department	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
Applied Behavior Analysis	MA	School Psychology & Counseling	1.5 years
Business Analytics	MBA	Accounting, Economics & Finance	2 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
Teaching	MAT	Curriculum & Instruction	5 years
Customized Major	MBA	Program in Customized Majors	2 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	2 years
Health Care Management	MBA	Management & Marketing	2 years
Human Resource Management	MBA	Management & Marketing	2 years
Leadership	PhD	Leadership	TBD
Near-Eastern Archaeology	MA	HMS Richards Divinity School	2 years
Management	MBA	Management & Marketing	2 years
Marketing	MBA	Management & Marketing	2 years
Music Education	MAT	Music	2.5 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

Program	School	Duration
Credential - Administrative Services - SDA	School of Education	2.5 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
Credential - School Counseling	School of Education	2 years

Classification of Courses

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.

Code	Subject	Department/Program	School
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	**ZSB**	Zapara School of Business
SE	School of Education	**DS**	H.M.S. Richards Divinity School

College of Arts & Sciences

Sam McBride, PhD, Dean

Melissa Brotton, PhD, Associate Dean

Master of Arts in English

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.

Master of Arts in Teaching: Music Education

The College of Arts and Sciences collaborates with the School of Education to support an emphasis in the Master of Arts in Teaching (MAT) degree in Music Education. Specific requirements for the degree are outlined in the School of Education section of this bulletin, while the graduate level courses in Music for the MAT degree are housed in the Music Department's section of the Graduate 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

Department Faculty

Melissa Brotton, Chair
Associate Professor of English (2007)
PhD University of North Dakota, Grand Forks 2004
18th 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

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
17-18th 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
20th 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 also 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 major author course
- 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.

Department of Music

Department Faculty

Dean Anderson, Chair
Associate Professor of Music (2013)
DMA University of California, Los Angeles 2015 Orchestral conducting, violin, viola, chamber music

David Kendall, Associate Chair
Associate Professor of Music (2014)
PhD University of California, Riverside 2010
Musicology, research methods, low brass

Raejin Lee, Associate Chair
Associate Professor of Music (2005)
DMA Rutgers University 2008
Voice, opera

Kenneth Narducci
Professor of Music (2006)
DMA University of Oregon 1989
Theory, musicianship

Ariel Quintana
Associate Professor of Music (2014)
DMA University of Southern California 2010
Choral studies, choral conducting, composition, music education

Elvin S. Rodriguez
Professor of Music (1998)
EdD Teachers College of Columbia University 1991
Piano, musicianship, music education

Giovanni Santos
Associate Professor of Music (2015)
PhD Florida State University 2022
Wind and percussion studies, conducting, music education, trumpet

Kimo Smith
Professor of Music (1990)
DMA University of California, Los Angeles 1997
Piano, organ, collaborative arts, musicianship

Jason J. Uyeyama
Associate Professor of Music (2002)
MMus The Juilliard School 2001
Violin, viola, chamber music

Collaborating Faculty

Ken Aiso
MMus University of London 1993
Viola, violin, chamber music

Andrew Bain
MA Hochschule filr Musik Karlsruhe 2003
Horn

Spencer Baldwin
MMus Azusa Pacific University 2016
Double Bass

Loren Battley
MMus California State University, Long Beach
Contemporary Voice

David Brennan
DMA University of California, Los Angeles 2004
Saxophone, chamber music, jazz combo

Cody Breyer
MMus University of Southern California 2019
Guitar

Celia Chan Valerio
DMA Indiana University 2008
Harp

Martin Glicklich
DMA University of Southern California 1998
AVPA Director, Flute

Marvin B. Gordy
MM California Institute of Arts Percussion

Javier Gonzalez
MMus University of New Mexico 2013
Voice

Chris James
Recording Engineer Diploma Los Angeles Recording Workshop (1997)
Music technology

Gary Kuo
MMus University of Miami
Violin, media and production, composition

Rong-Huey Liu
DMA University of Southern California 2000
Oboe

Elizabeth Low-Atwater
MMus University of California, Los Angeles 2011
Bassoon

Robert Schaer
DMA University of Southern California (2008)
Trumpet

Jiayi Shi
DMA Manhattan School of Music 2010
Collaborative pianist

Marek Szpakiewicz
DMA University of Southern California 2008
Cello

PinFei Tang
MMus University ofIllinois, Urbana-Champaign 1988
Cello

Alex Waggoner
MMus University of California, Los Angeles 2014
Low brass

William Wellwood
DMA University of Southern California 1997
Clarinet

Master of Arts in Teaching: Music Education

The College of Arts and Sciences collaborates with the School of Education to support an emphasis in the Master of Arts in Teaching (MAT) degree in Music Education (53 units). While the graduate level course descriptions for the MAT: Music Education are listed below, all of the specific requirements for the degree are outlined in the School of Education section of the graduate bulletin. The prospective student should consult the admission information, financial information, and academic policies and procedures sections of this bulletin for general information.

Program Learning Outcomes

In addition to the learning objectives stated in the School of Education's MAT program requirements, the Music Department has specified the following additional program learning objectives for the Music Education emphasis component of the MAT program. They are:

1. Demonstrate skill as solo and ensemble performers who can work as a professional educator.
2. Demonstrate specific knowledge in music theory, music history, and instrumental or vocal pedagogy to provide a basis for a professional career as a music educator.
3. Demonstrate the ability to think, speak, and write clearly and effectively about the art of music.
4. Work collaboratively and as leaders in music interpretation.
5. Demonstrate a working knowledge of music history within their area of specialization and an acquaintance with the history, cultural background, and repertories beyond that area, including a wide selection of Western and world music literature.
6. Demonstrate a working knowledge of music technology and its application to their area of specialization.
7. Demonstrate the ability to integrate skills and knowledge acquired over the course of the MAT: ME program for the purpose of effectively teaching music to K-12 students in the SDA and public schools, in compliance with the competencies established by the California Department of Education.

COURSES

MUED 505 Instramental Methods 5-12 (3): Role of the instrumental teacher in grades 5-12; organization and implementation of instrumental ensembles in the elementary, middle, and high schools with appropriate methods and literature. Classroom observation required. Graduate-level requirements: Approved Research Paper, Bibliography, Presentation and Performance.

MUED 506 Choral Methods (3): Organization and implementation of choral ensembles. Topics to include maintaining vocal health, tone and diction; changing voice; rehearsal techniques; and planning and managing programs, concerts and tours. Classroom observation required. Graduate-level requirements: Approved Research Paper, Bibliography, Presentation and Performance.

MUED 515 Music in the Classroom (4): Basic methods and techniques of music teaching in the elementary school. Special emphasis in Orff techniques. Classroom observation required.
Graduate-level requirements: Approved Research Paper, Bibliography, Presentation and Performance.

MUED 528 Wind & Percussion Pedagogy (3): The study of wind, brass, or percussion methods and pedagogical principles and techniques in student's major area of study. Graduate-level requirements: Observed workshop presentation, approved research topic.

MUED 598 Final Capstone Project (4): Faculty-directed study on specific topics in the area of music education. The Final Capstone Project is the culmination of the MAT: Music Education emphasis degree and will be a critical part of the student's preparation for the professional teaching landscape. The project topic must be approved by the music advisor and must display vigorous and qualified graduate-level research that includes a written thesis, a list of sources, and a defense presentation for the graduate committee.

The Tom and Vi Zapara School of Business

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 nuture 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 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 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 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 creative 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.

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.

Nuñez 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.

Finance Lab

This state-of-the-art technology center allows students 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. The Lab serves as a center for the activities of the Investment Club, which provides students with opportunities to decide on trades using real money.

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 faciliate 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 World Cup competitions in 2002, 2007 and 2016. 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.

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, Adventist Risk Management, KPMG, and Advent Health. 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:

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

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:

A. 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;
B. 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;
C. Complete 48 units of non-Foundation graduate-level courses, with a grade of C or higher in each course; and
D. 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 (0-28 units)

For a student earning a concentration in any area other than Finance:

ECON 514	Economic Concepts for Business Decision Making	(3)
ECON 517	Resources for Decision Making	(3)
MGMT 508	Business Law, Society, and Ethics in a Global Context	(3)
MKTG 517	Marketing and the Value Chain for Decision Making	(3)
	AND	
FNCE 517	Accounting and Financial Reporting for Managers	(4)
	OR	
ACCT 511	Accounting I	(4)
ACCT 512	Accounting II	(4)

For a student earning a concentration in Finance:

ECON 514	Economic Concepts for Business Decision Making	(3)
ECON 517	Resources for Decision Making	(3)
MGMT 508	Business Law, Society, and Ethics in a Global Context	(3)
MKTG 517	Marketing and the Value Chain for Decision Making	(3)
ACCT 511	Accounting I	(4)
ACCT 512	Accounting II	(4)
ACCT 541	Intermediate Accounting I	(4)

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	(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 completes 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

Regular Members of the Faculty

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

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

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)
MBA Loma Linda University 1991
CPA 1992
CFE 2013, Cr.FA 2013
Taxation, fraud, forensic accounting, real estate finance

Danette Zurek
Senior 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, economics of entrepreneurship

Members of the Collaborating Faculty

Mark Abdollahian
Adjunct Professor of Business Analytics, Strategy, and Political Economy (2023)
PhD Claremont Graduate University 1996
Decision making, mathematical modeling, political economy

H. Robert Gadd
Adjunct Professor of Accounting (2017)
PhD University of Texas at Arlington 2000
CPA
Accountant, auditor decision making, auditor expertise

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
CA 2010
CMA 2000
Financial and managerial accounting not-for-profit governance

Steve Hemenway
Adjunct Assistant Professor of Accounting (2015)
MBA La Sierra University 2015
MA La Sierra University 2005
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

Kyungkook Kang
Adjunct Associate Professor of Economics (2019)
PhD Claremont Graduate University 2011
Economics, quantitative research methods

Dandan Kowarsch
Adjunct Assistant Professor of Business Analytics (2021)
PhD Claremont Graduate University 2022
Statistics, economics, modeling, social network analysis, homeless prevention, refugee, and asylum impact on economic growth, global income equity

Jeanie O'Laughlin
Adjunct Associate Professor of Accounting (2021)
PhD Claremont Graduate University 2003
CPA
Financing of tribal colleges, accounting, tax codes, forensic accounting, fraud examination, financial literacy

Dean Parsons
Adjunct Assistant Professor of Finance (2019)
DBA student California Southern University
MBA Azusa Pacific University 2004
Global markets, risk exposure, investment strategy

Akhilesh Srivastava
Adjunct Professor of Business Analytics (2022)
PhD student, Indian Institute of Technology
MBA, Indian School of Business 2016
Business analytics, management, public policy

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 concentrations in finance and business analytics, 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

** This program is currently closed to new admissions. Please contact the Department of Accounting, Economics, and Finance for information about planning for the CPA examination and other kinds of professional accounting preparation.*

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 (0-41 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 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	(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 with 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)
ACCT 562	Cost Determination and Analysis	(4)
ACCT 574	Accounting Information Systems	(4)
ACCT 696	Practicum in Accounting	(1-4)

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

Business Analytics

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 Business Analytics, a student should meet these general requirements (0-16 Foundation units and 32 Integration units) in addition to completing the Business Analytics concentration coursework.

Concentration (16 units):

Sixteen units selected from among the following:

ECON 569	Enterprise Applications of Business Intelligence	(4)
ECON 586	Business Process Analytics	(4)
ECON 595	Data Visualization and Business Analytics	(4)
ECON 596	Analytics for Pricing and Revenue Management	(4)
ECON 597	Data Mining	(4)
ECON 598	Artificial Intelligence, Automation, and Management	(4)

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 completing 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 in finance concentration courses.

Concentration (16 units):

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

FNCE 606	Financial Markets and Institutions	(4)
FNCE 621	Corporate Financial Strategy	(4)
FNCE 668	Investments and Portfolio Management	(4)

Plus, 4 additional FNCE units from the following:		
FNCE 665	Fundamentals of Health Care Finance	(4)
FNCE 677	Risk Management and Insurance Analysis	(4)
FNCE 687	International Finance	(4)
FNCE 696	Practicum in Finance	(1-4)

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. Waiver of any course prerequisite requires the approval of the course instructor. Practicum hours may be required as part of any course, or used 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, 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 341 or 541
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.
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 511 or 221, or consent of the instructor

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.
Pre- or co-requisite: ACCT 446 or 546

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
Restriction: Not open to any student who has earned a B or above in ACCT 460

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 or 221
Corequisite: ACCT 546 or 446

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

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 department chair. May be repeated for additional credit with consent of the instructor.
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 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 569 Enterprise Application of Business Intelligence (4): Business intelligence encompasses all the processes and methods of collecting, storing, and analyzing data from business operations to provide a comprehensive view of a business. This course prepares students to deploy business intelligence throughout a firm in order to increase productivity and efficiency, learning, among other things, to formulate queries and resulting reports and use business analytics to answer complex business questions.
Prerequisite: ECON 517

ECON 586 Business Process Analytics (4): This course prepares students to define businesses processes and their organizational functions; analyze these processes; employ tools to filter, aggregate, and enrich process-relevant data; consider the application of process analysis to the enhancement of a firm's performance; and draw on relevant data to evaluate potential alternative processes.
Prerequisite: ECON 517

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 594 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 394

ECON 595 Data Visualization and Business Analytics (4): Equips students to create data-driven presentations that are sound, persuasive, and audience-appropriate. Considers presentation best practices and prepares students to make data comprehensible to varied audiences. Examines relevant web development and presentation principles.
Prerequisite: ECON 517

ECON 596 Analytics for Pricing and Revenue Management (4): This course prepares to apply advanced analytics to enable firms to earn incremental revenue through the efficient use of resources and science-based pricing methods. It considers the use of data and quantitative modeling to set prices and the role of prices in driving a firm's revenue. It reviews the economic principles of pricing, stressing the central role of price differentiation, and prepares students to price when supplies are constrained.
Prerequisite: ECON 517

ECON 597 Data Mining (4): This course considers ways of identifying patterns and regularities in databases, predicting and forecasting methods, data selection, data cleaning, coding, modeling, and the use of popular tools for mining structured and unstructured data, using different statistical and machine learning techniques, and visualization of the generated structures.
Prerequisite: ECON 517

ECON 598 Artificial Intelligence, Automation, and Management (4): Equips and encourages students to embrace the transformative potential of artificial intelligence and automation and integrate them successfully with business strategy. Considers key technologies (including machine learning, natural language processing, and robotics), business insights, case examples, and economic and societal implications. Emphasizes ways in which cutting-edge technologies can complement and strengthen workforces rather than simply eliminating employment opportunities.
Prerequisite: ECON 517

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.
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 department chair. May be repeated for additional credit with consent of the instructor.
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.
Restriction: Not open to any student who has earned a C or better in ACCT 512 or ACCT 223

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: ACCT 511 and ACCT 512 or 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: ACCT 511 and ACCT 512 or 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: ACCT 511 and ACCT 512 (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 or 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 department chair. May be repearted for additional credit with consent of the instructor.
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

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

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, acting 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

Lari E. Mobley
Associate Professor of Marketing and Management (2022)
PhD Claremont Graduate University 2015
Strategic marketing, advertising, cocreation, motivation, leadership

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

James Pinder
Associate Professor of Healthcare Management and Law (2021)
PhD Claremont Graduate University 2020
JD William Howard Taft University 2008
Program evaluation, pharmacy law, healthcare management

John Razzouk
Assistant Professor of Management and Marketing (2019)
PhD student Univeristy of North Carolina
MBA La Sierra University (2011)
Strategic marketing

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

Josue Anguiano-Vega
Associate Professor of Administration and Leadership (2018)
EdD La Sierra University 2018
Organizational learning, at-risk youth, culture and leadership, caring school climates, parochial education, Christian educational leadership

Dom Betro
Adjunct Associate Professor of Social Entrepreneurship (2001)
MSW Fordham University School of Social Service 1977
Social entrepreneurship

Eduardo Brugman
Adjunct Assistant Professor of Information Systems (2019)
MBA La Sierra University (2012)
Information systems management

Alex Bryan
Adjunct Assistant Professor of Health Care Management (2021)
MS Albany Medical College 2021
DMin George Fox University 2009

Brendan Collins
Adjunct Instructor in Management (2021)
BA Walla Walla University 2019

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 Gaspar
Adjunct Associate Professor of Business Analytics
BS Loma Linda University (1984)
Business strategy and analytics

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

Marcia Haber
Adjunct Assistant Professor of Conflict Resolution (2022)
JD Western State University College of Law
Conflict resolution

Adeeb Hattar
Adjunct Associate Professor of Marketing (2019)
DBA Walden University 2016
Marketing management and marketing research, financial crises and banking

Mark Khalaf
Adjunct Assistant Professor of Law (2014)
JD Southwestern University School of Law 2002
Business law

Dandan Kowarsch
Adjunct Assistant Professor of Business Analytics (2021)
PhD Claremont Graduate University 2022
MBA La Sierra University 2016
Statistics, econometrics, modeling, social network analysis, homeless prevention, refugee and asylum impact on economic growth, global income equity

Robert Kevan Metcalfe
Adjunct Professor of Hospital Administration (2017)
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, language acquisition, first generation college student success, motivation for decision making, self efficacy

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

Rosalie Peterson
Adjunct Assistant Professor of Management (2018)
EdD Pepperdine University 2018
Leadership, learning design, adult learning, organizational behavior, change management, diversity and inclusion, groups and teams, coaching and mentoring, human resource management, training and development

Adam Phillips
Adjunct Assistant Professor of Law (2022)
JD Pepperdine University 2010
MBA La Sierra University 2007

Lovelyn Razzouk
Adjunct Instructor in Management (2018)
MA La Sierra University 2021
Administration and leadership, management

Daniel Robertson
Adjunct Assistant Professor of Management and Law (2021)
JD Pepperdine University 2011
Conflict resolution, mediation, business law, education law, plausibility standard

Michael Scarano
Adjunct Assistant Professor of Sports Management (2022)
MEd Azusa Pacific University 1981

Nidhi Shah
Adjunct Associate Professor of Management and Marketing (2017)
PhD Devi Ahilya University 2006
Organization behavior, leadership, women in leadership, technology in management learning, assessment, entrepreneurship, human resource management, social media marketing

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

Rahmatullah Tameez
Adjunct Assistant Professor of Marketing (2018)
DBA Columbia Southern University 2016
Marketing, financial investments

Warren C. Trenchard
Adjunct Professor of Management and Social Entrepreneurship (2005)
PhD University of Chicago 1981
Social entrepreneurship, management strategy

Lisa S. Willsey-Goolsby
Adjunct Associate Professor of Marketing
PhD Northcentral University 2020
Professional Certified Marketer 2001
Marketing strategy, consumer behavior, marketing and technology

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

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
MGMT695QM	Topics: Quality Management in Health Care

Plus 4 additional units 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
MGMT 695V	Conflict Resolution in Health Care
MGMT 696	Practicum in Management
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 566	Introduction to Business Analytics
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 requirement 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
OR
MGMT 566 Introduction to Business Analytics

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: 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 and 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 and 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 (4): 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 535 Principles of Sports Management (4): A survey of the foundations of sport managements and issues confronting practitioners. Offers a history of modern sports and an examination of the foundations of sports management, including operations, philosophy, and trends of contemporary sports management. Emphasizes the skills and techniques needed to administer programs in diverse sports settings.

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. Pre- or co-requisite: MGMT 508

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.
Pre- or co-requisite: MGMT 508

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.
Pre- or co-requisite: MGMT 508

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 508 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.

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.
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.
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 considerethical, social, spiritual, and political issues related tobusiness 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.
Prerequisite: MGMT 508 or the equivalent

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 and 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 problems-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 and 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 508 and 537 before enrolling in this course.
Restriction: Not open to any student who has earned a C or better in MGMT 368

MGMT 569 Sports Analytics (4): Students will learn how to use data analytics to make better decisions as sports managers. They will discover ways of using data to perform tasks including identifying, selecting, recruiting, assigning, trading, and retiring players, developing budgets, operating strategically within salary cap constraints, arranging schedules, anticipating the tax implications of managerial choices, and informing and overseeing marketing efforts

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 585 Sports Law for Managers (4): A survey of the legal issues confronted by managers in professional and amateur sports settings. Topics include negligence theory, risk management, common defenses, product liability, insurance, contracts, implications for operations. Emphasis is placed on identifying and analyzing legal issues, understanding the ramifications of those issues, and managing the liability of sports organizations.
Prerequisite: MGMT 508 or 347

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 508 or the 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 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.

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 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 department chair. 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 (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 (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 (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 department chair. A student may register for multiple iterations of this course for additional 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.
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 604 Digital Media for Sports Marketing (4): This course will examine the disruptive challenges and opportunities for the business of sports posed by new technology focusing on Over-the-Top video distribution, social media, fantasy sports, the benefits to individual athletes of digital media use, challenges to entrepreneurial sports businesses, digital revenue maximization, esports, data and analytics, stadium technology, digital advertising, and youth and amateur sports. In addition to examining issues relevant to major leagues and media companies, the course will also provide insight on digital media topics significant for entrepreneurial ventures.
Prerequisites: MKTG 537, ECON 517

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 517 or 537

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

MKTG 674 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 department chair. May be repeated for additional credit with consent of the instructor.
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

Administration

School of Education Faculty

Chang-Ho Ji, Dean
PhD, Andrews University 1995
PhD, University of California 2005

Affiliated Center

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

Elissa Kido, Director
EdD, Boston University 1980

General Information

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.

Note: Information on this page has been updated as of October 2023.

Accreditation

The following credential programs are approved by the California Commission on Teacher Credentialing:

Preliminary Teaching Credentials
- Multiple Subjects
- Single Subject
- World Languages

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 his or her professional career goals, the department will meet to develop a set of remediation options for the student. If the student does not concur with department's recommendations, then he/she can choose to withdraw from the program or appeal to the dean. However, if departmental consensus exists regarding the student's inability to maintain the standards of the professional, the department does have a duty to safeguard the profession. Subsequently, if a student opts not for remediation, the department will be forced to terminate the student from the program. Again, the student can also appeal to the dean regarding this decision. This decision will be based on the Code of Ethics for the Teaching Profession from the National Education Association (NEA), the National Board Certification for Principals (NBPTS), the Association for Behavior Analysis International (ABAI), the American Counseling Association (ACA), the American Psychological Association (APA), the American School Counselor Association (ASCA), and the National Association of School Psychologists (NASP) in conjunction with other regional professional boards.

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 pervasive pattern or patterns are observed, then proactive, professional, and ethical steps may be taken to address the concerns.

Causes for automatic dismissal include, but are not limited to: violence, sexual harassment, drug abuse, academic dishonesty, confidentiality breaches, and other criminal activity.

Causes which may cumulatively become cause for dismissal include, but are not limited to: (1) a noted inability to effectively learn important classroom constructs, (2) an incapacity to adequately teach content in the classroom, (3) a repeated failure to make it to class on time or at all, (4) a noted inability or unwillingness to respond to suggestions for improvement, (5) an inability to confidently present or communicate information to others, (6) the presence of unrealistically high or low expectations of the target populations student candidates serve, (7) a propensity to gossip about students, parents, or other professionals; (8) an inability to maintain accurate records, and/or (9) a failure to maintain a professional demeanor (e.g., displaying inappropriate psychosocial behaviors).

School of Education Graduate Degree Programs

Master of Arts in Teaching (MAT)

- Curriculum and Instruction
- Music Education

Master of Arts (MA)

- Administration and Leadership
- Applied Behavior Analysis
- 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 (PhD) in Leadership

Teacher Education Programs

The Teacher Education Program at La Sierra University is State of California approved. The Teacher Education Program is offered via two approaches. The first approach is a blended program in which students take prerequisite and methods courses for the program as part of their undergraduate degree. Students should check with their undergraduate program to ascertain whether their major and the teaching credential may be completed within 4 years. The second approach is the graduate Master of Arts in Teaching (MAT) degree available for completing the approved Teacher Education Program at the graduate level. Please see the Undergraduate Bulletin for more information on the undergraduate degree program.

Because the Teacher Education Program is a California Commission on Teacher Credentialing (CCTC) 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. The California Teaching Performance Expectations (TPEs) are embedded in all coursework and formally assessed in the state-mandated California Teaching Performance Assessments (CalTPA 1 and CalTPA 2).

California State Teaching Credentials

La Sierra University is authorized to recommend students for the following state teaching credentials:

- Multiple Subject Teaching Credential (TK-6)
- Single Subject Teaching Credentials
  - Art
  - Biology
  - Business
  - Chemistry
  - Earth and Space Science
  - English
  - Foundational Level Science
  - Industrial and Technology Education
  - Mathematics: Foundational Level
  - Mathematics
  - Music
  - Physical Education
  - Physics
  - Social Science
  - World Languages

Note: Information on this page has been updated as of October 2023.

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.

Undergraduate Teaching Credential Program

Students who have completed the Liberal Studies Program will be prepared to be a California TK-6 public classroom educator. Students who have completed a bachelor's in a degree with the same name as the credential listed above along with the Teacher Education Program as outlined below will be prepared to teach their content in California public junior/middle and high schools. The following bachelor's degrees have embedded the teacher credential courses in the degree requirements:

English: Secondary Teaching
Mathematics: Secondary Teaching
Biology: STEM Education
Chemistry: STEM Education
Physics: STEM Education
Social Science: Secondary Teaching
Spanish: Secondary Teaching

Please refer to the undergraduate bulletin for more information.

Master of Arts in Teaching (MAT) Admission

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 which does not include units from the Foundational Courses. However, the Foundational courses are separate from the MAT to allow undergraduate students to take the courses and accelerate into the MAT program. The process and requirements for admission into the program are as follows.

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. The minimum required undergraduate GPA is 2.75
2. Applicants must apply to La Sierra University at www.lasierra.edu/apply.
3. Applicants must schedule an interview with and receive a recommendation from a faculty of the Curriculum & Instruction department for acceptance into the MAT program. This is separate from the application to the Teacher Education Program.

MAT Program Requirements

In addition to the Teaching Pathway Requirements outlined below, MAT students must complete and pass the courses listed below with a final grade of B- or better. These courses may be taken before or after Final Student Teaching. These courses include academic studies that complement teaching theory and methods coursework required for all graduate programs housed within the School of Education.

School of Education Core

EDFO 512	Perspectives on Faith and Learning	(3)

And choose 3 of the following courses:

EDCI 545	Neuroscience and Learning	(3)
EDCI 580	Cooperative Learning	(3)
EDCI 664	Social and Emotional Intelligence	(3)
EDPC 661	Academic Assessment and Intervention	(3)

Teaching Pathway Requirements

Stage 1:

Grade Requirement: All Foundational courses must have a final grade of C or better to count towards the Teacher Education Program for a state preliminary teaching credential or the SDA teaching certificate. These Foundational courses (18 units) are required of all students at the start of the MAT/credential program. Foundational courses are separate from the MAT to allow undergraduate students to take the courses and accelerate into the MAT program.

Foundational Courses (18 units)

EDCI 502	Introduction to Teaching	(3)
EDCI 503	Health Perspective	(4)
EDCI 507	Psychology of Learning	(3)
EDCI 516	Digital Literacies	(3)
EDCI 523	Culture, Society, & Ethics	(3)
EDCI 554	Initial Student Teaching Seminar	(2)

1. Students register for EDCI 554 Initial Student Teaching Seminar Course. Students must submit a negative TB test result administered by a physician and a Certificate of Clearance with FBI and Department of Justice Clearance granted within the first quarter to continue in the Teaching Pathway. Students must attend weekly seminars as outlined in the syllabus. Students may concurrently take any Teacher Education Preparation Courses except Elementary and Secondary Teaching Methods courses.
2. Submit documentation for fulfillment of the US Constitution requirement.
3. Submit documentation for fulfillment of the basic skills requirement.
4. Submit documentation for fulfillment of the subject-matter competency requirement.
5. Submit a Cardio-pulmonary Resuscitation (CPR) training including infant/pediatric training (must be current for student teaching)
6. Apply to the Teacher Education Program after completing and passing a minimum of 3 preservice classes, excluding EDCI 554 Initial Student Teaching Seminar.

Stage 2:

Grade Requirement: All Teaching Methods courses must have a final grade of B- or better to count towards the Teacher Education Program for a state preliminary teaching credential or a SDA teaching credential.

7. Complete and pass the remaining Foundational courses listed above, as well as, the following courses.

Teaching Methods Courses (15 units)

EDCI 501	Assessment-Driven Instruction	(3)
EDCI 510	Comprehensive Classroom Management	(3)
EDCI 555	Intermediate Student Teaching (2 per quarter after initial student teaching)	(6)
EDCI 564	Special Education and Inclusion	(3)

AND

Elementary Teaching Methods Courses (16 units)

EDCI 520	Reading K-8	(5)
EDCI 521	Mathematics K-8	(4)
EDCI 522	Language and Literacy K-8	(3)
EDCI 527	Science and Health K-8	(4)

OR

Secondary Teaching Courses (16 units)

EDCI 518	Reading in the Content Area	(5)
EDCI 526	Language and Literacy 9-12	(3)
EDCI 529	Secondary Theory	(4)
EDCI 530	Secondary Practice	(4)

8. Multiple-subject teaching credential candidates can take the Reading Instruction Competence Assessment (RICA) at any time throughout the Teacher Education Program, but are recommended to take the RICA after completing EDCI 516 Language and Literacy K-8. Single-subject teaching credential candidates do not have this requirement.

Note: Information on this page has been updated as of October 2023.

Stage 3:

9. Schedule a meeting with the program director to plan for a placement for final student teaching clinical practice. This meeting must take place 3 months prior to the desired start date of student teaching.
10. Register for Final Student Teaching after all the previous requirements have been fulfilled. Final Student Teaching requires a full-time placement in a California public school. Students will be placed for up to 16 weeks to fulfill the requirements of the state and the university for the preliminary teaching credential. Students must pass the following exams during student teaching:
    a. Instructional Cycle 1
    b. Instructional Cycle 2

Elementary Student Teaching

EDCI 524	Final Student Teaching in the Elementary School	(6)
	OR	
EDCI 525	Elementary Intern Fieldwork	(6)

OR

Secondary Student Teaching

EDCI 556	Final Student Teaching in the Secondary School	(6)
	OR	
EDCI 557	Secondary Intern Fieldwork	(6)

Total units inProfessional Coursework (37)
Total units for the MAT Degree (49)

Student Teaching

(16 weeks student teaching, including seminar)

1. Authorization to do student teaching is requested during an appointment with the Program Director of Elementary and Secondary Teaching. Candidates should meet with the Program Director no later than one full quarter prior to the anticipated start date, in order to allow for arrangements in locating placements.
2. Up to sixteen weeks (16 weeks) are required for student teaching. Specific dates and locations will be arranged through the Program Director of Elementary and Secondary 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. Students are required to complete the 600-hour clinical practice requirement mandated by the state and the university for the preliminary teaching credential and pass the CalTPA Instructional Cycles 1 and 2 during their student teaching. Students have 4 quarters, at most, to complete their student teaching and pass the CalTPA Instructional Cycles 1 and 2.
4. 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 16 weeks. During the student teaching experience, attendance at an online weekly seminar is required. Student teaching may occur during the summer quarter beginning in August to coincide with the public K12 district schedule.
5. Candidates are expected to provide their own transportation for student teaching. Refer to the Student Teaching Handbook for additional specific requirements.
6. Most students will finish the requirements of final student teaching in 2 quarters. In extenuating circumstances, students have 12 months to finish their final student teaching and the CalTPA Instructional Cycles. Students have 12 months from their graduation date to apply for the state preliminary credential.
7. 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.

Examinations

As listed above in the requirements of the program, the California Commission on Teacher Credentialing (CCTC) requires students to pass the following examinations or to fulfill the current equivalency:

A. California Basic Education Skills Test (CBEST) or equivalent to fulfill the Basic Skills Requirement (BSR)

Options for Meeting the Basic Skills Requirement

Individuals may satisfy the basic skills requirement by one of the following methods:

1. **Meet the Basic Skills Requirement by Coursework**
   Individuals may meet the requirement by providing official transcripts to a Commission-approved preparation program or submitted with their application packet to the Commission. The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally-accredited college or university for credit, passed with a grade of B or better, be degree applicable, and be at least 3 semester units or 4 quarter units. Qualifying coursework does not include professional development or continuing education units or in-service training or workshops. Qualifying coursework includes the following:

- For reading proficiency: a course in critical thinking, literature, philosophy, reading, rhetoric, or textual analysis
- For writing proficiency: a course in composition, English, rhetoric, written communication, or writing.
- For mathematics proficiency: a course in algebra, geometry, mathematics, quantitative reasoning, or statistics.

A course that does not fall within the indicated areas may still qualify with an additional letter of explanation. The letter must be from the registrar or the department chair that oversees the Mathematics or English department, as applicable. The letter must state that a course passed by the applicant covered reading, writing, or mathematics. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined.

Online recommendations from a Commission-approved preparation program must include Form 41-BSR, entitled Verification of Basic Skills Requirement when choosing the coursework option. Form 41-BSR is available on the Credential Information Guide (CIG). Form 41-BSR is not required if CBEST or CSET scores are being used to meet the requirement.

2. **Meet the Basic Skills Requirement by Coursework and Exam**
   The Basic Skills Requirement can be met through a combination of applicable courses and qualifying exams. Both Commission-approved programs and the Commission can determine basic skills proficiency through this combination option. The qualifying coursework must meet the requirements as describe above. The mixing-and-matching of relevant component or components from all exam options permitted under current law is acceptable with the exception of out-of-state basic skills exams. The Guidance Chart for Mixing BSR Options can be used when determining acceptable combinations.

   Online recommendations from a Commission-approved program sponsor must include Form 41-BSR, entitled Verification of Basic Skills Requirement when choosing the mixing-and-matching option. Form 41-BSR is available on the Credential Information Guide (CIG). Form 41-BSR is not required if CBEST or CSET scores are being used to meet the requirement.

3. **Achieve Qualifying Score on the SAT or ACT**
   Previously, individuals having earned a score of 500 or higher on the Critical Reading (previously Verbal) section of the SAT exam combined with a score of 550 or higher on the SAT Mathematics exam are determined to have met the basic skills requirement.

   A restructuring of the SAT Suite of Assessments has adjusted the qualifying scores on the revised Evidence-Based Reading and Writing and Mathematics examinations required to meet the basic skills requirement. The new scores listed have been deemed by the College Board as equivalent to the scores shown for the examinations as administered prior to this revision.

   An individual having earned a score of 22 or higher on the ACT English exam combined with a score of 23 or higher on the ACT Mathematics exam is determined to have met the basic skills requirement.

4. **Pass the CBEST**
   Individuals only need to pass The California Basic Educational Skills Test (CBEST) once; CBEST passing scores remain valid indefinitely for all credential and employment purposes. To pass the CBEST, one must obtain a minimum scaled score of 41 in each of the three sections—reading, writing, and mathematics. However, a score as low as 37 on an individual section is acceptable if the total scaled score is at least 123.

   Any or all sections of the CBEST can be repeated as many times as necessary to obtain a passing score, but the full registration fee is charged for each test administration. For more information, see CTC-Exam website.

5. **Pass the CSET: Multiple Subjects Plus Writing Skills Examination**
   The California Subject Examinations for Teachers (CSET): Multiple Subjects examination has been modified, adding an assessment of basic writing skills. Passage of the CSET: Writing Skills examination (test #142) can be added to passage of the CSET: Multiple Subjects Examination (subtests #101, 214, & 225) to meet the basic skills requirement. Passing exam scores used to meet the basic skills requirement remain valid indefinitely. For more information, see CTC-Exam website.

6. **Pass the CSU Early Assessment Program or the CSU Placement Examinations**
   Passing scores on the California State University (CSU) Early Assessment Program (EAP) (English and Mathematics sections) or the CSU Placement Examinations (English Placement Test [EPT] and Entry Level Mathematics [ELM]) are sufficient to meet the basic skills requirement. See Coded Correspondence 09-03 for additional information. Passing exam scores remain valid indefinitely for the purpose of meeting the basic skills requirement.

Note: Information on this page has been updated as of October 2023.

7. **College Board Advanced Placement (AP) Examinations**
   As noted in Coded Correspondence 15-03, students who achieve a score of 3 or higher on the College Board AP English exam and AP Calculus or AP Statistics exam may also use these exam scores to meet the basic skills requirement.

8. **Pass a Basic Skills Examination from Another State**
   The Commission will accept basic skills examinations from other states. A photocopy of the score report or letter from the testing agency verifying passage of the examination must be submitted with the application packet. There is no recency requirement for the date the examination was passed.

B. California Subject Examination for Teachers (CSET) or equivalent to fulfill Subject Matter Competency (SMC)

Key Provisions:
The approved regulations include clarification about acceptable coursework for all credentials. Specifically, in order to be considered as applicable toward a candidate's subject matter competency, acceptable coursework for any credential must meet all of the following criteria:

1. Has been completed with a grade of "C" or higher, "Pass", "Credit" or another designation deemed by the institution of higher education to be the equivalent to a grade of "C" or higher.
2. Is degree-applicable to an Associate or higher degree and credit bearing. Remedial or professional development coursework is not acceptable.
3. Completed at a regionally accredited institution of higher education.

Candidates can meet the subject matter competency requirement for the **Single Subject Credential** by completing a baccalaureate degree or higher in a major in one of the subject areas named in Education Code §44257(a) or the following:

1. For the single subject area World Language: English Language Development, an academic degree major in Teaching English to Speakers of Other Languages (TESOL) or Teaching English as a Foreign Language (TEFL).
2. For the single subject area of Home Economics, an academic degree major in family and consumer science.
3. For the single subject area of Mathematics, an academic degree major in statistics.
4. For the single subject area of Science: Biological Science, an academic degree major in biology, biological engineering, or biochemistry.
5. For the single subject area of Science: Chemistry, an academic degree major in chemical engineering or biochemistry.
6. For the single subject area of Science: Geoscience, an academic degree major in geology or earth science.
7. For the single subject area of Science: Physics, an academic degree major in mechanical or structural engineering
8. For the single subject area of Science: Foundational-Level Science, an academic degree major in any type of engineering or any degree major offered by a college or university science department.

Completion of a baccalaureate degree or higher in one of following academic degree majors meets the subject matter competency requirement for the **Multiple Subject Credential**:
1) Liberal Studies
2) Liberal Arts
3) Elementary Education

AB 130 also allows for a candidate to meet the subject matter requirement for the **Multiple Subject Credential** with a bachelor's degree or higher in a major that includes **all** of the subject areas identified in Education Code §44282(b): language studies, literature, mathematics, science, social studies, history, arts, physical education, and human development.

Coursework Evaluation for Academic Majors and Coursework Not Listed Above
In some instances, candidates may have completed a course of study resulting in a degree major that does not share the exact title of one of the listed academic degrees but may still meet the subject matter requirements through the coursework evaluation option. In these cases, programs may review the coursework to evaluate whether or not candidates have successfully completed courses that address each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential. The Subject Matter Requirements and corresponding domains are available on the Commission's Subject Matter Requirements and Related Domains webpage.

C. California Teaching Performance Assessment (CalTPA) Instructional Cycles (CalTPA 1 and CalTPA 2) during student teaching

D. Reading Instruction Competency Assessment (RICA) for multiple subjects candidates only

Note: Information on this page has been updated as of October 2023.

SDA Credential Requirements

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 and meet all religion requirements (see NAD Certification Handbook). Candidates for the SDA credential must take the following courses or equivalent coursework:

EDCI 435	Religion K-12	(2)
EDFO 404	Philosophy of Christian Education	(3)
PSYC 234	Developmental Psychology	(4)
RELH 483	History of Seventh-day Adventism	(4)
RELT 245	Christian Beliefs	(4)
Any RELB Bible Doctrine Course		(4)
Elective in any Religion course		(4)

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.

Waiver of student teaching units does not decrease the number of units required for the MAT degree.

Requirements for Graduation

- Complete coursework (49 units) for the MAT
- Maintain a GPA at 3.0 or above
- Submit Application for Graduation

Final Requirements for Credential

After the requirements for the Teacher Education Program are completed and the RICA and CalTPAs are passed, candidates must schedule an exit interview with (1) the Director of Accreditation and Assessment and then (2) the School of Education Credential Office. Once completion of all university and state requirements are verified, the credential office will recommend the student to the CCTC for the preliminary teaching credential. Students will then apply to the CCTC and pay for the preliminary teaching credential at ctc.ca.gov.

MAT: Music Education

The Master of Arts in Teaching with Music Education Emphasis program at La Sierra University is designed to give aspiring music educators an opportunity to earn a graduate degree in conjunction with state teaching credentials. In addition to the standard MAT curriculum, the Music Education emphasis offers specialization in music pedagogy and classroom instruction techniques unique to K-12 music education settings.

MAT: ME candidates will receive a balanced approach to classroom music instruction, including Band, Choral, and Orchestral teaching methods. Prior experience in conducting is not required.

Courses in the Specialization: 16 units

Classes (9 units) are chosen in consultation with the department.

MUED 515	Music in the Classroom
MUED 505	Instrumental Methods
MUED 506	Choral Methods
MUED 528	Wind and Percussion Pedagogy
MUED 598	Final Capstone Project

Eligible Applicants:

- Completed undergraduate degree in Music
- Must pass audition and intervention with music faculty

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. MA Project completion (if required by the program).
5. 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)

TEFL/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.

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)
Content Concentration (15 units)
Electives selected in consultation with advisor (15 units)
Master's Project (3 units)

MA Degree Total 45 units (minimum)

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.

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)

Specialization: 21st Century Learning

EDCI 505A	Graduate Level Academic Writing: Fundamentals	(3)
EDCI 506	Learning & Assessment	(3)
EDCI 507	Philosophical Aspects of Christian Education	(3)
EDCI 552	Trends & Innovation in Curricular Design	(3)
EDCI 664	Social & Emotional Intelligence	(3)

Neuroscience and Education

EDCI 545	Neuroscience & Learning	(3)
EDCI 664	Emotional/Social Intelligence	(3)
EDCI 655	Critical Issues in Neuroscience & Pedagogy	(3)
EDCI 711	Neuroscience: Sensory Regulation	(3)
EDCI 712	Neuroscience of Emotional Regulation and Behavior	(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 seven concentrations: Counseling, Forensic Mental Health Counseling, Behavioral Analysis, School Counseling, Marriage & Family Therapy, Professional Clinical Counseling, and Neuroscience & Education. Some individuals may require more than the minimum of 45 units because of the requirements for a certification, credential, or licensure.

Required:

- Core requirements (9):

EDPC 510	Religion, Spirituality & Mental Health	(3)
EDPC 561	Counseling Theories & Techniques	(3)
RSCH 504	Methods and Materials of Research	(3)

NOTE: These cores apply to anyone taking the MA in Counseling in the following fields: counseling, school counseling, school psychology, or neuroscience and education. If a student is receiving an MA in Counseling with an: (a) LPCC/LMFT concentration, (b) a BCBA concentration, or an (c) MA in Behavioral Analysis, the core courses will differ slightly as noted on the next page (three core courses instead of four core courses).

- Content Specialization (24 units):

- Counseling Specialization
- School Counseling Specialization
- Professional Clinical Counseling Specialization
- Forensic Mental Health Counseling Specialization
- Behavior Analysis Specialization
- Marriage & Family Therapy Specialization
- Neuroscience and Education Concentration

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.

Master of Arts
Applied Behavior Analysis

The MA in Behavioral Analysis is designed to provide early-career professionals with knowledge, skills, and practical training in behavioral analysis. Behavioral analysts work in secondary and higher education as well as behavioral and counseling-related agency settings. Students learn how to conduct functional behavioral assessments and apply behavioral techniques that can transform maladaptive behaviors into more adaptive ones. They work with a variety of target populations struggling with a number of presenting problems (e.g., autism, attention deficit hyperactivity disorder, oppositional defiant disorder, etc.). Concepts learned in the classroom are applied through a diversified internship program in a variety of settings.

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 Behavioral Analysis.

Required:

- Core requirements (12):

EDPC 510	Religion, Spirituality & Mental Health	(3)
EDPC 524	Lifespan Development	(4.5)
RSCH 504	Methods & Materials of Research	(4.5)

- Content Specialization (minimum 27 units)

- Graduate Research (6 units)

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.

Any elective courses (12 units) must be approved by the department prior to course registration.

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 Counseling/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.

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 (9):

EDPC 510	Religion, Spirituality & Mental Health	(3)
EDPC 561	Counseling Theories & Techniques	(3)
RSCH 504	Methods & Materials of Research	(3)

- Content Specialization (33 units):

- Higher Education Student Life & Development Specialization
- K-12 Student Life and Development Specialization
- Disability Services Specialization

Elective (12 units) with the department approval

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 36 of 45 units of post-MA education-related coursework with a grade point average no less than 3.30 (transfer units can make up the difference here).
- Option 2: Completion of 72 of 90 units of post baccalaureate education-related coursework with a grade point average no less than 3.30 (transfer units can make up the difference here).

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:

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 3.30, and no course grade lower a B-. A maximum of one repeat of a course is permitted.

3. Petition for graduation—submit a petition for graduation two quarters prior to the date of anticipated completion of the program.
4. Portfolio completion (if required by the program).
5. 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.
6. 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.

Second Ed.S. Degree

A second Ed.S. degree from La Sierra University is possible in a different major or department. It requires a minimum of 36 quarter units. The core courses that are shared between these degrees do not have to be repeated. For information about other requirements, see a faculty advisor.

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)

TEFL/TESOL Specialization (24 units):

Students in Ed.S. programs have the 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	(3)

Concentrations (15 units):

A content concentration from the listings below must be chosen in consultation with a faculty advisor.

Instructional Systems Design

EDCI 575	Introduction to Instructional Design	(3)
EDCI 507	Psychological Foundations of Education	(3)
EDCI 626	Web Design: Communication Principle	(3)
EDCI 576	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	Neuroscience: Sensory Regulation	(3)
EDCI/EDPC 712	Neuroscience of Emotional Regulation and Behavior	(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 1200-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:

7. 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.

8. 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)
	OR	
EDCI 545	Neuroscience & Learning	(3)
EDFO 688	Moral &Ethical Leadership	(3)
EDPC 607	Dynamics of Personality	(3)

NOTE: If the student has taken the MA in Counseling from our department, he or she will have taken the course—EDPC 607 Dynamics of Personality. Subsequently, these core requirements will be adjusted accordingly.

Research Core Course (3 units; departmental approval required):

RSCH 604	Educational Statistics 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:

9. 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.
10. Application for field practice six weeks prior to placement.
11. 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 non-credential 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 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 a related field such as, but not limited to the following areas:
   - Professional education, including teaching and/or
   - Administration
   - Counseling and/or school psychology
   - Behavioral sciences
   - Clinical counseling or psychology
   - Marriage & family therapy
2. By departmental vote, (e.g., if a prospective student candidate has been working in an appropriate field, the seven-year stipulation can be waived).

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)
	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)
	OR	
RSCH 605	Qualitative Research Methods	(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

LSU and Non-La Sierra University Students

EdD students who have a Master's degree or above in education/ psychology/related fields from a university or program requiring more than 45 quarter units may apply for advanced standing. The total combined units must be no less than 132 units. If students qualify, they must take a minimum of 42 units in residency (LSU students) or 48 units in residency (non-LSU students) that includes 12 capstone/dissertation units (with no grade below a 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 is approved by the department unless special circumstances exist. Such cases are brought to the School of Education chair's committee. As long as residency requirements are maintained, students may transfer in units from accredited graduate study programs where courses are similar in content to those required for various programs desired in each department. No grade less than a B- will be accepted for a required course whereas no grade less than a C will be accepted for an elective.

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

As noted above, a minimum of 42 credits of a doctoral program must be earned in residency for LSU students and 48 credits for non-LSU students. All residency requirements 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.

Second Ed.D. Degree

A second Doctor of Education degree from La Sierra University in a different major or department is possible. It requires a minimum of additional 45 units. The core courses that are shared between the two Doctor of Education degrees. For information about other requirements, see a faculty advisor.

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.
3. The coursework required for the doctoral degree will be reviewed at the time of advancement to candidacy, approved by the department and recommended to the School of Education Graduate Committee along with the request for advancement to candidacy. Unless residency is broken, these pre-candidacy courses will be applicable for graduation requirements without need for further upgrading.
4. 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. The minimum number of units in residence is 42 for LSU students and 48 units for non-LSU students.
2. The in-residence units must include no grades 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 examinations administered by the department.
4. The coursework required for the doctoral degree will be reviewed at the time of advancement to candidacy, approved by the department and recommended to the School of Education Graduate Committee along with the request for advancement to candidacy. Unless residency is broken, these pre-candidacy courses will be applicable for graduation requirements without need for further upgrading.
5. Students must be accepted into candidacy prior to requesting a dissertation commitee and preparing a capstone project proposal or dissertation proposal.
6. Satisfactory oral defense or representation of the capstone or dissertation not later than one month prior to graduation.
7. 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.
8. Recommendations for the conferral of the degree by the departamental 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 the 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 for LSU students and 48 units of doctoral residency for non-LSU students.
2. Program approval. Develop a program of study with an advisor in the department of specialization during the first quarter in residence. The program will be reviewed by the dean and the chair's committee when unique variances occur.
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. The department will review the courses for the degree completion and recommend them to the School of Education Graduate Committee. Unless residency is broken, these pre-candidacy courses will be applicable for graduation requirements without need for further upgrading.
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 with 42 units of residency for LSU students and 48 units of residency for non-LSU students. Advanced standing is available to both LSU and non-LSU students.

Previous Credits

The degree may be earned via either of the following two options:

In terms of advanced standing, the degree may be earned with 42 units of residency for LSU students or 48 units of residency for non-LSU students. Students must possess a relevant degree depending upon the field they wish to enter.
Contingent on approval by department of specialization, any deficiencies in credits will be included in the EdD program of studies.
Core & Research Requirements (21 units):

EDFO 791	Contemporary Issues in Education	(3)
RSCH 754	Quantitative Research Design	(3)
	OR	
RSCH 755	Qualitative Research Design	(3)
RSCH TBD	One Research Couse by Approval	(3)
RSCH 797/798	Dissertation	(12)

Content Specialization (21-24 units, minimum):

- Courses will vary depending on the discipline and whether specific credential requirements are desired.

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

Core & Research Requirements (21 units):
See the EdD general section.

Content Specialization (21-27 units minimum):

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)

TEFL/TESOL

EDTS 501	Second Lang Acquisition Theory	(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	(3)

Electives: Selected in consultation with the advisor as needed.

- Dissertation or Capstone (12 units)

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

Core & Research Requirements (21 units):
See the EdD general section.

Content Concentration (15 units minimum):
Electives: Selected in consultation with the advisor.

Dissertation (12 units)

Doctor of Education School Psychology and Measurement

The Doctor of Education program with a specialization in School Psychology and Measurement is available only for the school psychology EdS graduates from La Sierra University and the non-LSU MA graduates with PPS school psychology credentials.

Completion of a graduate degree in the field of counseling psychology, 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.)

Required

Core & Research Requirements (21 units):
See the EdD general section.

Content Specialization (21-24 units):
The Doctor of Education with a specialization in School Psychology and Measurement allows to focus on CCTC requirements for a PPS in School Psychology.

Doctor of Education
Educational Psychology

The Doctor of Education with a specialization in Educational Psychology allows students to select from six concentrations: General Educational Psychology, Forensic Mental Health Counseling, School Counseling (PPS track), Student Life and Development, Behavior Analysis (Board Certified Behavior Analysis), and Neuroscience and Education.

Core & Research Requirements (21 units):
See the EdD general section.

Content Specialization (21-24 units):
The Doctor of Education with a specialization in Educational Psychology specialization in Educational Psychology allows to select from seven concentrations. Specialization must be approved by the department.

1. General Educational Psychology Concentration
2. Forensic Mental Health Couseling Concentration
3. School Couseling Concentration
4. Applied Behavior Analysis Concentration
5. Student Life & Development
6. Neuroscience and Education Concentration

Internship/Fieldwork:
This is not required for the degree, but this will be required by the appropriate board if a student desires a PPS credential in School Counseling (800 hours), BCBA certification (1800 hours), and LPCC licensure (3000 hours/post-degree).

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 two to three years. 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	(3)
RSCH 704	Educational Statistics II	(3)
	OR	
RSCH 733	Mixed Methods	(3)
RSCH 754	Quantitative Research Design	(3)
	OR	
RSCH 755	Qualitative Research Design	(3)
RSCH 775	Research Projects	(3)
RSCH 798	Doctoral Dissertation/Capstone	(15)
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: 100 Practicum and 800 Field Practice Hours
- BCBA Applied Behavior Analysis: 2000 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 during the first quarter in residence develops a program of study in consultation with the Director of Leadership Studies, 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:* Generally 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 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:* The general expectations that all degree requirements will be completed within seven years after admission to the doctoral program. Exceptions and extensions are considered by the Leadership Studies Committee.

Residency and Leave of Absence

Generally, residency is established by registering for 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 15 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 and upon the recommendation of the Leadership Studies Committe. 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 and to formally approve the didactic portion of the degree. Unless residency is broken, these pre-candidacy courses will be applicable for graduate requirements without need for further upgrading. 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 15 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 or presentations made at regional, national or international academic conferences;
5. The coursework required for the doctoral degree will be reviewed at the time of advancement to candidacy, approved by the department and recommended to the School of Education Graduate Committe along with the request for advancement to candidacy. Unless residency is broken, these pre-candidacy courses will be applicable for graduation requirements without need further upgrading;
6. Satisfactory oral defense of the dissertation;
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.

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, World Languages

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)

Note: Information on this page has been updated as of October 2023.

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 or alternative /TPA/RICA/CSET or alternative, and completion of an approved program of professional preparation.

Basic Skills Proficiency Test

California law stipulates that candidates must fulfill the basic skills requirement (BSR) as outlined in CL-667. The California Basic Education Skills Test (CBEST) is one of the current ways to fulfill this requirement.

California Basic Education Skills Test (CBEST) or equivalent to fulfill the Basic Skills Requirement (BSR)

Options for Meeting the Basic Skills Requirement

Individuals may satisfy the basic skills requirement by one of the following methods:

1. **Meet the Basic Skills Requirement by Coursework**
   Individuals may meet the requirement by providing official transcripts to a Commission-approved preparation program or submitted with their application packet to the Commission. The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally-accredited college or university for credit, passed with a grade of B or better, be degree applicable, and be at least 3 semester units or 4 quarter units. Qualifying coursework does not include professional development or continuing education units or in-service training or workshops. Qualifying coursework includes the following:
   - For reading proficiency: a course in critical thinking, literature, philosophy, reading, rhetoric, or textual analysis
   - For writing proficiency: a course in composition, English, rhetoric, written communication, or writing.
   - For mathematics proficiency: a course in algebra, geometry, mathematics, quantitative reasoning, or statistics.

   A course that does not fall within the indicated areas may still qualify with an additional letter of explanation. The letter must be from the registrar or the department chair that oversees the Mathematics or English department, as applicable. The letter must state that a course passed by the applicant covered reading, writing, or mathematics. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined.

   Online recommendations from a Commission-approved preparation program must include Form 41-BSR, entitled Verification of Basic Skills Requirement when choosing the coursework option. Form 41-BSR is available on the Credential Information Guide (CIG). Form 41-BSR is not required if CBEST or CSET scores are being used to meet the requirement.

2. **Meet the Basic Skills Requirement by Coursework and Exam**
   The Basic Skills Requirement can be met through a combination of applicable courses and qualifying exams. Both Commission-approved programs and the Commission can determine basic skills proficiency through this combination option. The qualifying coursework must meet the requirements as describe above in item number 7. The mixing-and-matching of relevant component or components from all exam options permitted under current law is acceptable with the exception of out-of-state basic skills exams.

   Online recommendations from a Commission-approved program sponsor must include Form 41-BSR, entitled Verification of Basic Skills Requirement when choosing the mixing-and-matching option. Form 41-BSR is available on the Credential Information Guide (CIG). Form 41-BSR is not required if CBEST or CSET scores are being used to meet the requirement.

3. **Achieve Qualifying Score on the SAT or ACT**
   Previously, individuals having earned a score of 500 or higher on the Critical Reading (previously Verbal) section of the SAT exam combined with a score of 550 or higher on the SAT Mathematics exam are determined to have met the basic skills requirement.

   A restructuring of the SAT Suite of Assessments has adjusted the qualifying scores on the revised Evidence-Based Reading and Writing and Mathematics examinations required to meet the basic skills requirement. The new scores listed have been deemed by the College Board as equivalent to the scores shown for the examinations as administered prior to this revision.

   An individual having earned a score of 22 or higher on the ACT English exam combined with a score of 23 or higher on the ACT Mathematics exam is determined to have met the basic skills requirement.

4. **Pass the CBEST**
   Individuals only need to pass The California Basic Educational Skills Test (CBEST) once; CBEST passing scores remain valid indefinitely for all credential and employment purposes. To pass the CBEST, one must obtain a minimum scaled score of 41 in each of the three sections—reading, writing, and mathematics. However, a score as low as 37 on an individual section is acceptable if the total scaled score is at least 123.

Note: Information on this page has been updated as of October 2023.

Any or all sections of the CBEST can be repeated as many times as necessary to obtain a passing score, but the full registration fee is charged for each test administration. For more information, see CTC-Exam website.

5. **Pass the CSU Early Assessment Program or the CSU Placement Examinations**
   Passing scores on the California State University (CSU) Early Assessment Program (EAP) (English and Mathematics sections) or the CSU Placement Examinations (English Placement Test [EPT] and Entry Level Mathematics [ELM]) are sufficient to meet the basic skills requirement. See Coded Correspondence 09-03 for additional information. Passing exam scores remain valid indefinitely for the purpose of meeting the basic skills requirement.

6. **College Board Advanced Placement (AP) Examinations**
   As noted in Coded Correspondence 15-03, students who achieve a score of 3 or higher on the College Board AP English exam and AP Calculus or AP Statistics exam may also use these exam scores to meet the basic skills requirement.

7. **Pass a Basic Skills Examination from Another State**
   The Commission will accept basic skills examinations from other states. A photocopy of the score report or letter from the testing agency verifying passage of the examination must be submitted with the application packet. There is no recency requirement for the date the examination was passed.

California Subject Examination for Teachers (CSET)

Pass the CSET: Multiple Subjects Plus Writing Skills Examination. The California Subject Examinations for Teachers (CSET): Multiple Subjects examination has been modified, adding an assessment of basic writing skills. Passage of the CSET: Writing Skills examination (test #142) can be added to passage of the CSET: Multiple Subjects Examination (subtests #101, 214, & 225) to meet the basic skills requirement. Passing exam scores used to meet the basic skills requirement remain valid indefinitely. For more information, see CTC-Exam website.

Note: Information on this page has been updated as of October 2023.

Key Provisions:
The approved regulations include clarification about acceptable coursework for all credentials. Specifically, in order to be considered as applicable toward a candidate's subject matter competency, acceptable coursework for any credential must meet all of the following criteria:

1. Has been completed with a grade of "C" or higher, "Pass", "Credit" or another designation deemed by the institution of higher education to be the equivalent to a grade of "C" or higher.
2. Is degree-applicable to an Associate or higher degree and credit bearing. Remedial or professional development coursework is not acceptable.
3. Completed at a regionally accredited institution of higher education.

Candidates can meet the subject matter competency requirement for the Single Subject Credential by completing a baccalaureate degree or higher in a major in one of the subject areas named in Education Code §44257(a) or the following:

1. For the single subject area World Language: English Language Development, an academic degree major in Teaching English to Speakers of Other Languages (TESOL) or Teaching English as a Foreign Language (TEFL)
2. For the single subject area of Home Economics, an academic degree major in family and consumer science
3. For the single subject area of Mathematics, an academic degree major in statistics
4. For the single subject area of Science: Biological Science, an academic degree major in biology, biological engineering, or biochemistry
5. For the single subject area of Science: Chemistry, an academic degree major in chemical engineering or biochemistry
6. For the single subject area of Science: Geoscience, an academic degree major in geology or earth science
7. For the single subject area of Science: Physics, an academic degree major in mechanical or structural engineering
8. For the single subject area of Science: Foundational-Level Science, an academic degree major in any type of engineering or any degree major offered by a college or university science department

Completion of a baccalaureate degree or higher in one of following academic degree majors meets the subject matter competency requirement for the Multiple Subject Credential:

1) Liberal Studies
2) Liberal Arts
3) Elementary Education

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. Requirements before Final Student Teaching (Culminating Fieldwork)

1. Fulfillment of subject-matter competency requirements, or passing scores on required CSET.
2. Fulfillment of basic skills requirement, or passing score on CBEST.
3. Adult and infant CPR/First Aid/AED certificate by Red Cross or American heart Association
4. Mandated reporter certificate from the state of California (must have general training and school personnel training). A free course can be found at mandatedreporterca.com.
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 305/507	Psychology of Learning	(3)
HLSC 214	Dimensions of Health	(4)
	OR	
EDCI 503	Health Perspectives for Teachers	(3)
HPSC 274	The Construction of American Political Life	(4)
	OR an examination on the U.S. Constitution	
EDCI 413/516	Digital Literacies	(3)

B. Methods Courses

1. Elementary Teaching:

EDCI 105/554	Initial Student Teaching Seminar	(2)
EDCI 205/555	Intermediate Student Teaching Seminar	(6)
EDCI 410/510	Comprehensive Classroom Management	(3)
EDCI 414/520	Reading K-8	(5)
EDCI 415/521	Mathematics K-8	(4)
EDCI 416/522	Language & Literacy K-8	(3)
EDCI 417/523	Culture, Society & Ethics	(3)
EDCI 418/527	Science & Health K-8 and lab	(4)
EDCI 425/524	Final Student Teaching in the Elementary School	(6)
EDCI 464/564	Special Education and Inclusion	(3)
EDCI 498/501	Assessment-Driven Instruction	(3)

2. Secondary Teaching or Single Subject:

EDCI 105/554	Initial Student Teaching Seminar	(2)
EDCI 205/555	Intermediate Student Teaching Seminar	(6)
EDCI 410/510	Comprehensive Classroom Management	(3)
EDCI 417/523	Culture, Society & Ethics	(3)
EDCI 419/518	Reading in the Content Area	(5)
EDCI 426/526	Language & Literacy 9-12	(3)
EDCI 429/529	Second Theory	(4)
EDCI 430/530	Secondary Practice	(4)
EDCI 464/564	Special Education and Inclusion	3)
EDCI 457/556	Final Student Teaching in the Secondary School	(6)
EDCI 498/500	Assessment-Driven Instruction	(3)

C. Seventh-day Adventist Basic Teaching Certificate:

Additional Requirements

EDCI 417	Religion K-12	(2)
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
Licensure in Professional Clinical Counseling
Licensure in Marriage & Family Therapy
Certification in Behavioral Analysis (Board Certified Behavior Analyst)
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 (3-9 units in EDPC 565).
D. Completion of 5-8 units in EDPC 665 Field Practice in School Counseling (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.

BBS also recognizes courses that are absorbed into a doctoral degree. However, all courses needed must be encapsulated under a master's degree or a doctoral degree in its entirety. The board will not accept units standing outside of a relevant degree.

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 33 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 an 800 hour field practice. 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). For school counseling, the field practice is labeled EDPC 565. The internship typically begins in the spring or summer of the second year or the fall of the third year of a student's program. For school psychology students, students are expected to register for EDPC 676 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 2000 hours. 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 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.

Educational Administrative & Leadership Certificate

The purpose of this certificate is to provide an advanced foundation that will allow educators seeking to develop their expertise in teaching English language development courses (Teaching English as a Foreign Language [TESOL] and Teaching English to Speakers of Other Languages [TEFL] Certificate), developing and improving the professional learning capacity of their organization (Professional Learning & Coaching Certificate), managing the new demands that digital learning modalities impact teaching and learning in school systems (eLearning Leadership & Innovation Certificate), and administering special education programs in school systems (Special Education Administration Certificate).

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:

5. Possession of an SDA Standard Teaching Certificate with eligibility for subject-area endorsement.
6. 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

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

John Chen
Assistant Professor of Curriculum & Instruction (2022)
PhD Andrews University 2023

Maria Kim
Assistant Professor of Curriculum & Instruction (2022)
MS Loma Linda University 2013

Aimee Leukert
Assistant Professor of Curriculum & Instruction (2018)
PhD Claremont Graduate University 2018

Support Staff

Ana Cristina Lee Escudero
STEM Education Specialist
MAT University of Southern California 2012

Raymond Hurst
Associate Chair
Director, Office of Assessment and Data Management (OADM)
EdD University of La Verne 2000

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.

Note: Information on this page has been updated as of October 2023.

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.

Note: Information on this page has been updated as of October 2023.

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 501 Assessment-Driven Instruction (3): Preparation of the candidate to take the Teaching Performance Assessment (TPA) Instructional Cycles (CalTPA 1 and CalTPA 2)) 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.
Corequisite: EDCI 555 Intermediate Student Teaching (may have outstanding IP as corequisite)

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.

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 Psychology of Learning (3): Theoretical approaches to learning and teaching for the purpose of developing better understandings of the psychological dynamics underlying various learning and classroom practices.

EDCI 510 Comprehensive Classroom Management (3): Focuses on classroom management and discipline. Examines a variety of strategies for effective classroom management and acceptable classroom practice.
Corequisite: EDCI 555 Intermediate Student Teaching (may have outstanding IP as corequisite)

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 Literacies (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.

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.
Corequisite: EDCI 555 Intermediate Student Teaching (may have outstanding IP as corequisite)
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.
Corequisite: EDCI 555 Intermediate Student Teaching (may have outstanding IP as corequisite)
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.
Corequisite: EDCI 555 Intermediate Student Teaching (may have outstanding IP as corequisite)
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.
Corequisite: EDCI 555 Intermediate Student Teaching (may have outstanding IP as corequisite)
Prerequisite: Acceptance into the Teacher Education Program.

EDCI 523 Culture, Society, & Ethics (3): 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.*

EDCI 524 Final 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 which addresses the organization and management of the instructional classroom, discipline, and other relevant issues. A minimum of 16 weeks of full-time participation in a K12 classroom is required, generally a full K12 semester of student teaching in a K12 classroom.
Prerequisites: Acceptance into the Teacher Education Program, Intermediate Student Teaching and state subject-matter competency requirement fulfilled as outlined by the California Commission on Teacher Credentialing.

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, Intermediate Student Teaching and state subject-matter competency requirement fulfilled as outlined by the California Commission on Teacher Credentialing and district and site letter.

EDCI 526 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.
Corequisite: EDCI 555 Intermediate Student Teaching (may have outstanding IP as corequisite)
Prerequisite: Acceptance into the Teacher Education Program

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.
Corequisite: EDCI 555 Intermediate Student Teaching (may have outstanding IP as corequisite)
Prerequisite: Acceptance into the Teacher Education Program

EDCI 528 Special Education Assessment: Academic and Behavioral (3): This course is designed as a study of practices and trends in both academic and behavioral assessment for students with mild to moderate support needs. Candidates will develop skills in evaluating students in academics and behavior in order to support growth within the context of instructional planning and ongoing assessment.

Note: Information on this page has been updated as of October 2023.

EDCI 529 Secondary School Theory (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.
Corequisite: EDCI 555 Intermediate Student Teaching (may have outstanding IP as corequisite)
Prerequisite: Acceptance into the Teacher Education Program

EDCI 530 Secondary School Practices (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.
Corequisite: EDCI 555 Intermediate Student Teaching (may have outstanding IP as corequisite)
Prerequisite: Acceptance into the Teacher Education Program

EDCI 532 Special Education Instructional Methods (3): This course reviews models and strategies for teaching students with mild/moderate support needs. Student characteristics, behavioral issues and intervention strategies for promoting academic and behavioral development are covered.

EDCI 533 Special Education Legal Issues and Collaboration (3): Designed to assist educators in understanding special education legal issues within behavior and academics. The IEP process has a legal foundation implicit in TK-12 practice. We also cover the collaborative process it takes within academic, behavioral, social, and communication working with general education

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 535 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. Cross-listed with EDCI 435.

EDCI 536 State Teaching Credential Assessment I (2 units): Provides support for registering, writing, and passing the requirements for a CA state teaching credential. This includes support for the CBEST, CSETs, CALTPA Instructional Cycle 1 and any other teaching credential requirement. The focus for this course are the assessments required at the start of student teaching. Cross-listed with EDCI 436.

EDCI 537 State Teaching Credential Assessment II (2 units): Provides support for registering, writing, and passing the requirements for a CA state teaching credential. This includes support for the RICA, CalTPA Instructional Cycle 2 and any other teaching credential requirement. The focus for this course are the assessments required towards the end of student teaching. Cross-listed with EDCI 437.

EDCI 545 Neuroscience: Cognition and 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 554 Initial Student Teaching (2): Preparation for the initial stages of student teaching and completion of the first 30 hours of student teaching. Requires attendance at a weekly seminar. Students will be guided through the requirements for gaining a California State Preliminary Teaching Credential. Requires submission of a negative TB skin test result and Certificate of Clearance.

EDCI 555 Intermediate Student Teaching (2): Corequisite for teacher credential courses. Guided and supervised clinical practice to partially fulfill the state and university requirement of 600 hours. Requires weekly attendance at seminar and weekly clinical practice in the K12 classroom. This course is repeatable, up to 6 units.
Prerequisite: EDCI 554 Initial Student Teaching

Note: Information on this page has been updated as of October 2023.

EDCI 556 Final Student Teaching in the Secondary School (1-14): Supervised clinical practice experience required for California state and Seventh-day Adventist credentials. Requires attendance at a weekly seminar which addresses the organization and management of the instructional classroom, discipline, and other relevant issues. A minimum of 16 weeks of full- time participation in a K12 classroom is required, generally a full K12 semester of student teaching in a K12 classroom.
Prerequisites: Acceptance into the Teacher Education Program, Intermediate Student Teaching and state subject-matter competency requirement fulfilled as outlined by the California Commission on Teacher Credentialing.

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, Intermediate Student Teaching and state subject-matter competency requirement fulfilled as outlined by the California Commission on Teacher Credentialing and district and site letter.

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 and Inclusion (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, and developing appropriate teaching strategies. Includes federal and state laws governing the education of students with special needs.

EDCI 564B Special Education: Advanced Diagnostic Interventions (3): Using data from case studies, this course will help candidates develop skills in diagnosis and classroom interventions for students with special needs. Candidates will learn to develop treatment plans for all 13 Federally recognized disability categories, creating in depth academic and behavioral classroom interventions. Deep analysis of data will enable candidates to select the correct intervention tools for specific student needs.

Note: Information on this page has been updated as of October 2023.

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 Neuroscience of Technology and Health (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 Neuroscience: Cognition and Learning (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.

Note: Information on this page has been updated as of October 2023.

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: Cognition 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 670 Neuroscience of Leadership (3): This course is taught from a brain science perspective using research that helps us understand how leaders lead from an emotional intelligence and coaching focus to inspire and lead others in education and corporate settings. We use real leadership examples from the classroom to the boardroom and help you develop and refine your skills in transformational change. We will learn more about the brain's ability to self-manage, change, emotionally regulate, make decisions, and handle conflict. Some of the things we discuss are neuroplasticity, performance, and productivity.
For: Teaching leaders, administrators, and professionals who manage people.

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 Neuroscience of Sensory Regulation (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: Cognition and Learning (or approval by course instructor)

EDCI 712 Neuroscience of Emotional Regulation and Behavior (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: Cognition and Learning and EDCI 711 Neuroscience of Sensory Regulation (or approval by course instructor).

EDCI 767 Brain Research (3): Directed study of topics under the guidance of an expert, that leads to publication or presentations at major professional meetings.
Prerequisite: Approval of the instructor and the department chair.

MUED 515 Music in the Classroom (4): Methods and techniques of music teaching in elementary school. Special emphasis in Orff techniques. Classroom observation required.

MUED 505 Instructional Methods (3): Role of the instrumental teacher in grades 5-12; organization and implementation of instrumental ensembles in the elementary, middle, and high schools with appropriate methods and literature. Classroom observation required.

MUED 506 Choral Methods (3): Organization and implementation of choral ensembles. Topics include maintaining vocal health, tone and diction; changing voice; rehearsal techniques; and planning and managing programs, concerts, and tours. Classroom observation required.

MUED 528 Wind and Percussion Pedagogy (3): The survey study of wind, brass, or percussion methods and pedagogical principles and techniques.

MUED 598 Final Capstone Project (3): Faculty-directed study on various topics in the area of music education. The Final Capstone Project is the culmination of the MAT: Music Education emphasis. The project must display vigorous and qualified graduate-level research in the approved topic area.

Department of Administration & Leadership

Department Faculty

Josue M. Anguiano-Vega, Chair
Associate Professor of Administration and Leadership (2018)
EdD La Sierra University 2018

John Chen
Assistant Professor of Curriculum and Instruction (2022)
PhD Andrews University 2023

David Penner, Director of Leadership Studies
Professor of Administration and Leadership (2017)
PhD Andrews University 1987

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
- 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 spedical 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. Particlular 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 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

Department Faculty

Dora D. Clarke-Pine, Chair
Associate Professor of School Psychology and Counseling (2002)
PhD Andrews University 1995

Sandra Banjoko
Assistant Professor of Clinical Counseling and Relational Therapy (2023)
PhD Loma Linda University 2021

Sophorn T. Choau
Assistant Professor of Clinical Counseling and Relational Theraphy (2016)
PhD Loma Linda University 2013

Shirley 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

Zixuan Zhao
Assistant Professor of School Psychology and Behavior Analysis (2021)
PhD La Sierra University 2021

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

- Applied Behavior Analysis (Program allows a student to work towards becoming a board certified behavioral analyst. The Association for Behavior Analysis has verified the program sequential courses toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst examination. Students will need to meet additional requirements and they reside in an authorized country before they can be deemed eligible to take the examination.)

- 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
  - Applied Behavior Analysis

Doctor of Education in School Psychology and Measurement

- Specializations:
  - School Psychology (credentialing process)
  - Applied Behavior Analysis

Doctor of Education in Educational Psychology

- Specializations:
  - Educational Psychology
  - Applied Behavior Analysis
  - Professional Clinical Counseling
  - 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 Counseling
- School Psychology

Certification Offered

The Association for Behavioral Analysis International (ABAI) has fully approved the course sequence offered by La Sierra University towards the coursework requirement for eligibility to take the Board Certified Behavior Analyst Examination.

- Board Certified Analyst

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 Therapist
- Professional Clinical Counselor

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 to three years depending upon area of focus.

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 identity 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 that may include the following —formal remedial services in the challenged areas of focus, counseling services, 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 a student who is 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

EDPC 504 Standardized Testing in Education (3-4.5): 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 506 Assessment in Counseling (3-4.5): Students will learn about what makes assessment tools valid and reliable, how to select tests for a presenting problem, how to administer such tests, how to effectively interpret the test data gathered, as well as how to apply the results of these assessment tools in standardized and effective ways. In addition, needs assessments, comprehensive program designs, and program reviews will be a primary focus in this course. Students will learn how to build effective needs-based prevention/intervention programs.

EDPC 510 Religion, Spirituality, & Mental Health (3): Examines application of religion and spirituality in human services, including counseling, school psychology, applied behavior analysis, and mental health. Assess self-awareness of identity in religion and spirituality. Explore various religions (including Christianity) in relations to suffering and resiliency.

EDPC 511 Basic Principles of Applied Behavioral Analysis (3-4.5): 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 512 Ethical Considerations in ABA (4.5): 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 514 ABA Data: Measurement, Analysis, and Display (4.5): 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 Assessment in Behavior Analysis (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 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 (3-4.5): The life cycle of human psychological growth and development from infancy to adulthood, with emphasis on the school years as well as aging and long-term care-related issues. Explores the effects of culture, poverty, and social stress in the developmental stages. A comprehensive survey of contemporary issues and research in developmental psychology. Understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

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 Psychology of 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 542 Behavioral Change Procedures in Applied Settings (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 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 (3-4.5): 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. Topics include career development decision-making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

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 Introduction to Practicum (3): An opportunity for PCC and MFT trainee to prepare in counseling individuals, couples, families, and groups under supervision. Focus on legal forms, professional writing of documents, treatments plans, and progress notes. Students will be trained in providing mental health counseling via telehealth, which includes reviewing law and ethics related to telehealth. Covers requirements for associate registration and licensure. Graded on an S/U basis only.
Prerequisites: EDPC 561 & 655
Restriction: Departmental Approval.

EDPC 561 Counseling Theories & Techniques (3-4.5): 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 with a variety of presenting problems such as physical, psychological, and sexual abuse, substance abuse, as well as suicide/homicide.

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 (3-9): 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. 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. Supervised practicum in a clinical setting required for LPCC and MFT students. Supervised practicum in a clinical setting required for LPCC and LMFT students.
Prerequisites: EDPC 561, 564, 573 or 570, and 655
Restriction: Departmental Approval

EDPC 564 Group Theory & Procedures (3-4.5): 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. Focus on principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

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 (1-9): 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. The 800-hour field practice cannot be completed in one quarter.
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.
Prerequisite: EDPC 562 Restriction: Departmental Approval

EDPC 568 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 562 can be concurrently enrolled; Departmental Approval at least six weeks prior to placement as well as Health, Character & Criminal Clearances

EDPC 570 Law & Ethics in Mental Health Services (4-4.5): Focus on ethical issues and decision-making skills in LPCC and LMFT California law and professional ethics. Draws distinctions between ethical and legal mandates (e.g., informed consent and risk-assessment in several domains such as abuse as well as suicide/homicide). 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 School Psychology/Counseling Ethics & 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 (e.g. informed consent and risk-assessment in a number of domains such as abuse as well as suicide/homicide). 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 & 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 602 Projective Assessment Measures (3): Overview of commonly used projective personality tests used in clinical psychology. Supervised experience in the administration, scoring, interpretation, and report writing of the most recent editions of the Thematic Apperception Test (TAT), Draw a Person Test (DAP), House-Tree-Person Test (H-T-P), Kinetic Family Drawing (KFD), the Rorschach Test, and various Incomplete Sentence Blanks. The focus of attention on the tests noted above will vary largely upon the advantages and disadvantages of use of these tests for practicing clinical psychologists. *Prerequisite: EDPC 504*

EDPC 603 Objective Assessment Measures (3): Overview of commonly used objective personality inventories used in clinical psychology. Supervised experience in the administration, scoring, interpretation, and report writing of the most recent editions such as the Minnesota Multiphasic Personality Inventory (MMPI), Millon Clinical Multiaxial Inventory, Millon Adolescent Personality Inventory (MAPI), the Sixteen Personality Factor Questionnaire (16PF), Beck Depression Inventory (BDI), Children's Depression Inventory (CDI), Beck Anxiety Inventory (BAI), and Revised Children's Manifest Anxiety Scale (RCMAS). The focus of attention on the tests noted above will vary largely upon the advantages and disadvantages of use of these tests for practicing clinical psychologists. *Prerequisite: EDPC 504*

EDPC 607 Dynamics of Personality (3-4.5): 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 (3-4.5): 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 Underpinnings of Applied Behavior Analysis (3): This course is designed to review the philosophical underpinnings related to current ABA approaches. Students will review the conceptual and historical foundations that led to the ontological and epistemological perspectives of modern ABA. Students will compare and contrast past and current practices identifying the underlying dimensions of ABA.

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) create interventions and reinforcement systems for supervisees, and d) generate 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 (3-4.5): 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 (3-4.5): 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 (3-4.5): 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 (3-4.5): 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. Not only is the DSM-5 covered, but a standardized clinical intake is modeled to the students which covers a variety of domains: identifying data, referral information, presenting problem, history surrounding presenting problem, other histories (e.g., developmental, family of origin, educational, current family situation, occupational, legal, recreational, social, medical/psychiatric, and substance abuse) mental status exam (e.g., dress/appearance, responsiveness, speech, facial expressions, eye contact, motor/psychomotor activity, orientation, attention/concentration, memory, thought processes, thought content, concrete/abstract thinking, insight/judgment, intelligence, mood/affect, and suicidal/homicidal ideations), clinical impressions, summary, and treatment recommendations.

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 (3-4.5): A study of psycho pharmacology, 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.

EDPC 650 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 (3-4.5): Advanced study of counseling theories and techniques with attention given to informed consent, confidentiality-related isssues, professional boundaries, assessment (to include risk-assessment techniques in terms of all forms of abuse and suicidal/homicidal ideations), diagnosis and treatment planning, clinical interventions, therapeutic relationships, and psychopathology. Involves presentation of an advanced clinical case study and related role-play with the professor role-playing a client and the

student role-playing the therapist. In this process a number of domains will be addressed to include various psychiatric conditions to include an assortment of anxiety, depressive, psychotic, personality, and adjustment disorders to name a few.
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.
Restriction: Departmental Approval

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.
Restriction: Departmental Approval

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.
Restriction: Departmental Approval

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.
Restriction: Departmental Approval

EDPC 665 Crisis Intervention & Trauma Informed Care (3-4.5): Exposure to evidence-based counseling practices utilized in crisis intervention. Although the focus is on prevention, intervention, and postvention as it relates to a variety of presenting problems, the predominant focus is on intervention strategies that are trauma informed. As such, counseling may be confined to helping one individual or a number of individuals when a shared crisis or disaster occurs. Towards this end, evidence-based assessment/intervention strategies will be utilized as well more long-term intervention strategies.

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.
Restriction: Departmental Approval

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, troubled 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: Departmental Approval

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 669 Leadership, Advocacy, Consultation, & Systems Change (3): The focus of this course is to develop a set of effective communication skills that will assist a number of individuals in various work settings to work more effectively with each other. Essential to this process is understanding more fully how systems/organizations work as well as what strategies are most effective in advocating for positive systemic change. In addition, learning a variety of evidence-based collaborative and consultation models are important when working in various systems whether the system is a school or a community agency. Also, learning how to effectively draw in all stakeholders specific to a particular system, who can effectively mitigate a presenting problem in multidisciplinary ways is highly important. Therefore, students will learn how to become effective change agents in their respective fields focusing on a variety of leadership skills: team building, problem-solving, advocacy, social justice, as well as cultural humility and multicultural sensitivity.

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: Departmental Approval

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.
Restriction: Departmental 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: Departmental Approval prior to placement that includes CBEST clearance as well as health, character, & criminal clearances

EDPC 676 School Psychology Internship (1,200 hours) (1-12): 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.
Restriction: Departmental Approval

EDPC 681 Conceptual & Experimental Analysis of Behavior (3): This course will cover the conceptual analysis of behavior, which addresses philosophical, theoretical, historical, and methodological issues that underpin the profession of behavior analysis. Students will learn the distinction between behaviorism and the experimental analysis of behavior and applied behavior analysis. Additionally, critical terms, definitions, and concepts in applied behavior analysis will be reviewed. Journal articles from behavior analytic literature will be used to emphasize the interrelationship between behavior analytic principles and effective education and clinical treatment.

EDPC 682 Community Intervention & Support (3): This course will develop the skills of the application of principles used by behavior analysts to train, supervise, and consult with direct care staff in clinical school, and home settings. Students will learn how to work effectively in a transdisciplinary model, develop joint goals with professions from multiple disciplines, and effectively work as a member of a collaboration team.

EDPC 683 Verbal Behavior (3): This course expands students' abilities to deal with more complex behavioral situations. Students will learn to define and describe characteristics of verbal behavior, distinguish between structural and functional approaches, demonstrate assessment of verbal behavior, and develop instructional and intervention procedures based on assessment outcomes.

EDPC 684 Entrepreneurship in Human Services (3-4.5): This course will provide an understanding of the nature of entrepreneurship related to public and private human service organizations. Students will learn the fundamentals of business plan design and development particularly in the clinical counseling and behavior analysis professions. The course will cover career development theories and techniques, which includes the role of diversity issues in professional development.

EDPC 685 Organizational Behavior Management (3): This course will cover current literature and practice in Organizational Behavior Management as well as system analysis. Students will learn different models for consultation in organizations as well as the development and application of behavior system analysis.

EDPC 694 Individual & Cultural Differences (3-4.5): Application of differential psychology to testing, learning, counseling, and school psychology procedures. Emphasis on cross-cultural, ethnic, and sex differences. Focus on the "self" of the therapist in terms of fostering identity development, promoting cultural social justice, creating individual/community strategies for working with and advocating for diverse populations, and increasing counselor's roles in eliminating biases and prejudices, and addressing processes of intentional and unintentional oppression and discrimination.

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 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 Neuroscience: Sensory Regulation (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.

EDPC 712 Neuroscience of Emotional Regulation and Behavior (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.

EDPC 715 Seminar: Alcohol & Drug Addiction (3-4.5): 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. Focus on substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, and support systems, and community resources.

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.

Program in Leadership

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 present at least two scholarly conference presentations or 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.

COURSES

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 699 Independent Study in Leadership (1-6): Empirical or literature-based research in the field of leadership resulting in a written product. Restriction: Consent of the program director.

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 balance 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.
Restriction: For doctoral students only

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 lead.
Restriction: For PhD in Leadership students only or permission of instructor.

School of Education Additional Courses

Chang-Ho Ji, PhD, Dean

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 in general. *Prerequisite: Consent of the advisor*

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 (3-4.5): 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.

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 (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 695A and RSCH 696B Directed Graduate Research Thesis (3-6 units per quarter): The directed 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) develop a research design, e) secure committee and IRB approvals, f) collect and analyze their data, g) write their thesis manuscript and poster presentation, and e) defend their thesis to their committee members. NOTE: While you may use your practicum site to complete your research paper, the hours in this course should only be counted as coursework hours and are not being counted as supervised fieldwork or group supervision. Failure to abide by this policy may result in failure of this course.

RSCH 696 Directed Graduate Research Thesis (3-6): 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, reflexibility, 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.
P*rerequisites: 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.
P*rerequisites: 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.
P*rerequisites: 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.
P*rerequisites: 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 797A/B Doctoral Dissertation in ABA (3-6 units per quarter): The doctoral dissertation in applied behavior analysis consists of doctoral students utilizing their practicum site to develop a doctoral dissertation. Specifically, students will a) choose a dissertation advisor and committe members, b) select an applied research topic, c) conduct a literature search, d) develop a research design, e) secure committe and IRB approvals, f) collect and analyze their data, g) write their dissertation manuscript and poster presentation, and e) defend their dissertation to their committe members.

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

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.

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

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 reviewes Alternative Dispute Resolution procedures.

EDSE 678 Special Education Law & Ethics Policy (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 Current Issues in Special Education (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/TESOL 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

Administration

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

Robert Roth, Administrative Assistant (2019)
BA Management, Golden Gate University 2015

Affiliated Centers

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

Satellite Campus Clovis, CA

Central California Conference of Seventh-day Adventists

Pierre Steenberg, Coordinator
PhD University of Pretoria in South Africa

Department of Pastoral Studies (Practical Theology, Church & Ministry, and Mission & Evangelism)

Divinity School Faculty

Maury D. Jackson, Chair
Professor of Pastoral Studies (2009)
DMin Claremont School of Theology 2007
Practical theology, ethics, philosophy

Marlene Ferreras
Assistant 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

Vadim Dementyev
PhD Fuller Theological Seminary 2019
Pastoral Ministry

Timothy Gillespie
DMin George Fox Evangelical Seminary (2013)
Innovation in Ministry

Shelton Kilby
DMin Claremont School of Theology 2017
Religion and the Arts

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)

Divinity School Faculty

Kent V. Bramlett, Chair
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

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

Department of Theological Studies
(Theology, History, Philosophy, Ethics)

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

Ronald Osborn
Associate Professor of Ethics and Philosophy (2019)
PhD University of Southern California 2012
Ethics and moral theory, philosophy of religion, logic

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

Theodore Levterov
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)

Divinity School Faculty

Igor Kokhan, Chair
Assistant Professor in Religious Studies (2014)
PhD University of the West 2020
Religious studies, Asian religions, New Testament background and exegesis, Seventh-day Adventist studies

Panel of Teaching Pastors

Marlene Ferreras, Chair, Panel of Teaching Pastors
PhD (Claremont School of Theology)
Assistant Professor of Practical Theology

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)
SECC Ministerial Director

Ken Curtis
DMin (Claremont)
Spiritual Formation at Calimesa 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

Iki Taimi
MTS La Sierra University 2013
Lead Pastor at La Sierra University Church

General School Information

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.**

Divinity School Structure

The HMS Richards Divinity School consists of the Division of Undergraduate Studies (see the Undergraduate Bulletin) and the Division of Graduate Studies.

Division of Graduate Studies
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 found 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

General financial information for all graduate degree programs at La Sierra University is found in the Graduate Financial Information section of this bulletin. Contact the Divinity School Office for current tuition and other financial information.

Accreditation

In addition to sharing the University-wide accreditations, the Division of Graduate Studies is accredited by The Commission on Accreditation of The Association of Theological Schools of the United States and Canada (ATS). The Division is approved by the ATS to offer the following degrees: MA, MA (Near Eastern Archaeology), MDiv, and MTS.

Structure of Graduate Programs

Graduate programs in the Divinity School include the following disciplines: general religious studies, biblical languages, biblical studies, Christian ethics, Christian theology, history of Christianity, Seventh-day Adventist studies, and pastoral studies. Most of these disciplines have three levels of courses: foundational courses (italicized in the programs below), core courses, and elective courses. Typically, students who have completed an equivalent or comparable undergraduate course will not be required to complete a foundation course in that discipline. Most programs require all students to complete the core courses in the disciplines. Students who are not required to complete a foundation course in a discipline will take an elective course in addition to the core course in the discipline.

Course Numbering and Schedule

Courses numbered 501-509 are typically discipline foundation courses; those numbered 510-589 are discipline core and elective courses. Those numbered 590-599 are projects, practica, and fieldwork courses. Courses numbered above 599 include seminars, reading tutorials, special topics, thesis preparation, directed study, and other advanced courses. The Divinity School offers most graduate courses once every two years on a rotating schedule.

Categories of Graduate Degree Programs

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 master's degrees may also prepare students for future professional doctoral studies (as well as academic doctoral programs 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 master's degrees may also prepare students for future academic doctoral studies in religion.

Graduate Professional Program

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.

The MDiv program is specifically intended to serve, but is not necessarily limited to, the following:

1. College graduates who seek professional preparation for ministry.
2. Currently employed members of the clergy who want to increase their effectiveness by completing the requisite professional education for the pastorate.
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.
4. Persons engaged in occupations other than ministry who believe they are called to pastoral ministry and wish to obtain the appropriate educational preparation.
5. Persons who wish to prepare for more advanced professional lay ministry in a local church.

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.

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 half the number of required program units from an accredited graduate or graduate professional program in another university or seminary.

Course Requirements

The following constitute the course requirements for the regular MDiv program, which is designed for students who have little or no undergraduate coursework in religious studies or theology. It includes the foundation courses listed in italics. Students who have an undergraduate degree in religious studies or theology or who have taken the undergraduate equivalent of one or more of the foundation courses or the biblical language courses may qualify for advanced standing in the program. Contact the director of graduate programs for details. Students whose faith tradition differs from that of the Seventh-day Adventist Church may substitute up to two courses from their own tradition with the approval of the director of graduate studies. All courses are 4 quarter units.

General Religious Studies (4 units)	
RELG 510	Research and Writing in Religion

One of the following (4 units):	
RELG 501	The Study of Religion: Theory & Practice
RELG 511	The Religions of the World

Biblical Languages (8 units)
RELL 504 Linguistic Tools for Pastoral Ministry: Hebrew
RELL 505 Linguistic Tools for Pastoral Ministry: Greek

Biblical Studies (16 units)
RELB 501 The Old Testament & Its Communities
RELB 502 The New Testament & Its Communities
RELB 511 Interpreting OT Texts
RELB 512 Interpreting NT Texts

Christian Ethics (8 units)
RELE 504 Christianity and Culture
RELE 514 Christian Social Ethics

Christian Theology (8 units)
RELT 504 Principles of Christian Theology
RELT 514 Systematic Theology

History of Christianity (8 units)
RELH 504 A Survey History of Christianity
RELH 514 Studies in the History of Christianity

Seventh-day Adventist Studies (8 units)
RELH 506 History of Seventh-day Adventism
RELT 516 Seventh-day Adventist Theology

Pastoral Studies (32 units)
Foundation: one course required*
Praxis (Core): one course required*
Worship & Liturgics: one course required*
Preaching & Homiletics: one course required*
Congregational Care, Counseling & Poimenics: one course required*
Spiritual Formation, Religious Education & Ecumenics: one course required*
Project: one course required*

Fieldwork:
RELP 594 Fieldwork in Pastoral Ministry

*Each term the Department of Pastoral Studies publishes a list of any courses that meet this category.

Electives (12 units)
Three courses
Total: 108 units
Other Notes, Requirements and Regulations

1. Full-time students normally enroll in 3 courses (12 units) per quarter.
2. Students must maintain a grade point average of 3.00 or better, with no individual course grade lower than C counting for credit.
3. 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.
4. Students who enroll in RELP 594 Fieldwork in Pastotal Ministry will concurrently enroll in RELP 590 (0 credits) during the same term and the next two terms.
5. Before receiving the MDiv degree, students must prepare the Summative Concluding Project as a final, capstone exercise and submit it to the Divinity School Office during the last quarter before graduation. The detailed specifications of this project and the deadlines for submission are available from the Divinity School Office.

MDiv/MBA

The Divinity School and the Zapara School of Business provide students with the opportunity to pursue both the 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.

Up to twelve units completed in the Divinity School by a student jointly enrolled in these programs may be used to fulfill requirements for the MBA, and up to twelve units completed in the School of Business by such a student may be used to fulfill requirements for the MDiv. This results in a total reduction of up to twenty-four units in the combined MDiv and MBA programs.

A student who wishes to pursue these degree programs simultaneously must apply to and 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.

Graduate Academic Programs

The Divinity School offers two graduate academic degree programs: the Master of Arts (MA) program and the Master of Theological Studies (MTS) program.

Master of Arts (MA)

The MA program provides advanced academic study and research beyond the baccalaureate degree in either the general disciplines of religious studies or in the specific field of Near Eastern archaeology. It may serve as a foundation for further graduate study. Full-time students typically complete the MA program in two academic years.

Student Learning Outcomes

Students who complete the MA degree program 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.

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 may normally transfer up to half of the required units from an accredited graduate program in another university.

Course Requirements MA: Religion

The following constitute the course requirements for the regular MA Religion program, which is designed for students who have little or no undergraduate coursework in religious studies or theology. It includes the foundation courses listed in italics. Students who have an undergraduate degree in religious studies or theology or who have taken the undergraduate equivalent of one or more of the foundation courses may qualify for advanced standing in the program. Contact the director of graduate programs for details. Normally consisting of two years, the MA Religion program does not provide for primary or secondary course emphases, except as negotiated by students with a department of the School. If so arranged, the program will typically require more time to complete. The Department of Theological Studies (Theology, Philosophy, History, Ethics, Adventist Studies, i.e. all RELE, RELH and RELT course) regularly offers advanced courses that are ideally suited for an MA Religion program. Please contact the department for details. All courses are 4 quarter units.

General Religious Studies (4 units)	
RELG 510	Research & Writing in Religion
One of the following (4 units):	
RELG 501	The Study of Religion: Theory & Practice
RELG 511	The Religions of the World
Biblical Studies (16 units)	
RELB 501	The Old Testament & Its Communities
RELB 502	The New Testament & Its Communities
RELB 511	Interpreting OT Texts
RELB 512	Interpreting NT Texts
Christian Ethics (8 units)	
RELE 504	Christianity and Culture
RELE 514	Christian Social Ethics
Christian Theology (8 units)	
RELT 504	Principles of Christian Theology
RELT 514	Systematic Theology
History of Christianity (8 units)	
RELH 504	A Survey History of Christianity
RELH 514	Studies in the History of Christianity
Seventh-day Adventist Studies (8 units)	
RELH 506	History of Seventh-day Adventism
RELT 516	Seventh-day Adventist Theology
One of the following (4 units):	
REL_698	Thesis
Elective Course	

Total: 60 units

Other Notes, Requirements, and Regulations

1. Students may enter this program only in the fall term and must apply by April 1.
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 B- counting for credit.
4. Students will choose electives from among graduate courses offered by the Divinity School except those with prefixes of RELP or RELM.
5. Students will complete a summative assignment in the program. They may choose (a) to write and defend a thesis and/or (b) to write and pass a comprehensive examination. Those who choose only the comprehensive examination will complete a 4-unit elective in the program.

Course Requirements MA: Near Eastern Archaeology

Research and Writing (4 units)		
RELG 510	Research & Writing in Religion	(4)

Near Eastern Archaeology (32 units)		
ARCH 548	Archaeology Methods and Theory	(4)
ARCH 594	Fieldwork in Middle Eastern Archaeology	(4-8)

- Other ARCH courses (20-32):
  - Must be numbered 510 or above.
  - Ideally, these should include a reading tutorial and at least one seminar.

Thesis (4-8 units)		
ARCH 698	Thesis in Archaeological Studies	(4-8)

Electives 8-16

- Must be Divinity School courses numbered 510 or above other than those with prefixes RELM or RELP.

Total 56 units
Other Requirements and Regulations

1. The director of the archaeology program, 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. Students must maintain a grade point average of 3.00 or better, with no grade lower than B-.

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 religious and theological studies, normally requiring two academic years of full-time study.
Students may pursue this program:

1. To acquire the knowledge and competence for teaching religious studies.
2. To obtain upgrading, refreshing, or retooling for experienced pastors who do not have a graduate theological degree.
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 broad, general study of various religion or theological disciplines that may be the foundation for further graduate study in these disciplines.
5. To explore personal interests in religious studies and theology.

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 program units from an accredited graduate or graduate professional program in another university or seminary.

Course Requirements:

The following constitute the course requirements for the regular MTS program, which is designed for students who have little or no undergraduate coursework in religious studies or theology. It includes the foundation courses listed in italics. Students who have an undergraduate degree in religious studies or theology or who have taken the undergraduate equivalent of one or more of the foundation courses or the biblical language courses may qualify for advanced standing in the program. Contact the director of graduate programs for details. Students whose faith tradition differs from that of the Seventh-day Adventist Church may substitute up to two courses from their own tradition with the approval of the director of graduate studies. All courses are 4 quarter units.

General Studies (4 units)

RELG 510	Research & Writing in Religion

One of the following (4 units):

RELG 501	The Study of Religion: Theory & Practice
RELG 511	The Religions of the World

Biblical Language (8 units)

RELL 504	Linguistic Tools for Pastoral Ministry: Hebrew
RELL 505	Linguistic Tools for Pastoral Ministry: Greek

Biblical Studies (16 units)

RELB 501	The Old Testament & Its Communities
RELB 502	The New Testament & Its Communities
RELB 511	Interpreting NT Texs
RELB 512	Interpreting NT Texts

Christian Ethics (8 units)

RELE 504	Christianity and Culture
RELE 514	Christian Social Ethics

Christian Theology (8 units)

RELT 504	Principles of Christian Theology
RELT 514	Systematic Theology

History of Christianity (8 units)

RELH 504	A Survey History of Christianity
RELH 514	Studies in the History of Christianity

Seventh-day Adventist Studies (8 units)

RELH 506	History of Seventh-day Adventism
RELT 516	Seventh-day Adventist Theology

Pastoral Studies (8 units)
Foundation: one course required*
Praxis (Core): one course required*

*Each term the Department of Pastoral Studies publishes a list of any courses that meet this category.

Total: 72 units

Other notes, requirements, and regulations

1. Full-time students will normally enroll in 3 courses (12 units) per quarter.
2. Students must maintain a grade point average of 3.00 or better, with no individual course grade lower than C counting for credit.
3. Recipients of the MTS degree, within 5 years of completion, will be eligible for automatic admission to the MDiv program, and will receive credit for appropriate, completed courses. After five years, such students will be individually evaluated.
4. Recipients of the MTS degree, within 5 years of completion, may request admission to the MA in Religion program with advanced standing. Upon regular admission to the MA program, such students may petition to have up to 8 units of appropriate, applied to the MA program

5. Before receiving the MTS degree, students must prepare the Summative Integrated Essay as a final, capstone project and submit it to the Divinity School Office during the last quarter before graduation. The detailed specifications of this project and the deadlines for submission are available from the Divinity School Office.

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 Hebrew Bible/Old Testament & Its Communities (4): A survey of the writings of the Hebrew Bible/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 Hebrew Bible/Old Testament 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 Hebrew Bible/Old Testament Studies (4): An exploration of current issues and research in the scholarly study of the Hebrew Bible/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 texts' 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 Hebrew Bible/Old Testament Theology (4): The major theological concepts of the Hebrew Bible/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 Hebrew Bible/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.

RELL 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 Vocational Identity of the Pastor (4): The course builds on theological and ecclesiological foundations for the role of ministry within the lives of individuals, the church community, and the wider world.

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 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 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 Trauma & Recovery (4): The study of the historical, cultural, collective, social-political, interpersonal and intrapersonal forms and dimensions and/or effects of trauma, healing and the role of 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 Suffering and Pastoral Care (4): A sustained study of questions of theodicy in the context of practical and pastoral theology. Topics of death, dying and bereavement will be given an in-depth treatment. This course equips religious leaders, in a variety of forms, to practice attention to and remaining present in the midst of death, dying, illness, loss and grief. The course places the dynamics of communal life in a narrative frame that attends to both theological and psychological aspects.

RELP 536 Principles of Pastoral Counseling (4): A survey of principal theories and counseling approaches for use in the pastoral 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 Global Economics & Issues in Practice/Pastoral Studies(4): An examination of "Sabbath Economics" and structural socio-economic disparity as it impacts funding in non-profit ministries and as it relates to issues of economic anthro/gynopologies including: debt and surplus, gift economies and market determinism, insularity and solidarity, and resistance and renewal. This course includes basic skills in the reading of non-profit and congregation budgets and financial documents.

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 Essentials of Spiritual Direction (4): A study of the theological tradition of pastoral instruction, discipline, and care that draws on Christian history, biblical tradition, and contemporary sources that have developed the spiritual direction component of pastoral ministry.

RELP 556 The Social Context of Ministry (4): This course seeks to develop the analytical and research skills required to identify and understand the significance of: age, cultural, economic, educational, ethnic, geographic, racial, and other relevant demographic factors that comprise the context of congregational ministry, which shape the strengths, limitations, opportunities, challenges of congregational life, and inform pastoral strategies that enable competent and effective congregational ministry.

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 567 Pastoral Care & Abuse (4): A careful analysis of power in institutional structures and interpersonal relationships from a theological and psychological perspective.

RELP 569 Religious Education for Transformative, Wholistic, Personal, and Communcal Life (4): An analysis and exploration of the field of religious education as a vital component of the ministry of the church and the mission of God in human growth.

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 Fieldwork Colloquium (0): required when enrolling in any of the following: RELP 594, 595, or 596 classes (anyone who enrolls in REPLP 594 must also enroll in RELP 590 Colloquium for three consecutive quarters). Must attend weekly sessions during the quarter when enrolled in Fieldwork a S/U grade course.
Restriction: Instructor Approval required.

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 S/U grade will be assigned) *Restriction: Instructor Approval required.*

RELP 592 Social Justice Practice & Project (4): An Advanced social justice project developed for and completed in a local church or parachurch 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 S/U grade will be assigned) *Restriction: Instructor Approval required.*

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 local church or parachurch 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 S/U grade will be assigned) *Restriction: Instructor Approval required.*

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 (Fieldwork in Pastoral Minisry is a S/U grade course). Anyone who enrolls in RELP 594 must also enroll in RELP 590 Colloquium for three consecutive quarters.

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 (Fieldwork in Pastoral Minisry is a S/U grade course).
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 (Fieldwork in Pastoral Minisry is a S/U grade course).
Prerequisite: RELP 468.

RELP 597 Clinical Pastoral Education I (4): A sixteen-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. Limited enrollment with a S/U grade course. 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.
Restricition: Instructor approval required.

RELP 598 Clinical Pastoral Education II (4): Intermediate level CPE program. Limited enrollment with a S/U grade course.
Restriction: Instructor Approval required.

RELP 599 Clinical Pastoral Education III (4): Advanced level CPE program. Limited enrollment with a S/U grade course.
Restriction: Instructor Approval Required.

RELP 604 Seminar in Church and Ministry (4): Critical exploration of the nature and calling of effective public ministry and practice.
Restriction: Instructor Approval required.

RELP 605 Seminar on Current Issues in Youth Ministry (4):
Restriction: Instructor Approval required.

RELP 606 Seminar in Worship (4): Advanced consideration of special topics in Christian liturgics, worship styles, parish involvement and evangelistic potential.
Restriction: Instructor Approval required.

RELP 607 Clinical Pastoral Education IV (4): Advanced level CPE program. Limited enrollment with a S/U grade course.
Restriction: Instructor Approval Required

RELP 608 Seminar in Outreach (4):
Restriction: Instructor Approval required.

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: Instructor Approval required.

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: Instructor Approval required.

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: Instructor Approval required.

RELP 674 Reading Tutorial in Professional Studies (4):
Restriction: Instructor Approval required.

RELP 695 Topics in Professional Studies (4): May be repeated for additional credit to a maximum of 12 units.
Restriction: Instructor Approval required.
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: Instructor Approval required.

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: Either RELT 516 or RELH 506, 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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Data Analyst	Marcous Garcia
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Note: Information on this page has been updated as of October 2023.

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Creative Director	TBA
Manager, Print and Digital Content	TBA

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Manager, La Sierra Natural Foods	Irene Linse
Director, Risk and Safety	Chris Bartholomew, MA

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Director, Office of International Student Services	Heidi Weiss-Krumm, MA
University Church Pastor	Iki Taimi, MTS

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Chair, Department of Biology	Nathan Sutter, PhD
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Chair, Department of Communication	Melissa Tafoya, PhD
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Chair, Department of Music	Dean Anderson, DMA
Chair Department of Physics	Gary Case, PhD
Chair, Department of Psychology	Paul Mallery, PhD
Chair, Department of Social Work	Marnie Straine, DSW
Chair, Department of World Languages	Carlos Parra, PhD
Coordinator, Individual Majors	Alicia Gutierrez-Romine, PhD
Coordinator, Program in Philosophical Studies	Maury Jackson, DMin

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Chair, Department of School Psychology and Counseling	Dora Clarke-Pine, PhD
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Chair, Department of Biblical Studies	Kent Bramlett, PhD
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Director, Center for Near Eastern Archaeology	Douglas R. Clark, PhD
Director, Ana and Fernando Stahl Center for World Service	TBA
Director, HMS Richards Library	TBA

La Sierra University Faculty

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. Associate Professor of Chemistry,
College of Arts and Sciences
PhD Wayne State University 2010

Dean Anderson, 2013. Associate 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
EdD La Sierra University 2018

Sandra Banjoko, 2023. Assistant Professor of Clinical Counseling and Relational Therapy
School of Education
PhD Loma Linda University 2021

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

Kent Bramlett, 2010. 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

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

John A. Chen, 2022. Assistant Professor of Curriculum and Instruction, School of Education
PhD Andrews University 2023

Sophorn Choau, 2016. Assistant Professor of Clinical Counseling and Relational Therapy, School of Education
PhD Loma Linda University 2013

Kim-Liang Chuah, 2019. Associate Professor of Finance and Economics, Zapara School of Business
PhD Washington State University 1992

Fredrick S. W. Clarke, 2010. Associate Professor of Economics, Zapara School of Business
PhD Claremont Graduate University 2010

Dora D. 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 in Biology,
College of Arts and Sciences
PhD Loma Linda University 2004

Jefrey L. de Vries, 2012. Director Librarian
MLIS San Jose University, 2012

Arturo Diaz, 2014**.** 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 Alliant 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
PhD Texas Woman's University 2021

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

Lora Geriguis, 2006. Professor of English, College of Arts and Sciences
PhD University of California, Riverside 1997

Lawrence T. Geraty, 1993. Professor of Archaeology and Old Testament Studies
PhD Harvard University 1972

Shirley M. Gregg, 2006. Associate Professor of School Psychology and Counseling, School of Education
PhD Capella University 2003

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Note: Information on this page has been updated as of October 2023.

Index

A

Academic
  Appeals 46
  Authority 44
  Deadlines 26, 48
  Integrity and Honesty 44
  Preparation 26
  Probation 48, 55
  Services 17
  Status 36, 48
  Technology Services 20
Acceptable Academic Progress 54, 55
Accounting MBA 81
Accreditation 4, 102
ACT. *See* Tests
Administration & Leadership
  EdD 119
  MA 107
Admission Classifications 26
Admission Requirements 26, 81, 166, 168, 169, 170
Affirmative Action 7
Alumni Association 19
Application and Acceptance (Admissions) 25
Application Deadlines 26
Arboretum 22
Archaeological Excavations 17
Assumption Program of Loans for Education 37
Attendance 47
Audit
  Charge 30
  Grade 51
  Regulations 30
Awarding Process (Financial Aid) 35
Award Notification (Financial Aid) 35

B

Barnard Memorial Observatory 22. *See also* Observatory
Brandstater Gallery 4, 22
Buckley Amendment 11. *See also* Family Educational Rights and Privacy Act (FERPA)
Bulletin of Graduation 53

C

California
  Chaffee Grant 37
  Pupil Personnel Services 127
  State Credentials 125
  State Grants (Cal Grant) 37
  State Programs 37
Campus
  Employment 30
  Pastor 19
  Payroll 30
  Resources 19
Campus Features, Resources, and Services 17, 19, 22, 24
  Academic Technology Services 20
  Additional Off-Campus Resources 24
  Alumni Association 19
  Arboretum 22
  Archaeological Excavations 17
  Barnard Memorial Observatory 22
  Brandstater Gallery 22
  Campus Pastor 19
  Center for Near Eastern Archaeology 23
  Common Ground 22
  Computer Facilities 20
  Computer Laboratories 20
  Curriculum Resource Center 21
  Disability Support Services 17
  Eagle's Nest 22
  Enactus 18
  Fitness Center 19
  Global Piecemaking 23
  HMS Richards Library 22
  International Student Services 17
  La Sierra Information Technology Services 20
  La Sierra Library 21
  Learning Support & Testing Center 17
  Media Services 21
  Networking & Consortia 21
  Path of the Just 23
  Residence Hall Network 21
  Software 20
  Special Collections 21
  Stahl Center for World Service 23
  Stahl Center Museum 23
  Student Association of La Sierra University 20
  Student Employment Program 20
  Teaching Credentials 17
  Women's Resource Center 20
  World Museum of Natural History 23
  Writing Center 17
Cash Needs 30
Center for Near Eastern Archaeology 23
Change of Grade 51, 52, 56
Charges per Quarter 29
Checks 31
Commencement 54
Common Ground 22
Computer Facilities 20
Computer Laboratories 20
Confirmation of Registration 31, 32, 48
Continuing Education Units 60

Continuous Registration 54
Correspondence 31
Correspondence Coursework 56
Counseling Center 39
Counseling MA 110, 111
Course Load 49, 131
Course, repeating. *See* Repeating a Course
Course Sequence 49
Curriculum and Instruction
  EdD 121
  MAT 103–105
Curriculum & Instruction
  MA 108
Curriculum Resource Center 21
Customized Major MBA 88

D

Deadlines
  S/U Petition or Withdraw with a "W" 14, 15, 16
  Withdraw With No Record 14, 15, 16
Debt Collection 32
Degrees Offered 133, 140, 145
Deposits Required 30
Diploma 33, 54
Directed Study Courses 49
Disability Support Services 17
Discrimination and Harassment Policy 9
Divinity MDiv 166
Division of Continuing Studies 4, 183
Document Request (Financial Aid) 35
Dropping Classes 33
Drug Free Worksite 11

E

Eagle's Nest 22
Educational Psychology
  EdS 116
Employment, Student 20
Enactus 18, 41
Endowed Scholarships and Awards 38
English Competence 41
English Language and American Culture (ELAC) 61
English MA 64
Examination 66, 83, 105, 106, 112, 118, 159, 174, 175, 179

F

FAFSA 35, 36, 37, 38
Family Educational Rights and Privacy Act (FERPA) 13
Federal
  Direct Loans 36
  Grad Plus Loan 36
  Perkins Loans 37
  Programs 36
  TEACH Grant 34, 37
  Work-Study 37
Final Examinations 56
Finance MBA 82
Financial
  Aid 31, 34, 35, 42
  Charge 32
  Clearance 31
  Services. *See* Student Financial Services
  Statements 31
Fitness Center 19
Full-time Status 49

G

General Degree Requirements 53
Global Piecemaking 23
GPA (Grade Point Average) 51
Grade Point Average 26, 51, 53, 54, 55, 57, 106, 112, 118, 126, 130, 166, 168, 169, 172
Grade Reports 56, 130
Grades and Grade Points 51
Graduate
  Assistants and Fellows 49
  Student Classifications 48
Graduation Requirements 53
Grievance. *See* Academic Appeals

H

Handbook, Student. *See* Student Handbook
Health Services 39
History of La Sierra 4
Honors Program 18
Human Resource Management MBA 91

I

I-20 30, 41, 42
Identification Number 39
Incomplete Grade 51
In Progress Grade 52
In Progress Withdrawal 52
International
  Baccalaureate 50
  Student Health Insurance 32
  Students 17, 27, 31, 32
International Students 41, 42, 43
  Health Insurance 42

L

La Sierra Information Technology Services 20
Late Payment Fee 32
Learning Support & Testing Center 17
Leave of Absence 55
Library 21, 22
LINK+ 21
Loan Process 35

M

Marketing MBA 91

Married (Family) Student Housing 32
Meal Plans 32
Media Services 21
Ministry CMin 168
MTELP. *See* Tests

N

Non-degree Students 26, 48
Nondiscrimination Policy 7
Non-need based La Sierra University Scholarships 38
Numbering of Courses 60

O

Observatory 22, 24
Off-Campus Additional Resources 24
Off-Campus Instruction 56
Official Transcripts 41
On-Campus Academic Opportunities 18
Out-Reach 18

P

Part-time Status 49
Past Due Accounts 32
Path of the Just 23
Payment and Account Information 30
Payment Options 32
Payroll Deduction 30
Post-doctoral Fellow 49
Property Protection 39
Provisional and/or Probationary Status 26

R

Recognition of Candidates. *See* Commencement
Recreation 19
Reentrance (Admissions) 27
Refunds 33
Registration 31, 32, 47, 48, 54, 130
Regular Standing and Status. *See* Academic Status
Regular Status 26
Release of Transcripts/Diploma 33
Repeating a Course 57
Required Fees 33
Residence Change 33
Residence Hall Network 21
Residency Requirement 53
Resident Scholar Program 57
Responsibility of Faculty 45
Responsibility of Students 45
Room and Board 29, 33

S

Satisfactory Academic Progress 36
Schedule of Charges 29
Scholastic Standing 50
School Psychology and Measurement EdD 121
School Psychology EdS 115
Second Master's Degree 107
Security and Safety 40
Seventh-day Adventist Scholarships 29
Software 20
Special
  Charges 30
  Collections, Library 21
  Coursework 49
  Credit Situations 50
Stahl Center for World Service 162
Stahl Center Museum 23
Statement, Financial. *See* Financial Statement
Student
  Association of La Sierra University (SALSU) 20
  Financial Services 29, 30, 32, 33, 35, 36, 37, 48
  Handbook 13
  Teaching 17
  Visa 31
Student Association of La Sierra University (SALSU) 41
Student Handbook 40
Student Organizations 40
Student Responsibility. *See also* Responsibility of Students
Students in Free Enterprise (SIFE). *See* Enactus
Student's Official Name 40
Study Load 33
S/U petition or withdraw with a "W" 14, 15, 16

T

Teaching Credentials 17, 102, 125, 133
Tests
  ACT 14
  MTELP 28, 41
  TOEFL 28, 41
Time Limits 55
TOEFL. *See* Tests
Total Withdrawal 33, 34
Transcripts 25, 26, 33, 57, 131
Transfer Credit 50, 52, 130
Transportation 40
Tuition 29, 30, 31, 32, 34, 35, 36, 37, 49, 54, 130, 131
Types of Financial Aid 36

U

Unit of Credit 60
University Honors 18
University Network 20
University Servers 21
Unspecified 48

V

Vehicle Registration 40
Veterans 7

W

Waiver of a Requirement 50
Withdrawal 33, 34, 47, 57
Women's Resource Center 20
World Museum of Natural History 23
Worship 40, 169, 179, 180
Writing Center 17