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

As you look through these pages, I believe you will be captivated by the opportunity to study in a setting of broad conversation and inquiry, imagination, and hope. Our diverse community of students and professors is a welcoming one, exemplifying the joy of learning and service that daily forms the basis of this grand adventure.

I hope you will join us!

President
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## Bulletin At-A-Glance ................................................................. 140
La Sierra University is a co-educational 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 Loma Linda 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 is a Christian coeducational institution located in inland Southern California and is part of the Seventh-day Adventist system of higher education.

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

Intellectual pursuits are facilitated by the University’s library, museums, observatory, arboretum, Brandstater Gallery, MICOL, Learning Support and Testing Center, 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 three swimming pools; a fitness center; and track, tennis, basketball, and volleyball courts.

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.

### 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.

<table>
<thead>
<tr>
<th>La Sierra University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Association of Schools and Colleges</td>
</tr>
<tr>
<td>985 Atlantic Avenue, Suite 100</td>
</tr>
<tr>
<td>Alameda, California 94501</td>
</tr>
<tr>
<td>Phone: (510) 748-9001</td>
</tr>
<tr>
<td>Website: <a href="http://www.wascweb.org">http://www.wascweb.org</a></td>
</tr>
</tbody>
</table>

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
- 15200 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, and the music degrees are accredited by the National Association of Schools of Music.

### Degrees Offered

Curricula are offered leading to the following degrees:
- Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Social Work, Master of Arts, Master of Business Administration, Master of Divinity, Master of Ministry, Master of Pastoral Studies, Master of Arts in Teaching, Specialist in Education, and Doctor of Education.

### Accreditation

La Sierra University is accredited by the Adventist Accrediting Association, the Accrediting Commission of Schools and Colleges, 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, and the music degrees are accredited by the National Association of Schools of Music.
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 wellbeing.

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.

FREEDOM FROM SEXUAL HARASSMENT

La Sierra University does not tolerate sexual harassment. Sexual harassment is defined as inappropriate sexual advances, such as requests for sexual favors or other verbal or physical behavior of a sexual nature. Sexual harassment in any form subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. When a person submits, or is pressured to submit, to inappropriate sexual attention, the whole University community is damaged.

Sexual harassment is especially serious when it threatens relationships between teacher and student or supervisor and employee. In such situations, sexual harassment exploits unfairly the power inherent in a faculty member’s or supervisor’s position. Through grades, wage increases, recommendations for graduate study, promotions, and the like, a person in a position of power can have a decisive influence on the future of the student or of the faculty or staff member.

While sexual harassment most often takes place in situations of a power differential between the persons involved, the University also recognizes that sexual harassment may occur between persons of the same University status. The University does not tolerate behavior between or among members of the University community which creates an unacceptable educational or working environment.

The complete statement regarding the La Sierra University policy on sexual harassment 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.

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 Office of Admissions and Records.

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

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, including intravenous drug abuse, an additional means of protection against infection.

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 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.
SUMMER SESSION 2010
Beginning and ending dates vary. See course schedule.

- Advising & registration for summer sessions
- April 13 through the first day of classes
- Beginning of summer sessions
- June 14
- Last day to enter a course, change audit to credit or credit to audit
- Variable by session – Ask Office of Admissions & Records for details
- Last day to withdraw with no record on transcript
- Variable by session – Ask Office of Admissions & Records for details
- Last day to submit an S/U petition or withdraw with a “W”
- Variable by session – Ask Office of Admissions & Records for details
- Independence Day holiday
- July 4
- Diploma date
- August 26
- Labor Day holiday
- September 6

PRE-FALL QUARTER EVENTS 2010

- Advising & registration for fall quarter
- May 24 – October 1
- ACT, English & Math placement testing
- See Learning Support & Testing Center for schedule
- First-Year Student Orientations (Students will select one.)
- July 7 – 8, 14 – 15, 21 – 22, 28 – 29
- August 4 – 5, 11 – 12, 18 – 19, 25 – 26
- September 13 – 14, 20 – 21
- Only for students who live out of the country or 5+ hours away
- First-Year Parent Orientations (Parents will select one.)
- July 7, 14, 21, 28
- August 4, 11, 18, 25
- September 13, 20
- Transfer Student Orientations (Students will select one.)
- July 26, August 23
- International Student Orientation (Students will elect one.)
- 1st yr.: August 18 - 19, September 19 - 21
- Transfer & Graduates: August 23, September 22 - 23
- See Yami Bazan
- Ignite Experience by Student Life – required for first-year students

FALL QUARTER 2010
September 27 – December 16
Total: 54 days

- Financial Clearance Deadline
- September 10
- Payment due for quarter or year in advance discount
- September 10
- Late payment fee is applied on unpaid accounts
- September 10
- Instruction begins & registration late fee is applied
- September 27
- Last day to enter a course, change audit to credit or credit to audit
- October 1
- Academic Convocation
- October 5
- Last day to withdraw with no record on transcript
- October 8
- Spiritual Emphasis Week
- October 19 – 21
- Last day to submit an S/U petition or withdraw with a “W”
- November 19
- Thanksgiving recess
- November 20 – 28
- Advising & Registration for winter quarter
- Final examinations
- December 13 – 16
- Fall quarter ends
- December 16
- Grades submitted by faculty
- December 13 - 21 (2:00 pm)
CHRISTMAS RECESS 2010 – 2011
December 17 – January 9
Total: 23 days

Christmas holiday
New Year’s holiday

Financial Clearance Deadline
Payment due for quarter or year in advance discount
Late payment fee is applied on unpaid accounts
Instruction begins & registration late fee is applied
Last day to enter a course, change audit to credit or credit to audit
Last day to withdraw with no record on transcript
Martin Luther King, Jr. Day holiday
Spiritual Emphasis Week
President’s Day holiday
Last day to submit an S/U petition or withdraw with a “W”
Advising & registration for spring quarter
Final examinations
Winter quarter ends
Grades submitted by faculty

DECEMBER 25
JANUARY 1

WINTER QUARTER 2011
January 10 – March 24
Total: 52 days

Financial Clearance Deadline
Payment due for quarter or year in advance discount
Late payment fee is applied on unpaid accounts
Instruction begins & registration late fee is applied
Last day to enter a course, change audit to credit or credit to audit
Last day to withdraw with no record on transcript
Martin Luther King, Jr. Day holiday
Spiritual Emphasis Week
President’s Day holiday
Last day to submit an S/U petition or withdraw with a “W”
Advising & registration for spring quarter
Final examinations
Winter quarter ends
Grades submitted by faculty

JANUARY 10
JANUARY 14
JANUARY 17
FEBRUARY 8 - 10
FEBRUARY 21
MARCH 4
MARCH 7 – APRIL 8
MARCH 21 - 24
MARCH 24
MARCH 21 - 29 (2:00 pm)

SPRING RECESS 2011
March 25 – April 3
Total: 10 days

SPRING QUARTER 2011
April 4 – June 16
Total: 53 days

Financial Clearance Deadline
Payment due for quarter or year in advance discount
Late payment fee is applied on unpaid accounts
Instruction begins & registration late fee is applied
Last day to enter a course, change audit to credit or credit to audit
Last day to withdraw with no record on transcript
Registration for summer sessions
Spiritual Emphasis Week
Last day to submit an S/U petition or withdraw with a “W”
Memorial Day holiday
Advising & registration for fall quarter
Final examinations
Spring quarter ends
Grades submitted by faculty

APRIL 4
MARCH 18
MAY 27
MAY 30
MAY 31 – SEPTEMBER 30
JUNE 13 – 16
JUNE 16
JUNE 13 - 21 (2:00 pm)

EVENTS OF COMMENCEMENT 2011

Consecration
Worship Service
Educator Dedication
Commencement Concert
Conferring of Degrees

JUNE 17
JUNE 18
JUNE 18
JUNE 18
JUNE 19
SUMMER SESSION 2011
Beginning and ending dates vary. See course schedule.

Advising and registration for summer sessions
Beginning of summer sessions
Last day to enter a course, change audit to credit, or credit to audit
Last day to withdraw with no record on transcript
Last day to submit an S/U petition or withdraw with a “W”
Independence Day holiday
Diploma Date
Labor Day holiday

April 12 through the first day of classes
June 20
Variable by session – Ask Office of Admissions & Records for details
Variable by session – Ask Office of Admissions & Records for details
Variable by session – Ask Office of Admissions & Records for details
July 4
September 1
September 5
LEARNING SUPPORT & TESTING CENTER
The centrally-located Learning Support and Testing Center offers students a quiet study atmosphere as well as a variety of resources to enhance academic progress. Services include small-group study rooms, tutoring in all math and science areas, math instructional support workshops, video and DVD reviews of math and statistics texts, study skills assistance and general basic subject areas, computer tutorials, speed reading software programs, video and text reviews of major professional tests, study skills assistance, and general academic support. All undergraduate and graduate testing are centralized here. For more information about the services, please call 951-785-2453.

GRADUATE TESTING SERVICES
Graduate testing is located in the Learning Support and Testing Center in La Sierra Hall, Suite 100. The LSTC administers tests applicable to further studies, including the subject area tests of the Graduate Record Examination (GRE); the Law School Admission Test (LSAT); the Miller Analogies Test (MAT); and the Professional Assessments for Beginning Teachers (PRAXIS series), which includes the Multiple Subject Assessment Test (MSAT), the Preprofessional Skills Test (PPST), and the Specialty Area/Subject Assessments Examinations. Each test also has a website, which can be found on the web or through the appropriate links at the LSTC website (www.lasierra.edu/lstc). The LSTC also supplies flyers and bulletins for other tests not given in the LSU testing center. For more information, including test dates and fees, contact the LSTC at 951-785-2453.

STUDENT TEACHER SERVICES
A curriculum resource center and media services center, a music education laboratory, a reading laboratory, a psychometry laboratory, and an administration and leadership center provide practicums and services to students of the School of Education, to other schools of the University, and to the professional community.

TEACHING CREDENTIALS
A credential office is maintained by the School of Education. Students should direct questions to the credential office (and the School of Education), where they may also apply for California state and Seventh-day Adventist teaching and service credentials.

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. It is located in Ambs Hall, Room 102C.
STUDENTS IN FREE ENTERPRISE (SIFE)

Students In Free Enterprise (SIFE) is an international organization started in 1975 by corporate America for the purpose of giving college and university students the best opportunity to make a difference and to simultaneously develop leadership, teamwork, and communication skills through learning, practicing, and teaching the principles of free enterprise. Currently, there are approximately 1,400 SIFE teams on college and university campuses across the United States and in approximately 48 other countries.

Organized in the fall of 1991, the La Sierra University SIFE team is sponsored by the School of Business. The team’s many educational and service projects have brought it much notoriety, including winning six national and international championships, including two World Cups in 2002 and 2007.

The La Sierra University SIFE team has three main objectives:
- To educate the community about the free enterprise system,
- To provide practical experience for its members in business and free enterprise, and
- To engage in social entrepreneurship by providing education and tools to the less fortunate to help them make the most of their opportunities.

Students who join the LSU SIFE team represent a diversity of academic and cultural backgrounds. The team invites students from all disciplines who are interested in developing their potential in leadership, entrepreneurship, and social responsibility to join the organization.

COMMUNITY SERVICE

La Sierra University offers students a variety of outreach programs through our Homebase Office. Students seeking the blessing of service can participate in community mission projects organized through our short-term mission office. Service-Learning courses provide students with the opportunity to apply classroom learning in service to the community. The considerable number of Seventh-day Adventist churches in the area enables students to gain experience serving large and small congregations. For more information, refer to the “Service-Learning” portion of the University Studies Program section of this bulletin.

STUDENT MISSIONS

SHORT-TERM MISSION PROJECTS

The Office of Spiritual Life has developed a program tied to their Missions Office that is designed to encourage students and faculty alike to participate in a life of servitude. Short-term mission projects (comprised of one to four week projects) are being planned for each quarter and are offered to students as a service choice during every break. Trips range in price from $500 - $3000, although the Office of Spiritual Life is currently trying to establish funds based on donations and sponsorships to defray the cost for each student. The goal of the Short-term Missions program of the Office of Spiritual Life is to provide enough short-term mission opportunities for each and every student to experience the life changing effects of service, at least once before transitioning from La Sierra.

Overall, the Short-term Missions program has sent over 100 students to 12 locations, affecting thousands of individuals throughout the world. It is the hope of both LSU and the Office of Spiritual Life that, after students encounter La Sierra University, they will not only find a deeper understanding of what it means to be human, but they will also realize what it means to be an active Christian within a greater global community.

LONG-TERM MISSIONS

The La Sierra University Long-term Missions Program, a part of the Office of Spiritual Life, aims to offer students, and community members at large, a unique opportunity to worship, witness, and work in a venue that will change their lives forever. Primarily based in the international arena, individuals who choose to spend a year away from the campus are involved in volunteer activities that run the gauntlet. Previous missions have included, but not been limited to, students teaching at multi-grade classrooms in the Micronesian islands, acting as deans to academy students in Europe, working at medical clinics in Africa, and serving as English Language tutors in Korea.

Students wanting to volunteer their time and talent should consult with the Missions Office, which is designed to help in aiding and screening the prospective missionary with call placements; travel arrangements; academic deferments; fundraising; and overall preparation in regards mental, physical, and spiritual health.

The Missions Office also offers students the ability to travel for shorter periods of time, such as during the summer and for individual quarters. Summer trips have included such activities as teaching summer school abroad, working at orphanages, and participating in evangelistic trips, just to name a few. Organizations that have assisted in these trips include the Adventist Volunteer Services, with the General Conference; Share Him Evangelism; the Quiet Hour; as well as other independent ministries. The Missions office continues to work with these organizations, and others, to ensure that they can help LSU students answer the call to serve.

For more information becoming involved in world missions, please go online at www.lasierra.edu/missions, send an email to missions@lasierra.edu, or call the Office of Spiritual Life 951-785-2090.

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 (www.lasierraconnected.net); the alumni magazine, La Sierra Today; the alumni email newsletter; and the LSU 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 PASTOR**
The campus pastor ministers to students’ needs by providing spiritual direction and nurture, opportunities for outreach in the community, pastoral counseling, Engaged Couples’ Seminars, worship services, and Bible study groups.

**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. During the school year the Fitness Center is open Monday–Thursday, 6 am - 10 pm; Friday, 6 am until one hour before sunset; and Sunday, 5-10 pm. For more information, contact the Fitness Center at 951-785-2514.

**HANCOCK CENTER FOR YOUTH & FAMILY MINISTRY**
The School of Religion faculty has long been recognized as a leading resource of skills and materials for helping young people develop in their personal relationship to Jesus Christ. This resource now exists as the John Hancock Center for Youth and Family Ministry. Named after an outstanding Seventh-day Adventist leader in the spiritual nurture of young people, the center provides help and information to youth and family workers throughout North America and increasingly to others abroad. Major activities include the annual John Hancock Lectureship and the annual Youth Ministry Symposium, which features presentations by leading Christians who work with young people. Other services to Adventist and other Christian pastors and teachers include research (such as ValueGenesis), workshops, and educational programs. For further information please contact the assistant director or executive director of the Hancock Center at 951-785-2091. The Hancock Center can also be reached by fax, at 951-785-2199; on the web, at www.hancockcenter.org or www.hancockcenterstore.com; and by email, at hcyfm@lasierra.edu.

**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 fields, 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) attempts to involve students in all areas of campus life. Among these are the promotion of spiritual activities; participation in social events; and production of the student news magazine, the Criterion, and the student directory, Perspectives. A list of other campus organizations, through which the student may gain extracurricular experience, is printed in the Office of Student Life section of this bulletin, in the Student Handbook, and online at www.lasierra.edu/slife.

**STUDENT EMPLOYMENT PROGRAM**
The Human Resources Department (HRD), in collaboration with the Payroll Department, directs the employment and payroll function for all LSU 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 or call the Jobline at 951-785-2147.

**WELL @ LSU (WELLNESS PROGRAM)**
The University provides a wellness program for faculty, staff, and students.

**WOMEN’S RESOURCE CENTER**
The Women’s Resource Center serves students and faculty by providing information, resources, and support with regards to gender issues. The Women’s Resource Center encourages and advocates for women clergy in the Seventh-day Adventist Church and for those studying for ministry. It collaborates to increase awareness of abuse of women and provides resources for healing. The Center also focuses on career and leadership development of women in all professions, both for students and those already in the workplace. The Women Resource Center offers opportunities to celebrate the accomplishments and contributions of Adventist women to their world and church. To this effect, the Center sponsors lectures and events, gathers material concerning the experiences and services of women, develops resources on women and the Bible, and supports gender equality within the Adventist Church. For more information contact the director at 951-785-2470 or visit www.adventistwomenscenter.org.

**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.

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**LSU INFORMATION TECHNOLOGY SERVICES**

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**LA SIERRA UNIVERSITY**

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**ACADEMIC AND INSTRUCTIONAL RESOURCES**

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**COMPUTER FACILITIES**
La Sierra University proudly boasts a comprehensive, state-of-the-art computing facility. Ambs Hall houses the general purpose Microcomputer Lab (MICOL), Smart Computer Classrooms, and major University servers. Ambs Hall is also 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. In addition to these main campus computer labs, 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 the students and faculty with the available computer equipment to assist in their research, coursework, and creation of electronic materials. The labs are equipped with either PCs or Macintoshes. In both cases, most of the latest software is installed.

**SOFTWARE**
Software packages including general purpose word-processing, 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 the student’s 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, fundraising systems, keyless entry and surveillance systems, the library, multimedia services, research databases, student information and financial systems, telephone management systems, and web-serving functions.

**LSU 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 excess of about 27,000 periodical titles and there are an additional 47,000 books available full-text in electronic format. 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 collections and materials that include textbook sets, curriculum guides, and other teaching materials.

**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 several 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 LSU 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 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.

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 LSU 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
The Brandstater Gallery is part of the University’s Visual Art Center constructed in 1984. It exists today due to a generous donation from the children of Roy and Frances Brandstater, honoring the memory of their parents. The gallery provides the University community an opportunity to interact with the art of contemporary artists by featuring changing exhibitions of international, national, and regional significance.

The gallery is committed to creating educational opportunities through experimental projects and institutional collaborations. It provides art students with the opportunity to exhibit their work during the Annual Student Show, and at the end of the student’s university experience. The Brandstater Gallery plays a special role in contributing to the intellectual and cultural life of the university and community at large. For further information contact the Gallery Director at 951-785-2959 or 951-785-2041, 951-785-2199 (fax), or cmteel@aol.com (email).

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.

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. Open houses are staffed by University and guest astronomers and are held on a monthly basis, and by special request at other times. The observatory is operated by the Physics Department with the assistance of University faculty and staff from a variety of areas.

STAHLE 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 School of Religion and drawing upon other campus entities, the Center serves the world church and the wider academic community by promoting world service tours and sponsoring lecturers, archives, and displays at La Sierra University and in other settings. For further information contact the Center director at 951-785-2041, 951-785-2199 (fax), or cmteel@aol.com (email).

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 Dietrich Bonhoeffer.
STAHLCENTERMUSEUM
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 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 2009 exhibit, “Life in Bible Times: a Day in the Life of Yonah and Her Family,” includes a model of the family dwelling south of Amman, Jordan, which was excavated by La Sierra University faculty and student, and the exhibit also features a selection of artifacts from the Middle East.

WORLDMUSEUMOFNATURALHISTORY
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:
1. Displays unequaled in the United States of crocodilians, turtles, tortoises, lizards, and snakes.
2. The largest display of Southeast Asian birds in the Western United States.
3. Outstanding displays of primates, mammals, and carnivores.
4. One of the world’s largest and finest collections of mineral spheres.
5. Magnificent petrified woods from the Western United States.
6. Mineral specimens from around the world, including fluorescent minerals, meteorites, and tektites.
7. Ethnic cultural art including a Sujieki (Japanese style contemplative stone).
8. 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.

OFFCAMPUS
OFFCAMPUS
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 Wild Animal Park, Sea World, Griffith Park Observatory, Disneyland, and Knott’s Berry Farm; and trips to the J. Paul Getty, the Los Angeles County Museum of Art, the Museum of Tolerance, and the Huntington Library.
C. RECOMMENDATIONS: For graduate programs through the College of Arts and Sciences, School of Education, and School of Religion—three recommendations are required from professional people (not related to you) who can evaluate on your (a) character; (b) academics; (c) job performance—one recommendation per category.

For the MBA program through the School of Business, you will be notified if you need to submit one or more recommendations.

D. TEST RESULTS: Submit Graduate Examination (GRE) General scores for certain programs: MA in English, School Psychology Credentials, all EdS degree programs in the School of Education, EdD in Education, and MA in Religion. Submit Graduate Management Admission Test (GMAT) scores for the MBA program. The GRE General may also be required depending on grade point average for MA applicants to the School of Education.

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

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

3. The application decision is communicated to the applicant by the Office of Admissions and Records. Accepted applicants are provided with information on the registration process, which will include the submission of additional forms such as Health Record Form, Residence Hall, etc.

4. Transcripts and all other application documents are retained permanently by the University for students who enroll. These documents may not be withdrawn and/or used by students. Records of applicants who do not enroll are also retained and may be destroyed after one year.
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
Applicants to the Master of Arts program in English should present an undergraduate record with a cumulative grade point average of 3.00 or above.

Applicants to the Master of Business Administration program should present an undergraduate record with a cumulative grade point average of 3.00 or above.

Applicants to the School of Education programs should present an academic record with a cumulative grade point average as follows:
- Teaching Credentials - 3.00 undergraduate GPA or higher
- Master of Arts (MA) - 3.00 undergraduate GPA or higher
- Master of Arts in Teaching (MAT) - 3.00 undergraduate GPA or higher
- Specialist in Education (EdS) - 3.30 graduate GPA or higher
- Doctor of Education (EdD) - 3.30 graduate GPA or higher

Applicants to the School of Religion programs should present an undergraduate record with a cumulative grade point average as follows:
- Master of Pastoral Studies (MPS) - 2.50 GPA or above
- Master of Divinity (MDiv) - 2.50 or above
- Master of Ministry (MMin) - 2.50 or above
- Master of Arts (MA) in Religion - 3.00 or above

SECOND MASTER’S DEGREE
A student who wishes to pursue an additional master’s degree in advanced program or a different discipline may apply.

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

APPLICATION DEADLINES
Applications are considered on a rolling basis; however, it is highly recommended that the following preferred deadlines be observed:

- Fall Quarter
  - February 1 (New freshman applications)
  - July 1 (All other applications)
  - June 1 (International applications)
- Winter Quarter
  - November 15
- Spring Quarter
  - February 15 (International applications)
  - March 1 (All other applications)
- Summer Quarter
  - May 1

Applicants desiring financial aid for the Fall quarter need to submit applications before March 2.

WHEN ADMISSION IS DENIED
Applicants who have been denied entrance to the University have the option to appeal the decision by writing a letter to the Office of Admissions and Records indicating the reasons for the appeal, including new evidence for reconsideration.

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 AND/OR PROBATIONARY STATUS
Reviewed on a quarter-by-quarter basis up to 12 quarter units, Provisional status is given to a student whose grade point average does not reach the level for regular standing or whose file shows low or missing test scores, but who otherwise meets admission requirements. Progress is on a quarter-by-quarter basis up to the completion of 12 quarter units. To change classification to regular standing, a student’s file must be completed and meet the requirements of the program.

ENGLISH AS A SECOND LANGUAGE
A student who lacks documentation of required English competency is required to take the University’s English as a Second Language placement test. Based on the score, the student may be required to participate in the English as a Second Language program at the University.

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.
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). Students may be required to request an external evaluation of their records before admission is granted or before credits are transferred. The request for a course-by-course credential evaluation may be made through Educational Credential Evaluators, Inc. (ece.org).

2. Provide course descriptions of all courses listed on the transcripts.

3. Submit scores for the Michigan Test of English Language Proficiency (MTELP), Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) if previous education has been completed outside the United States (excluding Australia, Canada, New Zealand and the United Kingdom). Applicants who have taken the GCE O level or equivalent examinations and have received a passing grade with credit in English may not be required to present additional English proficiency examination results or take the La Sierra University ESL placement examination.

COMPETENCE IN ENGLISH
Students who were educated in a country other than the United States (excluding Australia, Canada, New Zealand or the UK) must submit scores for the TOEFL, IELTS or MTELP. If no scores are submitted, the student will be tested at La Sierra University’s Testing Center prior to enrollment with either the TOEFL or MTELP.

Students with TOEFL score of 550 or higher or MTELP percentile average 86 or higher and percentile 77 or higher in Language Proficiency, or IELTS 6.5 or higher will be allowed to enroll in regular college-level courses.

Those with insufficient scores will be required to take classes in the American Experience and Language Program or English as a Second Language.

STUDENT VISAS
In order to insure proper and timely delivery, official documents necessary to obtain a student visa will be sent by express mail only after an applicant has been accepted, assurance has been provided that funds will be forthcoming to meet school expenses, and any deposits and the I-20 fee have been pre-paid.

Upon acceptance to La Sierra University, the student must submit the required deposit, between $1,000 to $5,000, depending on the country of origin. The deposit can be used as partial payment for the student’s last academic term of attendance. The student must also submit the I-20 processing fee of $100, used for postage and expenses related to the acquisition of the I-20.

A graduate student entering the United States on a student visa (F-1) must report to the University Office of International Students Service on or before the “start date” on the student’s I-20. The government allows a student to enter into the country 30 days prior to the I-20 “start date” but a student will not be able to work until the new quarter has started and registration has closed. The graduate student must register and complete a full study load of at least 8 units for each quarter of attendance. An F-1 student is expected to attend school three consecutive quarters before taking an academic break. Please keep this in mind when coming to La Sierra University in the winter or spring quarters.

On-campus employment is limited by regulations of the United States Citizenship and Immigration Services (USCIS) to no more than 20 hours per week when school is in session, if work is available. Students will need to wait approximately three weeks after I-20 “start date” before applying for a Social Security Card to allow time for necessary arrival data to be uploaded to Social Security Administration from the Department of Homeland Security. Permission for off-campus employment is not given during the first nine months of study. After this time, if a student meets USCIS requirements, an application may be made to the USCIS through the Office of International Student Services for permission for off-campus employment.

EXCHANGE VISITOR
Through the US Department of State, the University has a program for exchange visitors that may be advantageous for international students. Further information may be obtained from the Office of International Student Services.
**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 9:00 am-4:30 pm
- Tuesday through Thursday 8:30 am-4:30 pm
- Friday 8:30 am-12 pm (noon)

*Offices are closed Thursday from 11 am to 12 pm (noon) and occasionally Tuesdays from 11 am to 12 pm (noon).*

Limited walk-in services are available on a daily basis. Appointments are recommended. All offices are closed on Saturdays, Sundays, legal holidays, the day after Thanksgiving, and the week between Christmas and New Year’s Day.

**CONTACT INFORMATION**

- Accounts and Loans 951-785-2238
- 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 2010-2011**

The following charges are subject to change by Trustee action. For information regarding undergraduate rates, refer to the undergraduate bulletin.

**CHARGES PER QUARTER**
- $635 Per unit
- $690 Per unit for MBA
- $324 Comprehensive Fee
- $50 Business Lab Fee (Business students)

**ROOM AND BOARD**
- $2,450 Per quarter, 10 meals a week - Double Occupancy
- $2,856 Per quarter, 15 meals a week - Double Occupancy
- $3,087 Per quarter, 18 meals a week - Double Occupancy
- $3,530 Per quarter, 10 meals a week - Single Occupancy
- $3,936 Per quarter, 15 meals a week - Single Occupancy
- $4,167 Per quarter, 18 meals a week - Single Occupancy
- $1,838 Per quarter, 40 meals a quarter - Double (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:
- $410 6 units and above (full-time)
- $308 4.5 - 5.5 units (three-quarter time)
- $205 3 - 4.5 units (half-time)
- None Less than 3 units (less-than half-time)

SDA scholarships are not available during summer sessions or for reduced tuition programs, including ACCESS, 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**
- $657 Student tour tuition per unit
- $546 Digital Learning per unit (not included in flat rate)
- $100 Digital Learning fee per class
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 $450 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 attempt LSU, 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 third Friday before classes start. Students who register before this deadline can expect to receive, through their University email account, a copy of their invoice for the term. Students who fail to pay by this deadline, or who register and pay after this date, will be charged a $250 late financial clearance fee. Students are encouraged to register early and to make their financial obligations known to their account payers as soon as possible.

CORRESPONDENCE
Financial information from the University is sent to a student’s official LSU 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 La Sierra email address.

**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 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.

**INTERNATIONAL STUDENTS**
An international applicant (other than a Canadian citizen) on a student visa is required to make an advance deposit of between $1,100 to $5,100, depending on country of origin. The deposit will remain on account until the student terminates academic work at La Sierra University. The deposit can be used as partial payment for the student’s last academic term of attendance. 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.

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

All international students are required to submit a financial plan to cover the expenses of their planned education before clearance can be given for the issuance of an I-20 form. Assistance with this plan is available from enrollment counselors.

**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 Students Services (OISS) 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 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. For more information, please refer to the Student Handbook.

**LATE PAYMENT FEE**
Each quarter a $250 late payment fee will be assessed to accounts in which the student has not met their financial arrangement, as agreed to on Confirmation of Registration.

**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 the office of Student Financial Services will cause the account to be considered past due. Past due accounts are subject to late fees and debt collection processes. Students with past due accounts may not be allowed to register for future terms. Students whose past due accounts have been forwarded to LSU collectors must pay for future terms in advance of registering for classes.

**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, for which a 7 percent discount is granted.
2. Payment in full each quarter during registration for which a 2 percent discount is granted.
3. Monthly payments on the projected yearly balance. This option is available at $30 per quarter. Students can enroll online for this option.

**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 who have not signed an authorization to retain funds to pay for future charges 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.

RESIDENCECHANGE
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 an academic load of at least 8 units per quarter.

REQUIRED FEES

COMPREHENSIVE 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 comprehensive fee of $235.

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

TOTAL WITHDRAWAL
Total withdrawals may be initiated at the Office of Admissions and Records, 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 Office of Admissions and Records, 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 last recorded date of attendance by the student, 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. There is a minimum charge of 20 percent of the billed tuition for withdrawal during the second week of school 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.

3. Fees: The comprehensive fee is prorated on the same schedule as tuition. Course material and lab fees are only refunded if the office of Student Financial Services receives written authorization from the academic department.

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. (See Section IV of the agreement).

6. Damage Deposit: Refund will be made to the student’s account when the residence hall dean returns the signed residence hall release to the Bursar’s office. The amount refunded will reflect any deductions made for damages or cleaning.

7. Illness: Special consideration will be given for tuition refunds in the case of accident or prolonged illness, if certified by an appropriate health professional. All requests should be submitted to the Student Financial Services Exceptions Committee.

8. Financial Aid: When a student totally withdraws from the institution, his/her institutional financial aid is prorated in the same manner as tuition, as stated under item two 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:

1. Unsubsidized FFEL/Direct Stafford Loan
2. Subsidized FFEL/Direct Stafford Loan
3. Perkins Loan
4. FFEL/Direct PLUS Loan
5. Pell Grant
6. Academic Competitiveness Grant
7. National SMART Grant
8. Federal SEOG
9. Federal TEACH Grant
10. 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 (or parent, in the case of a Federal PLUS Loan) 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.
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 the FAFSA by mail or Internet (recommended – http://www.fafsa.ed.gov.). Copies of the FAFSA are available at the office of Student Financial Services. Dependent students must include parental information. Students are encouraged to file early to receive maximum financial aid. The earliest date to file is January 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 LSU Office of Admissions and Records 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. 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. 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 LSU 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 2010-2011 year (9 month) for full-time students are:
Graduate $33,252
MBA $34,722

Loan fees may be added to these figures

DOCUMENT REQUEST
Some financial aid programs require students and/or their parents to provide additional documentation to establish eligibility. The University will notify students if supporting information/documentation is required. If requested information is not provided by specified deadlines the award may be forfeited. No documents are accepted beyond the end of the aid year.
LOAN PROCESS
The University will notify student, parent, or sponsor borrowers when they need to complete paperwork or take some action in the loan process. Failure to respond promptly may jeopardize the student's eligibility for the loan funds.

TYPES OF FINANCIAL AID
Grants: Aid that does not have to be repaid unless the student does not complete the term
Loans: Borrowed funds that usually must be repaid with interest
Loan-to-Scholarship: Loans that become scholarships upon graduation from LSU
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. 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 or EdD. (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. Freshmen will also be evaluated quarterly during their first year of attendance. 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. A subsidized loan is awarded on the basis of financial need. No interest accrues before repayment begins or during authorized periods of deferment. For information on deferment, grace period, and forbearance, please contact Student Financial Services. 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. A student may receive both types of loan, subsidized and unsubsidized, for the same enrollment period.

The interest rate is fixed at 6.8%. A fee of up to 1.0% will be deducted from each disbursement. Repayment of both subsidized and unsubsidized loans 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 ($8,500 subsidized)

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 interest rate is fixed at 7.9%. A fee of up to 4% 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. 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. Students should contact Student Financial Services to find out which academic programs qualify for this grant 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 high schools and at Student Financial Services) by the March 2 postmark deadline for the following academic year. It is wise to obtain a certificate of mailing for both the FAFSA and the GPAVF as proof that the forms were mailed on time. Contact the California Student Aid Commission at 916-445-0880, for more information. Current recipients of a Cal Grant are not required to file the GPAVF; however, they must file the FAFSA and list the school they plan to attend the following year.

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

ASSUMPTION PROGRAM OF LOANS FOR EDUCATION
The Assumption Program of Loans for Education (APLE) offers partial loan repayment for future teachers in exchange for four years of service in specific California K-12 public schools. Applicants must have completed a minimum of 90 quarter units prior to the Fall Quarter in which they apply, and they must continue to be enrolled at least half-time. The application deadline is June 30 preceding the year for which the student is applying. Application materials are usually available at the School of Education and at Student Financial Services.

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.

LA SIERRA UNIVERSITY PERFORMANCE SCHOLARSHIP
This is a renewable award for students working on their first bachelor’s degree. A student may be awarded anywhere from $560 to $8,350 per year, based on a combination of the student’s level of academic performance (GPA and test scores) and financial need (EFC). Entering first-time freshmen will be eligible for up to four years (12 quarters). Transfer students will receive a prorated number of quarters based on their class level at the time of initial enrollment. Students may move between award amounts based on changes to EFC or GPA. Award amounts will be determined on an annual basis. Students who are eligible for the National Merit Award will not get both awards; they will get the higher of the two.

NON-NEED BASED LA SIERRA UNIVERSITY SCHOLARSHIPS
Students may find aid in a number of non-need based LSU scholarships, including the LSU National Merit award (up to 100% of tuition) and Freshmen Leadership awards (available to students who held certain elected or appointed offices during high school). Because these scholarships are not awarded on the basis of financial need, completion of a FAFSA is not required to qualify. Contact LSU Enrollment Services for more information.

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.
**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.

**HEALTH SERVICES**

Maintaining optimum health in the midst of the pressures of pursuing an education is an important part of student growth. Health Services provides referrals, advice, prescriptions, and basic care in accordance with the University health service plan.

All new and transfer students, both foreign and domestic, must assist Health Services in compiling a complete health record. Prior to attending classes, students must provide Health Services with evidence of a recent TB skin test, a recent complete physical examination, and updated immunization records. If a student does not have these records, he or she will be required to have the required tests and immunizations completed by Health Services prior to enrolling in classes. In that case, fees will apply.

**IDENTIFICATION NUMBER**

All students will be assigned an University identification number, by the Office of Admissions and Records, and issued an identification card, by the Office of Student Life. The seven-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 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 their 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.
CAMPUS ORGANIZATIONS

Many campus organizations offer opportunities for extracurricular 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.

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<td>Pre-Pharmacy Student Association (PPSA)</td>
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<td>Social Work Club</td>
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<th>Cultural Student Associations</th>
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<td>Cultural Expressions</td>
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<td>South Asian Association</td>
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<td>Tri-Beta: Phi Omega Chapter</td>
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<td>Entrepreneurs Club</td>
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<td>Environmental Club</td>
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<td>LSU Club Triathlon Team</td>
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<td>Revolution</td>
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<td>Senior Class</td>
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<td>Social Justice and Awareness Club</td>
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<td>Student Association of La Sierra University (SALSU)</td>
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<td>Students in Free Enterprise (SIFE)</td>
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<td>We The People</td>
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<td>Women of Worth (WOW)</td>
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STUDENT HANDBOOK

Detailed information concerning the University’s expectations of its students are 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.
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:

1. 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. The student will need to contact the Office of Admissions and Records to start the external evaluation process.

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

ENGLISH COMPETENCE

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

The undergraduate student who does not have a sufficient score on the MTELP (percentiles of 90 or above) or the TOEFL (550 or above), will be required to take classes in the American Experience and Language Program (AELP) or English as a Second Language (ESL) program. An intensive language program is also offered during the summer. Further study of English may be required to assure progress toward a degree.

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

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 pre-foundational 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 their planned education and must be approved by the Office of International 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 the Enrollment Services.

All international applicants (with the exception of Canadian citizens) are required to post an “international student deposit” ranging from $1,000 to $5,000, depending on the country of origin. At the student’s request, the deposit will be refunded when the student completes his/her studies at LSU. The deposit can also be used as partial payment for the student’s last academic term of attendance.

International students residing abroad must also post a $100 I-20 postage 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 Federal Express 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.

International students transferring to LSU from other US institutions are required to provide a completed “Transfer-in Form” completed by the institution that currently holds their I-20 form at the time of their application.

IMMIGRATION REQUIREMENTS ONCE IN THE US

Undergraduate students entering the United States on a student visa (F-1) must report to the Office of International Students Service at LSU within seven 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 and Records 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 Students 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 Students 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. For more information, please refer to the Student Handbook.

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 and Services is in the Administration Building, Room 206 and can be reached at 951-785-2237.
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 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 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 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 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 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.

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.

i. 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. The decision of the dean or the Office of the Provost is final.

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, the dean’s Executive Committee, and, if convened, the panel members. The reply must also be reported to other campus entities as appropriate (e.g., the Office of Admissions and Records 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. A student may audit only lecture courses. Courses requiring special instruction and laboratories, such as studio art, 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, and general education fulfillment. The schedule is available electronically prior to advisement and registration each quarter or the student may elect to obtain it at the Office of Admissions and Records. 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 Office of Admissions and Records. This should be done in consultation with the student’s advisor and/or academic dean.

DEADLINES
Since many summer session courses are taught at dates other than the standard six-week session, students should consult the Office of Admissions and Records for 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 13 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 fill out the appropriate form, have it signed by his/her advisor, and turn it in to the Office of Admissions and Records 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 Records and must register on the dates designated in the University calendar found in this bulletin. Complete instructions are published each quarter in the class schedule. 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 STATUS

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, either because of qualitative or quantitative deficiencies in academic record. A student with provisional status must sign a contract that outlines restrictions on course load and on participation in any extracurricular University activity such as mission trips, athletics, recruiting, etc., and that requires the utilization of academic resources.

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

NONDEGREE
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

CLOCK HOURS
A person not enrolled in regular classes but occupied in self-study projects (such as research, dissertation, thesis, externship, internship, clerkship, field project, or in classes carrying 0 units of academic credit) is classified as a student by filing a validation form in the Office of Admissions and Records every quarter at registration. The academic work load is a minimum of 36 clock hours/week for a full load, a minimum of 27 clock hours/week for a three-quarter load, a minimum of 18 clock hours/week for a one-half load, and a minimum of 9 clock hours/week for a one-quarter load.

COURSE SEQUENCE AND CREDIT FOR PREREQUISITES
Credits toward graduation are generally not granted for a beginning or introductory course which is taken after a more advanced course in the same area, or for a course which 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 indicated in quarter units. A quarter unit of credit represents ten to twelve class hours, together with requisite study, preparation, and practice or 25-30 laboratory or independent study clock hours.

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 which offered in the regular coursework, 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 12 quarter units of undergraduate credit, or 8 quarter units of graduate credit. Courses appearing in the bulletin will be taken under their own course number regardless of class size.

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 American Council on Education; 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 Office of Admissions and Records 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. A maximum of 16 undergraduate quarter units of transfer credit for accredited distance learning or correspondence courses is acceptable. The amount and content of such credit toward degree requirements is determined by the Office of Admissions and Records in consultation with the appropriate academic dean.

2. 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.)

3. Credit for students at an Armed Forces School is granted according to recommendations of the American Council on Education.

4. 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.

5. 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 Office of Admissions and Records in consultation with the appropriate academic dean and is dependent, in part, on the length of the course (half- or full-year course).

6. 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 University Academic Affairs Committee Council.

3. A waiver does not reduce the credit hour or residency requirements.

4. Waiver examinations are not given for courses assigned pre-fondational 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 B (3.00) for graduate 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>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Outstanding performance</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Very good performance for undergraduate credit; satisfactory, performance for graduate credit</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Satisfactory performance for undergraduate credit; minimum performance for which major and cognate undergraduate credit is granted; the minimum performance for which most graduate credit is granted</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Minimum performance for which undergraduate credit is granted</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure, given for not meeting minimal performance</td>
</tr>
<tr>
<td>XF</td>
<td></td>
<td>Failure, given by the academic integrity committee in case of a major academic integrity violations</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>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 pre-fondational 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 Office of Admissions and Records 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.</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory performance, units not credited. Given only when performance for a course falls below a C (2.00) grade in undergraduate courses or a B (3.00) grade in graduate courses, and the student has filed with the Office of Admissions and Records 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.</td>
</tr>
</tbody>
</table>
(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 which 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 Office of Admissions and Records 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 Office of Admissions and Records 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.

(IPW) IN PROGRESS WITHDRAWAL
Given at the request of the student by filing with the Office of Admissions and Records the appropriate form 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.

(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 with the Office of Admissions and Records the appropriate form prior to the cut-off date.
institutions of higher learning. Comparabilities, course-bycourse, 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 when the student has completed the following minimum requirements:

1. Completed all requirements for the degree in his/her bulletin of Graduation with no required course receiving below a B (3.00). No course below a C (2.00) may be used as a non-major elective.

2. Satisfactorily completed a comprehensive examination as designated by the department of specialization.

3. For a master’s degree, both an overall grade point average including transfer, if any, and an overall grade point average of courses taken at La Sierra University of B (3.00).

4. Maintained continuous registration from advancement to candidacy to the awarding of the degree.

5. Met the full-time graduate enrollment requirements, never less than two academic quarters. A year of full-time enrollment is defined as three quarters of full-time academic work. A full-time quarter of graduate enrollment is defined as the completion of at least 8 units of course work.

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

COURSE GRADES
Required courses in academic graduate programs with a grade below B (3.00) and elective courses with a grade below C (2.00) do not fulfill graduate degree requirements. No more than 8 units of courses with a grade below B (3.00) may be used to fulfill graduate degree requirements.

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

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. 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 including financial obligations to the University.

Those candidates who complete the requirements for a degree at times other than the regularly scheduled diploma date may request from the Office of Admissions and Records 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 12 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.

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 School of Business, or the School of Religion 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 and Records.

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 Office of Admissions and Records is so notified.

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

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

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

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

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

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 student discontinues enrollment for one calendar year, residency has been broken and the requirements listed in the bulletin of the year of re-entrance or any subsequent year must be met.

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 Office of Admissions and Records.

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 Office of Admissions and Records.

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.

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 Office of Admissions and Records.

To assure course comparability, the Office of Admissions and Records, in consultation with the chair of the LSU department offering the repeated course, approves all transfer courses allowed to be used to repeat a course taken at LSU in which a student received a grade below C (2.00). Unless the student obtains approval prior to enrollment, it is not guaranteed the course will replace the repeated course.

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.

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

WITHDRAWAL
Formal withdrawal from the University must be arranged at the Office of Admissions and Records.
NUMBERING
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  Doctoral/Postdoctoral

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

CONTINUING EDUCATION UNITS
Courses with the prefixes: ASCE (College of Arts and Sciences Continuing Education), or BMCE (School of Business Continuing Education), or ELCE (English as a Second Language Continuing Education), or SECE (School of Education Continuing Education), or SRCE (School of Religion 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.

UNITS OF CREDIT
Credit is indicated in quarter units. A quarter unit represents 10-12 class hours, or the equivalent, together with requisite study, preparation, and practice. A quarter unit of laboratory or independent study credit represents 25-30 clock hours.
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MASTER OF ARTS

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

The graduate program of the Department of English & Communication offers courses in literature, composition and rhetoric, literary criticism, and research that will prepare students for further post-graduate work and provide students with the skills necessary to succeed in a wide variety of occupations where critical thinking and communication abilities are essential.

PROGRAM ACCEPTANCE

Students with a baccalaureate degree (or the equivalent) with a major in English from an accredited college 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.

Along with the graduate application, applicants are required to provide a piece of recent academic writing, that is preferably literary in nature, or otherwise displays the applicant’s analytical skills. The essay should reflect upper division course work or an equivalent effort, demonstrate the applicant’s best writing skills, and be between 2,500-5,000 words long.

Students will be accepted if transcripts, recommendations, writing sample, and Graduate Record Examination (GRE) scores show promise of exceptional work in English language and literature. The program is designed to be completed in two years; however, those students who did not complete their undergraduate education in English should expect the program to take longer. 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.

TEACHING ASSISTANTSHIP

Full-time students in the English Masters program are invited to apply for a College Writing Instructor (CWI) position. Once awarded, a CWI must take 8 units each quarter that apply toward graduate requirements in English. CWIs are required to take ENGL 606 and will receive a stipend and partial scholarship. CWIs may not take more than 8 units their first quarter, and are strongly discouraged from taking more than 8 units in a quarter for every quarter that they hold a CWI position. Approval to take more than 8 units must be sought from department faculty through the graduate English coordinator. Interested and qualified students may reapply for a second year of assistantship.
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 is required for graduation. At least 40 units must be in English, with no fewer than 24 units of graduate courses at the 600-level. The S/U grading option is not available to students in the English MA program. For inclusion in the MA requirements, all courses taken in the department must be at the 500- or 600-level.

REQUIRED COURSES
- For all graduates, to be taken during the first year:
  ENGL 604 Methods and Materials of Literary Study
- For college writing instructors/teaching assistants:
  ENGL 606 Composition Theory and Practice
- Religion requirement to be met by one of the following:
  ENGL 545, 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:
- 2 courses in American literature
- 2 period courses in English literature
- 2 additional courses in literature, chosen in consultation with advisor
- 2 courses in major authors (including Shakespeare, Milton, or Chaucer)
- 1 genre course
- 2 courses in literary criticism
- 1 graduate course in bibliography and research
- 1 writing course, taken while in residence
- 1 course in advanced grammar and style or in language and linguistics
- 1 course in religion (as specified above)

Some of these courses may have been taken as part of the student’s baccalaureate program; a student’s graduate program will make up any deficiencies, as well as meet individual interests and professional goals. All graduate students will need to fulfill the minimum 48 graduate-level units to graduate with the master’s degree. Students must complete their graduate program in five years after beginning 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 through the intermediate level 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.

COMPREHENSIVE EXAMINATION
At the end of their program, students must satisfactorily complete a comprehensive examination over English and American literature, literary terms, forms, and periods. Throughout their program, students are expected to prepare for this examination through independent study, collaborative groups, and in consultation with department faculty.

DIRECTED STUDY
Graduate students may take a maximum of two directed study courses, 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 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.
ENGL 505 Creative Writing
Advanced theoretical and practical application of writing techniques. Focus is provided in a genre.

ENGL 505A Short Story (4)
In order to inform and inspire the students in the production of their own original works, a selection of short stories from different periods and styles are read, discussed, and then responded to in written assignments. Students will read numerous short stories by masters of the craft, watching and listening for the ways they shape their fiction in order to better develop their own skills.

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 505D Screenwriting (4)
Advanced theoretical and practical application of scriptwriting techniques. Film, television, and radio scripts are the focus of the course. Techniques of narrative and documentary storytelling will be emphasized equally with media and format standards. Students will complete a variety of scripts for different media and genres during the quarter.

ENGL 505E Humor Writing (4)
Students will be introduced to technical humor terms. They will read work by writers at the top of their game and will examine what makes the pieces funny, paying attention to how written humor differs from visual humor. For the first half of the quarter, students will write a flash humor piece each week, which they will share with their classmates. The second half of the class will be devoted to formal workshops. This is a reading and writing intensive class.

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 506 Writing for Publication (4)
Focuses on writing processes of professional writers, writing venues, analysis of publication specifications, revision strategies, and working in a community of writers. Students are expected to produce/revise and submit a piece to a publication at the end of the course.

ENGL 507 Writing for Children (4)
Focuses on fundamental tools and techniques of writing for children and their practical application. Students will work on a number of projects as they develop their individual style and creativity through written assignments.

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)
An introduction to 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. Not offered every year.

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. Specific topics listed in class schedule. May be repeated with new content for additional credit.

ENGL 567 Topics in Drama (4)
Seminars in various drama topics. Specific topics listed in class schedule. May be repeated with new content for additional credit.

ENGL 582 Advanced Grammar and 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 and 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 and 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. Offered alternate years.

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. Offered alternate years.

ENGL 599 Directed Study (1-4)
Independent study in consultation with an advisor. See policy above for more information. Maximum of eight units.

GRADUATE-ONLY COURSES

ENGL 604 Methods and Materials of Literary Study (4)
Graduate seminar required of first-year graduate students. This course seeks to understand what is meant by scholarship in literary studies and what major tasks engage the attention of practicing scholars. It considers how to find information and how to document that information in professional publications.

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 and 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 and 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 and 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, and technical writing.

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 and approved by the graduate advisor and department faculty three weeks before the beginning of the term that the project is to be completed.
The School recognizes the importance of business education in cultivating the development of students as whole persons. It educates students—its own majors and others—for active citizenship by assisting in their moral development, facilitating their awareness of culture, and helping them to integrate their work and the rest 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.

Service is central to the SB curriculum. By directly assisting people in need, engaging in social entrepreneurship or community education and organizing, or conducting policy analysis, students come to understand the significance of their studies and develop greater empathy. The SB seeks to embody in its scholarship La Sierra University’s dedication to truth and service. Working where appropriate with students, its faculty members engage actively in scholarly activity to foster shalom, enlarge human understanding, and expand their own horizons.

EXPRESSION OF THE MISSION

Responsible work in God’s world will always have two dimensions: the struggle for social justice and the enrichment of creaturely life. Liberation and development go hand in hand; and each is an integral part of the mission of the School of Business. It is committed to fostering God’s shalom—wholeness, fulfillment, and justice in community. The School’s curricula emphasize workplace spirituality, social entrepreneurship, and ethics. The focused study of these themes as part of the business curriculum fosters intellectual development and expands students’ moral and spiritual horizons. Service-learning activities simultaneously express its commitments to excellence in the School’s areas of distinctive competence and provide students with the chance to develop appropriate habits and skills.

The School intends to foster a commitment to humane patterns of work life; proactive moral action; acknowledgment of special responsibilities to employees, local communities, and other stakeholders; socially conscious investment; recognition of the value of life outside the workplace; and creative social entrepreneurship on behalf of hurting people. The School encourages its students and other constituents to embody excellence and image God’s creativity—to create value; to foster human flourishing; and offer people new opportunities for comfort, beauty, insight, enjoyment, and health.

The School of Business offers the Master of Business Administration (MBA) degree with majors in:

- Accounting
- Finance
- General Management
- General Management - Business Ethics
- General Management - Law and Policy
- Marketing
- Philanthropy and Development
- An individually designed customized major is also available

The School of Business also offers:

- Certificate in Management
- Certificate in Philanthropy and Development

The Schools of Business and Religion 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 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 co-curricular programs; service-learning activities that simultaneously express the School’s commitments 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;
- a flexible structure that permits each student to select her or his own emphases—even to design customized curriculum while completing the program at her or his own pace.

PROGRAM ADMISSION

Admission to the MBA 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 School of Business 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 School of Business 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 School of Business of the requirement that she or he complete the course;
C. complete the requirements for an MBA major;
D. complete 48 units of non-Foundation graduate-level courses, with a grade of C or higher in each course; and
E. earn a cumulative grade-point average of 3.0 on all graduate-level courses applicable to the MBA program.

COMPLETION TIMETABLE

A student may proceed through the program on a full-time or part-time schedule. Normal progress through the program for a full-time student will be three courses per quarter. Normal progress for a part-time student will be one or more courses per quarter. The time allowed from admission to the graduate program to the conferring of the MBA degree will not ordinarily exceed five years; the dean of the School of Business may consider applications for extensions on a case-by-case basis.

REPETITION OF COURSES

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

PROBATIONARY STATUS IN THE MBA PROGRAM

A student will enter probationary status whenever the School of Business 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, 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, 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, the student cumulative GPA is 2.90 or lower.

A student on probationary status may not 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.

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 degree requirements.

PROFESSIONAL PREPARATION

The MBA program is designed to provide interested students with valuable preparation for examinations leading to recognized professional certifications, including the Certified Public Accountant, Certified Management Accountant, Chartered Financial Analyst, Certified Financial Manager, and Professional in Human Resources designations.
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 School of Religion and the 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 School of Religion by a student enrolled in the program may be used to fulfill requirements for the MBA program, and twelve units completed in the School of Business 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 School of Religion dean’s office or the School of Business dean’s office.

SCHOOL OF BUSINESS
ADDITIONAL OPPORTUNITIES

PAUL CONE LECTURE SERIES
The Paul Cone Lecture Series features a range of distinguished guest speakers who offer to students, faculty members, and community members contemporary perspectives on business and related topics. It is named for a distinguished former La Sierra faculty member—who also served as a budget advisor to the government of Ethiopia and as a faculty member and administrator at the University of Southern California and the National Defense University.

CENTER FOR ENTREPRENEURSHIP
The Center for Entrepreneurship incubates developing start-up business while helping to foster a culture of entrepreneurship within the SB. It is currently incubating businesses such as Helen’s Kitchen, CandyWipes, MovieFiller.Com, and Rosasen. It also oversees the SB’s Rent-a-Brain group.

RENT-A-BRAIN
The SB’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.

CENTER FOR PHILANTHROPY
La Sierra University’s Center for Philanthropy is housed in the School of Business. The mission of the Center is to encourage the practice of effective philanthropic giving and fundraising 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.

STUDENTS IN FREE ENTERPRISE
Students in Free Enterprise (SIFE) is an international organization devoted to business, business education, leadership development, and community service. Participation in La Sierra’s SIFE team, dedicated to business development and business education in the service of positive social change, has provided successive cohorts of students with exceptional opportunities to develop leadership skills, learn about their world, and serve people in need. La Sierra University is a six-time winner of SIFE’s international championship. Contact Heather Miller or Jodi Cahill for information regarding the La Sierra SIFE team.

PLACEMENT AND INTERNSHIPS
The School of Business attempts to help 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 an internship. Internships are available on a regular basis with entities including Adventist Health System—North, Adventist Risk Management, KPMG, and Florida Hospital. The School’s annual Sam Croft Meet the Firms Night provides opportunities for students to network with potential employers and arrange for interviews. See the Coordinator of Student Services for internship and placement information.

The School of Business is also responsible for the university programs in English as a Second Language, American Experience and Language, and Teaching English to Speakers of Other Languages.
CURRICULA OFFERED
The Program in Accounting, Economics, and Finance offers curricula leading to the Master of Business Administration degree with majors in accounting and finance.

ADMISSION REQUIREMENTS
Admission to study for the MBA in accounting or finance is competitive. For more information, please refer to the School of Business section of this bulletin and contact the SB dean’s office.

MAJORS
ACCOUNTING
An accounting student wishing to prepare for a professional examination leading to the Certified Public Accountant, Certified Management Accountant, or other professional accounting designation should consult the Coordinator of the Program in Accounting, Economics, and Finance. It is the responsibility of a student who wishes to earn a professional designation in accounting to ensure that she or he has met all academic and other requirements for the designation.

Required: 48-72 units, as follows:

- 0-24 units of Foundation Courses
  ACCT 507 Financial Accounting
  ACCT 508 Managerial Accounting
  ECON 525 Data, Models, and Decisions
  ECON 537 Economics for Strategy
  FNCE 504 Introductory Financial Management
  MGMT 547 Principles of Business Law

A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she or he complete any Foundation course with the approval of the dean’s office. No Foundation course may be used as an MBA program elective.

- 28 units of Major Courses
  ACCT 541 Intermediate Accounting I
  ACCT 542 Intermediate Accounting II
  ACCT 543 Intermediate Accounting III
  ACCT 554 Federal Income Tax: Individuals
  ACCT 646 Auditing Theory and Practice
  ACCT 658 Government and Nonprofit Accounting
  ACCT 661 Cost Determination and Analysis

- 8-20 units of Diversification Courses
  A number of elective units (selected from any area, including the student’s major) sufficient to ensure that the student completes 48 units of non-Foundation MBA coursework.
A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

**ACCOUNTING**

**ACCT 507 Financial Accounting (4)**
Key issues in financial accounting for organizational decision-making, including a study of the accounting cycle, the major financial statements, and analysis of financial information.
Restriction: Not open to any student who has earned a C or better in ACCT 211

**ACCT 508 Managerial Accounting (4)**
Key issues in managerial accounting including the study of cost concepts and generation as well as use of accounting data for internal decision making and control.
Prerequisite: ACCT 507
Restriction: Not open to any student who has earned a C or better in ACCT 212

**ACCT 513 Computerized Accounting (4)**
The design, use, and control of accounting information systems. Applications of professional software packages to transaction analysis and the preparation of financial statements.
Prerequisites: ACCT 507 & basic familiarity with computer operation
Restriction: Not open to any student who has earned a C or better in ACCT 213

**ACCT 541 Intermediate Accounting I (4)**
The history and rule-making process of accounting; the major financial statements; and generally accepted accounting principles applicable to the time-value of money, cash, receivables, and inventory.
Prerequisite: ACCT 508
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 541
Restriction: Not open to any student who has earned a C or better in ACCT 342

**ACCT 543 Reporting Issues in Intermediate Accounting (4)**
Accounting for special accounting classifications and related topics, including investments, pensions, leases, income taxes, accounting changes, statement of cash flows, full disclosure, and financial statement analysis.
Prerequisite: ACCT 542
Restriction: Not open to any student who has earned a C or better in ACCT 343

**ACCT 554 Federal Income Tax: Individuals (4)**
Provisions of federal income tax laws and regulations affecting the determination of an individual taxpayer’s net taxable income, with emphasis on preparation of individual tax returns.
Prerequisite: ACCT 507
Restriction: Not open to any student who has earned a C or better in ACCT 354
ACCT 555 Federal Income Tax: Business Entities (4)
Provisions of federal tax laws and regulations affecting partnerships, corporations, estates, trusts, and non-profit organizations; also includes discussion of tax accounting, reorganizations, and tax planning. 
Prerequisite: ACCT 554
Restriction: Not open to any student who has earned a C or better in ACCT 355

ACCT 614 Seminar in Accounting (4)
Advanced topics in accounting; variable content. May be repeated for additional credit to a maximum of 12 units.
Prerequisite: Consent of the instructor

ACCT 632 Tax Research (4)
Research methods in taxation and tax policy.
Prerequisite: ACCT 554

ACCT 621 Controllership (4)
Study of accounting techniques, concepts, and procedures related to the functions and responsibilities of the controller, with consideration of management reporting systems, planning and controlling functions, resource allocation, transfer pricing, the general ledger-based system, departmental expense control, and investment planning. 
Prerequisites: ACCT 507 & FNCE 521
Restriction: Not open to any student who has earned a C or better in ACCT 421

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, such as those for inventory valuation, pension plan, and impairments; and planning for and implementation of international financial reporting standards. 
While recognition, de-recognition, reclassification, and re-measurement of all assets, liabilities, and equity required under international financial reporting standards are examined, effects of changes in equity and retained earnings and major adjustments are covered in detail.
Prerequisite: ACCT 542 or 342
Restriction: Not open to any student who has earned a C or better in ACCT 434

ACCT 646 Auditing Theory and 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 543
Restriction: Not open to any student who has earned a C or better in ACCT 446

ACCT 658 Government and Nonprofit Accounting (4)
A study of the theory and practice of the accounting concepts as applied to government entities, health care institutions, colleges and universities, and other nonprofit organizations.
Prerequisite: ACCT 543
Restriction: Not open to any student who has earned a C or better in ACCT 458

ACCT 660 Advanced Accounting (4)
Advanced topics in accounting including business formations, combinations, reorganizations, and liquidations; income distribution; and multinational operations and foreign currency transactions.
Prerequisite: ACCT 543
Restriction: Not open to any student who has earned a C or better in ACCT 460

ACCT 661 Cost Determination and 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 508
Restriction: Not open to any student who has earned a C or better in ACCT 461

ACCT 666 Fraud Examination (4)
The principles and methods of fraud detection and deterrence. Topics include skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and the interviewing of witnesses.
Prerequisite: ACCT 543
Restriction: Not open to any student who has earned a C or better in ACCT 466

ACCT 668 Advanced Auditing (4)
Issues selected from among advanced topics including 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 646
Restriction: Not open to any student who has earned a C or better in ACCT 468

ACCT 674 Reading Tutorial in Accounting (1-4)
Independent study at an advanced level in accounting, focused on specified readings. May be repeated for additional credit with consent of the instructor.
Prerequisites: Consent of the instructor & the dean's office

ACCT 686 CPA Examination Review (4)
Integrated overview of accounting and related topics in preparation for the examination leading to the Certified Public Accountant designation.
Prerequisite: ACCT 646
Restriction: Not open to any student who has earned a C or better in ACCT 486

ACCT 695 Topics in Accounting (1-4)
In-depth exploration of selected issues in accounting. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.
Prerequisite: 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 SB program coordinator.
Prerequisites: Consent of the instructor & the dean’s office

ACCT 697 Cases in Accounting (4)
Case-based exploration of selected issues in accounting. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor

ACCT 698 Advanced Cases in Accounting (4)
Advanced case-based exploration of selected issues in accounting. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor

ACCT 699 Directed Study (1-4)
Independent study under the direction of a supervisor on a topic concerning accounting, to be selected by the faculty member and the student, with regular and periodic conferences with the instructor.
Prerequisites: Consent of the instructor & the dean’s office

ECON 525 Data, Models, and Decisions (4)
The use of appropriate quantitative tools to inform management decisions.
Restriction: Not open to any student who has earned a grade of C or better in MGMT 341 & MGMT 444

ECON 537 Economics for Strategy (4)
Economic analysis, with attention to such issues as market supply and demand, production functions, price and cost theory, industry structure, marginal analysis, the structure of decision problems, strategic interactions among firms, the behavior of open and monopolistic markets, government regulations, labor supply, national income accounting, aggregate output, interest rates, fiscal and monetary policy, banking, international trade and finance, inflation, economic growth, and business cycles.
Restriction: Not open to any student who has earned a C or better in ECON 254 & ECON 255

ECON 557 Globalization and 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 575 Information Systems and Business Strategy (4)
Introduction to the study of information systems and technology as a core strategic resource. Focus is on the strategic role of information systems in supporting the development and implementation of business strategy. Cases and projects will be used to illustrate the role of information systems in strategy development. Focus is on strategic analysis of the role of information systems in strategy. Topics include strategic planning, investment, operation, and control of information systems.
Restriction: Not open without the consent of the instructor to any student who has earned a C or better in MGMT 464

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.
Prerequisite: 4 units of undergraduate statistics or the equivalent
Restriction: Not open to any student who has earned a C or better in ECON 387

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

ECON 614 Seminar in Economics (4)
Advanced topics in economics; variable content. May be repeated for additional credit to a maximum of 12 units.
Prerequisite: Consent of the instructor

ECON 647 Money and Banking (4)
An overview of the role of money and banking in the modern economy. Emphasis on the U.S. financial system with an emphasis on the Federal Reserve System and monetary policy. Additional topics may include the role of international financial institutions, the role of financial institutions and markets in the allocation of capital, the role of financial institutions and markets in the allocation of capital, and the role of financial institutions and markets in the allocation of capital.
Restriction: Not open without the consent of the instructor to any student who has earned a C or better in ECON 366

ECON 695 Topics in Economics (1-4)
Advanced issues in economics. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.
Prerequisite: 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 SB program coordinator.
Prerequisites: Consent of the instructor & the dean’s office

ECON 699 Directed Study (1-4)
Independent study under the direction of a supervisor on a topic concerning economics, to be selected by the faculty member and the stu-
dent, with regular and periodic conferences with the instructor.

Prerequisites: Consent of the instructor & the dean’s office

FINANCE

FNCE 504 Introductory Financial Management (4)
Time value of money, valuation, risk and rates of return, financial analysis, financial forecasting, working capital management, capital budgeting, cost of capital, and long term financing.

Prerequisites: ACCT 507 & ACCT 508; or consent of the instructor
Restriction: Not open to any student who has earned a C or better in FNCE 354

FNCE 521 Financial Management (4)
Understanding and analyzing financial information for decision making. Course also covers topics including the financial environment, financial statement analysis, operating, cash and capital budgeting, working capital management, interest mathematics, and cost of capital.

Prerequisites: ACCT 507 & ACCT 508; or consent of the instructor

FNCE 535 Financial Planning (4)
The analysis of financial concepts and methods and their application to the planning and management of individual finances, with a focus on topics including investing, trusts, estates, retirement, and risk management.

Prerequisite: FNCE 521

FNCE 564 Financial Markets and 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 504 or FNCE 354
Restriction: Not open to any student who has earned a C or better in FNCE 364

FNCE 584 Real Estate Principles (4)
The nature and description of real estate; estates in real property and forms of ownership; acquisition and transfer of title, encumbrances, finance, appraisal, escrows, and title insurance; landlord-tenant relationships; taxation; and careers.

Prerequisite: FNCE 521
Restriction: Not open to any student who has earned a C or better in FNCE 384

FNCE 614 Seminar in Finance (4)
Advanced topics in finance; variable content. May be repeated for additional credit to a maximum of 12 units.

Prerequisites: FNCE 521 & 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 521

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 521

FNCE 668 Investments and 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 521

FNCE 674 Reading Tutorial in Finance (1-4)
Independent study at an advanced level in finance, focused on specified readings. May be repeated for additional credit with consent of the instructor.

Prerequisites: FNCE 521, consent of instructor & consent of the dean’s office

FNCE 677 Risk Management and 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 521
Restriction: Not open to any student who has earned a C or better in FNCE 474

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 521
Restriction: Not open to any student who has earned a C or better in FNCE 487

FNCE 695 Topics in Finance (1-4)
Advanced issues in finance. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.

Prerequisite: FNCE 521

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 SB program coordinator.

Prerequisites: Consent of the instructor & the dean’s office

FNCE 699 Directed Study (1-4)
Independent study under the direction of a supervisor on a topic concerning finance, to be selected by the faculty member and the student, with regular and periodic conferences with the instructor.

Prerequisites: FNCE 521, consent of the instructor & consent of the dean’s office
CUSTOMIZED CURRICULUM

1. The customized MBA program is currently under development, and policies are subject to change. Consult the dean of the School of Business for more information.

2. A person with clearly defined academic objectives, not readily achievable through an existing School of Business MBA program, may receive a Master of Business Administration degree from the School of Business after the completion of a special curriculum approved by the School of Business dean's office.

3. A customized MBA program is designed to meet needs not fully met by existing curricula. Its curriculum must not simply duplicate that of an existing university degree program. It should, however, compare favorably in coherence, scope, and rigor with the School's other MBA curricula. It should offer scholarly rigor and foster the development of research skills.

4. A person desiring to propose a customized MBA program should ordinarily do so during or before her or his first quarter as an MBA student, though the dean's office may approve subsequent initiation dates under appropriate circumstances.

5. A customized MBA proposal submitted to the School of Business dean's office should include the following:
   A. A list of the courses to be included in the program, including any cognates, a thesis if appropriate, and (if necessary) alternate courses to be completed if proposed courses are not available as well as an indication of the sequence in which requirements will be completed;
   B. A description of the program's intended academic focus and the goals it is intended to serve;
   C. A rationale for the details of the program;
   D. A title for the program, which will appear on the student's transcript and diploma if the program is approved;
   E. Documents or other materials supportive of the proposal;

6. A customized MBA program meeting the requirements contained in this policy may be designed and approved simultaneously for a cohort of students with special needs. At her or his discretion, when a customized program is under consideration for a cohort of students, the dean may permit the program proposal to follow a form different from the one outlined in the preceding paragraph.

7. The proposed curriculum must include at least twenty-four units of business courses, with the nature and precise number of these courses to be specified in the student's proposal and approved in accordance with this policy. It may also include courses in other areas. A customized curriculum might entail work in the School of Business and any other program, including the School of Education (e.g., educational leadership), the School of Religion (e.g., urban development, business ethics), the Department of Mathematics and Computer Science (e.g., management information systems), the Department of English and Communication (e.g., public relations), the Department of World Languages (e.g., intercultural marketing), the Department of Music (e.g., music management), the Department of Health and Exercise Science (e.g., sports management), or the Program in Philosophical Studies (e.g., business ethics).

8. No undergraduate course offered by the School of Business will fulfill any requirement for a customized MBA. When a student's customized MBA program draws on courses from a program outside the School of Business and this program does not offer some or all of the graduate courses the student needs, the student may use a limited number of 400-level units to fulfill requirements for her or his customized MBA curriculum. Four 400-level units will be treated as equivalent to three graduate-level units; up to twenty converted graduate-level units may be used to fulfill requirements for a customized MBA.

9. The School of Business dean's office must approve the title of the proposed major program, which will appear on the student's transcript and diploma. Subsequent changes in the program title must also be approved by the SB dean's office. The dean's office is responsible for certifying the academic quality of any customized MBA program it approves. Thus, it may require revisions in a proposal, or reject it entirely.

10. While the University will attempt to ensure that a person, whose customized MBA program has been approved, will be able to complete the program on schedule, the approval of a customized MBA program constitutes only a commitment on the university's part to make the best effort possible to ensure the program's completion. Approval of a customized MBA program 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.

11. The dean will notify the Office of Admissions and Records once a customized MBA program has been approved.
INTRODUCTORY

CONTINUING EDUCATION (NONCREDIT) COURSES

AELP 901A Beginning Conversation & Recitation (1-4 CEU)
An introduction to English conversation through the use of simple dialogues and conversation on common everyday topics. Recitation is to assist in speech output and to inculcate basic sentence patterns subconsciously.

AELP 901B Beginning Grammar & Sentence Structures (1-4 CEU)
An introduction to basic grammar with emphasis on verb forms, subject-verb combinations, and recognition of phrases as commonly occurring patterns.

AELP 901C Beginning Listening & Pronunciation (1-4 CEU)
An introduction to basic listening skills to enhance aural comprehension in context and to increase listening awareness for accent, sentence stress, undulation of voice, pauses, length of vowel sounds, voiceless consonants and sibilants, and silent consonants.

AELP 901D Beginning Reading & Vocabulary (1-4 CEU)
An introduction to reading through the use of children's classics and other easy reading materials on various topics dealing with American everyday life and ideas on being human, with emphasis on reading comprehension, vocabulary building, and basic reading skills which include looking for the main idea, the topic sentence, supporting ideas, transitional devices, and conclusion.

AELP 901E Beginning Writing & Dictation (1-4 CEU)
An introduction to basic free-writing, journaling, summary writing, dictation, and paragraph writing on everyday topics of interest, some of which are first presented through reading or movies.

AELP 902A Intermediate Conversation & Recitation (1-4 CEU)
A course designed to improve general and academic conversation skills, using authentic situations, interviews, drama, debates, skits, and simulations.

AELP 902B Intermediate Grammar & Sentence Structures (1-4 CEU)
A contextual grammar approach designed to connect grammar with authentic text and language rich ideas, using sentences and paragraphs from authentic texts to parse by clauses and phrases with emphasis on sentence structures, patterns, and sentence variety/mix and flow.
AELP 902C Intermediate Listening & Pronunciation (1-4 CEU)
A course designed to facilitate listening skills and aural comprehension to grasp the overall message and supporting details, using authentic recorded speech, audio books, and songs with emphasis on differentiating sounds, articulation, diction, accent, word stress, sentence stress, and voice undulation.

AELP 902D Intermediate Reading & Vocabulary (1-4 CEU)
A course designed to build an interactive reading-writing connection. Readings on social and cultural issues are chosen to elicit critical thinking, class discussion, and personal reflection. Also, more emphasis is given to identification of the main idea and its supporting details, methods of development, and other writing devices.

AELP 902E Intermediate Writing & Dictation (1-4 CEU)
A course designed to help students become independent writers capable of producing a variety of finished written assignments, including journaling, in-class writing, paragraph writing, and rhetorical essays.

AELP 903A Advanced Conversation (1-4 CEU)
A course designed to enhance students’ self-confidence by creating a safe, affirming environment for students to express their opinions, take stands on issues, ask questions, or raise concerns, thus to empower students to make public presentations. It also focuses on developing clear, critical thinking; analytical presentation of argument; and precision of speech.

AELP 903B Advanced Grammar (1-4 CEU)
A course in applied grammar designed at empowering students to recognize components of the sentence as grammar structures and to imitate current writers in the use of varied sentence structures for different effects. This course includes parsing passages from reading.

AELP 903C Advanced Listening (1-3 CEU)
A course designed to improve general and academic listening comprehension skills, using authentic audio and audio-visual materials.

SUMMER OFFERINGS

AELP 903 American Experience and Language Program: Intensive English (1-10 CEU)
This program is offered only during the summer. It aims at raising the level of English competence by immersing students into a culture-rich environment and introducing academic English and current English usage through the use of the media, the movies, American classics, the Internet, and reading and writing assignments. The purpose is to facilitate English acquisition, enhance comprehension of everyday English, encourage independent thinking, and increase fluency in speaking and writing.

LOWER DIVISION

ENSL 103 Advanced Writing (1-4 units)
A course designed to prepare students to transition to ENGL 111 College Writing and other regular classes. It introduces students to formal academic writing, including writing critical responses, summaries, and rhetorical essays (in-class writing and out of class assignments). The students are to prepare a portfolio of their written compositions as part of the class requirements.
PROGRAM FACULTY

JUANITA J. SINGH, Director
Associate Professor of English as a Second Language (1986)
EdD Loma Linda University 1992
Brain research and second language acquisition, the role of motivation in pedagogy

COLLABORATING FACULTY

Nanci Geriguis-Mina
Lecturer in English as a Second Language
MA La Sierra University 1989
Public relations, news and featured writing

OBJECTIVE

The TESOL (Teaching English to Speakers of Other Languages) certificate program aims at preparing prospective teachers to teach English As a Second Language (ESL). It focuses on language theories, teaching methods, and approaches to teaching second languages that lead to language acquisition and learning.

Applicants must present a minimum TOEFL score of 525 and a TOEFL essay rating of 3 or above or a Michigan Test of English Language Proficiency of 85 percentile average with at least 80 percentile on the Language Proficiency section, and a score of 4 or above on the La Sierra University College Writing Test.

COURSES

TESL 815 Theories in and Approaches to Teaching Second Languages (3)
An introduction to theories and approaches to second language teaching and academic second language development.

TESL 816 Language Acquisition Versus Language Learning (3)
A comparison between two schools of thought in second language teaching and first language development.

TESL 817 Contextual Grammar Approach (3)
An approach to teaching grammar that aims at comparing/matching grammatical patterns with sentence usage/combinations in selected passages with the purpose of application in students’ oral and written communication.

TESL 818 Critical Reading and thinking in English As a Second Language (3)
A macro-micro approach that fosters critical dialogue between reader and text, text and text, and reader and reader.

TESL 819 Oral Communication and Aural Comprehension (3)
An approach that combines teaching listening and conversation through audio-visuals and the media, using authentic materials on current topics.

TESL 820 Writing at the Cognitive and Affective Levels (3)
An approach to teaching writing from reflective writing to academic writing, emphasizing techniques that draw out the spontaneous writer in students before teaching structured academic writing.

TESL 821 Introduction to American Culture, Heritage, and Worldview (2-3)
A course that highlights multicultural America and its ideology, values, beliefs, working principles, and world outlook.

The TESOL certificate program falls under the jurisdiction of the School of Business.
PROGRAM IN

MANAGEMENT & MARKETING

PROGRAM FACULTY

ELIAS G. RIZKALLAH, Coordinator
Professor of Management and Marketing (2001)
PhD Northwestern University 1982
international marketing, strategic marketing planning,
marketing management, consumer behavior

GARY CHARTIER
Associate Dean, School of Business
Associate Professor of Law and Business Ethics (2001)
JD University of California at Los Angeles 2001
PhD University of Cambridge 1991
theology, philosophy, ethics, political theory, public
policy, law and legal theory

DOUG LAINSON
Assistant Professor of Strategic Management;
Coordinator, Program in Executive Education (2008)
PhD student, Claremont Graduate University
MBA Biola University 2005
mission-based business strategy, strategic modeling,
leadership, entrepreneurial economics, business as mission

PRUDENCE E. LABEACH POLLARD
Professor of Management (1999)
PHR 1997
PhD Western Michigan University 1993
human resource management, leadership, institutional
assessment and strategic planning

JOHN THOMAS
Dean, School of Business
Bashir Hasso Associate Professor of Entrepreneurship (1989)
PhD Claremont Graduate University 2001
behavioral finance, political economy, development
studies, social entrepreneurship

A. ANDREW TRUONG
Assistant Professor of Management (2006)
EdD University of Southern California 2006
MBA California State University at Pomona 2001
management strategy, multicultural management

COLLABORATING FACULTY

CHERYL BAUMAN
Lecturer in Office Administration;
Colloquium Coordinator
BS Loma Linda University 1974
student services, business colloquium management

JAY DU NESME
Lecturer in Business Law
JD University of San Diego 1998
complex securities, employment and insurance class action
litigation

JAMES ERIKSSON
Director, La Sierra University Center for Philanthropy
LHD h.c. La Sierra University 2007
EdD Indiana University 1970
philanthropic fundraising, not-for-profit organizational
strategy

JERE L. FOX
Lecturer in Law
MA La Sierra University 2007
JD Pepperdine University 1977
estate planning, trust and probate law, business
associations, law and the church

CRAIG KINZER
Lecturer in Business Communication
PhD University of California at Riverside 2007
MA La Sierra University 1994
business communication, management strategy,
management and literature, medieval English

ROBERT KRONK
Distinguished Visiting Professor of Strategic Management
PhD University of California at Los Angeles 1972
strategic planning, electronic distance learning, systems
analysis, policy formulation, organization theory

THOMAS MACOMBER
Lecturer in Management and Law
JD Williamette University 1980
music management, business law

LARI MOBLEY
Lecturer in Management
PhD student, Claremont Graduate University
MBA Biola University 2005
brand diversification in mergers and acquisitions,
branding strategies for new product launches, literary
themes in contemporary advertising

NABIL Y. RAZZOUK
Lecturer in Marketing
PhD Arizona State University 1980
marketing and business education, marketing ethics,
comparative and international marketing

CONSTANCE ROSSUM
Lecturer in Marketing
PhD Claremont Graduate University 1998
management strategy

VICTORIA A. SEITZ
Lecturer in Marketing
PhD Oklahoma State University 1987
apparel merchandising, consumer behavior, advertising
strategy

JUANITA J. SINGH
Director, Program in English as a Second Language
Lecturer in Business Communication
EdD Loma Linda University 1992
writing skill development, intercultural business
communication

WARRICK TENCHEARD
Lecturer in Management and Social Entrepreneurship
PhD University of Chicago 1981
social entrepreneurship, management strategy

SCHOOL OF BUSINESS

PROGRAM IN MANAGEMENT AND MARKETING 61
GENERAL MANAGEMENT- BUSINESS ETHICS

Required: 48-72 units, as follows:

• 0-24 units of **Foundation Courses**
  - ACCT 507  Financial Accounting
  - ACCT 508  Managerial Accounting
  - ECON 525  Data, Models, and Decisions
  - ECON 537  Managerial Economics
  - FNCE 504  Introductory Financial Management
  - MGMT 547  Principles of Business Law

  *A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she or he complete any Foundation course with the approval of the dean's office. No Foundation course may be used as an MBA program elective.*

• 36-48 units of **Diversification Courses**

  *A number of elective units (selected from any area) sufficient to ensure that the student completes 48 units of non-Foundation MBA coursework.*

• 0-12 of **Integration Courses**
  - MGMT 524  Communication for Managers
  - MGMT 544  Business Ethics
  - MGMT 545  Workplace Spirituality
  - MGMT 546  Social Entrepreneurship
  - MGMT 691  Management Strategy

  *A student may waive the requirement that she or he complete any Integration course with the approval of the dean's office.*

CURRICULA OFFERED

The Program in Management and Marketing offers curricula leading to the MBA with majors in general management; general management with a concentration in business ethics; general management with a concentration in law and policy, human resource management; marketing; and philanthropy and development.

The Program in Management and Marketing also offers curricula leading to two certificates: the Certificate in Management and the Certificate in Philanthropy and Development.

ADMISSION REQUIREMENTS

Admission to study for master’s degree programs in management and marketing is competitive. For more information, please refer to the School of Business section of this bulletin and contact the SB dean’s office.

MAJORS

GENERAL MANAGEMENT

Required: 48-72 units, as follows:

• 0-24 units of **Foundation Courses**
  - ACCT 507  Financial Accounting
  - ACCT 508  Managerial Accounting
  - ECON 525  Data, Models, and Decisions
  - ECON 537  Managerial Economics
  - FNCE 504  Introductory Financial Management
  - MGMT 547  Principles of Business Law

  *A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she or he complete any Foundation course with the approval of the dean's office. No Foundation course may be used as an MBA program elective.*

• 36-48 units of **Diversification Courses**

  *A number of elective units (selected from any area) sufficient to ensure that the student completes 48 units of non-Foundation MBA coursework.*

• 0-12 of **Integration Courses**
  - MGMT 524  Communication for Managers
  - MGMT 544  Business Ethics
  - MGMT 545  Workplace Spirituality
  - MGMT 546  Social Entrepreneurship
  - MGMT 691  Management Strategy

  *A student may waive the requirement that she or he complete any Integration course with the approval of the dean's office.*
GENERAL MANAGEMENT- LAW AND POLICY

Required: 48-72 units, as follows:

• 0-24 units of Foundation Courses
  ACCT 507    Financial Accounting
  ACCT 508    Managerial Accounting
  ECON 525    Data, Models, and Decisions
  ECON 537    Managerial Economics
  FNCE 504    Introductory Financial Management
  MGMT 547    Principles of Business Law

  A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she or he complete any Foundation course with the approval of the dean’s office. No Foundation course may be used as an MBA program elective.

• 16 units of Major Courses
  MGMT 654    Issues in Employment and Labor Relations
  12 additional units selected from among the following:
  ACCT 554    Federal Income Tax: Individuals
  ACCT 555    Federal Income Tax: Business Entities
  EDAD 645    Supervision of Instruction
  MGMT 549    Advanced Business Law for Accounting Practice
  MGMT 644    Employment Law
  MGMT 666    Legal Issues in Health Care

  Other courses may be used to fulfill the concentration requirement with the approval of the coordinator of the Program in Management and Marketing.

• 20-32 units of Diversification Courses

  A number of elective units (selected from any area, including the student’s major) sufficient to ensure that the student completes 48 units of non-Foundation MBA coursework.

• 0-12 of Integration Courses
  MGMT 524    Communication for Managers
  MGMT 544    Business Ethics
  MGMT 545    Workplace Spirituality
  MGMT 546    Social Entrepreneurship
  MGMT 691    Management Strategy

  A student may waive the requirement that she or he complete any Integration course with the approval of the dean’s office.

HUMAN RESOURCE MANAGEMENT

Required: 48-72 units, as follows:

• 0-24 units of Foundation Courses
  ACCT 507    Financial Accounting
  ACCT 508    Managerial Accounting
  ECON 525    Data, Models, and Decisions
  ECON 537    Managerial Economics
  FNCE 504    Introductory Financial Management
  MGMT 547    Principles of Business Law

  A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she or he complete any Foundation course with the approval of the dean’s office. No Foundation course may be used as an MBA program elective.

• 16 units of Major Courses
  MGMT 534    Human Resource Management
  MGMT 578    Organizational Behavior
  MGMT 587    Leadership, Creativity, & Organizational Dynamics
  MGMT 613    Motivation and Productivity
  MGMT 634    Compensation Management
  MGMT 644    Employment Law
  MGMT 654    Issues in Employment & Labor Relations
  MGMT 657    Women in Management
  MGMT 675    Leadership and Organizational Effectiveness
  MGMT 696    Practicum in Management

• 20-32 units of Diversification Courses

  A number of elective units (selected from any area, including the student’s major) sufficient to ensure that the student completes 48 units of non-Foundation MBA coursework.

• 0-12 of Integration Courses
  MGMT 524    Communication for Managers
  MGMT 544    Business Ethics
  MGMT 545    Workplace Spirituality
  MGMT 546    Social Entrepreneurship
  MGMT 691    Management Strategy

  A student may waive the requirement that she or he complete any Integration course with the approval of the dean’s office.

A student wishing to prepare for a professional examination leading to the Professional in Human Resources designation should plan to complete the following courses or equivalents:

• MGMT 534    Human Resource Management
• MGMT 578    Organizational Behavior
• MGMT 587    Leadership, Creativity & Organizational Dynamics
• MGMT 634    Compensation Management
• MGMT 644    Employment Law
• MGMT 654    Issues in Employment and Labor Relations
• MGMT 696    Practicum in Management
MARKETING
Required: 48-72 units, as follows:

• 0-24 units of **Foundation Courses**
  ACCT 507  Financial Accounting  
  ACCT 508  Managerial Accounting  
  ECON 525  Data, Models, and Decisions  
  ECON 537  Managerial Economics  
  FNCE 504  Introductory Financial Management  
  MGMT 547  Principles of Business Law  

  *A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she or he complete any Foundation course with the approval of the dean's office. No Foundation course may be used as an MBA program elective.*

• 24 units of **Major Courses**
  MKTG 538  Marketing Management  
  MKTG 631  Marketing, Planning, and Strategy  
  16 units of additional graduate MKTG units

• 12-24 units of **Diversification Courses**

  *A number of elective units (selected from any area, including the student's major) sufficient to ensure that the student completes 48 units of non-Foundation MBA coursework.*

• 0-12 of **Integration Courses**
  MGMT 524  Communication for Managers  
  MGMT 544  Business Ethics  
  MGMT 545  Workplace Spirituality  
  MGMT 546  Social Entrepreneurship  
  MGMT 691  Management Strategy  

  *A student may waive the requirement that she or he complete any Integration course with the approval of the dean's office.*

PHILANTHROPY AND DEVELOPMENT
Required: 48-72 units, as follows:

• 0-24 units of **Foundation Courses**
  ACCT 507  Financial Accounting  
  ACCT 508  Managerial Accounting  
  ECON 525  Data, Models, and Decisions  
  ECON 537  Managerial Economics  
  FNCE 504  Introductory Financial Management  
  MGMT 547  Principles of Business Law  

  *A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she or he complete any Foundation course with the approval of the dean's office. No Foundation course may be used as an MBA program elective.*

• 16 units of **Major Courses**
  FNCE 668  Investments & Portfolio Management  
  MGMT 528  Obtaining Philanthropic Support  
  MGMT 554  Professional Practice Management  
  MGMT 557  Planned Giving

• 20-32 units of **Diversification Courses**

  *A number of elective units (selected from any area, including the student's major) sufficient to ensure that the student completes 48 units of non-Foundation MBA coursework.*

• 0-12 of **Integration Courses**
  MGMT 524  Communication for Managers  
  MGMT 544  Business Ethics  
  MGMT 545  Workplace Spirituality  
  MGMT 546  Social Entrepreneurship  
  MGMT 691  Management Strategy  

  *A student may waive the requirement that she or he complete any Integration course with the approval of the dean's office.*
**CERTIFICATES**

**CERTIFICATE IN MANAGEMENT**

The Certificate in Management validates competence in an array of key business skill areas as well as completion of the MBA Foundation requirement.

This non-degree, non-credit certificate is available to any student who successfully completes a set of six examinations measuring basic graduate-level competence in the following areas:

- A. Financial accounting
- B. Managerial accounting
- C. Introductory managerial finance
- D. Managerial economics
- E. Business statistics and quantitative research methods
- F. Business law

The certificate is also available to any student who enrolls in and successfully completes all of the following classes at La Sierra University:

- ACCT 507 Financial Accounting
- ACCT 508 Managerial Accounting
- ECON 525 Data, Models, and Decisions
- ECON 537 Managerial Economics
- FNCE 504 Introductory Financial Management
  (or FNCE 521 Financial Management)
- MGMT 547 Principles of Business Law

The certificate program is open to anyone qualified for regular or provisional admission to the MBA program.

**CERTIFICATE IN PHILANTHROPY AND DEVELOPMENT**

The Certificate in Philanthropy and Development is designed to serve entry-level and mid-career development professionals seeking advanced education, professional academic credentials, additional expertise, and a broad philosophical perspective in the areas of philanthropy, development, management, and leadership.

It requires the completion of sixteen quarter units of credit, as follows:

- FNCE 668 Investments and Portfolio Management
- MGMT 528 Obtaining Philanthropic Support
- MGMT 554 Professional Practice Management
- MGMT 557 Planned Giving

The certificate program is open to anyone qualified for regular or provisional admission to the MBA program.

**COURSES**

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

**MANAGEMENT**

**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 524 Communication for Managers (2-4)**
Essentials of written and oral communication for organizational leaders. Focuses simultaneously on skills and on organizational processes and strategies.
*Restriction: Not open to any student who has earned a grade of C or better in MGMT 375*

**MGMT 527 Information Technology Management (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 will include hardware, software, data resources, telecommunications, and networks.

**MGMT 528 Obtaining Philanthropic Support (4)**
Strategies for attracting support for philanthropic projects from foundations and individuals.

**MGMT 534 Human Resource Management (4)**
Essentials of managing centralized and decentralized human resource functions. The course covers regulations that govern human resource management and the interactions involved in human resource functional areas: planning, recruitment, selection, and employment; training and development; compensation and benefits; safety and health; and employee and labor relations.

**MGMT 544 Business Ethics (2-4)**
Moral foundations of business practice, with a focus on both theological and philosophical resources.
*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 worklife and the spiritual life. Focuses on themes including prayer, discernment, guidance, forgiveness, community, and the Sabbath.
*Restriction: Not open to any student who has earned a grade of C or better in MGMT 354*
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 (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 381 & MGMT 382

MGMT 549 Advanced Business Law for Accounting Practice (4)
In-depth exploration of issues in business law specifically relevant to the responsibilities of the professional accountant.

MGMT 554 Professional Practice Management (4)
Practical techniques and strategies for managing a professional (medical, legal, accounting, dental, etc.) practice for oneself, for an individual professional, or for a group of professionals. Focuses on human relations, financial management, and other challenges specific to the professional practice environment.

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 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 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: MGMT 534, MKTG 538 & FNCE 521
Restriction: Not open to any student who has earned a C or better in MGMT 364

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 584 Operations Management (4)
A study of concepts of decision models for planning, control forecasting, scheduling, and analysis within an enterprise.

MGMT 587 Leadership, Creativity & Organizational Dynamics (4)
Leadership is more crucial in times of uncertainty than in times of stability. Successful business leaders lead through crises and the challenges of change while fostering environments of innovation and learning. This course focuses on the principal competency businesses seek to develop in their managers and executives. It will examine the behavior of leaders in complex organizations and the contribution of leadership to organizational effectiveness. Students will receive a solid foundation in current organizational leadership theory and models, application, and best practice in a variety of business settings. The course is organized around cases and readings.

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.
Prerequisite: Consent of the instructor

MGMT 609 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 613 Motivation and 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 534

MGMT 614 Seminar in Management (4)
Advanced topics in management; variable content. May be repeated for additional credit to a maximum of 12 units.
Prerequisite: Consent of the instructor

MGMT 624 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 MGMT 695G

MGMT 627 Enterprise, Organization, and 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 634 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. 
Prerequisite: MGMT 534

MGMT 636 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 638 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. 
Restriction: Not open to any student who has earned a grade of C or better in MGMT 438

MGMT 639 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.

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 534 & MGMT 547

MGMT 654 Issues in Employment and Labor Relations (4)
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. Seminar format.

MGMT 655 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 657 Women in Management (4)
Leadership and management styles as they affect women and the organization. Examines stereotypes in business and strategies for bringing women into management; considers legal, social, and interpersonal factors. Course provides interactive skills for both men and women in management. 
Restriction: Not open to any student who has earned a grade of C or better in MGMT 464

MGMT 658 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 666 Legal Issues in Health Care (4)
Common law principles, government regulations, and public policy issues as they pertain to health care services. 
Prerequisite: MGMT 547
Restriction: Not open to any student who has earned a grade of C or better in MGMT 467

MGMT 674 Reading Tutorial in Management (1-4)
Independent study at an advanced level in management, focused on specified readings. May be repeated for additional credit with consent of the instructor. 
Prerequisites: Consent of the instructor & the dean’s office

MGMT 675 Leadership and 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 686 International Environment and 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. 

MGMT 691 Management Strategy (4)
Design and application of strategic, operating, and contingency plans using a systems approach. Content may vary by major. 
Prerequisites: Completion (or waiver) of ACCT S07, S08, ECON S25, S37, FNCE S21, MGMT S24, S44 & S47

MGMT 695 Topics in Management (1-4)
Advanced issues in management. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor. 
Prerequisite: Consent of instructor
MKTG 631 Marketing, Planning, and Strategy (4)
The marketing management process. Focuses on decision-making and problem-solving within the marketing strategy framework: target market, segmentation, positioning, product development and policy, pricing, channels of distribution, and promotion. Emphasizes the development of a coherent marketing program for profit and nonprofit organizations.
Restriction: Not open to any student who has earned a grade of C or better in MKTG 386

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.

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.

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.

MKTG 674 Reading Tutorial in Marketing (1-4)
Independent study at an advanced level in marketing, focused on specified readings. 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.

MKTG 687 International Marketing (4)
Methods utilized for developing marketing strategies in the global market. Cultural, political, legal, economic, and distribution differences within foreign markets.
Prerequisite: MKTG 538
Restriction: Not open to any student who has earned a grade of C or better in MKTG 487

MKTG 695 Topics in Marketing (1-4)
Advanced issues in marketing. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor

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 SB program coordinator.
Prerequisites: Consent of the instructor & the dean’s office

MKTG 699 Directed Study (1-4)
Independent study under the direction of a supervisor on a topic concerning marketing, to be selected by the faculty member and the student, with regular and periodic conferences with the instructor.
Prerequisites: Consent of the instructor & the dean’s office
MISSION
Within the context of the La Sierra University mission statement, the School of Education’s mission is to prepare individuals for exemplary service in the various fields of education to the end that their students may realize their fullest potential in service to God and humanity. Its goals are:

- To assist pre-service and in-service educational personnel in building a sound philosophy of education that reflects Christian values and ethical principles.
- To enable the student to implement basic principles of education which reflect sound theories and practices.
- To motivate investigative curiosity and a desire to participate in the advancement of knowledge.
- To help develop skill in educational research.

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

Teaching Credentials
  - Multiple Subject
  - Single Subject

Services Credentials
  - Administrative Services: preliminary and professional
  - Pupil Personnel Services: school psychology and school counseling

The following credential programs are approved by the North American Division of Seventh-day Adventists Department of Education:

Teaching Credentials
  - Elementary
  - Secondary

Services Credentials
  - Administrator Endorsements: principal, supervisor of instruction, superintendent of schools
  - Guidance and Counseling

DEGREES AND PROGRAMS
Curricula are offered for the degrees: Master of Arts in Teaching, Master of Arts, Master of Arts in Special Education, Specialist in Education, and Doctor of Education. Postbaccalaureate (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.

ADMINISTRATION
The dean is the chief administrative officer of the School of Education. The department chairs are directly responsible to the dean, and together, faculty, department chairs, and dean collaborate to develop instructional programs in the three departments: Administration and Leadership, Curriculum and Instruction, and School Psychology and Counseling. Directors of the various services of the School are also responsible to the dean, who presides at meetings of the Administrative committee, committees on admissions and graduate programs, and at general meetings of the faculty. The dean also chairs the Planning Committee for Extended Campus Programs.

UNDERGRADUATE TEACHER PREPARATION
The Bachelor of Arts and Bachelor of Science degrees applicable to elementary or secondary teaching are available through the College of Arts and Sciences, with professional education and advisement provided by the Department of Curriculum and Instruction. (See the Undergraduate Bulletin for more details.)

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.)
DISMISSAL POLICY
Believing that our primary responsibility is the love, protection, and support of students in the K-12 system, the School of Education expects all students to exhibit 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 profession. If, in their professional judgment, the faculty decides that a student is unqualified for that profession, the student will be asked to withdraw from the program. This decision will be based on the Code of Ethics for the Teaching Profession from the National Education Association.

In every profession, there are signs that someone is performing at an inappropriate level. An occasional infraction is not generally a cause for concern. However, if there is a long-term pattern, appropriate steps may be taken.

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

Causes which cumulatively will be cause for dismissal include, but are not limited to: lack of interest in work, inability to get along with other professionals, excessive absences, excessive fear or shyness, unrealistically high or low expectations of students, failure to respond to suggestions, tendency to gossip about students or other professionals, inaccurate record keeping, inappropriate expressions of anger, inappropriately confrontational behavior, lack of initiative, ineffective classroom control, poor communication with other professionals, poor grooming or slovenliness, poor use of time, tardiness, inappropriately casual behavior with students, workaholic tendencies, breach of confidentiality, and/or dishonesty.

SCHOOL OF EDUCATION
GRADUATE DEGREE PROGRAMS

Master of Arts in Teaching (MAT)
- Curriculum and Instruction

Master of Arts (MA)
- Administration and Leadership
- Curriculum and Instruction
- Counseling
- Special Education (Mild/Moderate Disabilities)
- Teaching

Specialist in Education (EdS)
- Administration and Leadership
- Curriculum and Instruction
- Educational Psychology
- School Psychology

Doctor of Education (EdD)

EXAMINATIONS
The examinations students in Teacher Education are required to take are:
At the beginning of the program:
- CBEST: California Basic Education Skills Test

After taking the Reading and Language Arts courses:
- RICA: Reading Instruction Competence Assessment

Immediately after completion of the bachelor’s degree, or prior to acceptance into the MAT:
- CSET: California Subject Examination for Teachers

Throughout the program:
- TPA: Teaching Performance Assessments

The largest in the series of examinations is the Teaching Performance Assessment (TPA) and it occurs in four places. The total time for a student to complete the four examinations is about 20 hours per test for a
total of 80 hours. The Teaching Performance Assessments (TPAs) are based on the 13 Teaching Performance Expectations (TPEs), which are listed following the program.

The places throughout the program where examinations are given are in bold.

PREREQUISITES AND ADMISSION
1. Applicants for the MAT degree must hold a bachelor’s degree or its academic equivalent from an accredited institution and must meet the entrance requirements of the university for a credential program. These requirements include a minimum GPA of 2.75. If the student does not have the required undergraduate State of California approved program, s/he must pass the CSET prior to entry into the program even if the GPA is over 2.75.

2. Entry requirements also include a passing score on CBEST, a negative TB test, a health examination (for full-time students), cardiopulmonary-resuscitation (CPR) training, study of the American Constitution, and completion of preprofessional coursework. Some students may be required to take preprofessional courses in addition to the required 48 units in order to meet the requirements of the State of California or the North American Division. These courses may be taken in conjunction with the MAT but are above those units required for the degree.

3. All credential candidates are required to meet requirements for State of California credentials. NAD requirements are required of all Seventh-day Adventist students.

4. Acceptance into the MAT program is contingent on content area skills and knowledge. This must be demonstrated through the completion of an approved bachelor’s degree and passing CSET.

Prerequisite courses required of all students in a credential program:

EDCI 204 Teaching in the Multicultural Classroom (3)
EDFO 305 Psychological Foundations of Education (4)
HLED 214 Dimensions of Health (4)
PLSC 274 The Construction of American Political Life (4)
(or exam)

Program Requirements
The student must request and work with an advisor in the Curriculum and Instruction Department from the beginning of the program. This advisor will help the student plan the program to meet the goals of the student and the requirements for credentials and certification.

Core Requirements
Courses listed below include statutory requirements of the State of California preliminary credential.

EDCI 512 Integration of Faith and Learning (3)
EDCI 516 Computers in the Classroom (3)
EDCI 519 Principles and Practices of Discipline (3)
EDCI 564 Special Education in the Regular Classroom (3)

Total Units in the Core (18)

Professional coursework and examination

Two examinations are required prior to entering the Teacher Education Program.

CBEST: California Basic Education Skills Test

<table>
<thead>
<tr>
<th>ELEMENTARY</th>
<th>UG</th>
<th>Grad</th>
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</thead>
<tbody>
<tr>
<td>Teaching Performance Assessment Seminar EDCI</td>
<td>498</td>
<td>500</td>
</tr>
</tbody>
</table>

TPA 1 Subject Specific Pedagogy (Required for course completion)

| Classroom Management | EDCI | 410 | 510 |
| Classroom Management Lab | EDCI | 410L | 510L |
| Reading K-8 | EDCI | 414 | 520 |
| Reading K-8 Lab (includes TPA 2 Designing Instruction) | EDCI | 414L | 520L |
| Mathematics K-8 | EDCI | 415 | 521 |
| Mathematics K-8 Lab | EDCI | 415L | 521L |
| Language and Literacy K-12 | EDCI | 416 | 522 |

RICA Examination

| Culture, Society, Religion & Ethics | EDCI | 417 | 523 |
| Science and Health K-8 | EDCI | 418 | 527 |
| Science and Health K-8 Lab | EDCI | 418L | 527L |
| CSET: California Subject Examination for Teachers (Must be passed prior to student teaching) | EDCI | 425 | 524* |

TPAs 3 and 4 are completed during student teaching

TPA 3 Assessing Learning; TPA 4 Culminating Teaching Experience

Students who wish to obtain Secondary Credentials in addition to Elementary Credentials are required to take EDCI 429, 429L, 430 & 430L.

Two examinations are required prior to entering the Teacher Education Program.

CBEST: California Basic Education Skills Test

<table>
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<tr>
<th>SECONDARY</th>
<th>UG</th>
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<tbody>
<tr>
<td>Teaching Performance Assessment Seminar EDCI</td>
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<td>500</td>
</tr>
</tbody>
</table>

TPA 1 Subject Specific Pedagogy (Required for course completion)

| Classroom Management | EDCI | 410 | 510 |
| Classroom Management Lab | EDCI | 410L | 510L |
| Reading in the Content Area | EDCI | 419 | 518 |
| Reading in the Content Area Lab (includes TPA 2 Designing Instruction) | EDCI | 419L | 518L |
| Language and Literacy K-12 | EDCI | 416 | 522 |
| Culture, Society, Religion & Ethics | EDCI | 417 | 523 |

Middle School Teaching Strategies EDCI | 429 | 529 |
| Middle School Teaching Strategies Lab EDCI | 429L | 529L |
| Secondary Theory and Practice | EDCI | 430 | 530 |
| Secondary Theory and Practice Lab | EDCI | 430L | 530L |
| CBEST: California Subject Examination for Teachers (Secondary candidates are required to take the CSET in the subject area in which they intend to teach.) | EDCI | 457 | 556 |

Student Teaching | EDCI | 457 | 556 |
TPAs 3 and 4 are completed during teaching

Students who wish to obtain Elementary Credentials in addition to Secondary Credentials are required to take EDCI 415, 415L, 418 & 418L.

The Teaching Performance Assessments are designed to assess The Teaching Performance Expectations. The TPAs are:

Task 1  Subject Specific Pedagogy  
Task 2  Designing Instruction  
Task 3  Assessing Learning  
Task 4  Culminating Teaching Experience

To complete a Master of Arts in Teaching, the Following four courses must be competed.

**DISCIPLINE CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Units</th>
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<tbody>
<tr>
<td>Integration of Faith and Learning</td>
<td>EDCI 512</td>
<td>(3)</td>
</tr>
<tr>
<td>Curriculum Planning</td>
<td>EDCI 514</td>
<td>(3)</td>
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</table>

**FIFTH-YEAR CORE**

<table>
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<tr>
<th>Course</th>
<th>Code</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Computers in the Classroom</td>
<td>EDCI 516</td>
<td>(3)</td>
</tr>
<tr>
<td>Special Education in the Regular Classroom</td>
<td>EDCI 564</td>
<td>(3)</td>
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</tbody>
</table>

**MAT TOTAL** 54 units

Total Units in Secondary Professional Education  (36)

Total Units for the Degree  (54)

**ACCEPTANCE INTO TEACHER EDUCATION PROGRAM**

- CBEST (passed)
- Certificate of Clearance (on file)
- CPR results (on file)
- Negative TB test
- GPA 2.75

**STUDENT TEACHING PREREQUISITES**

Verification of subject-matter competence with Credentials Analyst by:

A. Passing score on CSET (California Subject Examination for Teachers) or (In the subject area)

B. Passing score on CSET (California Subject Examination for Teachers) (Multiple Subjects) for multiple subject credential.

**STUDENT TEACHING**

(18 WEEKS STUDENT TEACHING & 1 UNIT SEMINAR)

1. Authorization to do student teaching is by application to the Department of Curriculum and Instruction. Applications should be submitted no later than three months prior to the anticipated start to allow for processing the Certificate of Clearance with the State of California.

2. Eighteen weeks (18 weeks) are required for student teaching. Students should plan their schedules so they can be in the schools from about 7:30 a.m. to 3:30 p.m. (the time will vary in different schools) five days per week for 18 weeks. University classes cannot be taken during these weeks. Teaching responsibilities correspond with the regular academic calendar of the University. Student teaching during the summer session is not an option.

3. Students are expected to provide their own transportation for student teaching. The student teaching experience is a full-time schedule which spans at least part of two quarters. Specific dates will be arranged through the coordinator of student teaching. During the student teaching experience, attendance at a weekly seminar is required. Refer to the Student Teaching Handbook for specific requirements.

4. 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.

**DISCIPLINE EMPHASIS**

Secondary MAT candidates who have completed some of the above requirements may elect to enhance their content knowledge by completing a MAT degree connected with various programs in the College of Arts and Sciences. The specific courses and areas will be worked out between the academic department in the College of Arts and Sciences and the School of Education. The candidate will take an extra unit of independent study within the Curriculum and Instruction Department to make connections between the content area and teaching.

Many credential candidates are able to waive the student teaching requirements by teaching for several years. When this is the case, students may elect to take a discipline emphasis in place of student teaching.

**REQUIREMENTS FOR GRADUATION**

- Complete coursework (48 units) for the MAT.
- Complete all requirements for the appropriate credential.
- Produce and orally defend a portfolio.
- Maintain a GPA at 2.75 or above.
MASTER OF ARTS
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. Program must be approved by department committee.

2. Application for Candidacy: Apply for advancement to candidacy after completing 27-30 units on the approved program with a grade point average not less than 3.00. 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.

3. Satisfactorily complete all coursework on the approved program of study, with a grade point average not less than 3.00. A maximum of two repeats of courses is permitted.

4. Petition for Graduation: Submit a petition for graduation two quarters prior to the date of graduation or to the completion of the program.

5. Departmental Comprehensive Examination: Pass a departmental comprehensive examination prior to the issuance of the diploma.

6. Portfolio completion (if required by the program).

7. Graduation.

RESIDENCE AND TIME REQUIREMENTS
Policies on academic residence and time limits are explained 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 their regular employment while extending the time period for program completion. Some fieldwork and class assignments may require occasional activities during regular school hours.

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 curriculum for a Master of Arts degree in the School of Education comprises a minimum of 45 quarter units beyond an approved baccalaureate degree and all prerequisites.

Core Requirements (15 units):
- EDAD 524 Educational Organization & Leadership (3)
- EDCI 514 Curriculum Planning (3)
- EDRS 504 Methods and Material of Research (3)
- EDPC 540 Principles of Counseling (3)
- EDCI 512 Faith and Learning (3)

Content Specialization (21 units, minimum):
Courses will vary depending on the discipline and whether credential requirements are included

MA Degree Total 45 units (minimum)

MASTER OF ARTS IN
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 and/or the state of California’s Preliminary Administrative Services Credential may be included in this MA program. (For further information about this degree contact the Department of Administration and Leadership.)

REQUIRED
- Core requirements (15 units; see program of study under “Master of Arts: General Requirements.”)
- Content Specialization (21 units minimum)
- Electives (selected in consultation with the advisor)
- A portfolio is required of candidates wishing to obtain their administrative credential through the state of California. A portfolio is not required of candidates who are seeking a master’s degree without state credentials.

COMPREHENSIVE EXAMINATION
Students must arrange with the Department of Administration and Leadership to schedule the comprehensive examination. Successful completion of the examination is required for degree completion. Unsatisfactory performance on one or more portions of the examination will require that the student retake those sections of the examination. Unsatisfactory performance on the entire examination must be followed by a program of additional study approved by the Department of Administration and Leadership. Unsuccessful completion of any portion of the qualifying exam on the second attempt may result in the student being dropped from the program.
MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

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 goals, objectives, and student learning outcomes are listed below.

PROGRAM GOALS
The program goals for the Master of Arts degree are:

To know:
-- To expand students’ knowledge of the field of Curriculum and Instruction.
-- To develop academic writing skills at a graduate level.

To seek:
-- To further develop critical thinking and analysis in student thinking about education.
-- To clarify student values and worldviews in a Christian context.
-- To develop student research ability.

To serve:
-- To further develop professionalism in educators.
-- To gain knowledge that increases the level of practicing their discipline.

PROGRAM OBJECTIVES
The program aims to:

• Expand students’ knowledge of the field of Curriculum and Instruction.
• Require students to apply critical analysis.
• Develop students’ ability to write in a scholarly style.
• Encourage students to participate in analytical discussions with increasing skill.
• Encourage students to articulate their values and worldview.
• Persuade students to exhibit professional behavior.
• Teach students how to conduct educational research and/or develop programs or projects.
• Have students demonstrate how to develop a research project, or thesis.
• Exhibit acquired knowledge of Curriculum and Instruction.

STUDENT LEARNING OUTCOMES
After completing this program, the student will:

SLO 1: Exhibit a broad knowledge of the field of Curriculum and Instruction
• in order to better be a curriculum and instruction practitioner.

SLO 2: Participate in analytical discussions with increasing skill
• in order to develop critical thinking regarding effectiveness at professional sites/classrooms.

SLO 3: Demonstrate the 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.

SLO 4: Demonstrate the ability to discuss course content and to reflect on the readings
• in order to develop a strong sense of scholarly content.

SLO 5: Be able to articulate their values and worldviews
• in order to develop a framework for their own thinking about educational practices.

SLO 6: Exhibit professional behavior
• in order to be role models for their students, in carrying out educational responsibilities, treat their students and colleagues with dignity and respect, and to be mindful of the limits of their own knowledge.

SLO 7: Conduct educational research and/or develop programs and projects
• in order to prepare for continued research or program development in their profession.

SLO 8: Develop a research project, or thesis
• in order to practice the research/writing process.

SLO 9: Complete successfully the comprehensive examination
• in order to demonstrate the knowledge and skills gained in the program.

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. (For further information about this degree contact the Department of Curriculum and Instruction.)

REQUIRED
• Core requirements (15 units; see program of study under “Master of Arts: General Requirements.”)
• Content Specialization (21 units minimum)
• Electives (selected in consultation with the advisor)
• A portfolio (see department)

Area of emphasis can be defined with permission of the department.
MASTER OF ARTS IN SPECIAL EDUCATION: MILD/MODERATE DISABILITIES

The graduate program in special education (mild/moderate disabilities) builds on the baccalaureate liberal studies major or the single subject matter. This degree does not lead to a credential at this time.

REQUIRED

A. Basic Generic
   - EDCI 528 Curriculum & Instruction in Special Education (3)

B. Curriculum and Teacher Education in Special Education
   - EDCI 564 Special Education in the Regular Classroom (3)

C. Special Education in the Regular Classroom
   - EDPC 504 Standardized Testing (3)
   - EDPC 540 Principles of Counseling (3)
   - EDRS 504 Methods and Materials of Research (3)

D. Special Education Specialization Core
   - EDCI 532 Instructing the Learning Handicapped (4)
   - EDCI 533 Instructing Students with Behavior Disorders (3)

E. Instructing Students with Behavior Disorders
   - EDCI 534 Fieldwork in Special Education (9)
   - EDCI 537 Diagnosis of Reading Difficulties (3)
   - EDCI 538 Remediation of Reading Difficulties (3)
   - EDPC 667 Assessment of Learning Development (3)

E. Additional Courses Required for the Master of Arts Degree in Special Education
   - EDAD 524 Educational Organization and Leadership (3)
   - EDCI 512 Faith and Learning (3)

Total Units in Special Education MA program: (48 units)

MASTER OF ARTS IN COUNSELING

A Master of Arts (MA) degree in counseling may be earned through an elective program which does not lead to state certification. A Master of Arts degree is typically awarded for those students who are pursuing an EdS degree if they begin the program at the post-baccalaureate stage at La Sierra University. For further information about this degree contact the Department of School Psychology and Counseling.

PREREQUISITES AND ADMISSION

In addition to all admission requirements for graduate study, as described in the Graduate Admission Information section of this bulletin, further specialized prerequisites are specified for the Master of Arts degree program in this department.

1. The following prerequisite classes (at least 9 quarter units) on the upper division or graduate level must have been completed within the past seven years, with no grade less than C (2.00) for undergraduate classes and B (3.0) for graduate classes. EDPC 504 Standardized Testing in Education, and EDPC 460/560 The Exceptional Child or its equivalent, must comprise these 6 units. Deficiencies in prerequisite coursework may be removed after admission to graduate study.

2. The absence of any conviction for a felony or any communicable or contagious disease, which would prevent the student from performing mental health services, must be attested to.

COUNSELING PROGRAM

The program includes all of the coursework listed below. Some individuals may require more than the minimum 45 units because of particular interests or the need to remove prerequisite deficiencies as listed above and below. (Students in the joint La Sierra University – University of California at Riverside – Extension (UCRX) M.A. school counseling program may contact the Department of School Psychology and Counseling for the program requirements. The degree requirements for the joint La Sierra-UCRX program differ from the one for the M.A. degree in counseling at La Sierra University and must be pre-approved by the Department prior to the beginning of the program.)

PREREQUISITES

- EDPC 504 Standardized Testing in Education (3)
- EDPC 460/560 The Exceptional Child (3)

REQUIRED

- Core requirements (15 units; see program of study under “Master of Arts: General Requirements.”)
- A portfolio (see department)
- Content Specialization (30)
EDPC 554  Education and Career Planning (3)
EDPC 561  Counseling Theory and Techniques (3)
EDPC 562  Counseling Practicum (3)
EDPC 564  Group Theory and Procedures (3)
EDPC 568  Community Agency Counseling (3)
EDPC 573  Ethics for School Psychology and Counseling (3)
EDPC 664 Assessment of Intelligence I (3)
EDPC 666 Intervention Methods and Consultation (3)
EDPC 668 Assessment of Personal Adjustment (3)
EDPC 694  A Seminar: Individual and Cultural Differences (3)

ADDITIONAL REQUIREMENT
Satisfactory score on the PRAXIS school guidance and counseling section. A satisfactory score report must be received by the University at least four weeks prior to graduation or the issuance of a diploma.

SPECIALIST IN EDUCATION:
GENERAL REQUIREMENTS

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.

1. Program approval—develop a program of study with an advisor in the department of degree specialization. Program must be approved by department committee.

2. Application for candidacy—apply for advancement to candidacy after completing 27-30 units on the approved program under Option 1, or 75 units under Option 2, with a grade point average not less than 3.30. 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.

3. Petition for graduation—submit a petition for graduation two quarters prior to the date of anticipated graduation or two quarters prior to the anticipated completion of the program.

4. Satisfactorily complete all coursework on the approved program of study, with a grade point average not less than 3.30. A maximum of two repeats of courses is permitted.

5. Portfolio completion (if required by the program).

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. Option 1 program requires that 36 of the 45 units for the EdS degree must be taken at this University, while 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 regular employment while extending the time period for program completion. Course units become obsolete after seven years.

PROGRAM OF STUDY
The curriculum for a Specialist in Education degree in the School of Education comprises a minimum of 90 quarter units beyond an approved baccalaureate degree or 45 units beyond the Master of Arts degree.

SPECIALIST IN EDUCATION IN ADMINISTRATION & LEADERSHIP

PREREQUISITES
Courses that comprise the core requirements for the Master of Arts in Administration and Leadership or equivalent courses approved by the chair of the department.

CORE REQUIREMENTS

Core Courses (15 units):
- EDAD 687  Leadership in the Organization
- EDFO 606  Sociology of Education
- EDPC 607  Dynamics of Personality
- EDRS 604  Educational Statistics I
- EDAD 688  Moral Leadership

Department Core Courses (12 units):
- EDAD 650  Readings in Leadership
- EDAD 676  School and the Community
- EDAD 680  Administration of Educational Programs & Evaluation
- EDAD 695  Organizational Systems and Culture
PROGRAM REQUIREMENTS
- Petition for Graduation (two quarters before completion)
- Coursework completed within 5 years with a 3.3 GPA or higher
- Electives (selected in consultation with the advisor)
- 18 units: Courses to be selected in consultation with our advisor

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 a master’s degree without state credentials.

SPECIALIST IN EDUCATION IN CURRICULUM AND INSTRUCTION
At the end of this program there are three benchmarks that determine whether the student will be allowed to progress toward the doctoral degree. These are a written qualifying examination with an oral defense of the written examination, a mixed methods Research Project EDCI 696, and a Thesis EDCI 698. After successfully completing these three benchmarks, the student is eligible to apply for candidacy for the doctoral program.

PROGRAM GOALS
The program goals for the Educational Specialist degree 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 student thinking 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 develop appropriate oral and written skills in graduate work.
- To require an in-depth understanding of Curriculum and Instruction.
- To teach a profound understanding of the sociology of education including race, class, gender, and religious issues.
- To develop an in-depth interest in a particular area of study in preparation for the doctorate.
- To develop an in-depth knowledge of the theories that relate to education.
- To expand students’ knowledge of leadership.

Skills
- To present a successful thesis based on original research with an in-depth interpretation.
- To develop an in-depth understanding of qualitative and/or quantitative research methodologies.
- To encourage students to demonstrate moral reasoning and leadership.
- To exhibit skill in the understanding and use of statistics.
- To further develop the ability to analyze and synthesize.

Abilities
- To strengthen students’ ability to analyze programs, theories, philosophies, and practices that relate to Curriculum and Instruction.
- To require students to synthesize the theories that relate to education.
- To further develop students’ writing, critical thinking, and analytical abilities.

STUDENT LEARNING OUTCOMES
Upon completion of this program students will:

Knowledge
**SLO 1:** Exhibit an in-depth understanding of Curriculum and Instruction in order to be leaders in public school districts or Seventh-day Adventist conferences.

**SLO 2:** Demonstrate a profound understanding of the sociology of education including race, class, gender, and religious issues in order to be prepared to teach and lead with equity.

**SLO 3:** Develop an in-depth interest in a particular area of study in preparation for the doctorate in order to have a broad and deep understanding of their area of interest.

**SLO 4:** Articulate knowledge of the theories that relate to education in order to relate theory and practice.

Skills
**SLO 5:** Present a successful thesis based on original research with an in-
depth interpretation in order to demonstrate the ability to do research and write in a scholarly manner.

**SLO 6:** Demonstrate an in-depth understanding of qualitative and/or quantitative research methodologies in order to do original research.

**SLO 7:** Demonstrate moral reasoning and leadership in order to lead in curricular areas of schools.

**SLO 8:** Exhibit skill in the understanding and use of statistics in order to do research and to read and understand other scholarly research in Curriculum and Instruction.

**SLO 9:** Demonstrate the ability to analyze and synthesize in order to exhibit one’s ability to think clearly.

**Abilities**

**SLO 10:** Demonstrate the ability to analyze programs, theories, philosophies, and practices that relate to Curriculum and Instruction in order to be well prepared for further graduate studies and to successfully practice as an educator.

**SLO 11:** Synthesize the theories that relate to education in order to read, write, research, and analyze scholarly educational work.

**SLO 12:** Demonstrate a high level of writing, critical thinking, and analysis in order to clearly communicate in a scholarly way. For further information about this degree, contact the Department of Administration and Leadership.

The California Professional Administrative Credential (Tier 2) program may be included in the Specialist in Education degree. See the Credential section of this bulletin for the specific requirements.

The Specialist in Education degree in Curriculum and Instruction contributes to the development of professional personnel for service in a variety of educational settings, including that of the professional teacher (K-16); supervisory functions; and other central office functions involving curriculum leadership. For further information about this degree contact the Department of Curriculum and Instruction.

**REQUIREMENTS**

- Prerequisites
- Core Requirements
- Program Requirements
- Electives (selected in consultation with the advisor)
- Portfolio (see department)

**SPECIALIST IN EDUCATION**

**IN 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. Although the credential may be pursued without earning an EdS degree, the two programs may be identical and coterminous for most candidates. 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 the 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, it will be necessary for the student to withdraw from the program. A student must maintain at least a 3.3 GPA, preferably 3.5 GPA, throughout the program. Students on provisional standing are expected to earn a 3.5 GPA or higher on the first 12 units in order to move to regular admission.

When candidates for the school psychologist credential have previously obtained a Master of Arts degree in school counseling or related mental health area, the program will ordinarily require a two-year (including the 1,200 hour internship), 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, thus reducing the units to be completed for either the degree or the credential. However, according to state-mandated guidelines, the accumulated credits for an approved school psychologist credential cannot total fewer than 90 postbaccalaureate quarter units whether or not a graduate degree is earned. Included in these units would be all applicable credits from previous study and advanced degrees.

For further information about this degree contact the Department of School Psychology and Counseling.

**PREREQUISITES AND ADMISSION**

In addition to fulfilling all the admission requirements for graduate study, as described in the Graduate Admission Information section of this bulletin, applicants selecting the school psychology specialization must meet the following:

1. The absence of any conviction for a felony or any communicable or contagious disease, which would prevent the student from teaching or performing other certified services, must be attested to. Students should apply for state criminal clearance immediately following admission to any of the state credentialing programs.

2. A pre-admission interview and writing test are to be scheduled when possible with faculty in the Department of School Psychology and Counseling who will evaluate the applicant’s expressiveness, commitment, values, cultural affirmation, and professional attitudes. Admission to the program is contingent upon a satisfactory rating by the interviewers.
THE PROGRAM
The program for an EdS degree in school psychology must include all of the coursework and field experiences listed below. (When a school psychologist credential is sought without a degree, core courses EDFO 606, EDAD 687, and religion are not required.)

REQUIRED
Prerequisites and Core Requirements
(See “Program of study” under “Specialist in Education: General Requirements”)

A. Content Specialization:
   EDPC 460/560 The Exceptional Child (3)
   EDPC 561 Counseling Theory and Techniques (3)
   EDPC 564 Group Theory and Procedures (3)
   EDPC 573 School Psychology and Counseling Ethics and Law (3)
   EDPC 631 Psychopathology (3)
   EDPC 650 Mental Exceptionality (3)
   EDPC 661 Academic Assessment and Intervention (3)
   EDPC 662 Behavioral Assessment and Intervention (3)
   EDPC 663 Neuropsychological Assessment and Intervention (3)
   EDPC 664 Assessment of Individual Intelligence I (3)
   EDPC 665 Assessment of Individual Intelligence II (3)
   EDPC 666 Intervention Methods and Consultation (3)
   EDPC 667 Assessment of Learning Development (3)
   EDPC 668 Assessment of Personal Adjustment (3)
   EDPC 670 School Psychology Seminar (3)
   EDPC 674 Report Writing and Practicum (150 hours) (3)
   EDPC 675 Field Practice in School Psychology (300 hours) (1-3)
   EDPC 676 Internship in School Psychology (1,200 hours) (4-12)
   EDPC 694 Seminar: Individual and Cultural Differences (3)

B. Advised Electives:
   EDPC 554 Education and Career Planning (3)
   EDPC 562 Counseling Practicum (3)

C. Additional Requirements:
   1. California Basic Education Skills Test (CBEST). Out-of-state applicants must take this test no later than the second available administration date following their enrollment in the program.
   2. Application for field practice six weeks prior to placement.
   3. Satisfactory score on the PRAXIS school psychology section. A satisfactory score report must be received by the University at least four weeks prior to graduation or the issuance of a diploma.
   4. Application to the School of Education Credential Office for a state and/or denomination credential, if eligible.

SPECIALIST IN EDUCATION
IN EDUCATIONAL PSYCHOLOGY

The Specialist in Education degree in educational psychology is a non-credential elective program which provides advanced preparation for educational generalists, teachers in all disciplines, administrators, college instructors desiring a 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.

PREREQUISITES
In addition to regular admission for graduate study in the School of Education, applicants for an EdS degree in educational psychology must provide evidence of the following:

1. Within the past seven years, at least one introductory or advanced course must have been satisfactorily completed in each of the following:
   • Foundational educational psychology
   • Developmental psychology

2. Within the past 7 years, at least 15 quarter units of credit must have been earned at the upper division or graduate level, with no grade less than C (2.00), in one of the following areas:
   • Professional education, including teaching and/or administration
   • Counseling and/or school psychology
   • Behavioral sciences and/or psychology

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

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

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

PROGRAM REQUIREMENTS
• Prerequisites
• Core Requirements (See “Program of Study” under “Specialist in Education General Requirement”)
• Electives (selected in consultation with the advisor)
• Portfolio (see department)
- **Content Specialization**
  - EDPC 460/560  The Exceptional Child (3)
  - EDPC 524  Lifespan Development (3)
  - EDPC 650  Mental Exceptionality (3)

**ELECTIVES**
Electives are selected as needed, with departmental approval, from counseling, research, advanced statistics, computer science, measurement, and other cognate areas of education and/or psychology in any department of the University. Such electives may sometimes be structured to include a teaching or professional credential together with the EdS degree. The basis on which to choose from these or other courses depends on prior preparation and the ultimate interests or goals of the student.

**DOCTOR OF EDUCATION: GENERAL REQUIREMENTS**

**ADMISSION TO DOCTORAL PROGRAM**
Official admission to the doctoral program and full approval of the program of study occurs following admission to the university and the School of Education. (See Graduate Admission Information section of this bulletin.)

**RESIDENCE REQUIREMENTS**
A minimum of 42 credits of a doctoral program must be earned in residency. When departmental prerequisites are specified, a student not having completed the necessary components of the MA or EdS levels will be required to complete the deficiencies. Furthermore, the School of Education Graduate Committee may determine that additional coursework or directed study is needed to update knowledge in important and relevant areas which have not been kept current by continuing professional experience and/or study.

Candidates entering full-time residency should typically expect two academic years of study beyond the master’s degree, whereas one full academic year of 42 units is required beyond the EdS level. The completion of prerequisites and the dissertation may extend the time beyond these estimates. All 42 units must be taken in residence at La Sierra University following admission to the doctoral program and must be completed within seven years.

**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. When the following criteria have been met:

1. Completion of all required coursework, other than the dissertation, with a grade point average not less than 3.50;
2. Successful completion of qualifying examinations administered by the department in the area of specialization. Students must be accepted into candidacy prior to requesting a dissertation committee and preparing a dissertation proposal.

**QUALIFYING EXAMINATION**
During the final quarter of coursework, students must arrange with the department to schedule a qualifying examination. Successful completion of the examination will enable 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.

**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 the following accomplishments:

1. Completion of an approved program of study with no less than 132 quarter units postbaccalaureate, including a minimum 87 units beyond the master’s degree, and fulfillment of all prerequisite and specialization requirements.
2. Completion of 42 units beyond the EdS level with a grade point average not less than 3.50. A maximum of two repeats of courses is permitted.
3. Qualifying Examination
4. Successful completion of the examination will enable the student to petition for advancement to candidacy.
5. Satisfactory oral defense of the dissertation not later than one month prior to graduation.
6. Deposition of the approved and signed dissertation in the Office of the Dean of the School of Education in its final form ready for binding prior to graduation.
7. Recommendations for the degree by the departmental faculty and by the Graduate Committee of the School of Education.
8. Graduation

**THE DISSERTATION**
Detailed particulars concerning dissertation requirements are described in the Dissertation Handbook available online at http://www.lasierra.edu/schools/ed/. A dissertation publication fee is levied for binding and final processing. (See the Financial Information section of this bulletin for further details.) Students writing a dissertation must register for at least one unit of dissertation credit each quarter, up to 12 units. Research and dissertation preparation are under the direction of the student’s dissertation committee chair. The student is urged to 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, continuous registration is required to be maintained until the manuscript has been accepted. After completing 12 units of dissertation credit, the student is required to register for SECE 910 Dissertation Continuation (1) in order to maintain continuous enrollment until the dissertation is completed.

**TIMELINES**
The following is the required program sequence. Attention is particularly directed to the following:

1. **Admission to the doctoral program** — at the completion of EdS level work and prior to beginning the 42 units of doctoral residency.
2. **Program approval** — develop a program of study with an advisor in the department of specialization during the first quarter in residence. Program must be approved by the School of Education Graduate Committee.
3. Portfolio completion (if required by the student’s program of study).
4. Successful completion of the qualifying examination.
5. **Application for advancement to candidacy** — after passing the qualifying examination, immediately following coursework completion. 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.
6. **Dissertation** — in final form, ready for binding, prior to graduation.
7. **Oral defense of dissertation** — no later than four weeks prior to graduation. No dissertation defense will be scheduled during the four weeks prior to graduation dates.
8. **Petition for graduation** — upon final approval of dissertation by the student’s dissertation committee.
9. **Program completion** — all degree requirements must be completed within seven years after admission.

**PROGRAM OF STUDY**
The curriculum for a Doctor of Education degree in the School of Education comprises all prerequisites and a minimum of 132 quarter units beyond an approved baccalaureate degree, or 87 units beyond the Master’s degree, or 42 units beyond the Specialist in Education degree.

**PREVIOUS CREDITS**
The degree may be earned with either of the following two options:

**Option 1:**
Prior completion of an educational specialist (or equivalent) degree followed by a minimum of 42 units of post-master’s coursework. Credits from the previous degrees will be assumed to contain the following:
- School of Education MA
- EdS core requirements or equivalent

Any of the above credits lacking will be included in the EdD program of studies.

**Option 2:**
Prior completion of a master’s degree. In this case, the EdD program will consist of a minimum of 87 post-master’s coursework to include the MA and the EdS requirements.

**Core Requirements (9 units):**
- EDRS 704 Research Design (3)
- EDFO 791 Contemporary Issues in Education (3)

**Choose One of the Following:**
- EDRS 702 Educational Statistics II (3)
- EDRS 703 Qualitative Research Methodology (3)

**Content specialization (27 units, minimum):**
The courses will vary depending on the discipline and whether specific credential requirements are desired. Twelve units for a dissertation are included.

**EdD Degree Total: 42 units (minimum)**

A student may earn a general Doctor of Education or may choose an emphasis. The additional requirements specific to the more common emphases are listed below:

**DOCTOR OF EDUCATION IN ADMINISTRATION & LEADERSHIP**

**REQUIRED**

**Option 1:**
- Core requirements (9 units; see program of study under Doctor of Education general requirements)
- Content specialization (21 units minimum, selected in consultation with the advisor)
- Dissertation (12 units)

**Option 2:**
- Core requirements (24 units; see program of study under Doctor of Education general requirements)
- Content specialization (21 units minimum, selected in consultation with the advisor):
  - Dissertation (12 units)
- Electives (selected in consultation with the advisor)
DOCTOR OF EDUCATION IN CURRICULUM AND INSTRUCTION

PROGRAM GOALS
The program goals for the Doctor of Education degree 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 student thinking 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 require an in-depth understanding of Curriculum and Instruction.
• 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 the appropriate qualitative research methodology for the dissertation.
• To 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 require students to synthesize the theories that relate to education.
• To develop advanced writing, critical thinking, and analytical abilities.
• To gain mastery of the student’s focused area of research.

REQURED
Option 1:
• Core requirements (9 units; see program of study under Doctor of Education general requirements)
• Content specialization (12 units minimum)
• Dissertation (12 units)
• Electives (selected in consultation with the advisor)

Option 2:
• Core requirements (24 units; see program of study under Doctor of Education general requirements)
• Content specialization (21 units minimum)
• Dissertation (12 units)
• Electives (selected in consultation with the advisor)

DOCTOR OF EDUCATION IN SCHOOL PSYCHOLOGY AND MEASUREMENT

Step 1:
Completion of an educational specialist degree in school psychology consisting of 90 units (45 for an MA and 45 for an EdS)

Step 2:
Completion of 30 units (minimum) consisting of:

A. Core Requirements (9)
EDRS 702 Educational Statistics II (3)
OR
EDRS 703 Qualitative Methods (3)
EDFO 791 Contemporary Issues in Education (3)
EDRS 704 Research Design (3)

B. Specialization: Research Methods Requirements (6)
EDRS 750 Research Projects in School Psychology (3)
Choose one of the following:
EDRS 712 Factor Analysis and Latent Modeling (3-4)
OR
EDRS 721 Seminar: Standardized Test Development (3-4)

C. Specialization: Seminar Requirements (8-16)
EDPC 701 Seminar: Politics & Issues in Educational Testing (3-4)

D. Educational Testing (3-4)
EDPC 705 Seminar: Special Education, Intervention, and Consultation (3-4)
EDPC 711 Seminar: Biological Psychology (3-4)
EDPC 715 Seminar: Alcohol and Drug Addiction (3-4)
DOCTOR OF EDUCATION IN EDUCATIONAL PSYCHOLOGY

Step 1:
Completion of an educational specialist degree in educational psychology consisting of 90 units (45 for an MA and 45 for an EdS)

Step 2:
Completion of 30 units (minimum)

A. Core Requirements (9)
EDRS 702 Educational Statistics II (3)
OR
EDRS 703 Qualitative Methods (3)
EDFO 791 Contemporary Issues in Education (3)
EDRS 704 Research Design (3)

B. Specialization: School Psychology and Measurement Requirements (10-21)
EDRS 712 Factor Analysis and Latent Modeling (3-4)
EDRS 751 Research Projects in Educational Psychology (3)
EDRS 721 Seminar: Standardized Test Development (3-4)
EDPC 701 Seminar: Politics and Issues in Educational Testing (3-4)
EDPC 705 Seminar: Special Education, Intervention, and Consultation (3-4)
EDPC 711 Seminar: Biological Psychology (3-4)
EDPC 715 Seminar: Alcohol and Drug Addiction (3-4)

C. Electives (0-11)
Post MA Courses related to Education or Psychology with approval of the department chair/program director.

Step 3:
Dissertation Units (12)
EDRS 798 Doctoral Dissertation

SCHOOL OF EDUCATION: CREDENTIAL PROGRAMS

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

CALIFORNIA STATE CREDENTIALS
Approved by the California Commission on Teacher Credentialing:

Teaching Credentials:
(Department of Curriculum and Instruction)
Preliminary; Multiple Subjects, Single Subject
Professional Clear

Administrative Services (Department of Administration and Leadership)
A. Preliminary
B. Professional Clear

Pupil Personnel Services (Department of School of Psychology and Counseling)
C. School Psychology
D. School Counseling (in collaboration with University of California at Riverside-Extension)

SEVENTH-DAY ADVENTIST CERTIFICATES
Issued by the Office of Education of the Pacific Union Conference of Seventh-day Adventists.

• 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)

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 who are seeking admission to any teacher education program only must present and maintain a grade point average of not less than 2.75. If the grade point average is below 2.75, the student must pass the appropriate CSET examination. If a Master of Arts degree or above will be sought, a GPA of 3.00 or better is required. Application forms for admission to the Department of Curriculum and Instruction are available in the Department of Curriculum and Instruction and in the Admission Office.

ADMINISTRATIVE SERVICES CREDENTIAL PROGRAMS
Students seeking admission to the Preliminary or Professional Administrative Services Credential program must meet the following requirements:

PRELIMINARY ADMINISTRATIVE SERVICES
MA admission requirements as published elsewhere in this bulletin. Other requirements as determined by state law. (See EDAD department for advisement.) Professional Administrative Services EdS admission requirements as published elsewhere in this bulletin

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 will be granted only to individuals who have attained the baccalaureate or higher degree from a regionally accredited college or university. Credentials are processed through the Department of Curriculum and Instruction in the School of Education. Processing of applications is subject to recommendation from the instructional department. Personal recommendations, health requirements, and criminal clearances are required in addition to all transcripts, CBEST, and completion of an approved program of professional preparation.

BASIC SKILLS PROFICIENCY TEST
California law stipulates that candidates who wish to be credentialed for public schools must take and pass the California Basic Education Skills Test (CBEST). This examination is also required of applicants for credentials through the Pacific Union Conference of Seventh-day Adventists. Because of the importance of the test, candidates for credentials are required to take the CBEST early in residence. The test must be taken before application is made to the Teacher Education program in the Department of Curriculum and Instruction. A CBEST Information Bulletin is available in the Learning Support and Testing Center. Sunday testing is available on specified dates for Saturday-Sabbath keepers.

TEACHING CREDENTIAL REQUIREMENTS
The following route to a credential lists the requirements for obtaining a Seventh-day Adventist Basic Credential 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 C (2.00) or above will be accepted for any credential.

I. CALIFORNIA STATE PRELIMINARY AND SDA BASIC CREDENTIALS
(State requirements may be different in specific ways from major programs; therefore, students need to stay in contact with the Credential Office and the Department of Curriculum and Instruction in the School of Education.)

A. Prerequisites
1. An approved major or passing score on CSET (Multiple Subjects) or CSET (Single Subject) for entrance into the Teacher Education program.
2. EDCI 204 Teaching in the Multicultural Classroom (3)
3. CBEST (California Basic Educational Skills Test)
4. Certificate of Clearance
5. TB Test
6. Apply for Admission to Teacher Education program
7. Present and maintain a grade point average of not less than
2.75 for admission to and continuance in the Teacher Education program.
8. EDFO 305 Psychological Foundations of Education (4)
   (or EDCI 507 Psychological Theories of Instruction (3))
9. HLED 214 Dimensions of Health (4)
10. HPSC 274 The Construction of American Political Life (4) or
    a Constitution examination

B. Method courses

Elementary Teaching:
- EDCI 414/520 Reading K-8 (5)
- EDCI 415/521 Mathematics K-8 (4)
- EDCI 416/522 Language and Literacy K-12 (3)
- EDCI 417/523 Culture, Society, Religion, and Ethics (4)
- EDCI 418/527 Science and Health K-8 (2)
- EDCI 425/524 Student Teaching in the Elementary School (1-18)

Secondary Teaching or Single Subject:
- EDCI 416/522 Language and Literacy K-12 (3)
- EDCI 417/523 Culture, Society, Religion, and Ethics (4)
- EDCI 419/518 Reading in the Content Area (5)
- EDCI 429/529 Secondary Teaching in the Multicultural Classroom (2)
- EDCI 430/530 Secondary Theory and Practice (4)
- EDCI 557/556 Student Teaching in the Secondary School (1-18)

C. Seventh-day Adventist Basic Credential Additional Requirements
- EDFO 404 Philosophy of Christian Education (3)
- RELT 245 Christian Beliefs (4)
- RELH 483 History of Seventh-day Adventism (4)
- REL_Electives (8 units)
  (One course must be in Biblical Studies)
- EDCI 464/564 Special Education in the Regular Classroom (3)

D. Student Teaching prerequisites

Verification of subject-matter competence with Credentials Analyst by: Completion of 4/5 of state approved program for single subject and/or Passing score on CSET

E. Student Teaching (18 units)

Authorization to do student teaching is by application to the Department of Curriculum and Instruction. Applications should be submitted no later than three months prior to the anticipated start to allow for processing the Certificate of Clearance with the State of California. The applicant must be accepted into the Teacher Education program, have passed the CBEST examination, have completed one quarter in residence, have and maintain a minimum GPA of 2.75, and have completed the prerequisite professional education courses, filed TB test results, filed the Certificate of Clearance, and have verification of subject-matter competence (see D above).

Eighteen weeks (18 weeks) is required for student teaching.

Students should plan their schedules so they can be in the schools from about 7:30 a.m. to 3:30 p.m. (the time will vary in different schools) five days per week for 18 weeks. University classes cannot be taken during these weeks. Teaching responsibilities correspond with the regular academic calendar of the University. Student teaching during the summer session is not an option.

Students are expected to provide their own transportation for student teaching. The student teaching experience is a full-time schedule which spans at least part of two quarters. Specific dates will be arranged through the coordinator of student teaching for 18 weeks. A portion of this experience must be in the public schools if a state credential is desired. During the student teaching experience, attendance at a weekly seminar is required. Refer to the Student Teaching Handbook for specific requirements.

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.

**STUDENT TEACHING COMPONENTS**

The 18 units of student teaching consist of the following:

- **Classroom Management**
  - EDCI 412L (1 unit)

- **Reading**
  - EDCI 414L (1 unit)
  - EDCI 419L (1 unit)

- **Credential Specific Courses**
  - Mathematics K-8 L (1 unit)
  - Secondary Theory and Practice L (1 unit)

- **Student Teaching Alternatives (ten full days) (2 units)**
  - A. Small Schools (required for Seventh-day Adventist multiple subjects/elementary credentials)
  - B. Charter School experience
  - C. Alternative School experience
  - D. Gifted School
  - E. Special Education
  - F. Pre-session/post-session
  - G. Other

- **Student Teaching full-time (12 units)**

- **Student Teaching seminar (1 unit)**

- **Completion of a bachelor’s degree**

- **Passing teaching performance assessment**
II. ELEMENTARY TEACHER PROGRAMS

Option 1:
Degree with major in State Approved Liberal Studies Program in the College of Arts and Sciences. For the SDA basic or state preliminary multiple subjects teaching credential, students with this major will complete a minimum of 190 units (60 upper division), including the professional education requirements for elementary teaching. The California Subject Examination for Teachers (CSET) must be passed prior to student teaching.

Option 2:
Degree with major in any subject. Students with any other major may meet the state multiple subjects requirements for an elementary teaching credential by completing the following:

Professional education requirements for elementary teaching:
A passing score on the California Subject Examination for Teachers (CSET) prior to entrance into the Teacher Education program.

III. SECONDARY TEACHER PROGRAM

For the SDA basic or state preliminary secondary teaching credential, students will complete the professional education requirements, CSET, and a baccalaureate degree in one of the schools of the University with a single subject major in a discipline that is commonly taught in secondary schools. (See the Department of Curriculum and Instruction for details.)

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 receive the upgrading from basic to standard certificate, candidates must fulfill the following requirements:

• Three years of teaching in elementary or secondary schools with a Seventh-day Adventist Basic Teaching Certificate
• Completion of 9 units of professional education courses in area(s) of endorsement beyond requirements of the basic certificate

RENEWAL OF STANDARD CERTIFICATE
Check with your Union Conference registrar for current requirements.

PROFESSIONAL CLEAR TEACHING CREDENTIAL-STATE & PROFESSIONAL TEACHING CERTIFICATE - SDA: STATE OF CALIFORNIA PROFESSIONAL CLEAR TEACHING CREDENTIAL

Please consult with the Department of Curriculum and Instruction and the credential analyst for exact requirements. The 45 unit postbaccalaureate program must include these core courses:

- EDCI 511 Advanced Health and Safety (3)
- EDCI 513 Advanced Study of Teaching English Language Learners (3)
- EDCI 516 Computers in the Classroom (3)
- EDCI 564 Special Education in the Regular Classroom (3)

PROFESSIONAL TEACHING CERTIFICATE-SDA:

PROFESSIONAL CLEAR TEACHING CREDENTIAL-STATE

Fifth-year credential programs at La Sierra University are defined as programs approved by the faculty of the Department of Curriculum and Instruction and include a minimum of 45 postbaccalaureate units of coursework for the Seventh-day Adventist Professional Teaching Certificate. The student must be accepted into the Teacher Education program. Applications for acceptance and program approval must be made through the Department of Curriculum and Instruction.

SEVENTH-DAY ADVENTIST PROFESSIONAL CERTIFICATE

Fifth-year credential programs at La Sierra University include a minimum of 45 postbaccalaureate units of coursework, for the Seventh-day Adventist Professional Teaching Certificate. Applications for acceptance and program approval must be made through the Department of Curriculum and Instruction and in consultation with the union credential analyst. For teachers with an SDA standard teaching certificate, the general requirements of a fifth-year program leading to an SDA professional teaching certificate are as follows:

An approved 45 unit postbaccalaureate program:

Courses of advanced study from:
- EDCI 506 Learning and Assessment (3)
- EDCI 511 Advanced Health and Safety (3)
- EDCI 513 Advanced Study of Teaching English Language Learners (3)
- EDCI 514 Curriculum Planning (3)
- EDCI 516 Computers in the Classroom (3)
- EDCI 564 Special Education in the Regular Classroom (3)
- EDCI 598 Seminar in Current Trends (3)
EDUCATIONAL TECHNOLOGY CERTIFICATE

The goals for integrating educational technology cover topics such as learning theory, the appropriate use of the Internet, using and managing school technology resources and developing plans for integrating computers and other technologies in the curriculum. Students may take one or more courses but need to take all twelve courses to completely cover the competencies for the certificate. See the Educational Technology section for specific course requirements.

ADMINISTRATIVE CREDENTIALS

Academic requirements for the Seventh-day Adventist Administrator’s Certificate, the California Preliminary Administrative Services Credential, and the California Professional Administrative Credential 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 Clear 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. 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 stipulations for an SDA Professional Teaching Certificate.
2. Hold a master’s (or higher) degree, including at least 27 quarter units selected from the areas of curriculum, school administration, supervision, school law, school finance, school facilities planning, personnel administration, field experience, public relations, and religious education.
3. Fulfill conditions for endorsement in at least one of the following areas: Principal—a minimum of one graduate course each in curriculum, supervision, school law, school administration, and school finance. Supervisor of Instruction—at least two graduate courses in curriculum, two in supervision, and one in school administration. Superintendent of Schools—at least 36 quarter units of graduate credit, including at least one course each in school administration, personnel administration, curriculum supervision, school law, school finance, and school facilities planning. Also required is a minimum of three consecutive years of successful school administration and/or supervision of instruction.

CALIFORNIA PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIALS

Application for the Preliminary Administrative Services Credential, approved by the California Commission on Teacher Credentialing, may be made through the Department of Administration and Leadership. All of the following must be met for the Preliminary Administrative Services Credential:

1. Possess a valid California teaching credential or services credential.
2. Complete a minimum of three years of successful full-time classroom teaching experience in the public schools or in private schools of equivalent status, or three years of experience in a pupil services area.
3. Obtain a Certificate of Clearance
4. Pass the California Basic Education Skills Test (CBEST)
5. Successfully complete the specialized administrative and professional courses outlined below:
   - EDAD 524 Educational Organization and Leadership (3)
   - EDAD 540 Personal and Philosophical Aspects of Leadership (3)
   - EDAD 545 Supervision of Instruction (3)
   - EDAD 570 Personnel Administration in Education (3)
   - EDAD 574 Legal Aspects of Education (3)
   - EDAD 576 School Administration, K-12 (3)
   - EDAD 578 Supervised Field Experience at the School Level (3)
   - EDAD 579 School Finance (3)
   - EDCI 514 Curriculum Planning (3)
   - EDCI 552 Analysis of Curricular Alternatives (3)
   - EDET 575 Leadership and Change in Educational Technology (3)
   - Elective: (See department advisor) (3)

CALIFORNIA PROFESSIONAL CLEAR ADMINISTRATIVE SERVICES CREDENTIALS

Application for the Professional Administrative Services Credential, approved by the California Commission on Teacher Credentials, may be made through the Department of Administration and Leadership. All of the following must be met for the Professional Administrative Services Credential:

1. Possess a valid California Preliminary Administrative Services Credential.
2. Hold an administrative position in an educational organization and have two years experience before applying for the credential. (The preliminary (Tier 1) Credential is valid for 5 years from the date of receipt.)
3. Select, in consultation with department advisor and district administrator a program of studies to include:
   - EDAD 695 Organizational Systems and Culture (3)
   - EDAD 687 Leadership in the Organization (3)
EDFO 606  Sociology of Education (3)  
EDAD 688  Moral Leadership (3)  
EDAD 697A  Supervised Field Experiences/Induction (3)  
EDAD 697B  Supervised Field Experiences/Assessment (3)  

4. Six additional units of electives  
5. Complete an additional 12 units of elective coursework, 120 clock hours of non academic options, or a combination of these two.

CALIFORNIA PUPIL PERSONNEL SERVICES: SDA COUNSELING AND GUIDANCE CREDENTIALS

Graduate programs within the Department of School Psychology and Counseling incorporate requirements for the following credentials:  
California Pupil Personnel Services-School Psychology  
California Pupil Personnel Services-School Counseling  
Seventh-day Adventist Professional Endorsement-Guidance and Counseling

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

1. Health, character, and criminal clearances.  
2. A passing score on the California Basic Education Skills Test (CBEST).  
3. Completion of a fifth year of study beyond a baccalaureate degree with an approved program of professional preparation, including appropriate fieldwork.  
4. A minimum of 27 quarter units in counseling. The MA degree in counseling with the elective program will be sufficient provided that all other statutory specifications have been accomplished.  
5. Complete an additional 12 units of elective coursework, 120 clock hours of non academic options, or a combination of these two.

STATE SCHOOL PSYCHOLOGIST CREDENTIAL

For the advanced authorization in School Psychology, at least 90 units of postbaccalaureate 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 of some kind – minimally a master's degree. The School Counseling Credential is not a prerequisite for the school psychology credential.  

STATE SCHOOL COUNSELING CREDENTIAL (IN COLLABORATION WITH UNIVERSITY OF CALIFORNIA AT RIVERSIDE—EXTENSION)

The pupil Personnel Services Credentials with authorization for School Counseling in grades K-12, and adults, require 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 counseling.

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:

2. A minimum of 27 quarter units in counseling. The MA degree in counseling with the elective program will be sufficient provided that all other statutory specifications have been accomplished.

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

SCHOOL OF EDUCATION EXTENDED CAMPUS

The Extended Campus concept came to fruition in 1978 when La Sierra University (then Loma Linda University) School of Education began offering graduate programs on the Union College and Southern Adventist University (formerly Southern College) campuses. Another campus, Canadian University College, (formerly Canadian Union College), was added in 1983. These programs leading to the Master of Arts degree in Curriculum and Instruction or Administration and Leadership are programmed during summer quarters expressly for the purpose of offering further training and enrichment to Seventh-day Adventist administrators and teachers. Within these programs are certain core courses that are applicable to all graduate programs in the School of Education, La Sierra University. Those who wish to pursue a graduate degree in La Sierra University 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. Credentialing responsibility will be assumed by the respective union conference offices of education.

Beginning in 1986, the program in Australia, located on the campus of Avondale College in Cooranbong, New South Wales, offered the Master of Arts degree in Administration and Leadership and the Master of Arts degree in Curriculum and the Master of Arts degree in School Counseling. The courses in Australia were offered during their summers, December and January.

Extended campus programs in North America (Alberta, Canada; Lincoln, Nebraska) are authorized by the appropriate Commissions in those areas. Authorizations are renewed based on evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. For further information on any of the above programs, please write to the Coordinator, Extended Campus Programs, School of Education, La Sierra University, Riverside, CA 92515, or to the appropriate extended campus as follows:
OPERATIONAL STRUCTURE
The Extended Campus programs are coordinated through the office of the Dean, La Sierra University School of Education, in conjunction with the following committee structure.

PLANNING COMMITTEE FOR EXTENDED CAMPUS PROGRAMS (NORTH AMERICA)
The Planning Committee for Extended Campus Programs in North America consists of the Dean and department chairs of the School of Education, the academic deans and program coordinators from Canadian University College and Union College, the educational directors of the Mid-America Union Conferences and the Seventh-day Adventist Church in Canada. Additional members will include, as needed, other local campus supporting personnel. The Dean chairs this committee.

The Dean of the School of Education will meet with the union directors and local campus members of the Planning Committee at each campus once per year for the purpose of program planning, review and evaluation. In January or February, in conjunction with the NAD Union Directors meeting, La Sierra University School of Education administrators meet with the directors of education of the participating North American Division union conferences to consider the financial arrangements and other matters for the following summer section.

EXTENDED CAMPUS EXECUTIVE COMMITTEE
The Extended Campus Executive Committee, consisting of the Dean of the School of Education and the department chairs, functions as the ongoing implementation, planning, and evaluation body for all extended campus programs.

EXTENDED CAMPUS PROGRAM COORDINATOR
The program coordinator for each extended campus is appointed by the Extended Campus Planning Committee upon the recommendation of the academic administrators of the host campus. The appointment is done in consultation with the sponsoring union director of education. The extended campus coordinator serves as advisor to students 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, program changes, etc.

ADMISSION INFORMATION
Applicants seeking admission to the master’s degree program shall have completed a bachelor’s degree and otherwise 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 having any questions concerning Extended Campus Programs should feel free to call the Dean collect at 951/785-2266 or toll free at 800/874-5587. The fax number is 951/785-2230.

APPLICATION PROCESS FOR CAMPUSES AT THE NORTH AMERICAN LOCATIONS

Conference Teachers
A letter with a brochure describing the program and an application form will be mailed to all teachers in the Canadian and Mid-American Conferences of Seventh-day Adventists. Completed application forms (including a US$30 application fee for first-time applicants) should be returned to the Office of Admissions and Records, La Sierra University, Riverside, CA 92515. Notification of Admission Committee action will be mailed to first-time applicants. Students are accepted into the program for a period of seven years.

Non-Conference Teachers
Non-conference employees should request an application form from the Dean, School of Education, La Sierra University, Riverside, CA 92515; and return the completed form (including a US$30 application fee for first-time applicants) to the Office of Admissions and Records. Notification of Admission Committee action will be mailed to new applicants. (Non-conference employees will be charged tuition at the current published rates.) Students are accepted into the program for a period of seven years.

Registration
The respective coordinators of the Extended Campus Programs are responsible for the registration procedures on their own campuses. Students must register prior to the first class session.

Transfer Credit
Students may transfer 9 quarter units from an accredited graduate institution. Additional units may be transferred by action of the graduate committee.
**Official Transcripts**
The applicant must request that official transcripts of all college work taken elsewhere be sent to: Admissions and Records La Sierra University, Riverside, CA 92515.

**Whom to Contact**
For La Sierra University transcripts send $5.00 (U.S.) for each transcript, along with a signed request to: Office of Admissions and Records, La Sierra University, Riverside, CA 92515. For answers to questions regarding student programs write: Dean, School of Education, La Sierra University, Riverside, CA 92515. For housing at the extended campus write: Extended Campus Coordinator (local campus).

**Financial Information**
Employees authorized by their respective union conferences and accepted into the Master of Arts degree program will receive full tuition scholarships for the approved extended campus program. Students not on a union conference scholarship program will pay regular La Sierra University summer tuition rates.

**Library Facilities**
Library facilities located on the respective campuses will be available to Extended Campus students. Additionally, reciprocity with local university libraries has been established. The extended campus coordinator and the librarian on the Extended Campus will provide guidance to library users.

**ACADEMIC INFORMATION**

**Advisement**
Academic advisement will be handled by the extended campus coordinator on each campus and the department chairs in the School of Education. The four major stages of the master’s degree program are:

- **Stage I: Admission**
  1. An application and $30 fee must be submitted to the Admissions and Records La Sierra University
  2. Meet admission requirements

- **Stage II: Program development and departmental approval**
  (before 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
  3. Written application for candidacy

- **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
  3. Completion of written comprehensive examination

**Grade Reports**
Grades are available on the World Wide Web after the end of the La Sierra term for which the students were registered.

**Credits**
All credits earned at La Sierra University are quarter units and are equivalent to any degree courses offered on the La Sierra campus. Credits are transferable to other institutions at the discretion of the receiving institution.

**GPA**
To be eligible for graduation, the graduate student must earn a grade point average of 3.00 or above at the master’s degree level.

**Course Load**
Twelve units is the maximum number of units a student may take during the summer term.

**IP Grades**
All short term courses require pre- and post-assignments. For such courses, students will be issued an “In Progress” (IP) grade. (For IP grade policies, see “Grades and grade points” under “Graduate academic practices,” in Section I of this Bulletin.)
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 in acquisition of psychological, historical, philosophical, socio-cultural, 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 (Tier 1) Credential and the Professional Clear Administrative Services (Tier 2) Credential for the State of California as well as the Seventh-day Adventist Administrative Certificate with endorsements in elementary and secondary principalship, supervision, and superintendency of schools.

The comprehensiveness of course offerings and the extensiveness of library holdings and other resources for study and research, coupled with the quality and diversity of faculty and students, contribute to the excellence of 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.

DEPARTMENT FACULTY

STEVE PAWLUK, CHAIR
Professor of Administration and Leadership (2007)
EdD Montana State University 1992

CLINTON A. VALLEY
Dean, School of Education
Associate Professor of Administration and Leadership,
School of Education (2009)
EdD Western Michigan University 1986

DEPARTMENT OF ADMINISTRATION & LEADERSHIP

COLLABORATING FACULTY

WILLIAM BEHRENS
EdD University of Laverne 2000

TIMOTHY HOCH
EdD Loma Linda University 1984

DAVE LAWRENCE
EdS La Sierra University 2005

ROOSEVELT MCKENZIE
EdD Loma Linda University 1983

CHARLES MCKINSTRY
JD University of San Diego 1977

NORMAN D. POWELL
EdD University of Southern California 1982

KATHERINE RIZZO
MA Chapman University 1998

CARTHA TENNILLE
EdD La Sierra University 2008

WENDEL TUCKER
PhD Miami University 1984
GRADUATE ASSISTANTSHIPS
Graduate assistantships may be awarded to a limited number of outstanding graduate students who have been admitted to the School of Education or who are eligible for admission. Prospective students seeking graduate assistantships or other financial assistance should apply by February 1.

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)

CREDENTIALS OFFERED
The department provides programs leading to the following California and 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.

California Administrative Services Credential
A. Preliminary (Tier 1)
B. Professional (Tier 2)

Seventh-day Adventist Administrator with endorsements for:
A. Principal
B. Supervisor of Instruction
C. Superintendent of Schools

COURSES
GRADUATE

EDAD 524 Educational Organization and Leadership (3)
Examines historical and current philosophical trends, legal and ethical issues, sociological forces, issues relating to diverse populations, and the educational systems that impact public and non-public school leadership and administration. A foundational course for administration and leadership and a core course for those seeking the master’s degree in education.

EDAD 540 Personal and Philosophical Aspects of Leadership (3)
Students in this course explore their own leadership styles and philosophical and spiritual perspectives and how those characteristics shape the individual as an educational leader.

EDAD 545 Supervision of Instruction (3)
Development of perspectives and practical skills that support the learning of every student through supervision, coaching, evaluation, and professional development of classroom teachers.

EDAD 570 The Human Resources Function in Education (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 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 576 School Administration, K-12 (3)
Placement in one or more public school settings to provide the student with an opportunity to observe and assist school administrators at the building level. Analysis and evaluation of on-site experiences relating observations to educational and administrative theory.
Prerequisites: EDAD 524 & Certificate of Clearance

EDAD 578 Supervised Field Experience at the School Level (1-3)
Internship in at least two public school settings.
Prerequisites: Certificate of Clearance & 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 589 Work Conference (1-6)
Educational conferences, workshops, clinics, and/or experience off-campus related to education or administration theory. May be repeated for additional credit. Maximum of 6 credits may be applied toward a degree.

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.
Prerequisite: Consent of department chair

EDAD 640 Professional Development Design and Evaluation (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 such activities as teachers' institutes and workshops, work conferences, clinics and seminars, and conventions.

EDAD 645 Legal Aspects of Private Education (3)
A selective examination of legal issues associated with parochial schools, K-graduate, including tax exemptions, contracts, rights and responsibilities, work-study programs, church-state relations, accreditation, compulsory education, disciplinary standards, worship and religious study
EDAD 650 Readings in Leadership (3)
Examination of dynamics of leadership in historic and current literature. Evaluation of the assumptions, values, and methods of leadership in selected non-fiction and fictional sources.

EDAD 674 Supervision & Evaluation of Instructional Personnel (3)
Development and evaluation of perspectives and research-based skills that support the learning of every student through the supervision, coaching, evaluation, and professional development of classroom teachers.

EDAD 675 Administrative Leadership in Higher Education (3)
Survey of the philosophy, theory, objectives, organization, leadership, academic programs, business management, development and advancement, and student affairs in higher education.

EDAD 676 School and the Community (3)
A study of the school as it relates to its community. Includes an emphasis on effective communication and understanding of the diverse cultural and ethnic dimensions of the community.

EDAD 677 Student Life Administration (3)
Objectives, organization, and administration of student administration: student residences, health services, religious programs, government, publications, social life, discipline, recreation, and student records.

EDAD 680 Administration of Educational Programs and Evaluation (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 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. The course includes the study of procedures for planning school facilities and monitoring successful completion of the building or major facility improvement projects.

EDAD 686 Administration of School Systems (3)
Organization and administration of public schools and Seventh-day Adventist schools. Examination of the roles, tasks, issues, and challenges facing school administrators.

EDAD 687 Leadership in the Organization (3)
A survey of the leaders’, managers’, and team members’ roles as understood historically and presently.

EDAD 688 Moral 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.

EDAD 689 Work Conference (1-6)
Educational conferences, workshops, clinics, experience off campus. May be repeated for additional credit. A maximum of 6 credits may be applied toward a degree.
Prerequisite: Recommendation of the department chair

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 and Leadership (1-3)
Analysis of contemporary issues in school administration by advanced students and/or experienced administrators. Students report on current issues and the latest readings in administration. Written and oral reports.

EDAD 695 Organizational Systems and Culture (3)
A study of the dynamics of organizations with an emphasis on systems theory, organizational culture, and change.

EDAD 696 Research Project (3)
Execution and report of a research study in education. Student is to register for course after consultation with advisor.
Prerequisite: EDFO 504

EDAD 697 Supervised Field Experience (1-3)
Students serve in responsible positions with administrators in cooperating educational institutions or school systems, under the supervision of a faculty member.
Prerequisites: Certificate of Clearance & consent of the department chair

EDAD 697A Supervised Field Experience/Induction (3)
Mentored field experiences in administration at the school or district level.
Prerequisites: Certificate of Clearance & consent of the department chair

EDAD 697B Supervised Field Experience/Assessment (3)
Mentored field experiences in administration at the school or district level.
Prerequisites: Certificate of Clearance & consent of the department chair

EDAD 699 Independent Study in Administration & Leadership (1-6)
Empirical or literature-based research in educational administration, resulting in a written product.
Prerequisite: Consent of the department chair

EDAD 798 Doctoral Dissertation (1-12)
Structured research, either qualitative or quantitative in nature, guided by the chair of the dissertation committee. Oral defense of written dissertation upon approval of manuscript by the dissertation committee.
Prerequisites: Successful completion of the Qualifying Examination & consent of the department chair
DEPARTMENT OF CURRICULUM & INSTRUCTION

DEPARTMENT FACULTY

LINDA B. CAVINESS, Chair
Professor of Curriculum and Instruction (1999)
PhD Andrews University 2001
leadership, cognitive science

TONYA R. PERRY
EdD La Sierra University 2006
Curriculum and instruction, school psychology

SANDRA J. BALLI
Professor of Curriculum and Instruction (2005) PhD
University of Missouri 1995

PAMELA RAMSEY
MA La Sierra University 1993
special education

LOLITA DAVIDSON
Associate Professor of Curriculum and Instruction (2006)
EdD La Sierra University 1991
curriculum and instruction

DORITA WEST
MA La Sierra University 1986

The Department of Curriculum and Instruction seeks to develop (through degrees and credentials) competent, professional educators who are prepared to serve effectively in the Seventh-day Adventist school system, public schools, and private schools.

CURRICULUM AND INSTRUCTION

MISSION STATEMENT

The Department of Curriculum and Instruction seeks to empower students through a process of seeking, knowing, and serving. Students will study theoretical principles, pedagogical practices in an effort to gain professional, ethical, and caring practices.

The mission statement in 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 La Sierra University School of Education is undergirded with 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 schools and in private schools. The second major purpose is to provide opportunities for educators seeking advanced degrees who wish to hone their teaching skills.

The Department desires to help students accept and practice those ethical and moral concepts which are approved by the enlightened conscience of human-kind to develop tolerance for the rights and opinions of others, to be considerate of the sensibilities of those from diverse ethnic, cultural, and socio-economic groups, and to cultivate the ideal of service to humanity.

COLLABORATING FACULTY

WENDI ANDERSON
EdD La Sierra University 2007
administration and leadership

MELVIN D. CAMPBELL
PhD Purdue University 1963
chemistry

SYLVIA GALLEGOS
Credentials Analyst

DOUGLAS HERMANN
EdS La Sierra University 1992
administration and leadership

JANET MALLERY, (1996)
EdD Loma Linda University 1989
curriculum and instruction

WALLACE D. MINDER
EdD Loma Linda University 1984
administration
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 Certificate and a State of California Professional Credential. The Master of Arts degree in Curriculum and Instruction has several choices of areas of concentration including, special education (learning handicapped). The Specialist in Education (EdS) degree and the Doctor of Education (EdD) degree are available for those who wish to pursue a specialty in Curriculum and Instruction. For information about how to obtain these degrees, see the School of Education 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, offers programs leading to teaching credentials issued by the Pacific Union Conference of Seventh-day Adventists, Department of Education; and by the State of California Commission on Teacher Credentialing. Preparation for elementary and secondary school teaching credentials is available through the Department of Curriculum and Instruction.

Application for a credential may be made through the School of Education Credential Office when all statutory 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 Preparation Program. It is the student’s responsibility to be familiar with all provisions in this bulletin and to consult regularly with advisors in the Department of Curriculum and Instruction.

COURSES
A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

LOWER DIVISION
EDCI 204 Teaching in the Multicultural Classroom (3)
This is the first course en route to a teaching credential. In addition to an introduction to the history of public education, the following topics are covered: motivation, lesson design, teaching strategies, discipline and management, and professionalism. An observation component is based on these last five areas. Required for admission to teacher education. ELD components are addressed.

EDCI 414 Reading K-8 (4)
Reading is designed to aid the prospective teacher in developing knowledge and skills in the teaching of developmental reading in grades K-8. The specific components of the reading process are examined as well as a variety of alternative methods and materials to be used in multilingual and bilingual instruction. The assessment of students’ strengths and weaknesses relative to the reading act, the development of curriculum objectives, and the planning of instruction are also included. Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the elementary or junior high school reading class. ELD components and mild/moderate disabilities are addressed.

Prerequisites: EDCI 204, EDFO 30S & acceptance into the Teacher Education program

EDCI 414L Reading K-8 Laboratory (1)
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the elementary or junior high school reading class. Concurrent registration in EDCI 414 is required.

EDCI 415 Mathematics K-8 (3)
Curriculum organization, methods, materials, and instructional aids. Observation and micro-teaching. ELD components and mild/moderate disabilities are addressed.

Prerequisites: EDCI 204, EDFO 30S, MATH 202 & acceptance into the Teacher Education program

EDCI 415L Mathematics K-8 (1)
This practicum is provided in a multicultural classroom where students may develop their teaching skills by putting theory into practice. Concurrent registration in EDCI 415 is required.

EDCI 416 Language and Literacy K-12 (3)
The focus of this course is to prepare teachers in pedagogical skills appropriate for linguistically, culturally, and economically diverse students. Included are curriculum organization, methods, materials, and instructional aids. Observation and microteaching in multicultural classrooms is part of the fieldwork for this course. Development of skills to teach language, writing, and basic language skills necessary for successful use of the English language in both elementary and secondary schools. Methods, practices, and theories that are appropriate for the linguistically diverse students in first and second language development are also included. ELD components and mild/moderate disabilities are addressed.

Prerequisite: EDCI 204, EDFO 30S & acceptance in to Teacher Education program

EDCI 417 Culture, Society, Religion, and Ethics (4)
This course focuses on pedagogy, theory, research, and practice relating to the historical, legal, social, political, religious, and economic understandings of multiple linguistic and cultural groups as they relate to education in California. Students will demonstrate their ability to appropriately use English to teach and communicate. There will be a focus on use of appropriate materials and the ability to plan equitable lessons. A study will be made of teaching religion, values, and spirituality in Seventh-day Adventist schools, teaching about religion in public schools, and the practice of ethical and moral teaching.

Prerequisites: EDCI 204, EDFO 30S & acceptance into the Teacher Education program

UPPER DIVISION
EDCI 418 Science and Health K-8 (3)  
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. ELD components addressed.  
Prerequisites: EDCI 204, EDFO 305 & acceptance into the Teacher Education program.

EDCI 418L Science and Health K-8 Lab (1)  
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the elementary or junior high school reading class. Concurrent registration in EDCI 418 is required.

EDCI 419 Reading in the Content Area (4)  
Designed to assist the prospective single subject teacher to acquire knowledge and skills in teaching reading. The specific components of the reading process are examined as well as appropriate methods and materials to be used in reading instruction. Assessment of students’ strengths and weaknesses relative to the reading act, the development of curriculum objectives, and planning of instruction are also included. Applications of skill and knowledge are provided through a practicum, in a single subject classroom. ELD components and mild/moderate disabilities are addressed.  
Prerequisites: EDCI 204, EDFO 305 & acceptance into the Teacher Education program.

EDCI 419L Reading in the Content Area Laboratory (1)  
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the secondary reading class. Concurrent registration in EDCI 419 is required.

EDCI 420 Curriculum Strategies for Students with Mild/Moderate Disabilities (3)  
Strategies for teaching students with mild/moderate disabilities in the areas of reading, language and literacy, mathematics, and science and health. The emphasis is on specific pedagogical strategies and other special education issues are addressed.  
Prerequisite: Completion of all required courses for a teaching credential.

EDCI 425 Student Teaching in the Elementary School (3-18)  
Provides the supervised teaching experience required for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom, discipline, and other relevant issues. A total of 15 weeks of full-time participation is required.  
Prerequisites: EDCI 204, 410, 414, 415, 416, 417 & 418; EDFO 305; FBI & DOJ Certificate of Clearance; CSET, CREST, CPR & TB tests; U.S. Constitution requirements; TPAs 1 & 2; & acceptance into the Teacher Education program.

EDCI 428 Curriculum and Instruction in Special Education (3)  
Study of practices and trends in educational programming for all exceptional students. Includes the development of knowledge and skills in defining objectives, planning instruction, assessment, evaluation of children with special needs, and program evaluation. Provides practical in special schools and classes for disabled.  
Prerequisite: EDPC 460

EDCI 429 Middle School Theory (3)  
This course is designed to prepare the in-service secondary teacher 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 populations; (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.  
Prerequisites: EDCI 204, EDFO 305 & acceptance into the Teacher Education program.

EDCI 429L Middle School Theory Laboratory (1)  
A field experience is required for application of skills learned in the course. The field experience will be in a single subject classroom. Concurrent registration in EDCI 429 is required.

EDCI 430 Secondary Theory and Practice (3)  
Involves selecting and organizing learning materials and opportunities. Identifies appropriate teaching strategies and provides instruction in developing course outlines and unit plans. Deals with the organization, management, and discipline of the classroom. A practicum is required for students without teaching experience.  
Prerequisites: EDCI 204, 429, EDFO 305 & acceptance into the Teacher Education program.

EDCI 430L Secondary Theory and Practice Laboratory (1)  
A field experience is required for application of skills learned in the course. The field experience will be in a single subject classroom. Concurrent registration in EDCI 430 is required.

EDCI 432 Instructing the Learning Handicapped (3)  
A study of educational models and strategies for teaching the learning handicapped students. Includes an investigation of the characteristics of students with learning problems as well as instructional techniques for promoting maximum cognitive and social development, with an emphasis on the use of computers in the curriculum. A 25 hour practicum of observation and instruction is a component of this course.  
Prerequisite: EDCI 564 or EDPC 460

EDCI 433 Instructing Students with Behavior Disorders (3)  
Designed to aid special education and regular education teachers to maximize educational experiences for students with behavior disorders in elementary and high schools. Emphasis is placed on the forces which have an impact on behavioral, academic, social, and communication skills in students with behavior disorders. (See EDCI 533.)

EDCI 456 Student Teaching of Religion in Secondary Schools (9)  
Provides the supervised teaching experience required for Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.  
Prerequisites: EDCI 204, 417, EDFO 305 & acceptance into the student teacher program.
EDCI 457 Student Teaching in the Secondary School (3-18)
Provides the supervised teaching experience required for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.
Prerequisites: EDCI 204, 410, 416, 417, 419, 429 & 430; EDFO 305; CSET, CBEST, CPR & TB tests; U.S. Constitution requirements; TPAs 1 & 2; & acceptance into the Teacher Education program

EDCI 464 Special Education in the Regular Classroom (3)
Identifies emerging responsibilities of the regular educator for the education of children with special needs. Methods of identifying such children and developing for them individualized programs and appropriate teaching strategies.

EDCI 498 Teaching Performance Assessment Seminar (1)
The state of California requires that all multiple and single subjects credential candidates attending California teacher preparation programs pass the four Teaching Performance Assessments. This seminar prepares students to take the four Teaching Performance Assessments.

EDCI 499 Projects and Topics in Curriculum & Instruction (1-3)
Individual research and study under the guidance of a curriculum instructor. A minimum of 30 clock hours of study time is expected for each unit of credit.
Prerequisites: Consent of instructor & department chair

EDCI 500 Teaching Performance Assessment Seminar (1)
The state of California requires that all multiple and single subjects credential candidates attending California teacher preparation programs pass the four Teaching Performance Assessments. This seminar prepares students to take the four Teaching Performance Assessments.

EDCI 502 Teaching in the Multicultural Classroom (3)
This is the first course in route to a California teaching credential and for North American Division certification. In addition to an introduction to the history of public education, the following topics are covered: motivation, lesson design, teaching strategies, discipline and classroom management, and professionalism. An observation component is based on these last five components. This course is required for admission to teacher education. ELD, components and mild/moderate disabilities are addressed.

EDCI 503 Health Perspectives for Teachers (3)
A survey of health principles applied to daily living taught from a Christian perspective. Topics include mental, alcohol, and drug related problems; sex education; nutrition; disease; and safety education. This course meets the certification requirements for the North American Division and credential requirements for the State of California in health education for teaching credentials.

EDCI 504 Philosophical Aspects of Christian Education (3)
The foundational course which integrates the education of the spirit, the body, and the mind. This course provides a framework for future research and scholarly pursuits. Meets the credentials requirement for the class Principles of Seventh-day Adventist Education, utilizing the structure of philosophy as a way of examining these principles.

EDCI 506 Learning and Assessment (3)
A practical introduction to the principles and techniques of designing evaluation activities and tests for measuring classroom learning and instructional products. Includes criterion-referenced approaches, formative and summative instruments, critical incident observations, and other related measurement concepts.

EDCI 507 Psychological Theories of Instruction (3)
Theoretical approaches to learning and teaching for the purpose of developing better understandings of the psychological dynamics underlying various learning and classroom practices.

EDCI 510 Classroom Management (2)
This course focuses on classroom management and discipline. It examines a variety of strategies for effective classroom management and acceptable classroom practice.

EDCI 510L Classroom Management Lab (1)
This laboratory experience provides opportunity for the credentials candidate to interview teachers, and observe and practice good classroom management techniques.

EDCI 511 Advanced Safety and Health in Education (3)
Safety and health, including the physical, mental, emotional, and social aspects of the individual student and school site, are dealt with in terms of maximizing student achievement. Specific strategies for prevention and intervention are included. Federal and state laws, district policies, and school site implementation are discussed. Twenty hours of fieldwork are required.

EDCI 512 Faith and Learning (3)
This course examines contemporary thinking about spirituality, world views, epistemology, ontology, and axiology as they relate to Christian and public education. The focus is on the development of educators who are critical thinkers that are able to examine, evaluate, and synthesize values, spirituality, and education.

EDCI 513 Advanced Study of Teaching English Learners (3)
In this course, each candidate builds on the knowledge, skills, and abilities acquired during the professional Teacher Education program for the delivery of comprehensive, specialized instruction for English learners. Thirty hours of fieldwork is required.

EDCI 514 Curriculum Planning (3)
Provides an overview of current and historical philosophical trends; studies 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 Computers in the Curriculum (3)
Designed to develop teacher skills in computer-assisted and computer-managed instruction against a background of the legal, social, and ethical issues related to the use of educational technology. Meets computer requirements for the California State Clear Teaching Credential and the North American Division educational technology initial and renewal certification requirements.
EDCI 517 Contemporary Praxis in Education, K-12 (3)
Examines current methodological trends, procedures for instruction, and opportunities for developing materials and assessment. Experience in prescribing appropriate learning activities and evaluating student progress.

EDCI 518 Reading in the Content Area (4)
Designed to assist the prospective single subject teacher to acquire knowledge and skills in teaching reading. The specific components of the reading process are examined, as well as appropriate methods and materials to be used in reading instruction. Assessment of students’ strengths and weaknesses relative to the reading act, the development of curriculum objectives, and planning of instruction are also included. Applications of skill and knowledge are provided through a practicum, in a single subject classroom. ELD and mild/moderate disabilities components addressed.
Prerequisites: EDCI 204, EDFO 305 or EDCI 507 & acceptance into Teacher Education Program

EDCI 518L Reading in the Content Area Laboratory (1)
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the secondary reading class. Must be taken in conjunction with EDCI 518.

EDCI 519 Principles and Practices of Discipline (3)
Examines certain basic principles of discipline, reviews a variety of philosophical approaches to discipline, and identifies practical procedures for administrators and teachers by which to attain and maintain acceptable school and classroom management. (See EDCI 533.)

EDCI 520 Reading K-8 (4)
Reading is designed to aid the prospective teacher in developing knowledge and skills in the teaching of developmental reading in grades K-8. The specific components of the reading process are examined as well as appropriate methods and materials to be used in instruction. Assessment of students’ strengths and weaknesses relative to the reading act, the development of curriculum objectives and planning of instruction are also included. ELD and mild/moderate disabilities components are addressed.
Prerequisites: EDCI 204, EDFO 305 or EDCI 507 & acceptance into the Teacher Education Program

EDCI 520L Reading K-8 Laboratory (1)
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the elementary or junior high school reading class. Must be taken in conjunction with EDCI 520.

EDCI 521 Mathematics K-8 (3)
The purpose of this course is to explore 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.

EDCI 521L Mathematics K-8 Laboratory (1)
This practicum is provided in a multicultural classroom where students may develop their teaching skills by putting theory into practice. Must be taken in conjunction with EDCI 521.

EDCI 522 Language and Literacy K-12 (3)
Development of an integrative approach to teaching language, writing and basic language skills necessary for a successful use of the English language in both elementary and secondary schools. CLAD components addressed.
Prerequisites: EDCI 204, EDFO 305 or EDCI 507 & acceptance into Teacher Education Program

EDCI 523 Culture, Society, Religion, and Ethics (4)
This course will focus on pedagogy, theory, research, and practice relating to the historical, legal, social, political, religious, and economic understandings of multiple linguistic and cultural groups as they relate to education in California. Students will demonstrate their ability to appropriately use English to teach and communicate. There will be a focus on use of appropriate materials and the ability to plan equitable lessons. A study will be made of teaching religion, values, and spirituality in Adventist schools; teaching about religion in public schools; and the practice of ethical and moral teaching.
Prerequisites: EDCI 204, EDFO 305 or EDCI 507 & acceptance into Teacher Education Program

EDCI 524 Student Teaching in the Elementary School (1-18)
Provides the supervised teaching experience required for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom, discipline, and other relevant issues. Eighteen weeks of full-time participation is required.
Prerequisites: EDCI 204, 414 or 520, 415 or 521, 416 or 522, 417 or 523, 418 or 527, EDFO 305 or EDCI 507, acceptance into the Teacher Education Program, FBI & DOJ Certificate of Clearance, acceptance into Student Teacher Education, CBEST, CSET, TB Test, CPR, U.S. Constitution requirement & TPAS 1 & 2

EDCI 525 Elementary Intern Fieldwork (1-18)
Offers an internship teaching program in collaboration with the local conference or district and the School of Education. Fills the need of currently employed teachers who have completed all the requirements for the basic credential, with the exception of student teaching.
Prerequisites: EDCI 204, 414 or 520, 415 or 521, 416 or 522, 417 or 523, 418 or 527, EDFO 305 or EDCI 507, acceptance into the Teacher Education Program, FBI & DOJ Certificate of Clearance, acceptance into Student Teaching, CBEST, CSET, TB Test, CPR & U.S. Constitution requirement

EDCI 526 Organization & Management of Multigrade Schools (3)
Designed for teachers in one- and two-teacher schools. A study of such topics as curriculum integration; daily and weekly schedules; relationships with board, constituency, and conference; maintenance of cumulative records and register; testing programs; care of facilities; and ordering of supplies.

EDCI 527 Science and Health K-8 (2)
Identifies the scope, sequence, methods, materials, and equipment utilized in teaching science and health. Coordinates the student’s learning experience in science and health among the home, school, and commu-
EDCI 528 Curriculum and Instruction in Special Education (3)
Study of practices and trends in educational programming for all exceptional students. Includes the development of knowledge and skills in defining objectives, planning instruction, assessment, evaluation of children with special needs, and program evaluation. Provides practice in special schools and classes for the handicapped.
Prerequisite: EDPC 460 or EDPC 560

EDCI 529 Middle School Theory (3)
This course is designed to prepare the in-service secondary teacher 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.
Prerequisites: Acceptance into the Teacher Education Program, EDCI 204, EDFO 305 or EDCI 507, acceptance into Student Teaching & TPAs 1 & 2

EDCI 529L Middle School Theory Laboratory (1)
A field experience required for the application of skills learned in the course EDCI 529. Must be taken in conjunction with EDCI 529.

EDCI 530 Secondary Theory and Practice (3)
Examines current theories of secondary education and practice. Involves selecting and organizing learning materials and opportunities. Identifies appropriate teaching strategies, provides instruction in developing course outlines and unit plans. Deals with organization, management, and discipline of the classroom.
Prerequisites: Acceptance into Teacher Education Program, EDCI 204, EDCI 529, EDFO 305 or EDCI 507, acceptance into Student Teaching & TPAs 1 & 2

EDCI 530L Secondary Theory and Practice Laboratory (1)
A field experience is required for application of skills learned in the course. The field experience will be in a single subject classroom. Must be taken in conjunction with EDCI 430.

EDCI 532 Instructing Students with Mild/Moderate Disabilities (3)
A study of educational models and strategies for teaching the learning disabled students. Includes an investigation of the characteristics of students with learning problems, as well as instructional techniques for promoting maximum cognitive and social development, and an emphasis on the use of computers in the curriculum. A 25-hour practicum of observation and instruction is a component of this course.

EDCI 533 Instructing Students with Behavior Disorders (3)
Designed to aid special education and regular education teachers to maximize educational experiences for students with behavior disorders in elementary and high schools. The emphasis is on forces which impact behavioral, academic, social, and communication skills in students with behavior disorders. (See EDCI 519.)

EDCI 534 Fieldwork in Special Education (3-9)
Provides the supervised teaching experiences required for the state Specialist in Special Education (Learning Handicapped) Credential. Includes a weekly seminar.
Prerequisites: Completion of basic generic & advanced specialization courses in special education (learning handicapped) & 9 units of EDCI 425 or SE4, for elementary, or EDCI 457 or 556, for secondary

EDCI 537 Diagnosis of Reading Difficulties (3)
Examines the various causes of reading disabilities and the procedures and instruments for diagnosing reading problems. A practicum is included in which students use formal and informal assessment instruments to identify specific reading problems and develop individualized educational plans.
Prerequisite: EDCI 414 or 520

EDCI 538 Remediation of Reading Difficulties (3)
Examines various instructional procedures, strategies, and materials for remediating reading disabilities in students in special education classrooms and in regular classrooms. A practicum is included in which students plan for instruction and tutor individuals with reading problems.
Prerequisite: EDCI 414 or 518

EDCI 539 Reading Strategies, K-12 (3)
Explores methods for improving reading instruction in the elementary school by developing a knowledge base and skills in the areas of reading in a multicultural classroom. Study is given to sociological and psychological aspects related to reading, methods, and materials for evaluation and instruction, and procedures for organizing and implementing instruction.

EDCI 540 Cross Cultural and Bilingual Instruction (3)
The focus of this course is on bilingual/English language acquisition and development. The course gives specific consideration to Hispanic cultures and Spanish language acquisition including theories and models of first and second language development.

EDCI 541 Cultural Diversity and Teaching (3)
Designed to include the study of the nature of culture and how teachers can learn about the cultures of their students. Focus will be on the ways teachers can use their knowledge and understanding of culture to improve education for students of various cultures. Cultural diversity in California and the United States, cultural contact, cultural demographics, and immigration.

EDCI 542 Multicultural Teaching (3)
Focus of this course is the teaching in a bilingual classroom in Spanish. It will examine the historical, cultural, and socioeconomic origins and characteristics of Hispanic cultures. This course will further examine the influences of Hispanic cultures on California and the United States by the study of major historical periods and events, historical and contemporary demographic patterns, relationships between the dominant culture, the culture of emphasis and other cultures.

EDCI 543 Methodology for Primary Language Instruction (3)
This course will focus on developing cultural and language skills of Spanish speakers. It will examine approaches to teaching academic content in Spanish. It will examine methods and organizational strate-
gies for the use of English and Spanish. The course will consider models of teaching in bilingual classrooms and how to select culturally and linguistically appropriate primary and second language materials.

EDCI 545 Brain Science and Learning (3)
Designed to aid all educators in understanding what current brain 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 learning theories.

EDCI 547 The Bible in Curriculum Planning (3)
Explores the question of how faith is integrated with learning, using the perspectives of various educators. Emphasizes Christian principles as found in the Bible, and their applicability to different types of educational settings.

EDCI 550 Instructional Models and Origins of Learning (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 Analysis of Curricular Alternatives (3)
Examines trends in and varieties of curricular practices in the United States. Focuses on sociological trends influencing curriculum, including: reform, standards, ideologies, and improvement of curricular practices.

EDCI 556 Student Teaching in the Secondary School (1-18)
Provides the supervised teaching experience for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.

EDCI 557 Secondary Intern Fieldwork (3-18)
Offers an internship teaching program in collaboration with the local conference or district and the School of Education. Fills the need of currently employed teachers who have completed all the requirements for the basic credential, with the exception of student teaching.

EDCI 559 Curriculum Development for Early Childhood Education (3)
Investigates approaches to the curriculum for the young child as a basis for the development of an approach unique to the child.

EDCI 562 Early Childhood Education (3)
Examines the question of how faith is integrated with learning, using the perspectives of various educators. Emphasizes Christian principles as found in the Bible, and their applicability to different types of educational settings.

EDCI 564 Special Education in the Regular Classroom (3)
A study of the responsibilities of the regular educator and the special educator for teaching students with special needs. Methods of identifying students with disabilities, planning individualized educational programs, and developing appropriate teaching strategies are explored. Federal and state laws governing the education of students with special needs are included. Twenty hours of observation is required.

EDCI 565 Administration of Early Childhood Programs (3)
Administration of budgets, supervision of children, supervision of personnel, meal planning, safety, license requirements, salaries, fees, hiring, marketing, policies, which are studied in this course, prepare the student to run and manage a successful early childhood program.

EDCI 566 Group Care Planning (3)
The focus of this course is methods of effective implementation of group care for preschool children. Students learn to plan developmentally appropriate activities, programs, materials, meals, and curriculum. Areas of emphasis include: self-esteem, positive group techniques, program planning, and group management.

EDCI 567 The Child in Family Systems (3)
This course studies the importance of understanding the functions, structures, and importance of family structures. During the course students will study child nutrition, available resources, nurturing and safety issues. Also included are issues of good parenting, and how to recognize neglect and child abuse.

EDCI 568 Early Childhood Development (3)
Throughout this course are theories of child development from birth to 6. Included in this course are implications of practice on the development of the child. Developmentally appropriate activities for physical, cognitive, social, and emotional health of children are studied. Students will learn how to recognize developmental milestones and to plan appropriate physical, cognitive, social, and language activities.

EDCI 569 Curriculum Development for Early Childhood Education (3)
This course focuses on developmentally appropriate curriculum for early childhood programs. It examines the best and most appropriate practices for children. Specific strategies for content appropriate activities are studied and developed. Students will learn how to plan creative environments appropriate to developmental stages.

EDCI 570 Oral Communication & English Language Learners (3)
This course is designed for graduate students interested in methods and techniques to teach English language components (grammar, vocabulary, pronunciation) and the theories related to language description, language learning, and language use with emphasis on factors, which affect second-language acquisition and learning.

EDCI 571 Cultural Issues for English Language Learners (3)
This course discusses cultural issues and the English language learner. Students will study concepts and research methodologies within the context of culture. The course will focus on: cultural issues and psychological aspects of second language learning, communicative competence and cultural differences, second language and culture teaching, and methodologies for teaching English as a second language.
EDCI 572 History and Politics of TESOL (3)
History and Politics of TESOL is a course designed for graduate students at an advanced level who are interested in the study of language policies, social linguistic change, and cultural and pedagogic trends in the field of TESOL/TEFL. This course promotes critical reading and thinking through a dialogical approach.

EDCI 573 Written Communication & English Language Learners (3)
The focus of this course is on the methods and techniques to teach writing to ESL/EFL students. This course examines the writing-as-process approach to teaching writing. Also, this course addresses theories related to the teaching and learning of writing skills.

EDCI 574 Curriculum Issues for English Language Learners (3)
Current curriculum issues affecting ESL/EFL education is the focus of this course. In order to understand those issues and their impact on the present ESL/EFL teaching and learning, this course will rely on studies of methodological, ideological, and theoretical trends and research. This course promotes an emphasis theory and application.

EDCI 577 Directed Readings in Curriculum and Instruction (1-4)
The study and method of reporting to be arranged with a curriculum instructor. A minimum of 40 clock hours of study time is expected for each unit of credit. Approval by the department chair is required.

EDCI 578 Fieldwork in Curriculum (3)
Provides opportunity to participate in curriculum planning and development at various educational levels and in a variety of settings.

EDCI 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 Seminar in Curriculum (1-3)
Discussion of teaching and curricular issues. Specific topics will vary and will be indicated on the student’s transcript.

EDCI 597 Master’s Project (3-6)
As a culminating scholarly experience master’s degree students are required to do a research/writing project. See department chair for details.

EDCI 598 Seminar in Current Trends (3)
The seminar discussions will be based on current thought and writings in curriculum and administrative implementation. Reading will be from the current literature and newsletters from professional organizations. This course is structured to view curricula from both administrative and instructional viewpoints.

EDCI 599 Research Topics in Curriculum and Instruction (2-6)
Individual research and study under the guidance of a curriculum instructor. A minimum of 40 clock hours of study time is expected for each unit of credit.
Prerequisites: Approval of the instructor & department chair

EDCI 601 History and Survey of TESOL (3)
History and development of theories and methods for instruction in and through English including approaches with a focus on English language development and content area instruction. Overview of syllabus design.

EDCI 602 Oral Communication & English Language Learners (3)
Analysis of research, curriculum design, and selection of materials and strategies for the teaching, development, and evaluation of listening/speaking skills in English. Opportunities for practice and observation.

EDCI 603 Curriculum Issues for English Language Learners (3)
Survey of approaches to ESL course and syllabus design, including materials selection, adaptation, development, and evaluation. Students will learn to create and administer original, valid, and reliable ESL assessment tools and to select, adapt, and develop appropriate instructional materials for use in all ESL media: texts, films, audio-tapes, video-tapes, records, and programmed materials. Provides students with appropriate classroom management skills. Combines textbook readings, one-on-one consultation with a teacher mentor, and teaching practice and classroom observation in connection with La Sierra University’s English as a Second Language program.

EDCI 604 Written Communication & English Language Learners (3)
Analysis of research, curriculum design, and selection of materials and strategies for the teaching, development, and evaluation of written skills in English. Opportunities for practice and evaluation.

EDCI 605 Cultural Issues for English Language Learners (3)
How to teach students about various aspects of American culture with emphasis on the American outlook, American holidays and the ways Americans think about themselves and others. Participants will be encouraged to compare and contrast values, attitudes and cultural patterns of the United States and other countries of the world.

EDCI 614 Seminar in Early Childhood Education (3)
Study of early childhood, with implications for the curriculum of the preschool child.

EDCI 628 History of Curriculum Design and Development in Higher Education (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. American colleges and universities emphasize on general and specialized curriculum will be studied in light of their historical and recent constituencies.

EDCI 629 Personalizing Instruction (3)
Examines procedures for individualizing instruction as well as opportunities for developing materials to aid the teacher in the individualization of instruction. Student studies personalization that is based on a solid foundation of cognitive theory, group learning, and pedagogy.

EDCI 630 Pedagogy and Practice in Higher Education (3)
Examines instructional planning and classroom procedures as they apply to academic and clinical training at the postsecondary level. 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 The Development and Implementation of Curriculum (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 647 Religion in Curriculum Planning (3)
Explores the question of how faith is integrated with learning using the perspectives of various educators. Emphasizes Christian principles as found in the Bible, and their applicability to different types of educational settings. Studies the axiology and epistemology relating to religious curriculum planning.

EDCI 651 Curriculum Development in Higher Education (3)
Examines principles of curriculum development, including the selection, organization, and evaluation of learning experiences. Examines the nature, place, and interrelationship of general and specialized education in higher education.

EDCI 660 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 663 Theories of Early Childhood Education (3)
Investigates approaches to the curriculum for the young child as a basis for the development of an approach unique to the child.

EDCI 668 Textbook and Curriculum Materials Analysis (3)
Explores the principles and procedures involved in the analysis and selection of curriculum materials within the framework of a given philosophy of education. Critical examination is made of philosophies, theories, practices and content of materials.

EDCI 670 The Use of Curriculum Materials in Teaching Thinking Skills (3)
Helps educators acquire proficiency in the preparation and development of curriculum materials based on cognitive theory. Offers the students the opportunity to examine theoretical frameworks, and political practices in the development, and use of curriculum materials.

EDCI 674 Curriculum Design in Religious Education (3)
Applies the principles of curriculum planning and design to the unique task of religious education. Examines denominational textbooks and other curriculum materials designed to meet the needs of students K-12.

EDCI 677 Directed Readings in Curriculum and Instruction (1-4)
The study and method of reporting to be arranged with a curriculum and instruction 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 678 Research of 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 689I Glasser Practicum (1-4)
Course focused on Choice Theory; lead-management techniques; and how to apply it personally and in the school setting, to manage students without coercion, to confer effectively with colleagues, students, and parents, and to improve relationships with others.

EDCI 694 Seminar in Curriculum and Instruction (1-3)
Discussion of contemporary issues in curriculum and instruction. Topics are chosen on the basis of current issues, concerns, and needs.

EDCI 695 Seminar in Educational Technology (3)
Exploration of contemporary technologies and related issues in curriculum and instruction. Designed to develop teachers’ technical and instructional skills. Meets the computer requirements for the North American Division educational technology renewal certification requirement. May be repeated.

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.

EDCI 699 Research Topics in Curriculum and Instruction (2-6)
Individual research and study under the guidance of a curriculum instructor. A minimum of 40 clock hours of study time is expected for each unit of credit.
Prerequisites: Approval of the instructor & the department chair

EDCI 798 Doctoral Dissertation (1-12)
May be repeated to a total of 12 units.
Prerequisites: Dean’s office & departmental approval
PROGRAM IN
Education Technology

PROGRAM FACULTY

**Anita O. Oliver**, Chair
Professor of Curriculum and Instruction (1990)
PhD University of Wisconsin - Madison 1993
Curriculum and Instruction, Educational Policy Studies

**Sandra J. Balli**
Associate Professor of Curriculum and Instruction (2005)
PhD University of Missouri 1995

**Linda Caviness**
Professor of Curriculum and Instruction (1999)
PhD Andrews University 2001
Leadership, Cognitive Science

**Lolita Davidson**
Associate Professor of Curriculum and Instruction (2006)
EdD La Sierra University 1991
Curriculum and Instruction

**Sandra Green**
Associate Professor of Curriculum and Instruction (2006)
EdD La Sierra University 2002
Curriculum and Instruction, Special Education

**Elissa Kido**
Professor of Curriculum and Instruction (2001)
EdD Boston University 1980
English Education

COLLABORATING FACULTY

**Marilyn Eggers**
PhD Andrews University 1999
Leadership, Technology in Education

**Susan Holiday**
EdD La Sierra University 2005
Curriculum and Instruction

**Janet Mallery**
EdD Loma Linda University 1989
Curriculum and Instruction

**Tonya Perry**
EdD La Sierra University 2006
Curriculum and Instruction

**Anthony Piña**
EdD La Sierra University 2005
Educational Administration and Leadership

OBJECTIVES
The immediate goal of this program is to provide courses for classroom teachers and administrators that will assist them in appropriately integrating technologies with learning and administrative functions. The content of these courses is based on the recommendations of the current leaders in educational technology.

COMPETENCIES AND COURSES
The goals for integrating educational technology are described in twelve competencies. The courses cover topics such as learning theory, the appropriate use of the Internet, using and managing school technology resources, and developing plans for integrating computers and other technologies in the curriculum. Students may take one or more courses but need to complete 18 units for the Certificate Program.

CERTIFICATE PROGRAM

- **Prerequisites:**
  Basic computer skills
  Introduction to technology course equivalent to EDET 505

- **Required Core Courses (12 units):**
  EDET 524
  EDET 536
  EDET 545
  EDET 597 or 657

- **Electives (6 units to be selected from the following):**
  EDET 534
  EDET 575
  EDET 595
  EDET 624
  EDET 634
  EDET 635
  EDET 654

**TOTAL: 18 UNITS**
MASTER OF ARTS
CURRICULUM AND INSTRUCTION
WITH AN EMPHASIS IN TECHNOLOGY

The academic degree of Master of Arts in Curriculum and Instruction with an emphasis in technology requires 15 units of core courses, 15 units in technology, and 15 elective units in curriculum and instruction. After completion of the degree, the student is eligible to apply for a doctoral program.

- **SE Discipline Core Courses (15 units from the following):**
  - EDCI 512
  - EDCI 514
  - EDAD 524
  - EDPC 540
  - EDRS 504

- **Educational Technology Courses (15 units from the following):**
  - EDET 524
  - EDET 536
  - EDET 545
  - EDET 554 or 654
  - EDCI 597

  **NOTE:** Three additional electives from Curriculum and Instruction Technology Courses may be taken to complete the Technology Certificate in addition to the Master’s Degree

- **Elective Courses (15 units):**
  15 units from Curriculum and Instruction courses or 12 units from Curriculum and Instruction plus three additional technology units

**TOTAL:** 45 UNITS
EDET 554 Mentoring in Educational Technology (3)
This course involves planning and designing professional development activities and programs for educational workshops, in-services, seminars, parent and student groups, community partnerships, and other informational settings that use/could use technologies to enhance their programs. Project includes preparing and presenting one of the above.

EDET 575 Leadership and Change in Educational Technology (3)
The professional will observe and critique schools that have effectively integrated technology into the curriculum. A reflective analysis is required with consideration of how change has affected the learning environment. The project will include construction of a database synthesizing raw data to be used in program analysis including assessment, decision making, financial planning, administrative support systems, and long-term strategic planning.

EDET 595 Topics in Instructional Strategies (3)
Project-based course involving the interface of specific classroom learning with technology. (This course relates to the student’s credential subject). The course will meet the professional’s interests and needs in terms of application, subject, and level of instruction. Since this is a topics course the title will vary reflecting content. The course may be repeated with different content for up to six credits.

EDET 597 Professional Portfolio Development (3)
This capstone course includes creating an e-portfolio that both incorporates the student’s work in previous technology courses as well as other experience and demonstrates a competency level with technologies in relation to teaching and learning. The portfolio will include additional artifacts designed with multi-media streaming to be posted for review by peers. The portfolio will be reported to local teachers, regional educational conferences, or national educational conferences.

EDCI 597 Master’s Project (3-6)
As a culminating scholarly experience, master’s degree students are required to do a research/writing project. See department chair for details.

EDET 624 Using and Managing School Technology Resources (3)
Provides an understanding of operating systems, computer networks, computer laboratories, and technical support in the school setting. Issues relating to facilities, resource management, software, purchasing, and technology planning will be explored. The class project requires the student to locate and review a school district that has integrated the administrative and teaching functions utilizing technology to streamline the facilities, resource management, software, purchasing, and technology planning.

EDET 635 Technology in Higher Education (3)
This course specifically reviews technology integration with administrative functions, curriculum planning, and their delivery in post-secondary settings. Emphasis will be on Classroom Management Systems (CMS), Web-supported online course delivery, and fully online course delivery. Topics to be covered also include current research in the field, issues of quality, future growth issues, financial impact on institutions, faculty load, and intellectual property.

EDET 654 Mentoring in Educational Technology (3)
This course involves planning and designing professional development activities and programs for educational workshops, in-services, seminars, parent and student groups, community partnerships, and other informational settings that use/could use technologies to enhance their programs. Project includes preparing and presenting one of the above.

EDET 657 Professional Portfolio Development (3)
This capstone course includes creating an e-portfolio that both incorporates the student’s work in previous technology courses as well as other experience and demonstrates a competency level with technologies in relation to teaching and learning. The portfolio will include additional artifacts designed with multi-media streaming to be posted for review by peers. The portfolio will be reported to local teachers, regional educational conferences, or national educational conferences.
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. School psychologists develop specialized knowledge and skills for the identification and correction of learning disabilities and for the facilitation of academic, personal, and social development in children and adults at all levels of education. With regard to counselors, residence hall deans are introduced to the philosophy and operational procedures of residence hall counseling and management. Classroom teachers may enhance their abilities to guide the character-building and social growth of pupils in their care. Administrators learn the art of communication, group interaction, and personnel consultation.

An educational psychologist learns not only to understand the psychological bases of learning, development, and behavior but also to apply such understandings to the solution of educational and personal problems within the classroom, home, and community. With more advanced programs, opportunities are opened for college teaching, clinical applications, and the practices of psychological services. Professional growth opportunities are also available for those who are less involved with school activities. Church or youth workers may pursue the Christian dimensions of problem solving and decision making. Social workers, career consultants, community agency counselors, health-care providers, juvenile officers, mental health clinicians, and others are offered enrichment, renewal, and certification as they prepare themselves for greater effectiveness in their efforts to serve others.
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 (program for a school counseling credential)
- Specialist in Education for School Psychology (program for a school psychologist credential)
- Specialist in Education for Educational Psychology
- Doctor of Education in School Psychology and Measurement
- Doctor of Education in Educational Psychology

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 documented behaviors and/or personality/characterological limitations that are inconsistent with the professional expectations for a graduate of the program, it will be necessary for the student to withdraw from the program.

CREDENTIALS OFFERED
The California Commission on Teacher Credentialing has fully approved and endorsed the La Sierra University credential programs for the following credentials. For more information, refer to the School of Education section of this bulletin.

- School Psychology
- School Counseling

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. A more detailed discussion on credential requirements is given in the School of Education section of this bulletin.

FACILITIES AND SERVICES
Located in the upper level of the School of Education Building, the Department of School Psychology and Counseling enjoys unique facilities and services in which practical experiences may be combined with theoretical learning. Several small counseling rooms are equipped for video and audio recording, and one-way windows permit individual or group observations under controlled conditions. The confidential Test Library is stocked with specimen sets and research materials for many tests and inventories used by counselors and school psychologists. The Center for Research Facilitation is an integral facility serving all departments within the School of Education.

COURSES

UPPER DIVISION

EDPC 404 Standardized Testing in Education (3)
The development of competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in education and counseling. Theoretical principles and issues presented together with hands-on applications. Practicum required.

EDPC 460 The Exceptional Child (3-4)
A study of the determinants, characteristics, problems, and adjustments of both children with mental, physical, emotional, or social disabilities, and of gifted and talented children. Intervention techniques used with children with disabilities, rights of children under the Americans with Disabilities Education Act. Open to upper division, graduate, or postgraduate students only. Credit not allowed for this course and PSYC 464.

GRADUATE

EDPC 504 Standardized Testing in Education (3)
The development of competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in education and counseling. Theoretical principles and issues presented together with hands-on applications. Open to upper division, graduate, and postgraduate students only. Practicum required.

EDPC 504-P Standardized Testing in Education Practicum (1.5)
Exercises will be performed to ground the student in identifying valid and reliable instruments. Students will be required to develop a standardized test (cognitive, achievement, or psychosocial).

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 524 Lifespan Development (3)
The life cycle of human psychological growth and development from infancy to adulthood, with emphasis on the school years. A comprehensive survey of contemporary issues and research in developmental psychology.

EDPC 524-P Lifespan Development Practicum (1.5)
Hands-on activities may include, but are not limited to, preschool, K-12, and college settings; adult day care, senior citizen centers, or nursing home experiences.

EDPC 540 Principles of Counseling (3)
A core course which provides a historical and philosophical perspective of the field of counseling. Legal and ethical issues are integrated with a sensitivity to the challenges of diversity. Resources and professional organizations are reviewed to encourage professional development.
EDPC 554 Education and Career Planning (3)

EDPC 554-P Education and Career Planning Practicum (1.5)
Activities may include assessing career interest inventories, visiting community college career centers, and/or research.

EDPC 560 The Exceptional Child (3)
Advanced study of the determinants, characteristics, problems, and adjustments of children who deviate markedly from the norm in their mental, physical, emotional, or social aptitudes, traits, and tendencies. Emphasis on educational methods and adaptation.
Restriction: Only open to upper division, graduate & postgraduate students

EDPC 561 Counseling Theory and Principles (3)
A study of the theory, ethics, and practice of counseling, interviewing, and relating in various school guidance situations. Real and simulated situations using video and tape recorders.
Prerequisite: EDPC 540

EDPC 561-P Counseling Theory and Principles Practicum (1.5)
The course will include simulated situations using role-play or other creative assignments designed to apply theory and techniques found in EDPC 561-A.

EDPC 562 Counseling Practicum (3)
An opportunity for the student to participate in the counseling of individuals and groups under supervision, as a laboratory experience, prior to being placed for school-based experience in EDPC 565. Graded on an S/U basis for all students.
Prerequisites: EDPC 560 & 540

EDPC 564 Group Theory and Procedures (3)
Group counseling, theories of group-individual interaction, and the group communication process. Designed to give the prospective counselor insight into the development and structure of organized groups.

EDPC 564-P Group Theory and Procedures Practicum (1.5)
Practicum includes leading a variety of group-related counseling sessions under the appropriate supervision.

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 required for each unit of credit. Graded on an S/U basis for all students.

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. Applicable only to the non-credential program. May not be repeated for additional credit.
Prerequisites: EDPC 540; 561; 562 (can be concurrently enrolled); department approval; at least six weeks prior to placement & Health, Character & Criminal Clearances

EDPC 573 School Psychology and Counseling Ethics and Law (3)
This course will expose the candidate to ethical issues and decision-making skills within school psychology and counseling. Distinctions between ethical and ethical/legal mandates will be made. Case studies will be utilized to give the student concrete examples and experience in critically thinking through the issue(s). Attention to multi-cultural/multi-contextual issues will take place throughout the course.

EDPC 573-P School Psychology and Counseling Ethics and Law Practicum (1.5)
The student will be expected to apply knowledge from EDPC 573-A to real life cases with no prior knowledge of outcomes.

EDPC 577 Directed Readings (1-4)
Assigned readings in current journals, textbooks, or other library sources for the purpose of specialized learning in selected topics or for updating previous studies. Typically requires a report in the form of a written summary, precis, or topical paper. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.
Prerequisite: Consent of the department chair

EDPC 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 599 Independent Study in EDPC (1-3)
The application of research methodology to the investigation of a limited, localized problem or program evaluation. Typically requires a written report in a format suitable for journal publication. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.
Prerequisite: Consent of the department chair

EDPC 607 Dynamics of Personality (3)
Factors contributing to personality development and adjustment, including theoretical explanations of behavior. Implications for effective intellectual, emotional, and social functioning.

EDPC 610 Human Sexuality (4.5)

EDPC 615 Child, Partner, and Elder Abuse (4.5)
Overviews the definitions, incidence, detection, assessment, effects, and the ethical, legal, and therapeutic management of child, partner, and elder/dependent-adult abuse. Perpetrator and victim characteristics, including cultural and ethnic diversity factors.

EDPC 620 Marriage and Family I Systems Theory (4.5)
This class deals with families and couples into nurture change and development. This is accomplished by examining the “system” of interaction between individuals that make up the couple or family.
EDPC 621 Marriage and Family II Systems Interventions (4.5)
Building upon systems theory, different interventions are examined for couples and families. Interventions include but are not limited to psycho educational, reality, and systems coaching.
Prerequisites: EDPC 620

EDPC 631 Psychopathology (3)
A study of the etiology, clinical presentation, and treatment choices for behavioral disorders. The DSM-IV diagnostic criteria will be studied with a sensitivity to cultural and ethnic issues.

EDPC 631-P Psychopathology Practicum (1.5)
Students will be expected to defend their DSM-IV diagnosis of a selected case study in a moot court environment.

EDPC 635 Brief Therapeutic Interventions (4.5)
This class emphasizes a focus on diagnosing specific problems and appropriate direct interventions. In brief therapy, the therapist take responsibility for working more actively with the client in order to treat clinical and subjective conditions in a short amount of time. Brief therapy includes, but is not limited to, psycho dynamic and cognitive behavioral approaches.

EDPC 640 Neuropsychology (3)
This course will expose the candidate to two basic areas of study within a pre-grade 12 context: (1) neuroanatomy and brain functioning, and (2) neuropathology and brain dysfunction. Attention will also focus on assessment in neuropsychology as it is applied to the school setting.

EDPC 645 EDPC 645 (4.5)
A Study of psycho pharmacology, including the biological bases of behavior, basic classifications, indications, and contra indications of commonly prescribed psycho pharmacological medications. Emphasis given to making appropriate referrals and building a medical referral base for the appropriateness of medication evaluations.

EDPC 650 Mental Exceptionality (3)
The etiology, characteristics, and diagnosis of children whose cognitive functioning deviates from the norm. Implications for school and family considered for retardates, learning handicapped, and the mentally gifted.
Prerequisite: EDPC 460 or 560

EDPC 655 Advanced Counseling Theories and Techniques (4.5)
An Advanced study of counseling theories and techniques with attention given to assessment and treatment planning, clinical interventions, therapeutic relationships, and psychopathology.
Prerequisite: EDPC 561

EDPC 661 Academic Assessment and Intervention (3)
The purpose of this course is to help the student become familiar with the basic principles of research-based interventions in education-based observations and assessments, including those necessary for competence in multicultural communication. Students will compare models of consultation and models of collaboration in order to serve disabled persons and their families as well as interested professionals.
Prerequisites: EDPC 664, 665, 667 & 668; or consent of the instructor

EDPC 662 Behavioral Assessment and Intervention (3)
EDPC 662 is a graduate-upper level course that focuses on theoretical and empirical issues in assessing the interactions between people and their environments. Special focus will be given to direct and indirect methods of assessment across settings for school-aged children (3-21 years). Such assessment techniques will include direct observations in school and/or home settings, interviews, and self-report measures.
Prerequisites: EDPC 664, 665, 667 & 668; or consent of the instructor

EDPC 663 Neuropsychological Assessment and Intervention (3)
This class is designed to help students to understand the neuropsychology of autism spectrum disorder, seizure disorder, neuromuscular diseases, and other related neuropsychological disorders. Students will learn and engage in various tests and intervention methods related to neuropsychological disorders and diseases in educational contexts.
Prerequisites: EDPC 664, 665, 667 & 668; or consent of the instructor

EDPC 664 Standardized Testing and Individuals Assessment (3)
An overview of the theories of intelligence and their impact on assessment procedures. Supervised experience in the administration, scoring, and interpretation of the Wechsler Scales, and an introduction to report writing. Practicum required.

EDPC 664-P Standardized Testing and Individuals Assessment Practicum (1.5)
Student will involve in a test development or carry out psychometric studies and practices in relation to individual intelligence tests.

EDPC 665 Assessment of Individual Intelligence (3)
Supervised experience in the administration, scoring, and interpretation of the Stanford-Binet, Leiter, and other assessments of cognitive functions. Emphasis on alternative assessment measures for culturally disadvantaged and minority students. Instruction and experience in writing person-centered reports. Practicum required.
Prerequisite: EDPC 664

EDPC 666 Intervention Methods and Consultation (3)
Strategies for facilitating growth and development through problem prevention and early intervention in the education of exceptional pupils and those at risk in school. A case study approach including consultation techniques involving school personnel, parents, and community resources.

EDPC 666-P Intervention Methods and Consultation Practicum (1.5)
After participation in an organized ropes course, the student is expected to create a series of activities designed to build a unity for crisis teams, trouble youth, etc. and conduct a mini-ropes course themselves as a collaborative group.

EDPC 667 Assessment of Learning Development (3)
A practicum in diagnosis and remediation of learning difficulties, with emphasis on academic and perceptual assessment. Includes the utilization of a wide range of individual and group assessment instruments in laboratory and school situations.
Prerequisite: EDPC 664
EDPC 668 Assessment of Personal Adjustment (3)
Theory, methods, and instruments for assessing personality traits and social adjustment. Competencies developed with various types of personality inventories and projective techniques.

EDPC 670 School Psychology Seminar (3)
A casework practicum in preparing comprehensive individual education programs for normal and exceptional pupils in grades K-12. Includes procedures for parents and staff, in-service training of teachers, and program evaluation.
Prerequisites: EDPC 650, 661, 662, 664, 665, 667 & 668; or consent of the instructor
Corequisite: EDPC 663

EDPC 674 Report Writing and Practicum (150 hours) (3)
The practicum course will expose the candidate to beginning experiences and issues that school psychologists face. Candidates will apply referral questions and data collection strategies as well as practice making appropriate assessment choice, administration, scoring, and report writing. Ethical decision-making will be practiced whilst making these applications. Hours for this portion of the practica are typically acquired from the lab portion of the four assessment courses. In addition to these initial specific experiences, candidates will be placed in a field experience with a credentialed school psychologist who will supervise agreed upon experiences such as collaboration and consultation, wellness promotion, counseling and crisis intervention, educational planning and evaluation, and program planning and evaluation.
Prerequisite: For the nonlab portion, department approval at least six weeks prior to placement & completion of EDPC 650, 661, 662, 664, 665, 667 & 668

EDPC 675 Field Practice in School Psychology (300 hours) (1-3)
The field practice course will expose the candidate to a broad base of experiences and issues that school psychologists face in multi-cultural/ contextual settings. Building on initial experiences in EDPC 674, candidates will apply referral questions and data collection strategies as well as practice making appropriate assessment choice, administration, scoring, and report writing. Ethical decision-making will be practiced whilst making these applications. Hours are typically acquired from two school levels of pre-grade 12 so that candidates will have opportunities for diverse experiences. Candidates will fulfill this field experience with a credentialed school psychologist who will supervise agreed upon experiences such as individual assessment, collaboration and consultation, wellness promotion, counseling and crisis intervention, educational planning and evaluation, and program planning and evaluation.
Prerequisite: EDPC 664

EDPC 676 School Psychology Internship (1,200 hours) (4-12)
The internship credential is the culminating experience prior to receiving the California State Credential in school psychology. During this time, candidates have the opportunity to demonstrate the full range of skills acquired during formal training and initial practica and field experiences and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff. Candidates will fulfill this internship experience with a credentialed school psychologist who will provide face-to-face supervision in agreed upon experiences such as individual assessment, collaboration and consultation, wellness promotion, counseling and crisis intervention, educational planning and evaluation, and program planning and evaluation.

EDPC 694 Individual and Cultural Differences (3)
The application of differential psychology to testing, learning, and school psychology procedures. Emphasis on cross-cultural, ethnic, and sex differences.

EDPC 694-P Individual and Cultural Differences Practicum (1.5)
Attending no fewer than three cultural events approved by the instructor and sharing their experiences.

EDPC 696 Research Project (3)
Execution and report of a research study in education. Student to register for course after consultation with advisor.

EDPC 698 Thesis (6)
This course is centered around the writing of a thesis and will allow students to showcase their research abilities in the area concerning school psychology and counseling, as well as to pursue an issue of special interest in school psychology and counseling in further detail.

EDPC 699 Directed Study (1-4)
The application of research methodology to the investigation of a limited, localized problem or program evaluation. Typically requires a written report in a format suitable for journal publication. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.
Prerequisite: Consent of the department chair

EDPC 701 Seminar: Politics and 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. This class requires the completion of an individual research project.

EDPC 705 Seminar: Intervention, Consultation, & Assessment (3-4)
Analysis and discussion of the various roles of the professional consultant in the school setting. Topics include, but are not limited to, special needs requiring intervention and psychodiagnostic testing, the various intervention strategies and techniques employed when such intervention is required, and the purpose and goals of assessment.

EDPC 711 Seminar: Biological Psychology (3-4)
Presents fundamental research on education and assessment-related neuroscience and its implications for learning theory and practice and psychological assessment. The symbiotic nature of brain function examined, compared, contrasted, and aligned with current psychological assessment and classroom instructional applications.

EDPC 715 Seminar: Alcohol and Drug Addiction (3-4)
Presents recent research regarding how alcohol and various drugs affect brain chemistry. Assessment and diagnosis, a biopsychosocial model regarding etiology, and viable prevention and intervention models are also examined.
EDPC 715-P Seminar Practicum: Alcohol and Drug Addiction (1.5)
The student will attend no fewer than three self-help open meetings and report on his/her experiences.
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

EDUCATIONAL RESEARCH AND STATISTICS

EDRS 504 Methods and Materials of Research (3)
The terminology, methodology, and sequence of scholarly research, including problem formulation, literature review, sample selection, instrument design, statistical analysis, and report writing. Requires the production of a formal research proposal.

EDPC 504-P Methods and Materials of Research Practicum (1.5)
In addition to the formal research proposal stipulated in EDRS 504-A, students will be expected to gather a small research sample, conduct a data analysis, and report the results.

EDRS 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: EDRS 504

EDRS 702 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: EDRS 504 & EDRS 604

EDRS 703 Qualitative Research Methodology (3)
An introduction to qualitative research methods including ethnography. The literature is examined for information on qualitative processes, and field experience is provided for participant observation, interviewing, and the discovery of theory. Ethical considerations and the development of a qualitative research proposal are included.
Prerequisites: EDRS 504 & EDRS 604

EDRS 704A Quantitative Research Design (3)
Analysis of appropriate research designs for doctoral dissertations, and the development of a doctoral dissertation-quality research proposal.
Prerequisites: EDRS 504, 604 & either 702 or 703

EDFO 305 Psychological Foundations of Education (4)
An introduction to development and learning principles applicable to classroom instruction and management. Psychological approaches to individual and cooperative instructional models, evaluation processes, moral education, and teacher-pupil roles. A basic prerequisite for many credential courses.

EDFO 404 Philosophy of Christian Education (3)
Examination of the basic ideas about education held by the Seventh-day Adventist church; the application of these ideas in Adventist schools and other education programs. Meets the credentials requirement for the class “Principles of Seventh-day Adventist Education”, utilizing the structure of philosophy as a way of examining these principles.

EDFO 505 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 604 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 606 History of Educational Thought (3)
A study 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.
EDRS 704B Qualitative Research Design (3)
Analysis of appropriate research design for the qualitative doctoral
dissertation and the development of a doctoral dissertation-quality
research proposal using qualitative methodology.
Prerequisites: EDRS 504, 604 & 703

EDRS 712 Factor Analysis and Latent Modeling (3-4)
Examines theories and application of statistics related to latent vari-
ables including factor analysis, path modeling, and structural equation
modeling. Laboratory required with research application.
Prerequisites: EDRS 504, 604 & either 702 or 703

EDRS 721 Seminar: Standardized Test Development (3-4)
Planning and conducting a standardized test development related to
psychology, education, or other social issues. Laboratory required, and
completion of a standardized psychological test.
Prerequisites: EDRS 712 or EDRS 504, 604 & either 702 or 703

EDRS 750 Research Projects in School/Educational Psychology (3)
Students are required to complete one or more site-based, empirical
data-driven research paper(s) related to school psychology, educa-
tional psychology, and selected issue areas for a potential peer-review
conference presentation and/or publication.
Prerequisites: EDRS 712 or EDRS 504, 604 & either 702 or 703

EDRS 798 Doctoral Dissertation (1-12)
Structured research, either qualitative or quantitative in nature, guided
by the chair of the dissertation committee. Oral defense of written dis-
sertation upon approval of manuscript by the dissertation committee.
Prerequisites: Successful completion of the Qualifying Examination & con-
sent of the department chair

SECE 905 University Resources (1)
Students must register for this course in order to have access to univer-
sity 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 Continuation (1)
In order to maintain an active registration status, students who have
registered for all 12 units of dissertation credit and have not finished
their dissertations must register for one Continuing Education unit for
each quarter needed to complete the dissertation. In order to register
for this course, students are required to have a Continuing Registration
Contract on file with the School of Education.
DEPARTMENT FACULTY

JOHN W. WEBSTER, Dean
Professor of Theology and History of Christianity (1999)
PhD Princeton Theological Seminary 1995
systematic theology, history of christianity, philosophy, ethics

DOUGLAS R. CLARK, Associate Dean
Professor of Biblical Studies and Archaeology (2007)
PhD Vanderbilt University 1984
biblical languages, old testament, archaeology

KENT BRAMLLETT
Assistant Professor of Archaeology and History of Antiquity (2010)
PhD University of Toronto 2009
biblical language, near eastern archaeology, and history of antiquity

LAWRENCE T. GERATY
Professor of Archaeology and Old Testament Studies (1993)
PhD Harvard University 1972
old testament studies, archaeology

V. BAILEY GILLESPIE
Professor of Theology and Christian Personality (1970)
PhD Claremont Graduate University 1973
theology, christian nurture, ministry

FRITZ GUY
Research Professor of Philosophical Theology (1961, 1990)
DD hc La Sierra University 2002
PhD University of Chicago 1971
theology, philosophy of religion, research and writing

KENDRA HALOVIK
Associate Professor of New Testament Studies (2001)
PhD Graduate Theological Union 2002
new testament studies, biblical languages

GINGER HANKS HARWOOD
Associate Professor of Religious and Theological Studies (1997)
PhD Iliff School of Theology, University of Denver 1991
social ethics, theology, history of christianity

MAURY D. JACKSON
Assistant Professor of Pastoral Ministry (2009)
DMin Claremont School of Theology
pastoral ministry, ethics, philosophy

JOHN R. JONES
Associate Professor of New Testament Studies and World Religions (1990)
PhD Vanderbilt University 1982
biblical languages and background, scriptural interpretation and theology, phenomenology of religions

WONIL KIM
Associate Professor of Old Testament Studies (1994)
PhD Claremont Graduate University 1996
exegesis, theology, and hermeneutics of the old testament

CHARLES TEEL, JR.
Professor of Religion and Society (1967)
PhD Boston University 1972
religion and society, christian ethics

WARREN C. TRENCHARD
PhD University of Chicago 1981
biblical languages, new testament background and interpretation, early christian literature

RANDAL R. WISEBEY
University President
Associate Professor of Ministry (2007)
DMin Wesley Theological Seminary 1990
pastoral and youth ministry

COLLABORATING FACULTY

JOHN C. BRUNT
PhD Emory University 1978
homiletics

GARY CHARTIER
JD University of California, Los Angeles 2001
PhD University of Cambridge 1991
theology and ethics

DAVID LARSON
PhD Claremont Graduate University 1982
DMin Claremont School of Theology 1973
ethics

WILLIAM LOVELESS
EdD University of Maryland 1964
ministry & pastoral counseling

JULIUS NAM
PhD Andrews University 2005
theological and historical studies

HECTOR RAMAL
DMin Andrews University 1994
preaching & ministry fieldwork

RICHARD RICE
PhD University of Chicago 1974
systematic and philosophical theology

DANIEL SMITH
DMin Andrews University 1987
homiletics, evangelism

CALVIN THOMSEN
PhD Loma Linda University 2008
DMin Fuller Theological Seminary 1985
pastoral counseling and ministry

TONY I. ZBARASCHUK
MLS Indiana University 1993
La Sierra University Special Collections Librarian
MISSION
The School of Religion is committed to the following endeavors:
• In seeking truth, the School of Religion fosters the scholarship of discovery by:
  encouraging research on the part of faculty and students;
  encouraging faculty participation in the discourse of scholarship;
  and encouraging students in continued personal and academic study of the scriptures, theology, and religion.
• In sharing knowledge and understanding, the School of Religion fosters the scholarship of teaching and learning as follows:
  With regard to the academic and professional needs of specialists, the School provides five graduate programs leading to the degrees of Master of Arts in religion, Master of Divinity, Master of Pastoral Studies, Master of Ministry, and Certificate in Ministry. See below for purposes, descriptions, and requirements.
• In serving campus, church, and community, the School of Religion encourages its faculty to provide pastoral leadership by regularly participating in ecclesiastical consultations, continuing education programs, lecture series, conferences, and workshops. In addition to regularly preaching and leading out in other functions in local congregations, the faculty produce resources for pastors and lay members. The School also conducts the annual Paul J. Land and H.M.S. Richards, Jr. Lectures, and provides to both church and community the expertise and resources available within the School (including the Stahl Center for World Service, the John Hancock Center for Youth and Family Ministries, and the H.M.S. Richards Library), as well as other expertise resources (particularly in archaeology) on the campus and in the church at large.

GENERAL INFORMATION
PURPOSE OF GRADUATE PROGRAMS
Graduate programs in religion and theology underscore the university's recognition of these fields as scholarly disciplines. They provide the proper context for continuing research and writing endeavors by competent students who are interested in furthering their education and in contributing to the discipline of religious studies or who wish to develop skills for the professional practice of Christian ministry.

ADMISSION REQUIREMENTS
Admission requirements for all graduate degree programs at La Sierra University are stated in the Graduate Admission Information section of this bulletin. Such requirements apply to graduate programs in the School of Religion unless otherwise stated in the admission requirements listed under the various programs below.

FINANCIAL INFORMATION
Financial information is in the section so labeled at the beginning of this bulletin.

GENERAL REQUIREMENTS
For information about requirements and practices to which all graduate students are subject, the student should consult the Academic Policies and Procedures section of this bulletin.

CATEGORIES OF GRADUATE DEGREE PROGRAMS IN RELIGION AND THEOLOGY
The graduate programs offered by the School of Religion fall into the categories of graduate academic and graduate professional. The former classification refers to programs that serve mainly to engage students in advanced academic studies in the field of religion beyond the baccalaureate level and to provide a step towards doctoral study in the academic discipline for those who wish to pursue it. The latter classification refers to programs that serve mainly to prepare students for the professional practice of some aspect of the Christian ministry and for professional (or academic) doctoral studies.

ACADEMIC GRADUATE PROGRAMS IN RELIGION
MASTER OF ARTS (MA)
The Master of Arts program in religion is a 48-unit graduate academic program designed to provide students with the opportunity to engage in advanced study and research in particular fields within the discipline of religious studies. Among the various reasons students may pursue this program are:
1. To acquire the knowledge and competence for teaching religious studies at the secondary level.
2. To provide a basic foundation for doctoral work in the field of religious studies.
3. To explore advanced personal interests in religious studies.
   Students may select a traditional major and minor, propose their own major and minor, or create an individualized program of study with the approval of their advisor and the director of academic graduate programs.

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 receive regular admission (a) by submitting the official results from the Graduate Record Examination (GRE) with scores that meet or exceed the standards of the school; or (b) 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.
3. International applicants must meet the requirements of the university for English-language competence. The school will consider waiving this requirement for international applicants who have demonstrated success in graduate courses or programs offered in English at other universities.
4. Students must have adequate undergraduate preparation in their major and minor area of study. Some deficiencies can be met by taking specific prerequisite courses (e.g. at the REL__50_ level) before being accepted into the program, or by taking a specific
Students may select majors and minors from the standard academic disciplines of religious studies (e.g., biblical studies, Christian ethics, systematic theology, practical theology, comparative religions, history of Christianity), subcategories of these disciplines (e.g., Old or New Testament studies, Seventh-day Adventist studies), or interdisciplinary studies (e.g., religious studies and literature). Students who choose to write a thesis will normally complete a major of 24 units and a minor of 8-12 units.

### COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
</tr>
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<tbody>
<tr>
<td>A. General Studies (4)</td>
<td>RELG 510 (4)</td>
</tr>
<tr>
<td>B. Major Area Studies (24-28)</td>
<td>Courses must be REL_51_ and above. Ideally should include a reading tutorial and at least one seminar in the major area of study.</td>
</tr>
<tr>
<td>C. Minor Area Studies (8-16)</td>
<td>Courses must be REL_51_ and above.</td>
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<tr>
<td>D. Thesis (0-8)</td>
<td>REL <em>698</em> (4), which may be repeated once.</td>
</tr>
<tr>
<td>E. Electives (0-4)</td>
<td>TOTAL (48)</td>
</tr>
</tbody>
</table>

Students may select majors and minors from the standard academic disciplines of religious studies (e.g., biblical studies, Christian ethics, systematic theology, practical theology, comparative religions, history of Christianity), subcategories of these disciplines (e.g., Old or New Testament studies, Seventh-day Adventist studies), or interdisciplinary studies (e.g., religious studies and literature). Students who choose to write a thesis will normally complete a major of 24 units and a minor of 8-12 units.

### OTHER REQUIREMENTS AND REGULATIONS

1. The director of academic graduate programs for the School of Religion will assign each student an advisor appropriate to the field(s) of study.
2. The director of academic graduate programs, in consultation with the students and their advisors, will appoint an examination-thesis committee.
3. Students must pass a written comprehensive examination in their field(s) of study prepared by the examination-thesis committee in consultation with the students and their advisors.
4. At the discretion of the examination-thesis committee, students who choose to complete a thesis may be required to pass a reading proficiency examination in a language other than English that is appropriate to their field(s) of study.
5. Full-time students will enroll in an average of 12 units of courses per quarter for four quarters, during which they will independently prepare for the comprehensive examination and, if required, the language proficiency examination. They will also research and write the optional thesis during this time.
6. Students must maintain a grade point average of 3.00 or better, with no grade lower than B-.
7. Students may be required to complete prerequisite courses (e.g. REL_50_ level courses) before they are admitted to advanced classes. These prerequisites will not count towards the 48 units required in the program.

<table>
<thead>
<tr>
<th>FOUNDATIONAL COURSES</th>
<th>REQUIRED CORE COURSES</th>
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<tbody>
<tr>
<td>(A) Method</td>
<td>RELG 510**</td>
</tr>
<tr>
<td>(B) Languages</td>
<td>REL 504*</td>
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<tr>
<td>(C) Bible</td>
<td>RELB 501</td>
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<tr>
<td>(D) Ethics</td>
<td>REL 504</td>
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<tr>
<td>(E) Theology</td>
<td>RELT 504</td>
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<tr>
<td>(F) History</td>
<td>RELH 504</td>
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<tr>
<td>(G) SDA</td>
<td>RELH 506</td>
</tr>
<tr>
<td>(H) Religion</td>
<td>RELG 501*</td>
</tr>
<tr>
<td>(I) Practics</td>
<td>RELP 504</td>
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</tbody>
</table>

The MDiv program also requires all students to complete a Project course (RELP 591 or 592 or 593), and RELP 595 Fieldwork in Pastoral Ministry. All other courses are electives. Other REL_50_ courses are basic 'foundational level' electives. Other REL_51_ and above courses, are advanced or specialized electives. Courses numbered 500 to 589 are classroom courses; 590-99 are projects, practicums, and fieldwork; and 600-99 consist of the following types of courses: seminars (600-669); reading tutorials (670's); special topics (695); together with, thesis (698); and directed study (699).

*Note: Courses above with an * next to them are not required in the MMin or CMIn programs.

**Note: Students must take RELG 510 at the beginning of their program, at its first availability.
MASTER OF DIVINITY (MDiv)
The Master of Divinity program is a 136-unit graduate professional program that constitutes the recognized standard credential for pastoral ministry. It is designed to provide students with the opportunity to engage in graduate level study in the traditional areas of theological learning, including the wide variety of fields comprising the discipline of practical theology. Students also have the option of developing one or more emphases, concentrations or specializations.
The program is specifically intended to serve, but is not necessarily limited to, the following:

1. Ministers employed by Seventh-day Adventist conferences who want to increase their effectiveness by completing the requisite professional education for the pastorate.
2. College graduates who seek professional preparation for ministry.
3. Specialized church employees, such as religious educators, high school teachers, youth and children’s pastors, family pastors, and counselors, who desire a professional ministerial degree program in their area of specialty.
4. Persons engaged in occupations other than ministry who believe they are called to pastoral ministry and therefore want to obtain the appropriate educational preparation.
5. Adequately prepared international students.
6. Pastors and other persons who are not Seventh-day Adventists.

ADMISSION REQUIREMENTS
1. For regular admission, applicants must hold a four-year baccalaureate degree or equivalent with a cumulative grade point average (GPA) of 2.50 or better (on a 4-point scale) from a regionally or nationally accredited college or university. The School of Religion will consider for provisional admission a limited number of applicants to 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.
2. International applicants must meet the requirements of the university for English-language competence.
3. Students may transfer up to 68 units from an approved graduate or graduate professional program in another university or seminary.

COURSE REQUIREMENTS
A. Research and Writing (4)
   RELG 510 (4)

B. Biblical Languages (0-8)
   RELL 504 (4) or general program elective (4)
   RELL 505 (4) or general program elective (4)

C. Biblical Studies (16)
   RELB 501 (4) or elective in Old Testament studies (4)
   RELB 511 (4)

D. Christian Ethics (8)
   RELE 504 (4) or elective in ethics (4)
   RELE 514 (4)

E. Christian Theology (16)
   RELT 504 (4) or elective in theology (4)
   RELT 514 (4)
   RELT 515 (4) or elective in theology (4)
   RELT 545 (4) or elective in theology (4)

F. History of Christianity (8)
   RELH 504 (4) or elective in the history of Christianity (4)
   RELH 514 (4)

G. Seventh-day Adventist Studies (12)
   RELT 506 (4) or elective in Adventist studies (4)
   RELT 516 (4)
   Elective in Adventist Studies, such as RELT 556 or RELH 586

H. World Religions (4)
   RELG 501 (4) or if equivalently prepared then RELG 511 (4)

I. Pastoral Ministry (56)
   RELP 504 (4) and/or
   RELP 514 (4)
   RELP 591 (4), or RELP 592 (4) or RELP 593 (4)
   RELP 595 (1)
   The balance required must be selected from RELP/M courses (see course listing).

J. Electives (4-12)

TOTAL (136)

OTHER NOTES, REQUIREMENTS, AND REGULATIONS
3. Students whose faith tradition differs from that of the Seventh-day Adventist Church may substitute 12 units of 3 courses from their own tradition with the approval of the director of graduate professional studies.
4. Students electing to do a concentration (i.e. emphasis, interdisciplinary or collaborative specialization) must work out a “Concentration Contract” with their advisor, specifying all courses that will go towards making up the concentration, before commencing with this part of their degree. This must be signed by the professional program director (and in the case of an interdisciplinary concentration, by the SR Dean or Associate Dean) before commencement of the concentration components of the degree. Guideline sheets with sample curricula are available for these concentrations.
5. This foundational course should only be taken by those without a religion/theology undergraduate, or career, background.
6. All students will take this required core class.
7. Students who must take both linguistic tools courses will have 4 general program elective units. Those who must take only one will have 8 general program elective units. Others will have 12 general program elective units.
1. The director of graduate programs for the School of Religion will assign students advisors appropriate to their programs.
2. Full-time students will enroll in a maximum of 4 courses (16 units) per quarter.
3. Students must maintain a grade point average of 3.00 or better, with no individual course grade lower than C counting for credit.
4. Concentrations: Students who have sufficient electives available may cluster them in one or more emphases (16-20 units; i.e. 4-5 courses), or specializations (24-28, or more, units; i.e. 6-7 courses).  
5. Any emphasis, concentration, or interdisciplinary specialization earned and certified in the MPS program will be fully transferable to the MDiv program and appear as such in the student’s transcript.

MASTER OF PASTORAL STUDIES (MPS)

The Master of Pastoral Studies program is a 92-unit graduate professional program (two-thirds of the Master of Divinity curriculum) designed to provide students with the opportunity to engage in either basic or further study of the diverse theological disciplines, with a focus in one of a wide variety of fields within the orbit of pastoral studies.

The program is designed to serve two different categories of students.

- For those without an undergraduate religion/theology background it can provide: a) foundational theological training for lay persons who believe they are called to lead out in a specialized ministry in their local congregations; b) a broad introduction to the study of the theological disciplines and professional practice of ministry, for those seeking a change of career.
- For those with an adequate religion/theology background it can provide: a) upgrading, refreshing, or retooling for experienced pastors; b) advanced professional training in a selected dimension of pastoral service.

More specifically, the program provides:

1. Opportunity for a concentration in an aspect of pastoral ministry, such as:
   - Youth Ministry, Family Ministry, Cross-Cultural and Urban Ministries; Preaching;
   - Ministry in a Post-Modern Context, Cross-Cultural Missions; Creative Evangelism;
   - Relief and Development, Community Service, and Social Justice.

2. Opportunity for an interdisciplinary concentration or specialization, such as:

   a. Biblical Languages
   b. Biblical Studies

   A. Research and Writing (4)
   RELG 510 (4)

   B. Biblical Languages (0-8)
   RELL 504 (4) or general program elective (4)
   RELL 505 (4) or general program elective (4)

   C. Biblical Studies (8)

The following are examples of potential concentrations offered through the School of Religion: Biblical languages, Christian ethics, Christian theology, history of Christianity, New Testament, Old Testament, pastoral counseling, pastoral leadership, preaching and worship, youth and young adult ministry. The following are examples of concentrations offered in cooperation with other schools of the university: Christian (Religious) education, worship and the arts, sacred music, pastoral leadership and management, philanthropy, and social justice. Students may obtain the requirements and course suggestions for concentrations from the Office of the School of Religion or the director of graduate professional programs. For more detail, see the relevant section in the MPS program below.

Students who have completed the last term of an undergraduate course in Intermediate New Testament Greek of at least 3 quarter units or equivalent with a grade of B or better will take the 4-unit elective.

Students who have completed an undergraduate course in Biblical Hebrew of at least 3 quarter units or equivalent with a grade of B or better will take the 4-unit elective.
D. Christian Ethics (4)
   RELE 504 (4)\textsuperscript{11}, or RELE 514 (4)\textsuperscript{12}, or elective in ethics (4)

E. Christian Theology (8)
   RELT 504 (4) or elective in theology (4)\textsuperscript{13}
   RELT 514 (4) or elective in theology (4)\textsuperscript{12}

F. History of Christianity (4)
   RELE 504 (4)\textsuperscript{13}, or RELE 514 (4)\textsuperscript{12}, or elective in the history of Christianity (4)

G. Seventh-day Adventist Studies (8)\textsuperscript{14}
   RELH 506 (4)\textsuperscript{13} or elective in Adventist studies (4)
   RELT 516 (4)\textsuperscript{12} or elective in Adventist studies (4)

Electives can be drawn from offerings such as:
   RELH 586 (4)  RELT 556 (4)

H. World Religions (4)
   RELG 501 (4)\textsuperscript{15} or if equivalently prepared then RELG 511 (4)\textsuperscript{15}

I. Pastoral Ministry (44)\textsuperscript{15}
   RELP 504 (4)\textsuperscript{16} and/or RELP 514 (4)\textsuperscript{12}
   The balance required must be selected from RELP/M courses (see course listing).

J. Electives (0-8)

TOTAL (92)

OTHER REQUIREMENTS AND REGULATIONS

1. The director of professional graduate programs for the School of Religion will assign students their advisors.
2. Full-time students will enroll in a maximum of 4 courses (16 units) per quarter.
3. Students must maintain a grade point average of 3.00 or better, with no individual course grade lower than C counting for credit.
4. Electives: Students choose general program electives from among the courses offered by the School of Religion that are not required for the MPS program. With the permission of the director of professional graduate programs, they may fulfill such electives through graduate courses offered by other schools of the University, or by transfer credits from other accredited programs.
5. Students who have completed the MPS within 5 years will be eligible for automatic admission to the MDiv program, and receive due credit for work done. Upon completion of all requirements students will exchange their MPS diploma for the MDiv diploma. Any emphases, concentrations or interdisciplinary specializations earned in the MPS will transfer and be noted as such in the MDiv transcript. MPS degrees older than 5 years will be evaluated on the individual merits of the case.

MASTER OF MINISTRY (MMin)

The Master of Ministry program is a 48-unit graduate professional degree curriculum (approximating one-third of the Master of Divinity program) designed to engage students in basic graduate-level study of the various disciplines comprising the theological curriculum, and to prepare them to engage more effectively in various aspects of pastoral ministry.

More specifically, the program provides:
1. Basic graduate professional training in selected dimensions of pastoral service.
2. Broad introduction to graduate study for pastors and international students, who might have practical experience, but do not yet have a graduate professional ministry degree (e.g. MDiv).
3. Post-baccalaureate training for lay persons with some religion/theology or ministry background who believe they are called to lead in their local congregations, in a lay capacity.

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 School of Religion 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 undergraduate or graduate courses in addition to the regular requirements.
2. International applicants must meet the requirements of the University for English-language competence.
3. Students may request transfer of up to 24 units from an approved graduate or graduate professional program in another university or seminary.

COURSE REQUIREMENTS
A. Research and Writing (4)
   RELG 510 (4)

B. Biblical Languages (0)

C. Biblical Studies (8)
   RELB 511 (4) or advanced elective in Old Testament studies (4)\(^1\)
   RELB 512 (4) or advanced elective in New Testament studies (4)\(^2\)

D. Christian Ethics (4)
   RELE 514 (4) or advanced elective in ethics (4)\(^3\)

E. Christian Theology (4)
   RELT 514 (4) or advanced elective in theology (4)\(^4\)

F. History of Christianity (4)
   RELH 514 (4) or advanced elective in the history of Christianity (4)\(^5\)

G. Seventh-day Adventist Studies (4)\(^6\)
   RELT 516 (4) or advanced elective in Adventist studies\(^7\), such as:
   RELH 586 (4)  RELT 556 (4)

H. World Religions (0)

I. Pastoral Ministry (20)\(^8\)
   RELP 514 (4) or advanced elective in Pastoral Ministry or Mission (4)\(^9\)
   The balance required must be selected from RELP/M courses (see course listing).

   TOTAL (48)

OTHER REQUIREMENTS AND REGULATIONS
1. The director of professional graduate programs for the School of Religion will assign students their advisors.
2. Full-time students will enroll in a maximum of 4 courses (16 units) per quarter.
3. Students must maintain a grade point average of 3.00 or better, with no individual course grade lower than C counting for credit.
4. Electives: Students choose general program electives from among
   Students who have completed a comparable core course in this discipline of at least 4 quarter units or equivalent with a grade of B or better will take the 4-unit advanced elective (courses numbered 510 and above).
   Students whose faith tradition differs from that of the Seventh-day Adventist Church may substitute 4 units of graduate credit from their own tradition with the approval of the director of professional graduate studies.

   In some cases (i.e. in a ‘cohort program’ or off-campus delivery) it might be possible to provide for a small emphasis or interdisciplinary focus in the program. Such an emphasis requires that a “Curriculum Contract” be worked out between the student and their advisor, specifying all courses that will go towards making up the emphasis, before commencing with this part of their degree. This contract must be signed by the professional graduate program director (and in the case of interdisciplinary foci, by the SR Dean or Associate Dean) before commencement of the emphasis components of the degree. Guideline sheets with sample curricula are available. An emphasis will consist of no less than 4 courses (16 units), and normally comprise 5 courses (20) from the RELP/M area of study.

   More specifically, the program provides:
1. Initial training for suitably qualified lay persons who believe they are called to lead in their local congregations.
2. Broad introduction to graduate level study of pastoral ministry for those who might have practical experience in pastoral work, but do not have the necessary undergraduate qualifications.
3. Basic foundational training in selected dimensions of pastoral service.

GRADUATE CERTIFICATION IN MINISTRY (CMin)

The Graduate Certificate in Ministry program is a 48-unit foundational professional curriculum designed to introduce students to the study of the various traditional disciplines comprising theological studies, and to prepare them to be more effective in pastoral ministry. (It comprises the introductory one-third of the Master of Divinity program required for those without any undergraduate religion/theology background).

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 School of Religion will consider for provisional admission applicants who do not meet all of these requirements.
2. International applicants must meet the requirements of the university for English-language competence.
3. Students may request transfer of up to 24 units from another approved program.

I. Pastoral Ministry (20)
   RELP 514 (4) or advanced elective in Pastoral Ministry or Mission (4)
   The balance required must be selected from RELP/M courses (see course listing).

   TOTAL (48)
COURSE REQUIREMENTS

E. Research and Writing (4)
   RELG 510 (4)

F. Biblical Languages (0)

G. Biblical Studies (8)
   RELB 501 (4)
   RELB 502 (4)

H. Christian Ethics (4)
   REL 504 (4)

I. Christian Theology (4)
   RELT 504 (4)

J. History of Christianity (4)
   RELH 504 (4)

K. Seventh-day Adventist Studies (4)
   RELH 506 (4)20, or RELT 516 (4), or RELH 586 (4)

L. World Religions (0)

M. Pastoral Ministry (20)21
   RELP 504 (4)22
   The balance should normally be selected from any other RELP or
   RELM course in the range 500 to 589.

TOTAL (48)

OTHER REQUIREMENTS AND REGULATIONS

1. The director of professional graduate programs for the School of Religion will assign students their advisors.
2. Full-time students will enroll in a maximum of 4 courses (16 units) per quarter.
3. Students must maintain a grade point average of 2.50 or better, with no individual course grade lower than C- counting for credit.
4. Electives: Students must choose electives from among the graduate courses offered by the School of Religion specific to the program area in question. With the permission of the director of professional graduate programs, they may fulfill such electives by transfer credits from other accredited programs.
5. Accreditation and transferability of course work. The CMin graduate certificate program is accredited by the Commission on Institutions of Higher Education of the Western Association of Colleges and Schools (WASC). However, it is not a degree program. The transfer of course work will be determined by the receiving institution. Recipients of the CMin who wish to later apply to the School of Religion at La Sierra University for acceptance into the MMin, MPS, or MDiv degree programs, may request consideration for advanced standing. Students who later wish to transfer to another graduate theological school accredited by the Association of Theological Schools (ATS) would have to meet the entrance requirements of that institution, which would determine the amount of credit to grant to work done in this program.

20 Students whose faith tradition differs from that of the Seventh-day Adventist Church may substitute 4 units of courses from their own tradition with the approval of the director of professional graduate studies.

COURSES

Waiver of any specified course prerequisite requires the approval of the course instructor.

BIBLICAL STUDIES

RELB 501 The Old Testament and Its Communities (4)
A survey of the writings of the Old Testament in the context of the communities and faith experiences of those who produced them.

RELB 502 The New Testament and 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 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: RELB 501 or comparable undergraduate course

RELB 512 Interpreting New 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 Christian scriptures/New Testament.
Prerequisite: RELB 502 or comparable undergraduate course

RELB 519 The Gospel of John (4)
An exegetical study of the Gospel of belief, with special emphasis on Johannine Christology and the concepts of the Fatherhood of God, the Holy Spirit, life, truth, grace, and eschatology.

RELB 521 Contemporary Issues in Old Testament Studies (4)
An exploration of current issues and research in the scholarly study of the Old Testament.
Prerequisite: RELB 511 or comparable undergraduate course

RELB 522 Contemporary Issues in New Testament Studies (4)
Prerequisite: RELB 512 or comparable undergraduate course

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.

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.
**REL 528 The Apocalyptic Traditions of Israel & Early Christianity (4)**
Historical, exegetical, and theological exploration of the apocalyptic movement and writings in ancient Israel, including the Book of Daniel, through the inter-testamental and early Christian periods, including the Book of Revelation, with critical consideration of the authors' meanings in their time and implications for ours.

**REL 545 Biblical Archaeology (4)**
The Bible in its religious, cultural, and political environment as illuminated by discoveries of modern archaeology.

**REL 558 Old Testament Theology (4)**
The major theological concepts of the Old Testament, with a view to their impact on Christian life and thought.
*Prerequisite: REL 501 or comparable undergraduate course*

**REL 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.
*Prerequisite: REL 502 or comparable undergraduate course; or consent of the instructor*

**REL 564 Romans (4)**
An introduction to the book, with an exegesis of its text and consideration of its major theological themes.

**REL 568 Hebrews (4)**
An introduction to the book, with an exegesis of its text and consideration of the major theological themes presented.

**REL 594 Fieldwork in Middle East Archaeology (1-8)**
This course involves the completion of fieldwork in a specified area relating to Middle Eastern archaeology. May be repeated up to a total of 8 units.
*Prerequisite: Consent of the instructor*

**REL 614 Old Testament Seminar (4)**
Seminars in various topics related to the study of the Old Testament. Content varies according to the specialization and research interest of the teacher.
*Prerequisite: Consent of the instructor*

**REL 624 New Testament Seminar (4)**
Seminars in various topics related to the study of the New Testament. Content varies according to the specialization and research interest of the teacher.
*Prerequisite: Consent of the instructor*

**REL 674 Reading Tutorial in Biblical Studies (4)**
This course is intended to aid in the in-depth reading of material related to the field of Biblical Studies.
*Prerequisite: Consent of the instructor*

**REL 695 Topics in Biblical Studies (1-4)**
Courses that bring an in-depth analysis to some topic of Biblical studies. See class schedule each quarter for possible offerings.
*Prerequisite: Consent of the instructor*

**REL 698 Thesis in Biblical Studies (4)**
This course is centered around the writing of a thesis and will allow students to showcase their research abilities in the area of Biblical studies, as well as to pursue an issue of special interest in Biblical studies in further detail. May be repeated for additional credit to a maximum of 8 units.

**REL 699 Directed Study in Biblical Studies (1-6)**
Independent study in Biblical studies, to be completed in consultation with an advisor. May be repeated for additional credit to a maximum of 12 units.
*Prerequisite: Consent of the instructor*

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**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 convictions and the challenges posed by cultural and religious diversity. Cross-listed as 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*

**RELE 557 Gender Issues and 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 and 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 and 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.
*Prerequisite: Consent of the instructor*
Seminars in various topics related to the study of Christian ethics. Content varies according to the specialization and research interest of the teacher.

Prerequisite: Consent of the instructor

RELE 674 Reading Tutorial in Christian Ethics (4)
This course is intended to aid in the in-depth reading of material related to the field of Christian ethics. Content may vary.

Prerequisite: Consent of the instructor

RELE 695 Topics in Christian Ethics (1-4)
Courses that bring an in-depth analysis to some topic of Christian ethics. See class schedule each quarter for possible offerings.

Prerequisite: Consent of the instructor

RELE 698 Thesis in Christian Ethics (4)
This course is centered around the writing of a thesis and will allow students to showcase their research abilities in the area of Christian ethics, as well as to pursue an issue of special interest in Christian ethics in further detail. May be repeated for additional credit to a maximum of 8 units.

RELE 699 Directed Study in Christian Ethics (1-6)
Independent study in Christian ethics, to be completed in consultation with an advisor. May be repeated for additional credit to a maximum of 12 units.

Prerequisite: Consent of the instructor

GENERAL STUDIES

RELG 501 The Study of Religion: Theory and Practice (4)
An introduction to the academic approaches to the study of religion, tracing their development from the mid-19 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 and 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. 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

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 present. 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. Includes consideration of historiography.

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 an 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 and 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)
Seminars in various topics related to the study of church history. Content varies according to the specialization and research interest of the teacher.
Prerequisite: Consent of the instructor

RELH 674 Reading Tutorial in Historical Studies (4)
This course is intended to aid in the in-depth reading of material related to the field of historical studies. Content may vary.
Prerequisite: Consent of the instructor

RELH 695 Topics in Historical Studies (1-4)
Courses that bring an in-depth analysis to some topic of historical studies. See class schedule each quarter for possible offerings.
Prerequisite: Consent of the instructor

RELH 698 Thesis in Historical Studies (4)
This course is centered around the writing of a thesis and will allow students to showcase their research abilities in the area of historical studies, as well as to pursue an issue of special interest in historical studies in further detail. May be repeated for additional credit to a maximum of 8 units.

RELH 699 Directed Study in Historical Studies (1-6)
Independent study in historical studies, to be completed in consultation with an advisor. May be repeated for additional credit to a maximum of 12 units.
Prerequisite: 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 614 Seminar in Biblical Languages (4)
Seminars in various topics related to the study of Biblical languages. Content varies according to the specialization and research interest of the teacher.
Prerequisite: Consent of the instructor

RELL 674 Reading Tutorial in Biblical Languages (4)
This course is intended to aid in the in-depth reading of material related to the field of Biblical languages. Content may vary.
Prerequisite: Consent of the instructor

RELL 695 Topics in Biblical Languages (1-4)
Courses that bring an in-depth analysis to some topic in the field of Biblical languages. See class schedule each quarter for possible offerings.
Prerequisite: Consent of the instructor

RELL 698 Thesis in Biblical Languages (4)
This course is centered around the writing of a thesis and will allow students to showcase their research abilities in the area of Biblical languages, as well as to pursue an issue of special interest in Biblical languages in further detail. May be repeated for additional credit to a maximum of 8 units.

RELL 699 Directed Study in Biblical Languages (1-6)
Independent study in Biblical languages, to be completed in consultation with an advisor. May be repeated for additional credit to a maximum of 12 units.
Prerequisite: Consent of the instructor

MISSION

RELM 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 convictions, and the challenges posed by cultural and religious diversity. Cross-listed as RELH 504.

RELM 505 Witnessing, Evangelism, and 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 and 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)**
Seminars in various topics related to the area of mission studies. Content varies according to the specialization and research interest of the teacher. 
*Prerequisite: Consent of the instructor*

**RELM 674 Reading Tutorial in Mission Studies (4)**
This course is intended to aid in the in-depth reading of material related to the field of mission studies. Content may vary. 
*Prerequisite: Consent of the instructor*

**RELM 695 Topics in Mission Studies (1-4)**
Courses that bring an in-depth analysis to some topic of mission studies. See class schedule each quarter for possible offerings.
*Prerequisite: Consent of the instructor*

**RELM 698 Thesis in Mission Studies (4)**
This course is centered around the writing of a thesis and will allow students to showcase their research abilities in the area of mission studies, as well as to pursue an issue of special interest in mission studies in further detail. May be repeated for additional credit to a maximum of 8 units.

**RELM 699 Directed Study in Mission Studies (1-6)**
Independent study in mission studies, to be completed in consultation with an advisor. May be repeated for additional credit to a maximum of 12 units.
*Prerequisite: Consent of the instructor*

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**PASTORAL MINISTRY**

**RELP 504 The Calling and Spiritual Identity of the Pastor (4)**
The spiritual challenge of the pastorate; how to meet it and grow. The complicated role and self-understanding of a pastor as a public figure, leader of a congregation, minister to people in need, and private person.

**RELP 506 Congregational Life and 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 and 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 and 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 over-arching disciplinary methodology in use in the various fields oftentimes 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: RELP 504, comparable undergraduate course, or pastoral experience*

**RELP 515 Youth Ministry and the Local Church (4)**
Designed to provide insight into the theology, organization, and methods of local youth ministry. The problem of what to do in the local setting with youth and young adults as they grow toward God. Consideration of the problems of leadership, activities, model of ministry and current materials available.

**RELP 517 Religion and the Arts (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 appro-
priate use of personal power, church resources, and the influence of office.

**RELP 527 Crisis Counseling and Intervention (4)**

**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*

**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*

**RELP 535 Psychology of Religion (4)**
An examination of psychology of religion. Religious experience and faith growth as seen from the perspective of the psychologist of religion and ministerial team.

**RELP 536 Principles of Pastoral Counseling (4)**
A survey of principal theories and counseling approaches for use in the pastoral ministry.

**RELP 537 Equipping the Laity for Mission (4)**
Methods and resources for developing lay leaders and for helping them identify and employ their spiritual gifts in support of the life of the local church.

**RELP 539 Pastoral Theology (4)**
Biblical and theological basis of, and the implications for methods in helping relationships as they relate to the unique role of ministry.

**RELP 545 Fostering Faith Across the Life Cycle (4)**
This course focuses on the relationship between the concepts of Christian ministry and human development. It will review the prominent theories and research in the field of developmental psychology and faith development and will consider their relevance to the work of Christian education and ministry.

**RELP 547 Financial Management in the Local Church (4)**
Church financial policies of the Seventh-day Adventist denomination, with principles for the responsible accounting, handling, and managing of financial resources.

**RELP 549 The Theology and Practice of Christian Worship (4)**
A historical and theological survey of Christian proclamation, liturgics, with implications for praxis in a contemporary church.

**RELP 554 Small Group Ministry (4)**
Theory, methods, and practice of growing small group ministries in the local congregation.

**RELP 556 Conflict Resolution in the Local Church (4)**
Approaches and techniques for dealing redemptively with conflict and decision making within the congregation.

**RELP 558 The Church in Urban Contexts (4)**
Examination of the special needs of congregations in inner-city and densely urban contexts with a view to developing resources and approaches for ministry.

**RELP 564 Religious Development and Moral Learning (4)**

**RELP 565 Building Family Ministry (4)**
The family as a context for ministry. The role of children's ministry, methods, psychological and life-cycle concerns, and analysis of creative ministry for multi-generational ministry.

**RELP 567 Counseling Youth and Young Adults (4)**
Counseling applications for the Christian community of youth, including problem solving, decision making, values clarification, and church-related conflict issues.

**RELP 569 Models of Religious Education (4)**
This course employs six categories (aim, content, teacher, learner, environment, and evaluation) for ascertaining the shape of religious education endeavors through the church's history as a backdrop to its focus on this century and the contemporary church/school religious educational system.

**RELP 577 The Theology and 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, multi-generational contexts, and evangelism. Courses may also focus upon a particular portion of the Old or New Testament. May be taken for credit twice, with different content.

**RELP 589 Christian Spiritual Resources (4)**
Biblical understanding of personal faith. Exploration of three aspects of the religious life. The course will explore: (1) relationship of spirituality to the ministry of the whole church; (2) knowledge and experience as a means to Christian growth; (3) an understanding of the work of God's grace in the process of spiritual formation in both clergy and congregation.

**RELP 590 Practicum in Youth Ministry (4)**
Supervised application (90 clock-hours) in local church or other institutional settings, based upon the student's approved project proposal. The course requirements include the preparation and submission of a major written analysis of the project and its implementation. 
*Prerequisite: RELP 515*
RELP 591 Ministry Practice and Project (4)
An advanced project developed for and completed in a local church setting. Students will normally register at the commencement of the project, and work on it for three or four consecutive quarters. An IP (“in process”) grade will be given for each quarter of satisfactory progress until completion of the project, at which time a letter grade will be assigned.

RELP 592 Social Justice Practice and Project (4)
An advanced social justice project developed for and completed in a church setting.

RELP 593 Creative Ministry Practice and Project (4)
An advanced creative ministry project (e.g. use of drama, the arts, community service, creative forms of outreach, etc.) developed for and completed in a church setting.

RELP 595 Fieldwork in Pastoral Ministry (1)
Practical application of the practice of ministry into an overall theory of ministry. May be repeated for additional credit to a maximum of 4 units.
Prerequisite: Consent of the instructor

RELP 596 Fieldwork in Educational Ministry (1)
Practice in teaching in an educational setting; interaction with students in a learning setting either in a school or a church. May be repeated for additional credit to a maximum of 4 units.
Prerequisite: Consent of the instructor

RELP 597 Clinical Pastoral Education I (4)
A twelve-week course run by the Association for Clinical Pastoral Education, Inc., for church pastors and seminary students, including supervised experience with patients, lectures by hospital staff, seminars, conferences, and hospital rounds with physicians. Five eight-hour days per week. Limited enrollment. Credit is earned by successfully completing the Association for Clinical Pastoral Education course, as signified by a letter from the director of the CPE program. A qualified student wishing to earn credit in clinical pastoral education must receive permission from the graduate professional advisor and the Dean of the School of Religion prior to enrollment through the Medical Center at Loma Linda University or other accredited program.
Prerequisite: RELP 536 or equivalent course(s)

RELP 598 Clinical Pastoral Education II (4)
Intermediate level 12 week CPE program.
Prerequisite: RELP 597

RELP 599 Clinical Pastoral Education III (4)
Advanced level 12 week CPE program.
Prerequisite: RELP 598

RELP 604 Seminar in Church and Ministry (4)
Seminars in various topics related to the area of church and ministry. Content varies according to the specialization and research interest of the teacher.
Prerequisite: Consent of the instructor

RELP 605 Seminar on Current Issues in Youth Ministry (4)
Seminars in various topics related to the area of youth ministry. Content varies according to the specialization and research interest of the teacher.
Prerequisite: Consent of the instructor

RELP 606 Seminar in Worship (4)
Advanced consideration of special topics in Christian liturgics, worship styles, parish involvement, and evangelistic potential.
Prerequisite: Consent of the instructor

RELP 608 Seminar in Outreach (4)
Seminars in various topics related to the area of outreach. Content varies according to the specialization and research interest of the teacher.
Prerequisite: Consent of the instructor

RELP 609 Seminar in Personal Ministry (4)
Topics for this seminar may include family system theory, marriage enrichment, sexuality and contemporary society, volunteerism, evangelism, discipleship.
Prerequisite: Consent of the instructor

RELP 614 Seminar in Pastoral Leadership (4)
Topics may include: leadership in cultural contexts; church administration; Christian educational ministry, multi-generational ministry, and ministry to singles.
Prerequisite: Consent of the instructor

RELP 616 Seminar in Spiritual Formation (4)
Investigation of the historical, biblical, practical aspects of spiritual growth. Topics such as spiritual trauma, healing, spiritual guidance, prayer, discipleship focus the attention of this study.
Prerequisite: Consent of the instructor

RELP 674 Reading Tutorial in Professional Studies (4)
This course is intended to aid in the in-depth reading of material related to the field of professional studies. Content may vary.
Prerequisite: Consent of the instructor

RELP 695 Topics in Professional Studies (1-4)
Courses that bring an in-depth analysis to some topic of professional ministry studies. See class schedule each quarter for possible offerings.
Prerequisite: Consent of the instructor

RELP 698 Thesis in Professional Studies (4)
This course is centered around the writing of a thesis and will allow students to showcase their research abilities in the area of professional ministry studies, as well as to pursue an issue of special interest in professional ministry studies in further detail. May be repeated for additional credit to a maximum of 8 units.

RELP 699 Directed Study in Professional Studies (1-6)
Independent study in the area of professional ministry studies, to be completed in consultation with an advisor. May be repeated for additional credit to a maximum of 12 units.
Prerequisite: Consent of the instructor
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>RELT 504</td>
<td>Principles of Christian Theology (4)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>RELT 508</td>
<td>Theology for Pastors (4)</td>
<td></td>
<td>The nature and function of theology as an essential ingredient in the life and mission of the church. The role of the pastor as &quot;resident theologian.&quot; What theology is, why it is essential, and how to do it.</td>
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<tr>
<td>RELT 514</td>
<td>Systematic Theology (4)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>RELT 516</td>
<td>Seventh-Day Adventist Theology (4)</td>
<td></td>
<td>An analytical exploration of various theologies current within Seventh-day Adventism, and the systematic exploration and re-envisioning of an authentic, relevant, and viable Adventist theology.</td>
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<tr>
<td>RELT 520</td>
<td>The Doctrine of Revelation (4)</td>
<td></td>
<td>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.</td>
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<tr>
<td>RELT 524</td>
<td>The Theology of the Church, and Its Mission (4)</td>
<td></td>
<td>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.</td>
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<tr>
<td>RELT 527</td>
<td>The Doctrine of Christian Hope (4)</td>
<td></td>
<td>The Coming of God (Advent) and Christian Eschatology.</td>
</tr>
<tr>
<td>RELT 536</td>
<td>Philosophy of Religion (4)</td>
<td></td>
<td>Reasons for belief in the reality and relevance of God for contemporary humanity.</td>
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<tr>
<td>RELT 537</td>
<td>The Doctrine of Creation (4)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>RELT 539</td>
<td>The Doctrine of God (4)</td>
<td></td>
<td>A study of the reality, nature, and attributes of God; the doctrine of the Trinity; and God’s relationship to the temporal world.</td>
</tr>
<tr>
<td>RELT 540</td>
<td>The Theology of the Sabbath (4)</td>
<td></td>
<td>The Sabbath in the Bible, history and theology.</td>
</tr>
<tr>
<td>RELT 545</td>
<td>Christian Faith in the Modern World (4)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>RELT 548</td>
<td>The Doctrine of Christ (4)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>RELT 556</td>
<td>Issues in Seventh-day Adventist Theology (4)</td>
<td></td>
<td>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 Sanctuary, the Sabbath, the church, the judgment, and the second advent.</td>
</tr>
<tr>
<td>RELT 564</td>
<td>Seminar in Theological Studies (4)</td>
<td></td>
<td>Seminars in various topics related to the area of theological studies. Content varies according to the specialization and research interest of the teacher.</td>
</tr>
<tr>
<td>RELT 614</td>
<td>Reading Tutorial in Theological Studies (4)</td>
<td></td>
<td>This course is intended to aid in the reading of in-depth material related to the field of theological studies. Content may vary.</td>
</tr>
<tr>
<td>RELT 674</td>
<td>Topics in Theological Studies (1-4)</td>
<td></td>
<td>Courses that bring an in-depth analysis to some topic of theological studies. See class schedule each quarter for possible offerings.</td>
</tr>
<tr>
<td>RELT 695</td>
<td>Thesis in Theological Studies (4)</td>
<td></td>
<td>This course is centered around the writing of a thesis and will allow students to showcase their research abilities in the area of theological studies, as well as to pursue an issue of special interest in theological studies in further detail. May be repeated for additional credit to a maximum of 8 units.</td>
</tr>
<tr>
<td>RELT 699</td>
<td>Directed Study in Theological Studies (1-6)</td>
<td></td>
<td>Independent study in the area of theological studies, to be completed in consultation with an advisor. May be repeated for additional credit to a maximum of 12 units.</td>
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# Board of Trustees

## Officers

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Chair</td>
<td>Ricardo Graham</td>
</tr>
<tr>
<td>Vice Chair</td>
<td>Judy St. John</td>
</tr>
<tr>
<td>Secretary</td>
<td>Randal R. Wisbey</td>
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## Members

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Tony Anobile</td>
<td>James Kyle</td>
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<tr>
<td>Theodore Benson</td>
<td>Carla Lidner Baum</td>
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<tr>
<td>Kelly Bock</td>
<td>Shelia Marshall-McLean</td>
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<td>Alvaro Bolivar</td>
<td>Gerald McIntosh</td>
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<tr>
<td>Larry Caviness</td>
<td>Bradford Newton</td>
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<tr>
<td>Henry Coil, Jr.</td>
<td>Douglas Nies</td>
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<td>Leonard Darnell</td>
<td>Gerald Penick</td>
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<tr>
<td>Karen Hansberger</td>
<td>Kathryn Proffitt</td>
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<tr>
<td>Meredith Jobe</td>
<td>Alina Sanchez</td>
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<tr>
<td>Donald Kanen</td>
<td>Marta Tooma</td>
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<tr>
<td>Alvin Kwiram</td>
<td>Arnold Trujillo</td>
</tr>
</tbody>
</table>
OFFICE OF THE PRESIDENT

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Director, Alumni Relations

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Director, Resource Development

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Associate Vice President
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Associate Controller/Bursar
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Director, Business Development/Property Management
Director, Human Resources and Payroll
Director, Physical Plant
Director, Student Financial Services
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Manager, La Sierra Natural Foods
Manager, Risk and Safety

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STUDENT LIFE

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Associate Vice President and Dean of Students
Dean of Men and Director, Residential Life
Dean of Women and Assistant Director, Residential Life
Campus Pastor
Director, Athletics
Director, Counseling Center
Director, Health Service
Director, Security
Director, Student Activities
University Church Pastor

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C. Sue Curtis, EdS
Chris Canine, MA
Nancy Guerpo, AA
Sam Leonor, MDiv
Javier Krumm, MA
Douglas Nophsker, BSW
Kim Canine, MBA
Chris Oberg, MA

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Associate Dean
Chair, Department of Art
Chair, Department of Biology
Chair, Department of Chemistry and Biochemistry
Chair, Department of English and Communication
Chair, Department of Health and Exercise Science
Chair Department of History, Politics, and Society
Chair, Department of Mathematics and Computer Science
Chair, Department of Music
Chair, Department of Physics
Chair and Coordinator, Program in Engineering
Chair, Department of Psychology
Chair, Department of Social Work
Chair, Department of World Languages
Coordinator, Individual Majors
Coordinator, Program in Philosophical Studies
Director, Women's Resource Center

James W. Beach, DA
Nathan R. Brandstater, PhD
Beatriz Mejia Krumbein, MFA
James R. Wilson, PhD
Marvin A. Payne, PhD
Mary E. Wilson, PhD
Robert K. Thomas, EdD
Jeffrey N. Dupée, PhD
Jon D. Vanderwerff, PhD
Kimo Smith, DMA
Ivan E. Rouse, PhD
Ivan E. Rouse, PhD
Adeny Schmidt, PhD
Laurellé C. Warner, MSW
Lourdes Morales-Gudmundsson, PhD
Suzanne Mallery, PhD
Fritz Guy, PhD
THE SCHOOL OF BUSINESS

Dean
Associate Dean
Coordinator, Programs in Accounting, Economics & Finance
Coordinator, Programs in Management & Marketing
Coordinator, Off-campus MBA Programs
Director, Center for Philanthropy

John Thomas, PhD
Gary W. Chartier, PhD, JD
Lee Reynolds, PhD
Elias G. Rizkallah, PhD
Doug Lainson, MBA
James H. Erickson, EdD

THE SCHOOL OF EDUCATION

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Chair, Department of Administration and Leadership
Chair, Department of Curriculum and Instruction
Chair, Department of School Psychology and Counseling

Clinton A. Valley, EdD
Gilbert M. Valentine, PhD
Linda B. Caviness, PhD
Chang-Ho Ji, PhD

THE SCHOOL OF RELIGION

Dean
Associate Dean
Director, Pre-ministerial Studies
Director, Hancock Center for Youth and Family Ministry
Director, Stahl Center for World Service

John W. Webster, PhD
Douglas R. Clark, PhD
V. Bailey Gillespie, PhD
V. Bailey Gillespie, PhD
Charles W. Teel, Jr., PhD
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.

William C. Andress, 2007. Associate Professor of Health and Exercise Science, College of Arts and Sciences
DPH Loma Linda University 1988

Sandra J. Balli, 2005. Professor of Curriculum and Instruction, School of Education
PhD University of Missouri 1995

James Beach, 1979. Associate Professor of Mathematics, College of Arts and Sciences
DA Idaho State University 1977

Sibyl Beaulieu, 2007. Assistant Professor of Social Work, College of Arts and Sciences
MSW Loma Linda University 1995

Wayne E. Borin, 2010, Assistant Professor of Health and Exercise Science.
EdD University of San Diego, San Diego 2003

Gary L. Bradley, 1972. Professor of Biology, College of Arts and Sciences
PhD University of California, Davis 1982

Kent Bramlett, 2010. Assistant Professor of Archaeology and History of Antiquity, School of Religion
PhD University of Toronto 2009

Nate Brandstater, 2004. Associate Professor of Chemistry, College of Arts and Sciences
PhD University of California, Los Angeles 1996

Melissa Brotton, 2007. Assistant Professor of English, College of Arts and Sciences
PhD University of North Dakota, Grand Forks 2004

Linda Caviness, 1999. Professor of Curriculum and Instruction, School of Education
PhD Andrews University 2001

Gary Chartier, 2001. Associate Professor of Law and Business Ethics, School of Business
JD University of California at Los Angeles 2001, PhD University of Cambridge 1991

Wilton E. Clarke, 1986. Professor of Mathematics, College of Arts and Sciences
PhD University of Iowa 1975

Dora Clarke-Pine, 2002. Associate Professor of School Psychology and Counseling, School of Education
PhD Andrews University 1995

Ken Crane, 2008. Assistant Professor of Sociology and Anthropology, College of Arts and Sciences
PhD Michigan State University 2000, MPA Monterey Institute of International Studies 1986

Horace Crogman, 2007. Assistant Professor of Physics, College of Arts and Sciences
PhD University of Arkansas 2004

Lolita Davidson, 2006. Associate Professor of Curriculum and Instruction, School of Education
EdD La Sierra University 1991

Natasha S. Dean, 2003. Assistant Professor of Biology, College of Arts and Sciences
PhD Loma Linda University 2004

Jeffrey N. Dupée, 1991. Professor of History, College of Arts and Sciences
PhD Claremont Graduate University 2001, JD Peninsula University 1988

Sean E. Evans, 2010. Assistant Professor of Psychology, College of Arts and Sciences
PhD Loma Linda University 2005

Barbara Favorito, 1990. Professor of Music, College of Arts and Sciences
DMA University of Miami 1990

Laura Fenton, 2009. Associate Professor of Health and Exercise Science, College of Arts and Sciences
MA Western Michigan University 1988

Sari Fordham, 2007. Assistant Professor of English, College of Arts and Sciences
MFA University of Minnesota 2007
Elvis Geneston, 2008. Assistant Professor of Physics, College of Arts and Sciences
PhD University of North Texas 2008

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

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