

La Sierra

UNIVERSITY



2017-2018 Graduate Bulletin



The information in this bulletin is made as accurate as possible at the time of publication. Students are responsible for informing themselves of, and satisfactorily meeting, all requirements pertinent to their relationship with the University. The University reserves the right to make such changes as circumstances demand with reference to academic standing, admission, attendance, candidacy, conduct, curriculum, graduation, registration, and tuition and fees.

A Message from the University President



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

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

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

I hope you will join us!

Randal Wisbey
President, La Sierra University

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An Overview of La Sierra University

History of La Sierra

La Sierra University is a coeducational institution of higher education affiliated with the Seventh-day Adventist Church. As La Sierra Academy, it opened its doors in 1922 on acreage that had been part of an 1846 Mexican land grant known as Rancho La Sierra; its location is now in the city of Riverside. In 1923, with the addition of teacher-training coursework, it became La Sierra Academy and Normal School. As its range

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,

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 towards intellectual excellence and quality education, the University is committed to the highest standards of academic achievement and to the highest standards of ethical conduct.

Responsibilities in Recognizing and Reporting Discrimination or Harassment

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

Refraining from Retaliation Against Discrimination or Harassment Complaints

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

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

Drug Free Worksite

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

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

The University offers a preventative educational program to its students, faculty, and staff to develop an awareness of the risks involved in alcohol, tobacco, and drug use and abuse and to promote the benefits of a lifestyle free of these substances.

The University may, at its discretion, provide therapeutic alternatives for anyone in the University involved in the use of alcohol, tobacco, prescription or nonprescription drugs, and/or other mood altering substances which impair the appropriate functioning of the involved individual within the University community.

The complete statement regarding the La Sierra University drug-free worksite policy is available at the offices of the President, the Provost, Human Resources, and Student Life.

AIDS Education and Prevention

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

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

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

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

Family Educational Rights and Privacy

The La Sierra University Student Records Policy was developed in accordance with the Family Education Rights and Privacy Act (FERPA), commonly referred to as the Buckley Amendment.

This law was enacted to protect the privacy of students and to provide for the right to inspect and review educational records. Any questions concerning this amendment may be directed to the Records Office.

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

A. The right to inspect and review their education records within a reasonable time frame. Students should submit to the registrar, dean, head of academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect.

The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be submitted.

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

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

D.

Summer Session 2017

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

| | |
|---|--|
| Advising & registration for summer sessions | April 17 through the first day of classes |
| Beginning of summer sessions | June 19 |
| Last day to enter a course, change audit to credit or credit to audit | Variable by session – Ask Records Office for details |
| Last day to | |

Winter Quarter 2018*January 8 – March 22**Total: 52 days*

| | |
|---|--|
| Instruction begins | January 8 |
| Last day to enter a course, change audit to credit or credit to audit | January 12 |
| Martin Luther King, Jr. holiday | January 15 |
| Last day to withdraw with no record on transcript | January 19 |
| Spiritual Emphasis Week | January TBA |
| Advising for spring quarter begins | Winter quarter during faculty office hours |
| Priority registration for spring quarter – seniors, graduate students, and students with disabilities | January 29 |
| Registration for spring quarter – all students | February 5 – April 6 |
| President’s Day holiday | February 19 |
| Last day to submit an S/U petition or withdraw with a “W” | March 2 |
| Final examinations | March 19 – March 22 |
| Winter quarter ends | March 22 |

Spring Quarter 2018*April 2 – June 17**Total: 53 days*

| | |
|---|--|
| Instruction begins | April 2 |
| Last day to enter a course, change audit to credit or credit to audit | April 6 |
| Last day to withdraw with no record on transcript | April 13 |
| Registration for summer sessions | April 16 through the first day of classes |
| Spiritual Emphasis Week | April TBA |
| Advising for fall quarter begins | Spring quarter during faculty office hours |
| Priority registration for fall quarter – seniors, graduate students, and students with disabilities | April 23 |
| Registration for fall quarter – all students | April 30 – September 28 |
| Last day to submit an S/U petition or withdraw with a “W” | May 25 |
| Memorial Day holiday | May 28 |
| Final examinations | June 11 – 14 |
| Spring quarter ends | June 14 |
| Consecration | June 15 |
| Baccalaureate Service | June 16 |
| Conferring of Degrees | June 17 |

2018 – 2019 Academic Year

Summer Session 2018

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

| | |
|---|--|
| Advising and registration for summer sessions | April 16 through the first day of class |
| Beginning of summer sessions | June 18 |
| Last day to enter a course, change audit to credit or credit to audit | Variable by session – Ask Records Office for details |
| Last day to withdraw with no record on transcript | Variable by session – Ask Records Office for details |
| Last day to submit an | |

Academic & Instructional Resources

Academic Services

Archaeological Excavations

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

Disability Services

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

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

International Student Services

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

Testing Center

The Testing Center offers a variety of resources to enhance academic progress. All undergraduate and graduate testing is centralized here. For more information, contact LSTC at 951-785-2453 or at www.lasierra.edu/lstc.

Graduate Testing Services

The LSTC administers tests applicable to further study.

On-Campus Academic Opportunities

Center for Outreach and Mission Service

Enactus

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

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

Outreach and Missions

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

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

Visit us on the website at lasierra.edu/outreach-and-missions, or by email at coms@lasierra.edu.

Outreach: Give a Day

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

Roots Ministry: Give a Day

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

STMissions: Give a Week

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

Summer Camp: Give a Summer

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

Missions: Give a Year

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

Campus Resources

Alumni Association

The Alumni Association welcomes all former students of La Sierra; there are no membership fees. Alumni have access to collections of yearbooks, student newspapers, alumni-authored books, and CDs by alumni artists. These are housed at the Alumni Center on Pierce Street. In addition, the Alumni

Student Association of La Sierra University

The Student Association of La Sierra University (SALSU) exists to encourage active support of the University's ideals, to provide opportunities in leadership, and to prepare students as responsible, social and spiritual citizens. SALSU promotes

Residence Hall Network

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

University Servers

The office of Information Technology (IT) operates a variety of servers, including Sun, Linux, Apple, and Microsoft servers.

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

La Sierra Library

Collections

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

Special Collections

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

Curriculum Resource Center

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

Media Services

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

Networking & Consortia

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

Purpose

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

Services

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

HMS Richards Library

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

There are many biographies of individuals whose life stories provide examples of faith and devotion.

Campus Features

Arboretum

co3tra

Stahl Center for World Service

The Fernando and Ana Stahl Center for World Service is committed to the mission of “passing a vision of world service to a new generation of students.” Based in the HMS Richards Divinity School and drawing upon other campus entities, the Center

Additional O -Campus Resources

La Sierra Elementary & Academy

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

O campus

Graduate Admissions Information

Admission Information

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

Second Master's Degree

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

Reentrance

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

International Students

Additional Procedures

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

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

Competence in English

Prior to acceptance, students who were educated in a country other than the United States (excluding Australia, Canada, New Zealand or the UK) must submit appropriate scores as listed below for the TOEFL, IELTS or MTELP to qualify for regular acceptance.

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

Graduate schools and programs have the discretion of making

A graduate student entering the United States on a student visa (F-1) must report to the Office of International Student Services 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, registration has closed, and approximately one month has passed. The graduate student must register and complete a full study load as stated for their degree in the graduate bulletin. 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 one month 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 on-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 emergency on-campus employment available in certain circumstances..

Graduate Financial Information

Schedule of Charges for 2017-2018

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 - Fall, Winter, Spring

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

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

Business Hours - Summer

Monday through Thursday 8:00 am-5:00pm
Friday Closed

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

Please call ahead for an appointment.

Contact Information

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

Audit Charge

50% Per unit cost

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

| | |
|-------|---|
| \$20 | Replacement of student identification card |
| \$85 | Graduation fee |
| \$100 | MBA Graduation fee |
| \$105 | EDS, EDD Graduation fee |
| \$10 | Transcript fee |
| \$20 | Vehicle registration for non-full-time students |
| \$250 | Late payment fee (see financial clearance) |

Other Rate Information

| | |
|-------|--|
| \$865 | Student tour tuition per unit, 2017 tours |
| \$616 | Distance Learning per unit (not included in flat rate) |
| \$100 | Distance Learning fee per class |

Deposits Required

| | |
|---------|---|
| \$150 | Residence hall room damage and cleaning deposit <i>Required of the students who live in a residence hall. Must be accompanied by a properly signed Residential License Agreement. Financial aid is not accepted in lieu of this deposit.</i> |
| \$1,100 | International deposit & processing fee <i>Required before issuance of I-20 form. Refundable only during the last quarter of attendance upon transfer to another institution or change in immigration status. This deposit will be applied toward any balance owed to the University upon the student's leaving school. The \$100 processing fee will be used for postage fees, orientation and any additional charges incurred. This processing fee is non-refundable.</i> |

Special Charges

| | |
|-------|--|
| \$195 | Applied music lesson charges for academic credit (not included in flat charge) for 9 one-half hour lessons per quarter |
| \$325 | Applied music lesson charges for non-academic credit (not included in flat charge) for 9 one-half hour lessons per quarter |
| \$180 | Evaluation of international transcripts |
| \$50 | Check returned for insufficient funds |
| \$50 | Waiver examination (for each numbered course) |
| \$240 | Equivalency examination (for each numbered course) |

Payment and Account Information

Audit Regulations

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

Campus Employment

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

Campus Payroll

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

Payroll Deduction

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

Cash Needs

Each student should arrange to have cash available for all special charges and miscellaneous expenses. It is advisable for students to budget at least \$329 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.

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

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

International Student Health Insurance

La Sierra University requires all international students to carry health insurance while on a valid La Sierra I-20 or DS-2019 form. The Student Health Services Office will register international students with a comprehensive insurance plan.

This insurance plan will be purchased for the student at the time of initial registration and will be automatically renewed while the student is listed as SEVIS-Active 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 dependents in the United States at all times. To help reduce the cost of the international insurance premium, international students will be required to seek medical attention first at Health Service for basic medical needs such as doctor visits, some medications, check-ups, and health information. For the current fee amount, contact the Office of International Students Services at 951-785-2237. The insurance fee will be charged to the international student's tuition account, appear on the billing statement emailed to the student, and is payable immediately.

Married (Family) Student Housing

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

Meal Plans

Meal Plan Increase

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

Meal Plan Reduction

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

Past Due Accounts

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

Debt Collection

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

Finance Charge

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

Late Payment Fee

Each quarter a \$250/T10 1 Tf0.05an meal plan fecemoccoteptem
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Refunds

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

Release of Transcripts/Diploma

The University will withhold the release of official transcripts and diplomas for a student who has an unpaid account, or who has failed to complete a federally mandated loan exit interview. No official transcripts are issued until the student's financial

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

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

Total Withdrawal

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

- 1. Establishment of the Date of Withdrawal:** The student may either request a Total Withdrawal form, which is date-stamped by the Records Office, or he/she may go online to withdraw. The date on the Total Withdrawal form, or the date the student withdraws online, is used to determine the percent of aid to be repaid.

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

Types of Financial Aid

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

Loans: Borrowed funds that usually must be repaid with interest

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

Federal Work Study: See following information

e following US Department of Education Student Financial
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Federal Programs

Eligibility

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

Satisfactory Academic Progress (SAP)

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

Federal Programs

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

Federal Perkins Loans

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

Federal TEACH Grant

Other Programs

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

Endowed Scholarships and Awards

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

Non-need based La Sierra University Scholarships

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

Divinity School Graduate Tuition Discount

A tuition discount of \$312/unit (off the graduate tuition of \$716/unit) is available to all students admitted to a graduate program in the Divinity School. The discount will post immediately when the student registers. This discount and the Masters of Divinity Tuition Scholarship, awarded by the Divinity School, are the only institutional aid awards available to graduate students in the Divinity School.

Curriculum & Instruction Masters Discount

A tuition discount of 40% (\$268/unit off the graduate tuition of \$716/unit) is available to all students admitted to either the MA or MAT in Curriculum and Instruction in the School of Education. The discount will post immediately when the student registers. This discount cannot be combined with any other when the

Office of Student Life

Student Responsibility

Application to and enrollment in La Sierra University constitute the student's commitment to honor and abide by the practices and regulations stated in the announcements, bulletins, handbooks, and other published materials both on and off campus and to maintain a manner that is mature and compatible with the University's function as a Seventh-day Adventist institution of higher learning.

The University was established to provide education in a distinctive Christian environment. No religious test is applied, but students are expected to respect the Sabbath and to honor the church values, standards and the ideals of the University. If prospective applicants choose to apply and are accepted to enroll as students, they must abide by these church values, standards, and ideals while they are enrolled at the University.

From University to Student

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

General Information

Counseling Center

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

Student Health Services

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

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

Safety and Security

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

Student's Official Name

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

Transportation

Special Interest

All international applicants (with the exception of Canadian citizens & Callexico graduates) are required to post an “international student deposit” of \$1,000. In addition, students from Africa pay 1st quarter’s tuition. At the student’s request, the deposit will be refunded when the student completes his/

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

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

Academic Policies and Procedures

At the time of publication, the information in this bulletin is accurate. Students are responsible for informing themselves of, and satisfactorily meeting, all requirements pertinent to their relationship with the University. The University reserves the right to make such changes as circumstances demand with reference to academic standing, admission, attendance, candidacy, conduct, curriculum, graduation, registration, and tuition and fees.

Academic Authority

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

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

Types of Graduate Studies Programs

Graduate degree programs are classified as graduate academic and graduate professional. The former are research based and are designed to prepare graduates for research and other careers in the discipline and for further graduate study.

The latter are practice oriented and are designed to prepare graduates for professional careers. Because of the nature of the programs and common practice among institutions that deliver them, certain admission and graduation requirements may differ between the two types of programs. See the program description sections in this bulletin for specific requirements.

Academic Integrity and Honesty

La Sierra University is committed to education for character, community, and culture. Embracing the principles of academic integrity is an important part of that commitment and provides a vital foundation for this community of scholars and its larger society. The following guidelines define academic integrity and establish a process to restore the community when violations occur. The University believes that education is fundamentally a process of personal growth and development.

4. **e facilitation of academic dishonesty** occurs when

B. If a panel is not convened, the dean or the Office

Deadlines

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

A course dropped during the first 10 class days of a quarter is not included on grade reports or transcripts. If a student withdraws after 10 class days and by 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 complete the appropriate form, have it signed by his/her advisor, and turn it in to the Records Office no later than 10 class days before the first day of final examination week.

Registration

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

Academic Definitions

Academic Probation

A student who fails to make acceptable academic progress.

Non-degree/Unspecified

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

Provisional

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

Regular

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

Graduate Student Classifications

Non-degree

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

Although 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.

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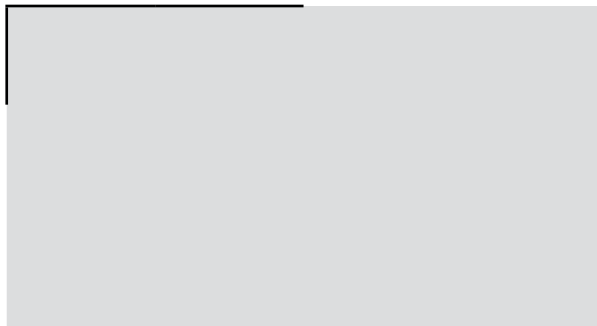
Practicum Courses

Practicum courses enable students to gain valuable experience

- 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:



(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

5. Transfer credit is not applicable if the coursework was

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 dur

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

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

Recognition of Candidates for Degrees

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

Diploma and Statement of Completion

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

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

Other Policies and Procedures

Change of Grade

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

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

Courses Taken Off-Campus

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

Final Examinations

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

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

Grade Reports

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

Unauthorized Recording and Posting

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

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

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

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

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

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

Repeating a Course

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

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

Resident Scholar Program

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

Transcripts

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

Withdrawal

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

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

Classification of Courses

Numbering of Courses

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

| Code | Subject | Department/Program | School |
|-------------|-------------------------------------|--|---------------|
| ACCT | Accounting | Accounting, Economics, and Finance | ZSB |
| ANTH | Anthropology | History, Politics, & Sociology | CAS |
| ARAB | Arabic | World Languages | CAS |
| ARCH | Archaeology | HMS Richards Divinity School | DS |
| ARTA | Art Appreciation/History | Art+Design | CAS |
| ARTS | Studio Art | Art+Design | CAS |
| ARTX | Professional Studies in Art | Art+Design | CAS |
| BIOL | Biology | Biology | CAS |
| CFSC | Child and Family Science | Psychology (Additional Courses) | CAS |
| CHEM | Chemistry | Chemistry and Biochemistry | CAS |
| CHIN | Chinese | World Languages | CAS |
| COMM | Communication | Communication | CAS |
| CPTG | Computing | Mathematics and Computer Science | CAS |
| DENT | Pre-Dentistry | Pre-Graduate/Pre-Professional (Additional Courses) | CAS |
| DRAM | Drama | English | CAS |
| ECON | Economics | Accounting, Economics & Finance | ZSB |
| EDAD | Administration and Leadership | Administration and Leadership | SE |
| EDCI | Curriculum and Instruction | Curriculum and Instruction | SE |
| EDFO | Educational Foundations | Additional Courses | SE |
| EDPC | Educational Psychology & Counseling | School Psychology | SE |
| EDRS | Educational Research and Statistics | Additional Courses | SE |
| ELAC | English Language & American Culture | English Language & American Culture | CAS |
| ENGL | English | English | CAS |
| ENSC | Environmental Science | Biology | CAS |
| EXSC | Exercise Science | Health and Exercise Science | CAS |
| FNCE | Finance | | |

College of Arts & Sciences

April Summitt, PhD, Dean

Lora Geriguis, PhD, Associate Dean

Master of Arts

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

Department of English

Department Faculty

Sam McBride, Chair

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

Erin Banks-Kirkham

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

Melissa Brotton

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

Sari Fordham

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

Erica Garcia

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

Lora E. Geriguis

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

Jill Walker Gonzalez

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

Deborah Higgs

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

Marilynn Loveless

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

Emeritus Professors of English

Robert P. Dunn (2009)

PhD University of Wisconsin
RelM School of Theology at Claremont 1977

Winona R. Howe

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

Master of Arts in English

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

Program Acceptance

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

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

Students applying to the program should complete the following:

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

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

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

College Writing Instructor (CWI) Program

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

Degree Requirements

General Requirements

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

Specific Requirements

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

Required Courses

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

Program Study Plan

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

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

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

Foreign Language Requirement

Prior to graduation, but preferably upon admittance, each student must demonstrate reading competency in Spanish, French, German, Latin, or another language approved by the department. Competency may be demonstrated by an academic transcript indicating that courses have been taken 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, genres, 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 8 units of directed study courses (e.g. ENGL 599), but only when regular course offerings cannot meet the student's academic needs in a reasonable manner. Only English graduate students may register for ENGL 599. For approval, a student should complete the Directed/Independent Study Request Form available at the Office of Admissions and Records, submitting it first to the course instructor and then to the graduate advisor, who will present it to the department faculty. The form must be accompanied by a proposal explaining the need for directed study and outlining an intended study plan. The deadline for submitting the request is three weeks before the beginning of the term.

Learning Outcomes

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

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

COURSES

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

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

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

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

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

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

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

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

ENGL 506 *nn*. **ENGN** *NG* *visca5(the3.9(oTd[E]-7, M)12(moimonn)7(tion t)1(o.9(ic onn)7(tion t)15b4(e)fh(a)7(tiv(a)4)-7(a-4(e)*

The Tom and Vi Zapara School of Business

John Thomas, PhD, Dean

Gary Chartier, PhD, JD, LLD Associate Dean

Mission

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

Expression of the Mission

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

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

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

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

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

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

Zapara School curricula emphasize ethics, spirituality in the workplace, and transformative social entrepreneurship.

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

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

Leadership in the Curricula

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

...*Character*—embracing a shared vision rooted in restoration and healing; treating others with dignity, respect, and kindness; promoting justice and peace; fostering and modeling flourishing; being authentic and transparent; acting with courage, humility and accountability.

...*Community*—understanding and valuing people with diverse characteristics, perspectives, and lifestyles; empowering others to act; collaborating with and supporting others; resolving conflict; acknowledging others; embracing win-win thinking; promoting global awareness.

...5dW/hfk

Center for Philanthropy

La Sierra University's Center for Philanthropy is housed in the ZSB.

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

Center for Conflict Resolution

The Center for Conflict Resolution helps people and organizations resolve and manage conflicts without resorting to the legal system or using violence. It does this in three ways: by providing courses, lectures, and certificate programs focused on alternative dispute resolution; by providing professional mediatorial services (delivered through a free-standing corporation); and by facilitating research designed to lead to the peaceful resolution of conflict. The Center for Conflict Resolution cooperates with entities including La Sierra University's Center for Entrepreneurship and its Enactus program by fostering just economic development as a means to peaceful conflict resolution. The Center's mission is an apt expression of La Sierra University's Seventh-day Adventist heritage—marked by a commitment to peacemaking and global service.

and career initiative create meaningful opportunities for learning and exchange as well as the placement of students and alumni with companies in search of emerging talent.

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

Placement and Internships

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

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

Curricula

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

- Finance
- General Management
- General Management - Law, Policy, and Ethics
- Human Resource Management
- Marketing

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

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

MBA Curriculum Overview

The ZSB's individual departments are responsible for the major- or concentration-specific requirements for curricula falling under their jurisdiction. But each MBA curriculum follows the same general outline. Earning an MBA requires the completion of a minimum of 45 non-Foundation units. Every MBA student must meet the Foundation and Integration requirements and must complete the requirements for at least one major of at least 24 units, in addition to a number of electives sufficient to ensure that she has completed at least 45 non-Foundation units.

Foundation (0-32 units)

| | |
|----------|---|
| ACCT 511 | Accounting I |
| ACCT 512 | Accounting II (optional; required for Finance)* |
| ECON 525 | Data, Models, and Decisions |
| ECON 537 | Economic Analysis for Business Decisions |
| FNCE 504 | Elements of Managerial Finance |
| MGMT 504 | The Practice of Management |
| MGMT 527 | Information Systems Management |
| MGMT 544 | Business Ethics |
| MGMT 547 | Principles of Business Law |
| MKTG 505 | Marketing Foundations |

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

A student may meet the requirement represented by each class in the Foundation curriculum either by successfully completing the class or by presenting evidence justifying waiver of the requirement that she complete the class satisfactory to the chair of her major department or to the ZSB dean's office.

Foundation courses (except ACCT 511 and 512) are available for three or four units, but a course available for three units need be taken for only three units in order to fulfill the Foundation requirement.

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Integration (13 units)

| | |
|----------|--|
| MGMT 518 | Leadership Colloquium |
| MGMT 545 | Workplace Spirituality |
| MGMT 546 | Social Entrepreneurship |
| MGMT 587 | Leadership, Creativity, and Organizational Dynamics |
| MGMT 691 | Management Strategy |

A student may meet the requirement represented by each class in the Integration curriculum either by successfully completing the class or by presenting evidence justifying waiver of the requirement that she complete the class satisfactory to the chair of her major department or to the ZSB dean's office.

Department of Accounting, Economics & Finance

Regular Members of the Faculty

Jonathan E. Beagles

Associate Professor of Accounting and Management (2017)
PhD University of Arizona 2017
Organization theory, network theory, nonpro t and international NGO governance

Fredrick Clarke

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

H. Robert Gadd

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

George O. Ogum

Associate Professor of Finance (1997)
DBA University of Memphis 1990
International nance, nancial management, corporate nance, nancial econometrics

Kristine Webster

Associate Professor of Accounting and Finance (1995, 2006)
MBA Loma Linda University 1991
CPA 1992
CFE 2013, Cr.FA 2013
Taxation, fraud, forensic accounting

Danette Zurek

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

Members of the Faculty by Courtesy

S. Eric Anderson

Professor of Management and Economics (2011)
PhD University of North Texas 1992
International economics

Gary Chartier

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

John omas

Dean, Zapara School of Business
Bashir Hasso Professor of Entrepreneurship (1989)
PhD Claremont Graduate University 2001
Behavioral nance, economic development

Members of the Collaborating Faculty

Joseph Hall 2006
Adjunct Professor of Law and Business Ethics (2001)
LLD University of Cambridge 2015
JD University of California at Los Angeles 2001
PhD University of Cambridge 1991
Economic development

Curricula Offered

Department of Accounting, Economics, and Finance offers

MASTER OF BUSINESS ADMINISTRATION COURSES

Finance

General requirements for the MBA are identified in the introductory Zapara School of Business section, on the final page of the section. To earn an MBA with a major in Finance, a student should meet these general requirements (0-32 Foundation units and 13 Integration units) in addition to those specified below:

Major (24 units):

Major courses must be FNCE courses (up to 8 units of ACCT courses other than ACCT 541 may be applied to the major with the approval for the Department Chair) and must include FNCE 604 and FNCE 621.

Diversification (8-21 units):

Diversification courses must include ACCT 541 (unless this requirement is waived on the basis of prior coursework or the equivalent); other courses may be taken in any area or areas, though additional courses in finance and courses in accounting are strongly recommended.

Practicum hours may be used to fulfill elective requirements within the major, and students are strongly urged to complete internships when they are available.

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

Accounting

ACCT 511 Accounting I (4): Introduction to the principles that govern accounting; will help students to read and interpret financial information, as well as use it to make business decisions.

Restriction: Not open to any student who has earned a C or better in ACCT 221 and 222

ACCT 512 Accounting II (4): Key issues in accounting including the study of cost concepts and generation as well as use of accounting data for internal decision making and control.

Prerequisite: ACCT 511

Restriction: Not open to any student who has earned a C or better in ACCT 223

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 512

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

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

Prerequisite: ACCT 541

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

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

Prerequisite: ACCT 542

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

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

Prerequisite: ACCT 646 (can be concurrently enrolled)

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

Prerequisite: ACCT 646

ECON 557 Globalization & International Business (4): Introduction to international business theory and practice: theory of trade and integration, international economic institutions and their context, comparative economic systems, application of economic principles to the functional areas of business on the global level.

Restriction: Not open to any student who has earned a C or better in ECON 357

ECON 566 Economic Development in Emerging Markets (4): An examination of key factors driving economic growth in nations. The focus is on the roles of population growth, physical and human capital accumulation, international trade, technology, and political stability in economic development. Compares the developmental histories of advanced industrial economies and developing economies with emphasis on emerging markets. May be repeated with different content with the consent of the instructor.

Restriction: Not open without the consent of the instructor to any student who has earned a C or better in ECON 366

ECON 587 Introductory Econometrics (4): A presentation of the principal concepts, techniques, and applications of econometrics using OLS and MLE estimators. Emphasis on developing a critical understanding of the appropriateness and limitations of a variety of political economy models. Coverage may include systems of simultaneous equations, discrete-choice models, time series analysis, panel data, and nonlinear functional forms.

Restriction: Not open to any student who has earned a C or better in ECON 387

Additional Requirement: ECON 537, and ECON 525 or 4 units of undergraduate statistics or the equivalent

ECON 592 Essentials of Game Theory (4): Introduction to the formal study of interdependent decision-making. Topics include normal and extensive form games, strategic games, dominance strategies, the concept of the Nash equilibrium and various refinements of this concept, subgame perfect equilibrium, games of incomplete information, learning in games, repeated and sequential games, reputation and credibility, and cooperative and coalitional games. Applications in economics, political science, and business are emphasized.

Restriction: Not open to any student who has earned a C or better in ECON 392

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

Prerequisite: Consent of the instructor

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

Prerequisite: ECON 525 and consent of the instructor

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

Restriction: Consent of the instructor & the dean's office

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

Restriction: Consent of the instructor

ECON 696 Practicum in Economics (1-4): Provides academic credit for supervised work activity that draws on graduate-level skills in economics and that is documented by an appropriate exercise or set of exercises. Enrollment is dependent on the student's proposal of a practicum site and identification of an appropriate supervisor as well as on the approval of the appropriate ZSB program coordinator. May be repeated for additional credit with consent of the instructor.

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

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

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

Finance

FNCE 504 Elements of Managerial Finance (3-4): 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 511 or consent of the instructor.

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

FNCE 604 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 511 and ECON 537

FN

Program in Customized Majors

Program Faculty

Gary Chartier, Coordinator

Associate Dean, Zapara School of Business

Distinguished Professor of Law and Business Ethics (2001)

LLD University of Cambridge 2015

JD University of California at Los Angeles 2001

PhD University of Cambridge 1991

Law and legal theory, ethics, political theory

Curricula Offered

The Program in Customized Majors oversees the customized MBA program.

Customized Curriculum

1. A person with academic objectives not readily achievable through an existing Zapara School of Business (ZSB) Master of Business Administration program may receive an MBA degree in a customized major field from the School of Business after the completion of a special curriculum approved by the School.
2. A customized MBA curriculum must feature a minimum of forty-five units of non-Foundation courses, including at least thirty-two units offered by the School of Business. A student completing a customized MBA major will be expected to meet all applicable MBA Integration and Foundation requirements.
3. A proposal for a customized MBA major should ordinarily include the following:
 - A. A list of the courses to be included in the proposed curriculum;
 - B. A title for the major, which will appear on the student's diploma and transcript if the curriculum
- 3.

Department of Management and Marketing

Regular Members of the Faculty

S. Eric Anderson

Professor of Management and Economics (2011)
PhD University of North Texas 1992
Health care management, strategic management, health care economics and finance, political economy, international trade

Gary Chartier

Associate Dean, Zapara School of Business
Distinguished Professor of Law and Business Ethics (2001)
LLD University of Cambridge 2015
JD University of California at Los Angeles 2001
PhD University of Cambridge 1991
Law and legal theory, ethics, political theory

Jere L. Fox

Associate Professor of Law and Management (2011)
MA La Sierra University 2007
JD Pepperdine University 1977
Estate planning, trust and probate law, business law, constitutional law and the church

Dulce L. Peña

Associate Professor of Law and Human Resource Management (2011)
MA Fielding Institute 2010
JD Pepperdine University 1990
MNA Loma Linda University 1987
Employment law, human resource management, leadership, conflict resolution

Elias G. Rizkallah, Chair

Professor of Marketing and Management (2001)
PhD Northwestern University 1982
International marketing, strategic marketing planning, marketing management, consumer behavior

John Thomas

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

Lorraine Abaro Thomas

Associate Professor of Management, Marketing, and Law (2015)
PsyD Loma Linda University 2015
DrPH Loma Linda University 2015
LLM Georgetown University 2004
JD UCLA School of Law 1993
Management, marketing, consumer behavior, advertising, health care law, leadership

Members of the Faculty by Courtesy

Jonathan E. Beagles

Associate Professor of Accounting and Management (2017)
PhD University of Arizona 2017
Organization theory, network theory, nonprofit and international NGO governance

Members of the Collaborating Faculty

Dom Betto

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

Eduardo Brugman

Adjunct Assistant Professor of Management (2013)
MBA La Sierra University 2014
Information systems management

James Erickson

Director, La Sierra University Center for Philanthropy
Adjunct Professor of Non-Profit Management
LHD *hc* La Sierra University 2007
EdD Indiana University 1970
Philanthropic fund-raising, not-for-profit organizational strategy

Brad Feldman

Adjunct Associate Professor of Entrepreneurship (2015)
MBA Duke University 1996
CPA 1994
Start-up design and strategy

Christian W. Johnston

Adjunct Assistant Professor of Law (2014)
JD Pepperdine University School of Law (1999)
Business law, health care law, human resource management

Mark Khalaf

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

Craig Kinzer

Adjunct Assistant Professor of Management (2012)
PhD University of California at Riverside 2007
Business communication, management strategy,
management and literature, medieval English

Robert Krone

Distinguished Visiting Professor of Strategic Management (1992)
PhD University of California at Los Angeles 1972
Strategic planning, electronic distance learning, systems
analysis, policy formulation, organization theory

Kevin McCarthy

Adjunct Assistant Professor of Philanthropy and
Management (2013)
BA, Michigan State University 1975
Practice of management, philanthropy

Heather Miller

Adjunct Assistant Professor of Management (2013)
MBA La Sierra University 2007
Business English

Edward Motschieder

Associate Director of the Center for Conflict Resolution
Adjunct Assistant Professor of Management (2015)
DMin United Theological Seminary 1990
Conflict resolution

Richard W. S. Pershing

Human Resource Management

General requirements for the MBA are identified in the introductory Zapara School of Business section, on the final page of the section. To earn an MBA with a major in Human Resource Management, a student should meet these general requirements (0-32 Foundation units and 13 Integration units) in addition to those specified below:

Major (28 units):

Major courses must include:

MGMT 534 Human Resource Management

MGMT 568 Conflict Resolution Management

MGMT 576 Issues in Employment Management

COURSES

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

Management

MGMT 504 Core Practice of Management (3-4): An introduction to management as an integrated practice, with a focus on organizational behavior, operations and production management, and human resource management.

Prerequisite: MGMT 507 or the consent of the instructor or the dean's office

MGMT 506 Human Resource Management in Health Care (4): This course is designed to acquaint students with key concepts related to human resource management in health care organizations. It analyzes human resources functions including recruitment, selection and retention strategies. Consideration is given to such topics as job satisfaction, design of work teams, job analysis, design, description and evaluation, collective bargaining, staffing, performance appraisal, employee discipline, management and staff education.

MGMT 507 Fundamentals of Business English (4): An introduction to interpreting and composing written and spoken English for use in business and business-academic settings. Designed for non-native English speakers.

MGMT 509 Health Care Operations (4): Systematic planning, design, and operation of all processes required for the delivery of health care services. Focuses on tools appropriate for the analysis of operating systems and diverse approaches to health care operations.

MGMT 514 Philosophy of Work (4): Explores a range of philosophical issues related to the meaning and organization of work.

Restriction: Not open to any student who has earned a grade of C or better in MGM

MGMT 538 Global Poverty (4): An examination of the causes of the global wealth gap and an assessment of alternative policy responses to this gap, with particular attention to the effects of aid programs and of globalization on poverty reduction. Integrates perspectives from economics, politics, law, philosophy, and religion.

Restriction: Not open to any student who has earned a grade of C or better in MGMT 424, 495G, or 695G. Cross-listed as RELE 614

MGMT 539 Enterprise, Organization, & Anarchy (4): The design of industrial organizations, and the potential contributions of for-profit and not-for-profit organizations to the provision of social and other public services, including “public goods,” in the absence of the state. Seminar format.

Restriction: Not open to any student who has earned a grade of C or better in MGMT 427

MGMT 544 Business Ethics (3-4): Moral foundations of business practice, with a focus on both theological and philosophical resources.

Prerequisite: MGMT 507 or the consent of the instructor or the dean's office

Restriction: Not open to any student who has earned a grade of C or better in UNST 404C

MGMT 545 Workplace Spirituality (2): An in-depth exploration of the links between work life and the spiritual life. Focuses on themes including prayer, discernment, guidance, forgiveness, community, and the Sabbath.

Prerequisite: MGMT 507 or the consent of the instructor or the dean's office.

Restriction: Not open to any student who has earned a grade of C or better in MGMT 345

MGMT 546 Social Entrepreneurship (2): Prepares students to build on a theoretical foundation in social entrepreneurship by planning a field project involving the use of business skills and business creativity to foster positive social change.

Prerequisite: MGMT 507 or the consent of the instructor or the dean's office.

Restriction: Not open to any student who has earned a grade of C or better in MGMT 367

MGMT 547 Principles of Business Law (3-4): The social and political environment of business, with a particular focus on the role of law and regulation on the shape of business activity. Includes both descriptive and critical aspects. Addresses appropriate topics selected from among issues including government regulation and public policy; real and personal property; contracts; business organizations; labor and employment law; agency; sales and the Uniform Commercial Code; business-related torts and crimes; constitutional issues in business law; wills, trust, and estates; commercial paper; secured transactions; debtors' and creditors' rights; and bankruptcy.

Prerequisite: MGMT 507 or the consent of the instructor or the dean's office

Restriction: Not open to any student who has earned a grade of C or better in MGMT 382 or MGMT 347

MGMT 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

MGMT 558 Capital & Endowment Campaigns (4): Overseeing and participating in efforts designed to attract large-scale gifts supporting projected capital projects, including endowments, for philanthropic organizations.

MGMT 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 505 & FNCE 504

MGMT 587 Leadership, Creativity, & Organizational Dynamics (4): Innovation and leadership are 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 organizational creative and innovative processes. Personal creativity, authenticity, meaning and spirituality will be examined with a focus on leadership development leading to creation and sustainability of an innovative workplace. Students will receive a solid foundation in current leadership development and organizational design through the lenses of creativity and innovation. The course is highly interactive, and may be offered as a hybrid online-course. It will explore specific cases of social entrepreneurship innovation as well as the best practices of today's most visionary thinkers in private and public organizations.

Prerequisite: MGMT 504 & 507 or the consent of the instructor or the dean's office

MGMT 588 eLab (4): Virtual research environment focused on value creation and competitive advantage in the digital economy. May be repeated for additional credit with consent of the instructor.

Restriction: Consent of the instructor

MGMT 613 Motivation & Productivity (4): Advanced

MGMT 668 Advanced Legal Issues in Health Care (4): Common law principles, government regulations, and public policy issues as they pertain to health care services.
Prerequisite: MGMT 547

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

MGMT 674 Reading Tutorial in Management (1-4): Independent study under the supervision of a faculty member. May be repeated for additional credit with consent of the instructor.
Restrictions: Consent of the instructor & the dean's office

MGMT 688A Entrepreneurship Internship Lab (1-4): The entrepreneurship internship lab allows students to participate in an internship with a start-up company. Internships may be in traditional, global, or socially focused areas.
Prerequisite: Consent of Instructor.

MGMT 688B Social Entrepreneurship Lab (1-4): In the Social Entrepreneurship Lab students explore social entrepreneurship first-hand by working with local nonprofit and for-profit enterprises that have social missions. After careful analysis, students make strategic recommendations to the participating organizations and firms in order to leverage greater growth.
Prerequisite: Consent of the instructor

MGMT 688C Start Up Garage Lab (1-4): The Startup Garage Lab is an experiential lab course that focuses on the design, testing, and launch of a new idea. Students work in teams through an iterative process of understanding user needs, ideating and prototyping new products and services. Teams will present their prototypes to a panel of entrepreneurs, investors and faculty members.
Prerequisite: Consent of the instructor

MGMT 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 MBA Foundational courses: ACCT 511, ECON 525, ECON 537, FNCE

Marketing

MKTG 505 Marketing Foundations (3-4): An introduction to the practice and significance of marketing. Focuses on the marketing environment, consumer and industrial buying behavior, marketing research, and marketing ethics. Particular attention is paid to the basics of marketing strategy (market segmentation, targeting, and product differentiation and positioning) and to the marketing mix – product, price, distribution, and promotion.

Prerequisite: MGMT 507 or the consent of the instructor or the dean's office

Restriction: Not open to students with a grade of C or better in MKTG 305

MKTG 586 Advertising (4): The role and use of advertising and other promotional techniques within the marketing function. Development of an advertising plan including media selection, creative strategy and advertising appeal, and budgeting. Legal, ethical, and international aspects of advertising are highlighted.

Prerequisite: MKTG 505 or consent of the instructor

Restriction: Not open to any student who has earned a grade of C or better in MKTG 386

MKTG 589 Health Care Marketing (4): This course will provide students with the knowledge and skills needed to effectively market health care products and services. It addresses issues including environmental analysis, problem identification, priority identification, strategy development, and tactical planning. Fundamental concepts of marketing such as segmentation, targeting, positioning, customer satisfaction and perceived value will be reviewed in the context of health care marketing. Specific health care marketing tools will be presented to help in identifying problems and developing strategies.

Prerequisite: MKTG 505

MKTG 605 Marketing Management (3) This course provides students with the knowledge and skills needed to effectively market health care products and services. It addresses issues including environmental analysis, problem identification, priority identification, strategy development, and tactical planning. Fundamental concepts of marketing such as segmentation, targeting, positioning, customer satisfaction and perceived value will be reviewed in the context of health care marketing. Specific health care marketing tools will be presented to help in identifying problems and developing strategies.

School of Education

Ginger Ketting-Weller, Dean
PhD Claremont Graduate University 1997

Mission

Within the context of the La Sierra University mission statement, the mission of the School of Education is to promote and model exemplary teaching, morally responsible leadership, scholarly research, and supportive psychological educational service in an inclusive intellectual environment.

Accreditation

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

Preliminary Teaching Credential

- Multiple subjects
- Single subject

Professional Clear Teaching Credentials

- Multiple Subject
- Single Subject

Services Credentials

- Administrative Services: preliminary
- Pupil Personnel Services: School Psychology
- Pupil Personnel Services: School Counseling

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

Teaching Credentials

- Elementary
- Secondary

Services Credentials

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

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

Elissa Kido, Director
EdD, Boston University 1980

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

Degrees and Programs

Curricula are offered for the degrees: Master of Arts in Teaching, Master of Arts, Master of Education (Canada extended campus only), Specialist in Education, and Doctor of Education. Post baccalaureate (or “ fifth-year”) credential programs and a certificate program are also available. The credential programs are structured to fulfill requirements for teaching and service credentials prescribed by the North American Division of Seventh-day Adventists Department of Education and/or the California Commission on Teacher Credentialing.

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 School of Education's 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.)

Responsibility of the Student

It is the responsibility of the student, in consultation with an

Professional Coursework

| Elementary | | UG | | Grad |
|---|------|------|----|----------|
| Teaching Performance | | | | |
| Assessment Seminar | EDCI | 498 | or | 500 (1) |
| TPA 1 Subject Specific Pedagogy (Required for course completion) | | | | |
| Reading K-8 | EDCI | 414 | or | 520 (4) |
| Student Teaching: Reading K-8 | EDCI | 414L | or | 520L (1) |
| Mathematics K-8 | EDCI | 415 | or | 521 (3) |
| Student Teaching: Mathematics K-8 | EDCI | 415L | or | 521L (1) |
| (Includes TPA 2 Designing Instruction) | | | | |
| Language and Literacy K-8 | EDCI | 416 | or | 522 (3) |
| (RICA Examination multiple subject only) | | | | |
| Religion K-12 | EDCI | 417A | or | 523A (2) |
| Culture, Society & Ethics K-12 | EDCI | 417C | or | 523C (2) |
| Science and Health K-8 | EDCI | 418 | or | 527 (3) |
| Special Education in the | | | | |

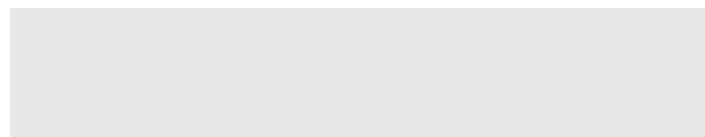
Master of Arts Administration & Leadership

The Master of Arts degree in Administration and Leadership provides students with the opportunity to plan a personalized program focusing on the needs and goals of the individual student. All programs are designed to assist the student in developing leadership and organizational skills. Requirements for the Seventh-day Adventist Administrator Certificate 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.)

Student Learning Outcomes

The candidate will:

- Address complex topics systematically and creatively, think critically, and write competently in developing and supporting a sustained argument.
- Demonstrate the ability to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences.



Required

- Core requirements (12 units):

| | | |
|----------|---------------------------------------|-----|
| EDAD 524 | Educational Organization & Leadership | (3) |
| EDFO 512 | Perspectives on Faith & Learning | (3) |
| EDPC 561 | Counseling Theory & Techniques | (3) |
| RSCH 504 | Methods & Materials of Research | (3) |

- Content Specialization (24 units minimum)
- Electives (selected in consultation with the advisor)
- Written Comprehensive Examination:

| | | |
|----------|-------------------------|-----|
| EDCI 597 | Master's Thesis/Project | (3) |
|----------|-------------------------|-----|

Students must arrange with the Department of Curriculum and Instruction to take the comprehensive examination prior to registering for EDCI 597 Masters Project. Successful completion of the examination is required for degree completion. Unsatisfactory performance on one or more portions of the examination will necessitate retaking those sections of the examination. Unsatisfactory performance on the entire examination will result in the student being assigned

Application for LPCC and LMFT licensure may be made to the Board of Behavior Sciences when the following requirements are met: (1) completion of Master of Arts in Counseling (2) a minimum of 90 units of coursework, and (3) the completion of 3,000 clock hours of internship.

Master of Arts Student Life and Development

The MA in Student Life and Development is designed to provide early-career professionals with knowledge, skills and practical training for leadership careers in secondary and higher education student affairs, student counseling/advising, disability services, residential life, leadership programs, multicultural affairs, recreation, and student programming. Concepts learned in the classroom are applied through a diversified fieldwork program in a variety of student life/affairs/service and related departments in high schools, colleges, and universities.

Prerequisites and Admission

In addition to the admission requirements for graduate study as described in the Graduate Admission Information section of this bulletin, further specialized prerequisites may be specified for the Master of Arts degree program in Student Life and Development.

Required:

- Core requirements (12):

| | | |
|----------|---|-----|
| EDAD 524 | Educational Organization & Leadership | (3) |
| | OR | |
| EDAD 675 | Administrative Leadership in Higher Education | (3) |
| EDCI 512 | Faith and Learning | (3) |
| EDPC 561 | Counseling Theory & Techniques | (3) |
| RSCH 504 | Methods and Materials of Research | (3) |

- Content Specialization (33 units):
Higher Education Student Life & Development Specialization
K-12 Student Life and Development Specialization
Disability Services Specialization

One of the content specializations above may be chosen. Students may contact the department or refer to the department website for the sequence and specific course requirement of each specialization.

Additional Requirement

A satisfactory score is required on the portfolio assessment and/or department comprehensive examination, and must be received by the University at least four weeks prior to graduation or the issuance of a diploma.

Specialist in Education (EdS) degree General Requirements:

Two options are available in achieving the Specialist in Education degree:

- Option 1: Prior completion of a Master of Arts degree followed by a minimum of 45 units of post-MA education-related coursework.
- Option 2: Completion of 90 units of post baccalaureate education-related coursework with a grade point average no less than 3.3 (this option is for individuals who have not previously completed a Master of Arts degree)

Program completion sequence

Steps in the sequence toward completion of the education specialist degree program are the same regardless of the option chosen or the department in which the degree is taken. Steps are as follows:

1. Program approval—develop a program of study with an advisor in the department of degree specialization. The program must be approved by department committee.
2. Satisfactorily complete all coursework in the approved program of study, with a grade point average not less than 3.30, and no course grade lower than a B-. A maximum of one repeat of a course is permitted.
3. Petition for graduation—submit a petition for graduation two quarters prior to the date of anticipated completion of the program.
4. Portfolio completion (if required by the program).
5. Comprehensive Examination-- Successfully pass a written and oral comprehensive examination (if required by department). Continuation toward a doctorate degree (if acceptance is granted) is contingent on successfully passing this comprehensive examination.
6. Graduation

Residence and Time Requirements

Policies on academic residence and time limits are explained in the Academic Policies and Practices section of this bulletin.

The Option 1 program requires that 36 of the 45 units for the EdS degree must be taken at La Sierra University, while the Option 2 program specifies 72 units in residence. Full-time students can usually complete Option 1 in four to five quarters and Option 2 in eight to ten quarters. Since most courses are offered in late afternoon, evenings, and summers, it is possible for part-time students to continue their employment while extending the time period for program completion. Course units become obsolete after seven years.

Program of Study

The Specialist in Education degree in the School of Education requires a minimum of 90 quarter units beyond an approved baccalaureate degree or 45 units beyond the Master of Arts degree.

Specialist in Education Administration & Leadership

Program Learning Outcomes

Upon completion of this program students will:

- Address complex topics systematically and creatively, think critically, and write fluently and persuasively in developing and supporting a sustained argument.
- Demonstrate the ability to communicate complex ideas and issues, and explain and defend conclusions clearly and effectively to specialist and non-specialist audiences.
- Demonstrate a conceptual mastery of and advanced methodological competence in the tools and processes of research.
-

Higher Education

| | | |
|----------|--|-----|
| EDCI 628 | History of Curriculum Design | (3) |
| EDCI 630 | Pedagogy & Practice in Higher Education | (3) |
| EDFO 645 | History of Educational Thought | (3) |
| EDFO 647 | History & Philosophy of Higher Education | (3) |
| EDCI 651 | Curriculum Development in Higher Education | (3) |
| EDCI 664 | Social & Emotional Intelligence | (3) |
| EDCI 655 | Critical Issues in Neuroscience & Pedagogy | (3) |

Elective Courses (6-9 units)

Consult with advisor to select units from School of Education electives.

Additional Education Specialist Requirements

Comprehensive Examination. Required for program completion and advancement toward Ed.D.

**Specialist in Education
School Psychology**

The Specialist in Education degree for School Psychology provides all the elements specified by the state of California for the Pupil Personnel Services Credential with authorization for school psychology. The credential may also be pursued without earning an EdS degree.

Recommendation for the credential will be based on demonstrated competencies as well as on the accumulation

5. Submission of the approved and signed capstone thesis or dissertation to the Office of the Dean of the School of Education in its final form ready for binding prior to graduation.
6. Recommendations for the conferral of the degree by the departmental faculty and by the Graduate Committee of the School of Education.

e Capstone Thesis

Students in the Doctor of Education program are required to complete either a traditional dissertation or a capstone thesis as the culmination of their professional educational experience.

The capstone project for the Ed.D. program begins with a research-based experience in which students address an education problem through an action research project, program development project or product outcome project, culminating in a thesis. The doctoral capstone project offers students the ability to connect research to practice and results in a formal thesis and presentation summarizing the project in four parts: the problem, the literature review, the project/intervention and methodology, and the findings, reflections and conclusions.

Students pursuing the capstone project are guided in identifying and selecting a real-world problem in an

Program of Study

The curriculum for a Doctor of Education degree in the School of Education is comprised of all prerequisites and a minimum of 132 quarter units beyond an approved baccalaureate degree, or 87 units beyond the Master's degree, or 42 units beyond the Specialist in Education degree.

Previous Credits

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

Option 1:

Prior completion of an Educational Specialist (or equivalent) degree followed by a minimum of 42 units of post-EdS coursework. Credits from the previous degrees will be assumed to contain the following:

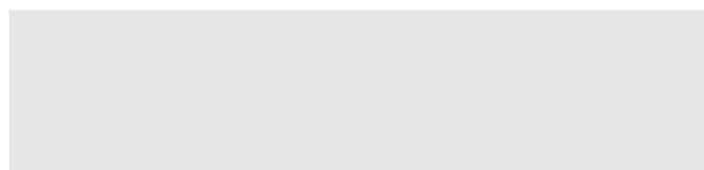
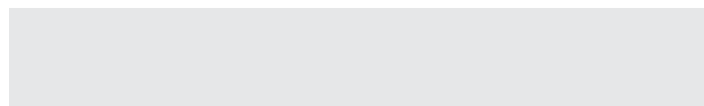
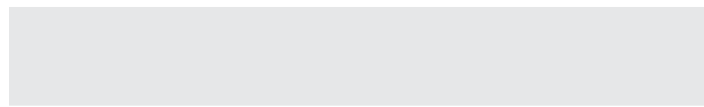
- Masters degree in Education and
- EdS core requirements or equivalent

Contingent on approval by department of specialization, any deficiencies in credits will be included in the program of study.

Option 2:

Prior completion of a master's degree in any discipline,

with a minimum of 28 units of post-EdS coursework (or 14 units of post-EdS coursework and 14 units of post-EdS coursework).



Required

Option 1: (Following completion of an EdS or equivalent)

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

Option 2: (Without an EdS)

- 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 or thesis (12 units)
- Electives (30 units minimum, selected in consultation with the advisor)

Doctor of Education Curriculum and Instruction

Program Goals

The program goals for the Doctor of Education degree with specialization in Curriculum and Instruction are:

To know:

- To expand students' knowledge of the field of Curriculum and Instruction.
- To develop academic writing skills at a graduate level.
- To further develop students' research skills.

To seek:

- To further develop critical thinking and analysis in knowledge about education.
- To expand students' moral development in a Christian context.

To serve:

- To further develop professionalism in educators.
- To gain knowledge of issues relating to the social context of education.

Program Objectives

Knowledge

- To demonstrate an in-depth understanding of curriculum, instruction and how people learn.
- To develop an in-depth interest in a particular area of study in preparation for the dissertation.
- To develop advanced levels of research methodology in the students' chosen methodology for the dissertation.
- To demonstrate a knowledge of recent advances in Curriculum and Instruction.
- To demonstrate the ability to analyze, synthesize, and evaluate current trends in education.

Skills

- To conduct original research culminating in a dissertation.
- To select and evaluate current research in the field of Curriculum and Instruction.

Neuroscience and Education Concentration

Completion of 30 units (minimum) consisting of:

A. Core Requirements (9 units)

| | | |
|----------|----------------------------------|-----|
| EDFO 791 | Contemporary Issues in Education | (3) |
| EDRS 605 | Qualitative Research I | (3) |
| | OR | |
| EDRS 704 | Educational Statistics II | (3) |
| RSCH 754 | Quantitative Research Design | (3) |
| | OR | |
| RSCH 755 | Qualitative Research Design | (3) |

B. Research Methods Requirements (3 units)

Research methods course as approved by the Department

C. Content Specialization Requirements (21 units)

Graduate courses related to neuroscience and education, as approved by the Department.

Step 3:**Dissertation units (12)**

| | | |
|----------|-----------------------|------|
| RSCH 798 | Doctoral Dissertation | (12) |
| RSCH 799 | Doctoral Colloquium | (0) |

Doctor of Philosophy in Leadership

The Doctor of Philosophy degree in Leadership provides advanced education in the theory, practice and research of Leadership across a broad range of organizational settings.

Course of study

The program may typically be completed over a period of 4-5 years of study with candidates undertaking a minimum of two courses each quarter, and two courses during two 2-week intensive summer sessions. This assumes that all prerequisites are completed before starting the program. By careful planning it is possible to complete the didactic portion in three years and then, depending on the length of dissertation research and writing, another year or two. For those who progress on less than a full-time basis, there would be some flexibility in completing the coursework and dissertation. In this case the process would take longer to complete. It is, however, expected that all students in the PhD program would complete their degree requirements within the seven-year limit.

Given unforeseen circumstances, a policy does allow students to petition an extension of time but not to extend it to more than a total of ten years. The Leadership Studies Committee must approve programs extending for longer than the seven years, and approval may include the requirement of additional coursework.

Coursework

The PhD in Leadership courses are organized into four clusters, (a) required core courses common to all, (b) specialization courses chosen by each student in consultation with their adviser to create depth, (c) a smaller grouping of diversification courses allowing for breadth and (d) a sequence of research and writing courses that create a foundation for the entire degree.

A. Core Requirements (21 units) The core develops depth and breadth in the student's understanding of leadership, with a focus on leadership theory, research and applications. All courses in the following 21-unit core are required:

| | | |
|----------|--|-------|
| LEAD 704 | Leadership Orientation | (1) |
| LEAD 744 | Theoretical and Philosophical Perspectives on Leadership | (3) |
| LEAD 650 | Readings in Leadership | (2-3) |
| LEAD 687 | Leadership in the Organization | (3) |
| LEAD 688 | Moral Leadership | (3) |
| LEAD 695 | Organizational Systems and Culture | (3) |
| LEAD 690 | Communication in the Organization | (3) |
| LEAD 794 | Seminar in Leadership and Change | (3) |

B. Specialization (27 units) The specializations within each program are comprised of courses which address theoretical frameworks, specialized knowledge, aptitudes and competencies in that discipline. They range across key theories to skill areas, and in some cases provide a short sequence moving from introductory level graduate study in a specialized area to a more advanced level of inquiry. Specializations are available in Educational Administration, Instructional Leadership and Educational Psychology.

C. Diversification (9 units) Students customize their programs further through the development of their 9-unit diversification. Diversification courses are taken from a specialization other than the one chosen by the student to meet their own specialization requirement. They may also be taken from appropriate graduate courses in the School of Business and the Divinity School. The goal of the diversification segment is to provide yet another lens for understanding the study of leadership.

D. Research Component (30 units) Research courses

Timelines

The following is the required program sequence for the Doctor of Philosophy degree:

1. Admission to the doctoral program. This occurs in the winter quarter prior to the summer intake, and prior to beginning the 87 units of doctoral residency.
2. Program approval. Develop a program of study in consultation with the Director of Leadership Studies, the Director of Research and the advisor for the selected specialization prior to beginning the first quarter in residence. The program must be approved by the School of Education Leadership Studies Committee.
3. Completion of coursework
4. Successful completion of the qualifying examination.
5. Application for advancement to candidacy. Occurs after passing the qualifying examination, immediately following coursework completion. The application for advancement to candidacy is for the department to review the student's eligibility and progress for completing the program.
6. Dissertation proposal, research and dissertation writing.
7. Must be submitted in final form, ready for binding, prior to graduation.
8. Presentations at research conferences and submission of research article to peer reviewed journal.
9. Oral defense of dissertation. Must take place no later than four weeks prior to date of graduation.
10. Petition for graduation. Must be submitted upon final approval of dissertation by the student's dissertation committee.
11. **Program completion:** All degree requirements must be completed within seven years after admission to the doctoral program.

Residency and Leave of Absence

To maintain residency in the program, students must register for a minimum of six quarter credits per quarter for at least three quarters per year. A minimum of 42 credits of the doctoral program must be earned in residency at La Sierra University after admission to the program. At the dissertation stage, students may choose to take up to three credits but must take a minimum of one credit per quarter until 12 credits are recorded. To maintain their status after that, students must register for SECE 910 Dissertation Continuation.

Students may request a temporary leave of absence for up to four quarters. A longer absence results in an administrative withdrawal from the degree program and necessitates reapplication should a student seek to reenter the program. Students are then subject to the requirements in effect at the time of readmission. The Leadership Studies Committee considers the request for leave of absence and reinstatement.

Qualifying Examination

During the final quarter of coursework, students must arrange with the department to take a qualifying examination. Successful completion of the examination qualifies the student to petition for advancement to candidacy and to proceed to the dissertation stage of the program. Unsatisfactory with the dissertation stage

Degree Completion and Petition for Graduation

Toward the end of the dissertation study, the candidate petitions the School of Education Graduate Committee for permission to graduate with a PhD in Leadership degree based on fulfillment of the following requirements:

1. Completion of an approved program of study with no less than 132 quarter units post baccalaureate, including a minimum 87 units beyond the master's degree, and fulfillment of all prerequisite and specialization requirements;
2. Completion of all units with no grade below B-, and a grade point average not less than 3.50. A maximum of two repeats of courses is permitted.
3. Successful completion of the qualifying examination;
4. Submission, with advisor approval, of one article to a peer-reviewed journal for publication;
5. Presentations made at two regional or national academic conferences;
6. Satisfactory oral defense of the dissertation not later than one month prior to graduation;
7. Submission of the approved and signed dissertation to the Office of the Dal academic conferences;
- 6.

Teacher Credential Program

Students seeking admission to any teacher education program must present evidence of an undergraduate GPA of 2.75 or better. If the grade point average is below 2.75, the student must pass the appropriate CSET examination before being

California state preliminary and Seventh-day Adventist (SDA) basic credentials

(State requirements may differ in specific ways from major programs; therefore, students should be in contact with the Credential Office and the Department of Curriculum and Instruction in the School of Education.)

A. Prerequisites

1. A passing score on CSET (Multiple Subjects) or CSET (Single Subject) for entrance into the Teacher Education program.
2. CBEST (California Basic Educational Skills Test)
3. Certificate of Clearance
4. Tuberculosis (TB) Test
5. Application for admission to teacher education program
6. Previous and maintained grade point average of not less than 2.75 for admission to and continuance in the teacher education program.
7. The following courses:

EDCI 204/502 Teaching in the Multicultural Classroom (3)

EDFO 305 Psychological Foundations of Education (4)

OR

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Fifth Year SDA Teaching Certificate

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 post baccalaureate units of coursework for the Seventh-day Adventist Professional Teaching Certificate. The student must be accepted into the Teacher Education Program to qualify for the fifth year credential program. Applications for acceptance and program approval must be made through the Department of Curriculum and Instruction.

Individuals considering the Fifth Year program should be aware of the Master of Arts in Teaching program. By adding four additional courses to the Fifth Year program, the candidate can earn a master's degree. If this advantage is desired, students are encouraged to apply for the MAT degree rather than the Fifth Year program.

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, 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 post baccalaureate program:

Courses of advanced study from:

| | | |
|----------|--|-----|
| EDCI 506 | Learning & Assessment | (3) |
| EDCI 511 | Advanced Health & 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 545 | Neuroscience & Learning | (3) |
| EDCI 564 | Special Education in the Regular Classroom | (3) |
| EDCI 598 | Seminar in Current Trends | (3) |
| EDCI 664 | Social & Emotional Intelligence | (3) |

Educational and School Psychology Certificate

The purpose of this certificate is to provide an advanced foundation that will allow educators, administrators, and related service providers to become proficient in selected topics related to educational and school psychology, such as the Response to Intervention, career counseling, and disability studies. Course content will provide knowledge and hands-on training to identify students who are at-risk in academic and behavior performance, to monitor their progress in a systematic manner, and to generate intervention and counseling strategies specific to the student's identified needs. Students should contact the department for specific course requirements for the certificate.

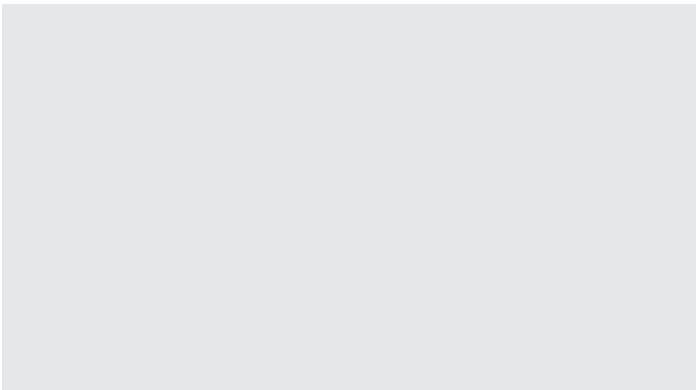
Administrative Credentials

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

Admission

Requirements for admission to the program for the administrative services credentials are similar to the requirements for Master's level work but may vary according to the candidate's academic goals and level of credential being sought. Students should consult with the Department of Administration and Leadership for specific admissions

3. Full conditions for endorsement in at least one of the following areas:
 - a. Principal: a minimum of one graduate course each in curriculum, supervision, school law, school administration, and school finance. Supervisor



State School Counseling Credential

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

- A. Health, character, and criminal clearances.
- B. A passing score on the California Basic Education Skills Test (CBEST).
- C. Completion of a graduate degree with an approved program of professional preparation, including appropriate fieldwork.
- D. Completion of 3 units in EDPC 665 Field Practice in School Counseling (600 hours).

For the advanced authorization in School Psychology, at least 72 units of post baccalaureate study are required. The school psychologist credential may be issued without the EdS degree if all mandatory competencies have been acquired and demonstrated through an approved program of study. However, the State of California will not issue a school counseling credential without the candidate having a graduate degree, minimally a master's degree. The school psychology Credential is not a prerequisite for the school counseling credential.

State Professional Clinical Counselors Licensure (Extended Post-MA Counseling Education Program)

For the California Professional Clinical Counselors licensure, at least 90 units of postbaccalaureate study are required. The extended post-MA counseling program would prepare MA in Counseling students who are interested in completing the prerequisites necessary to apply for the California License of Professional Clinical Counselors. The license is issued by the California Board of Behavioral Science. The licensure program requires satisfactory completion of 90 postbaccalaureate units including most courses and competencies specified for the Master of Arts degree counseling.

Board Certified Behavior Analysis (Incorporated in MA in Counseling, EdS Educational Psychology, EdD School Psychology, or EdD Educational Psychology)

For the Board Certified Behavior Analysis certificate, at least 27 units of post baccalaureate study are required. The certificate program may be pursued as part of the following graduate programs: MA in Counseling, EdS Educational Psychology, EdD School Psychology, or EdD Educational Psychology. The certificate is issued by the Behavior Analyst Certification Board. The cerSvior Antinnsalyelceti car C, at least 27 Psyugti cg grBoard. The cer6

Seventh-day Adventist Certificate

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

1. Possession of an SDA Standard Teaching Certificate with eligibility for subject-area endorsement.
2. A minimum of 27 quarter units in counseling. The MA degree in Counseling with the elective program is sufficient provided that all other requirements have been met.

Candidates for credentials are advised to consult early in their program with the department chair, the School of Education credential officer, and with the certification officer of the Pacific Union Conference of Seventh-day Adventists.

School of Education Extended Campuses

The programs leading to the Master of Arts or Master of Education degree in Curriculum and Instruction or Administration and Leadership are programmed primarily during summer quarters expressly for the purpose of offering further training and enrichment to Seventh-day Adventist administrators and teachers in Seventh-day Adventist union conferences in the North American Division. Within these programs are core courses applicable to all graduate programs in the School of Education at La Sierra University. Students wishing to pursue a graduate degree at La Sierra may elect to take these core courses on an extended campus. The programs are also structured to assist in fulfilling requirements for teaching credentials issued by the General Conference of Seventh-day Adventists, Department of Education. Credentialing responsibility is assumed by the respective union conference offices of education.

La Sierra University's extended campus programs in North America (Alberta, Canada; Lincoln, Nebraska) are authorized by the appropriate commissions or councils in those regions. For further information on any of the above programs, please write to the Coordinator, Extended Campus Programs, School of Education, La Sierra University, 4500 Riverwalk Parkway, Riverside, CA 92515, or to the appropriate extended campus as follows:

Burman University

Box 235, College Heights, Alberta, Canada T4L2E5
Extended Campus Coordinator: Julie Grovet

NOTE: New applicants are not being accepted to this program. Current students are completing their degree programs under the provisions of La Sierra University's teach-out policy.

Union College

3800 South 48th Street, Lincoln, NE 63506
Extended Campus Coordinator: Lisa Turk

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 committees for Extended Campus Programs in North America consist of the Dean and department chairs of the School of Education, the chief academic officers and program coordinators from Burman University and Union College, and the educational directors of the Mid-America Union Conference (MAUC) and the Seventh-day Adventist Church in Canada (SDACC). Additional members include, as needed, other local campus supporting personnel. La Sierra's Dean of the School of Education chairs the Extended Campus.

Planning Committee at each host campus once per year for the purpose of program planning, review and evaluation.

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 body overseeing ongoing implementation, planning, and evaluation for all extended campus programs.

Extended Campus Program Coordinator

The program coordinator for each extended campus serves students as the local support contact and is responsible for the communication between the extended campus and the School of Education in all matters such as registration materials and procedures, instructor grade reports, teacher evaluations, program changes, etc.

Admission Information

Extended campus 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 with questions concerning Extended Campus Programs may call the Dean at 951/785-2266 or toll free at 800/874-5587. The School of Education fax number is 951/785-2230.

Application Process for Extended Campuses at the North American Locations

Seventh-Day Adventist Church-Employed Teachers

Completed applications should be submitted online to the Office of Admissions and Records. Students accepted into the program must complete their program within seven years.

Students not sponsored by the Seventh-day Adventist Church

Students not sponsored by the Seventh-day Adventist church but studying at an extension campus may submit an online application to the Office of Admissions. These students are charged tuition at the current published rates. Students accepted into the program must complete their program within seven years.

Registration

Students must register online prior to the first class session (The information and portal can be found at: <http://www.lasierra.edu/school-of-education/extended-campus/>) and may be expected to complete pre-assignments prior to the first class period.

Transfer Credit

Students may transfer up to 9 quarter units from an accredited graduate institution, as approved, into their graduate program with La Sierra University. Additional units may be transferred by action of the graduate committee.

Official Transcripts

The applicant must request that official transcripts of all college work taken elsewhere be sent to: Office of Admissions La Sierra University, 4500 Riverwalk Parkway, Riverside, CA 92515.

Whom to Contact

For answers to questions regarding extended campus programs, contact the Dean of the School of Education at La Sierra University, Riverside, 4500 Riverwalk Parkway, CA 92515. For housing and procedures at the extended campus, students may contact the Extended Campus Coordinator at the local campus.

Financial Information

Employees authorized by their respective union conferences and accepted into the Master of Arts or Master of Education degree program receive full tuition scholarships for the approved extended campus program. Students not on a union conference scholarship program are charged regular La Sierra University tuition rates.

Library Facilities

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

Academic Information

Advisement

Academic advisement is provided by the designed advisor in the School of Education. The four major stages of the master's degree program are:

Stage I: Admission

1. Application and application fee must be submitted to the Office of the Admissions at La Sierra University

Stage II: Program development and departmental approval (up to completion of 15 units)

Stage III: Advancement to candidacy, 27-30 units

1. Completion of basic requirements
2. Completion of 27-30 units of the program with a grade point average of 3.00 or above

Stage IV: Program completion, 45 units

1. Written application for graduation
2. Completion of coursework with a grade point average of 3.00 or higher
3. Completion of written comprehensive examination
4. Completion of a Masters Research Project/thesis if required by the department

Grade Reports

Grades are available online after the grade submission date following the term for which the students were registered.

Credits

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

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 and have no course grade lower than a B-.

Course Load

A student may take no more than twelve units during the summer term. Because of the delivery in intensive, short-term course format, a student may take only one course at a time.

Master of Education (Canada only)

NOTE: New applicants are not being accepted to this program. Current students are completing their degree programs under the provisions of La Sierra University's teach-out policy.

The Master of Education (M.Ed.) degree is provided under the terms of an agreement between La Sierra University School of Education, Burman University and the Seventh-day Adventist Church in Canada, and is approved by the Campus Alberta Quality Council and the Western Association of Schools and Colleges. The programs (Curriculum and Instruction, and Administration and Leadership) are structured to assist in fulfilling requirements for Seventh-day Adventist teaching credentials and administrative certificates. The general information pertaining to the Master of Arts programs also applies to the M.Ed. degree offered in Canada. The structure of the programs varies slightly, however, and is organized as follows:

Master of Education, Administration and Leadership

Core Requirements (15 units):

| | | |
|----------|---------------------------------|-----|
| EDAD 524 | Educ. Organization & Leadership | (3) |
| EDCI 512 | Faith & Learning | (3) |
| EDCI 514 | Curriculum Planning | (3) |
| RSCH 504 | Methods & Materials of Research | (3) |
| EDPC 561 | Counseling Theory & Technique | (3) |

Department of Administration & Leadership

Department Faculty

Steve Pawluk, Chair

Professor of Administration and Leadership (2007)
EdD Montana State University 1992

Margaret Solomon

Professor of Administration and Leadership (2010)
PhD Michigan State University 1999

Support Staff

Sylvia Cordoba

Credential Analyst and Office Coordinator

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, sociocultural, and spiritual insights. Such dimensions are basic to a truly scholarly appreciation of the educational process.

The department, with the support of the other departments of La Sierra University's School of Education, offers programs leading to the Master of Arts degree, the Specialist in Education degree, and the Doctor of Education degree. The department offers approved programs leading to a Preliminary

COURSES

GRADUATE

EDAD 524 Educational Organization & 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 & Philosophical Aspects of Leadership (3): Exploration of students' own leadership styles and philosophical and spiritual perspectives, and how those characteristics shape the individual as an educational leader.

EDAD 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 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 577 Supervised Field Experience in the Private School or College (1-3): An individually tailored administrative field experience in either a private school or in a College or University setting. A contract with specified objectives and learning outcomes is required. Supervision is jointly shared between department faculty and an on-site supervisor.

Prerequisites: Certificate of Clearance & consent of the department chair

EDAD 578 Supervised Field Experience in the Public School (1-3): 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 on-campus related to education or administration theory. May be repeated for additional credit. Maximum of 6 credits may be applied toward a degree.

EDAD 594 Topics: (1-5): Courses in specialized or experimental areas conducted through regular class activities and approved by the School of Education as temporary offerings. See course schedule for topics courses.

EDAD 597 Masters Research Project (3-6): Elective capstone course for the Master of Arts in Administration and Leadership degree. Involves the preparation and completion of a comprehensive, synthesizing project applying the knowledge and skills learned in the courses that comprise a student's degree program. Projects must have theoretical/academic and applied components.

EDAD 598 Seminar in Current Trends (3): Exploration of current thought and writings in educational policy issues, curriculum, leadership and administration implementation. Readings from the current literature and newsletters from professional organizations. This course is structured to view curricula from both administrative and instructional viewpoints. (Cross-listed with EDCI 598)

EDAD 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 requirements, and liability.

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 & 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 & Evaluation (3): Examination of purposes, theoretical

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Department of Curriculum & Instruction

Department Faculty

Keith Drieberg, Chair

Professor of Curriculum & Instruction (2015)
PhD Alliant International University

Heather L. Barker

Associate Professor of Curriculum & Instruction (2015)
ABD Middle Tennessee State University
MSEd Southern Adventist University

Support Staff

Sylvia Cordoba

Credential Analyst

Raymond Hurst, EdD

Director of Accreditation and Program Effectiveness

DeAnne Knipschild

Secretary, Curriculum and Instruction

Curriculum and Instruction Mission Statement

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

The mission statement of the Department is based on the University Mission Statement which is: "To seek truth,

Teaching Credentials Offered

EDCI 510 Classroom Management (2): Focuses on

EDCI 521 Mathematics K-8 (3): Focus on content knowledge, learning theory, and instructional strategies relevant to teaching mathematics in a linguistically, culturally, and economically diverse student population. Emphasis is placed on basic skills, manipulatives, problem solving, mathematical connections, estimation, mental math, assessment, cultural diversity, calculators, and computers as an integral part of teaching mathematics.

Prerequisites: Acceptance into Teacher Education Program

EDCI 521L Clinical Practice: Mathematics K-8 (1): Practicum in a multicultural classroom where students may develop their mathematics teaching skills by putting theory into practice. Thirty clinical practice hours required. Concurrent registration with EDCI 521 is required.

Prerequisites: Acceptance into Teacher Education Program

EDCI 529 Middle School Theory & Practice (3): Preparation of secondary candidates to (1) develop skills in the use of a wide variety of teaching strategies, (2) gain a knowledge and understanding of classroom organization and planning, (3) understand and teach to the various diverse student population, (4) understand the professional, historical, and political issues involved in teaching, and (5) understand the use of curriculum frameworks for the State of California and the North American Division of Seventh-day Adventists.

Prerequisites: Acceptance into the Teacher Education Program

EDCI 529L Clinical Practice: Middle School Theory & Practice (1): Application of skills learned in EDCI 529 within the context of a single subject classroom. All candidate-produced lesson plans are aligned with Common Core State Standards and curriculum frameworks. Thirty hours clinical practice required. Concurrent registration with EDCI 529 is required.

Prerequisite: Acceptance into the Teacher Education Program

EDCI 530 Secondary Theory & Practice (3): Examines current theories of secondary education and practice. Instruction in identifying appropriate teaching strategies and developing course outlines and unit plans in teaching at the secondary level. Involves selecting and organizing learning materials and opportunities. Includes focus on the organization, management, and discipline of the classroom.

Prerequisites: Acceptance into the Teacher Education Program

EDCI 530L Clinical Practice: Secondary Theory & Practice (1): Application of skills learned in EDCI 430 within the context of a single subject classroom. All candidate-produced lesson plans are aligned with Common Core State Standards and frameworks. Thirty hours of clinical practice required. Must be taken concurrently with EDCI 530.

Prerequisite: Acceptance into the Teacher Education Program

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

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

EDCI 534 Fieldwork in Special Education (3-9): Provides supervised teaching experiences required for the state Specialist in Special Education (Learning Disabled) Credential. Includes a weekly seminar.

Prerequisites: Completion of basic generic & advanced specialization courses in special education (learning handicapped) & 9 units of EDCI 425 or 524, for elementary, or EDCI 457 or 556, for secondary

EDCI 537 Diagnosis of Reading Disabilities (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 or 419 or 518

EDCI 538 Remediation of Reading Disabilities (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 520

EDCI 540 Cross Cultural & Bilingual Instruction (3): Focus on bilingual/English language acquisition and development. Specific consideration given to Hispanic cultures and Spanish language acquisition including theories and models of first and second language development.

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

EDCI 542 Multicultural Teaching (3): Focus on teaching in a bilingual classroom in Spanish. Examines the historical, cultural, and socioeconomic origins and characteristics of Hispanic cultures, and the influences of Hispanic cultures on California and the United States. Overview 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): Focus on developing cultural and language skills of Spanish speakers. Examines approaches to teaching academic content in Spanish, and methods and organizational strategies for the use of English and Spanish. Considers models of teaching in bilingual classrooms and how to select culturally and linguistically appropriate primary and second language materials.

EDCI 545 Neuroscience & Learning (3): Designed to aid all educators in understanding what current neuroscience research reveals about the learning process. Examines and compares current educational practice with neuroscience findings. Encourages development of curriculum that incorporates holistic principles for learning and teaching.

EDCI 550 Instructional Models & 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 in changing curriculum, including: reform, standards, ideologies, and improvement of curricular practices.

EDCI 556 Student Teaching in the Secondary School (1-14): Supervised clinical practice experience for state and Seventh-day Adventist credentials. A weekly seminar on the organization and management of the classroom and other relevant issues is required during the student teaching experience.

Prerequisites: Acceptance into the Teacher Education Program and Student Teaching Program

EDCI 557 Secondary Intern Fieldwork (1-14): An internship teaching program offered in collaboration with the local conference or district and the School of Education. For currently employed teachers who have completed all the requirements for the basic credential, with the exception of student teaching.

Prerequisites: Acceptance into the Teacher Education Program and Student Teaching Program, and district and site letter

EDCI 560 Comparative Curricula (3): Compares a variety of curriculum designs among the countries of the world, among private and parochial schools, and among state schools. Provides educators with ideas for improving the curricula of the school systems in which they work.

EDCI 564 Special Education in the General Classroom (3): A study of the responsibilities of the general educator and the special educator in teaching students with special needs. Explores methods of identifying students with disabilities, planning Individualized Educational Programs (IEPs), and developing appropriate teaching strategies. Includes federal and state laws governing the education of students with special needs. Twenty hours of clinical practice required.

Prerequisites: Acceptance into the Teacher Education Program

EDCI 564B Advanced Special Education in the Regular Classroom (3): Provides advanced knowledge and ability in understanding diverse needs of students with special needs. Candidates further explore methods for identifying students with disabilities, methods for meeting IEP (individualized educational plan) requirements, and abilities for developing appropriate teaching strategies. Requires twenty hours of observation/shadowing.

Prerequisite: EDCI 464 or EDCI 564 Special Education in the Regular Classroom.

EDCI 565 Administration of Early Childhood Programs (3): Preparation of the student to run and manage a successful early childhood program. Covers the administration of budgets, supervision of children, supervision of personnel, meal planning, safety, license requirements, salaries, fees, hiring, marketing, and policies.

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

EDCI 568 Early Childhood Development (3): Theories of child development from birth to age 6. Includes implications of practice on the development of the child, developmentally appropriate activities for physical, cognitive, social, and emotional health of children, and how to recognize developmental milestones and plan appropriate physical, cognitive, social, and language activities.

EDCI 570 Oral Communication & English Language Learners (3): Methods and techniques for teaching English language components (grammar, vocabulary, pronunciation) and the theories related to language description, language learning, and language use. Emphasizes factors which affect second-language acquisition and learning.

EDCI 571 Cultural Issues for English Language Learners (3): Discussion of cultural issues and the English language learner, with attention to concepts and research methodologies within the context of culture. Focuses 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 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. Includes opportunities for practice and evaluation.

EDCI 605 Cultural Issues for English Language Learners (3): Focus on 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 are encouraged to compare and contrast values, attitudes and cultural patterns of the United States and other countries of the world.

EDCI 608 Foreign Language Teaching Methodologies (3): (cross listed with WLDG 401) Designed for students with advanced, near-native, and native skills in a second language. Includes an introduction to applied linguistics and the essentials of language teaching and learning. Includes an overview of the different methodologies applied to the acquisition of a second language. Theories and phenomena are applied to the teaching of specific grammar and culture points that may present difficulty for the second language learner. Assignments for graduate students are differentiated from those required for undergraduates taking WLDG 401.

EDCI 628 History of Curriculum Design & 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. Studies emphasize on general and specialized curriculum American colleges and universities in light of their historical and present constituencies.

EDCI 630 Pedagogy & 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 Curriculum Development & 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 axiology and epistemology as it relates 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 655 Critical Issues in Neuroscience & Pedagogy (3): Considers legitimacy of studying education/learning from neuroscience perspective. Topics include: critical periods of development; neuroscience literacy for educators and psychologists; computational functions and the brain; physiology of reading; dyslexia, autism; music therapy; appropriate/inappropriate alignments of neuroscience and education; and other related issues. A basic understanding of brain anatomy and physiology and of principles of neuroscience is expected prior to beginning this study.

Prerequisite: EDCI 545 Neuroscience and Learning (or approval by course instructor)

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 664 Emotional/Social Intelligence (3): Explores research and theoretical knowledge relevant to emotional and social functions as they contribute to learning, education, the work place, and personal psychological adjustment and thriving. Investigates and emphasizes the science of holistic development in terms of physical, mental and social/emotional/spiritual function in educational settings. A basic understanding of brain anatomy and physiology and principles of neural science is expected prior to beginning this study.

Prerequisites: EDCI 545 Neuroscience and Learning (or approval by course instructor)

EDCI 668 Textbook & Curriculum Materials Analysis (3):

Specialist in Education for Educational Psychology

- Specializations:
 - General Educational Psychology
 - Behavior Analysis
 - Clinical Counseling (program for Professional Clinical Counselors Licensure)

Doctor of Education in School Psychology and Measurement

- Specializations:
 - General School Psychology
 - Behavior Analysis

Doctor of Education in Educational Psychology

- Specializations:
 - General Educational Psychology
 - Behavior Analysis
 - Clinical Counseling (program for Professional Clinical Counselors Licensure)
 - Student Life and Development

Admission to a program does not guarantee permission to complete the program. If, during the student's course of study, the Department of School Psychology and Counseling observes documented behaviors and/or personality/characterological limitations that are inconsistent with the professional expectations for a graduate of the program, the student will be asked 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. For more detail on credential requirements, see the School of Education section of this bulletin.

Licensure Prepared

The California Board of Behavioral Science has fully approved and endorsed La Sierra University's coursework to become eligible to become a Licensed Professional Clinical Counselor and Licensed Marriage and Family Therapist. Students who have completed the department's extended education program may seek out an appropriate internship after graduating from the university. After the successful completion of an appropriate internship, a student is eligible to sit for the licensing exam in California. Once the exam is passed through the Board of Behavioral Sciences, the student is then eligible to become a Licensed Professional Clinical Counselor (LPCC) or Licensed Marriage and Family Therapist (LMFT). Please note that the 1.5-credit hour practicums listed among the courses are only for students interested in pursuing the LPCC and LMFT. For more detailed information on licensure requirements see the section on credentials and licensure in the School of Education section of this bulletin.

Facilities and Services

Located in the upper level of the School of Education building, the Department of School Psychology and Counseling provides facilities and services in which practical experiences may be combined with theoretical learning. Several small counseling rooms are equipped for video and audio recording, and one-way windows permit individual or group observations under controlled conditions. The confidential test library is stocked with a variety of psychometrics and research materials.

COURSES

UPPER DIVISION

EDPC 440 Theory & Practice in Behavior Analysis (3-4):

Focuses on preparation for the Registered Behavior Technician (RBT) Credential, addressing basic theories, practical skills, and professional issues related to behavior analysis as practiced under the supervision of a Board Certified Behavior Analyst. Meets the 40-hour training requirement for the RBT credential.

EDPC 599 Independent Study in EDPC (1-3): Application

EDPC 651 Emotional/Social Intelligence (3): Exploration of research and theoretical knowledge relevant to emotional and social functions as they contribute to learning, education, the workplace, personal psychological adjustment, and psychosocial thriving. Emphasis on the science of holistic development in terms of physical, mental, and various social, emotional and spiritual functions in educational settings.

EDPC 742 Foundation of Applied Behavior Analysis II (4.5):

Study of the complex aspects of behavior change strategies built upon fundamental behavioral principles. Examines examples of behavior change strategies from the basic and applied research literature. Major topics include verbal behavior, generalization and maintenance, contingency contracting, and self-management.

EDPC 743 Assessment of Applied Behavior Analysis I (4.5):

Introduction to the philosophy of behaviorism and the basic tenets of applied behavior analysis, focusing on behavioral assessment and observation, time series research design, and its use in the scientific evaluation of behavior.

EDPC 744 Assessment of Applied Behavior Analysis II (4.5):

Examination of functional assessment and functional analysis procedures with a focus on educational settings. Emphasis on providing students with an understanding of procedural and conceptual issues surrounding evidence-based intervention design for people with severe behavior problems.

EDPC 745 Applications of Applied Behavior Analysis (4.5

Units): Examination of advanced issues related to designing and evaluating behavioral assessment and instructional

LEAD 704 Leadership Orientation (1): Orientation to the nature and requirements of the degree program and how the study of leadership, research and the areas of specialization and diversification can provide a solid balanced for career and future.

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

LEAD 744 Theoretical and Philosophical Perspectives on Leadership (3): Explores the questions about leadership raised by those who have examined its hopes, goals and practice over time and across cultures.

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

LEAD 794 Seminar in Leadership and Change (3): Provides an opportunity to focus on and more clearly define the nature of leadership and to explore the role and responsibilities of leaders of change and transition in communities and organizations.

Restriction: For PhD in Leadership students only or permission of instructor; to be taken at the end of the didactic portion of the PhD in Leadership program.

School of Education Additional Courses

Ginger Ketting-Weller, PhD, Dean

Educational Foundations

Educational Foundations courses are under the direction of the Department of Curriculum and Instruction.

COURSES

GRADUATE

EDFO 512 Integration of Faith & Learning (3): Examination of contemporary thinking about spirituality, worldviews, epistemology, ontology, and axiology as they relate to Christian and public education. Focuses on the development of educators who are critical thinkers and are able to examine, evaluate, and synthesize values, spirituality, and education.

EDFO 645 History of Educational Thought (3): A chronological investigation of Western educational philosophies from the time of Socrates to the present. Examines the impact of societal changes and the contribution of selected individuals to educational thought and practice.

EDFO 647 History & Philosophy of Higher Education (3): An examination of the meaning, purpose, and development of higher education in the United States. Emphasizes theories and current research related to conflicts facing colleges and universities, and issues pertaining to academic life.

EDFO 688 Moral Leadership (3): Examination of what makes policy and practice moral or ethical; how to make morally and ethically sound decisions; and how to foster the moral development of teachers, staff, and students.

EDFO 791 Contemporary Issues in Education (3): Issues viewed in the light of sociological and historical research, philosophical analysis, and the particular concerns of education. This capstone course examines issues related to education in general and the student's area of specialization in general. Prerequisite: Consent of the advisor

Research and Statistics

Research and Statistics courses are under the direction of the Department of School Psychology and Counseling.

GRADUATE

RSCH 504 Methods & Materials of Research (3): Terminology, methodology, and sequence of scholarly research, including problem formulation, literature review, sample selection, instrument design, statistical analysis, and report writing. Includes numerous examples in both quantitative and qualitative design. Requires the production of a formal research proposal.

RSCH 504-P Methods & Materials of Research Practicum (1.5): In addition to the formal research proposal stipulated in RSCH 504, students are expected to gather a small research sample, conduct a data analysis, and report the results.

RSCH 604 Educational Statistics I (3): Planning and conducting research with programs and materials in the student's major area. Emphasis on evaluation research, statistical methods, survey design, qualitative research, and the critique of research. Laboratory required, as is the completion of an individual research project.
Prerequisite: RSCH 504

RSCH 605 Qualitative Research I (3): Introduction to the theory and practice of qualitative research. Students will identify various approaches to qualitative research and develop skills in using the tools of qualitative research such as interviewing, observation, documentary analysis and case study. Students conduct simulated research activities, and read published scholarly qualitative research.
Prerequisite: EDRS 504 and acceptance into a post master's degree program.

RSCH 704 Educational Statistics II (3): Fundamentals of statistical reasoning and the application of statistical techniques to research in the social sciences. Includes computer applications to research and statistics. Laboratory required with research application.
Prerequisites: RSCH 504 & RSCH 604

RSCH 705 Qualitative Research II (3): Focuses on qualitative methods for data collection and on how to conduct ethnographic fieldwork, in-depth interviews, documentary analysis, and/or case studies. Also focuses on epistemological approaches, ethics, reflexivity, and data analysis techniques.
Prerequisites: RSCH 504 & RSCH 605 and acceptance into a doctoral degree program

RSCH 713 Factor Analysis & Latent Modeling (3-4): Examines theories and application of statistics related to latent variables including factor analysis, path modeling, and structural equation modeling. Laboratory required with research application.
Prerequisites: RSCH 504, 604 & 704

RCSH 723 Evaluation Research (3):

RSCH 799 Research Colloquium (0): Provides a forum in which the entire community of dissertation writers meets to discuss various aspects related to the process and completion of dissertation writing, and to attend dissertation defenses.

EdD students may register by permission of instructor.

Corequisite: PhD student must register concurrently with RSCH 798

Research and Statistics

e continuation and Access Courses are under the direction of the Dean's Office.

SECE 905 University Resources (1): Students must register for this course in order to have access to university resources, such as the library, during quarters in which the student is not enrolled in courses.

Prerequisite: Consent of instructor or department

SECE 910 Dissertation 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

The HMS Richards Divinity School

Division of Graduate Studies

Administration

H.M.S. Richards Divinity School Faculty

Friedbert Ninow, Dean (2015)
PhD Andrews University 2000

V. Bailey Gillespie, Associate Dean (1975)
PhD Claremont Graduate University 1973

Warren C. Trenchard, Director of Graduate Programs (1995)
PhD University of Chicago 1981

Divinity School Staff

Kimberly Hall, Administrative Assistant (2011)
MBA La Sierra University 2010

Associated Centers

Center for Near Eastern Archaeology

Douglas R. Clark, Director
PhD Vanderbilt University 1984

John Hancock Center for Youth and Family Ministry

V. Bailey Gillespie, Director
PhD Claremont Graduate University 1973

Ana and Fernando Stahl Center for World Service

Charles Teel, Jr., Director
PhD Boston University 1972

HMS Richards Library

Friedbert Ninow, Acting Director
PhD Andrews University 2000

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

Divinity School Faculty

V. Bailey Gillespie, Chair
Professor of Theology and Christian Personality (1975)
PhD Claremont Graduate University 1973
Theology, Christian nurture, psychology of religion

Marlene Ferreras
Associate Professor of Practical Theology (2017)
MA Fuller Theological Seminary 2012
MS Loma Linda University 2011
Practical theology, pastoral counseling

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

Shelton Kilby
Senior Lecturer in Religion and the Arts (2014)
MA Union Institute and University 2010
Pastoral Ministry, creative ministry, theomusicology

Randal R. Wisbey
Associate Professor of Pastoral Studies (2007)
DMin Wesley Theological Seminary 1990
Youth ministry

Collaborating Faculty

John C. Brunt
PhD Emory University 1978
Pastoral ministry

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

Hector Ramal
DMin Andrews University
Pastoral ministry, Externship

General Information

Mission

e La Sierra University HMS Richards Divinity School, a theological school within the system of Seventh-day Adventist higher education, seeks to integrate believing, thinking, and acting through teaching, scholarship, dialogue, and service, preparing Christian leaders for e ective ministries in the church, academy, and world in which we live.

Vision

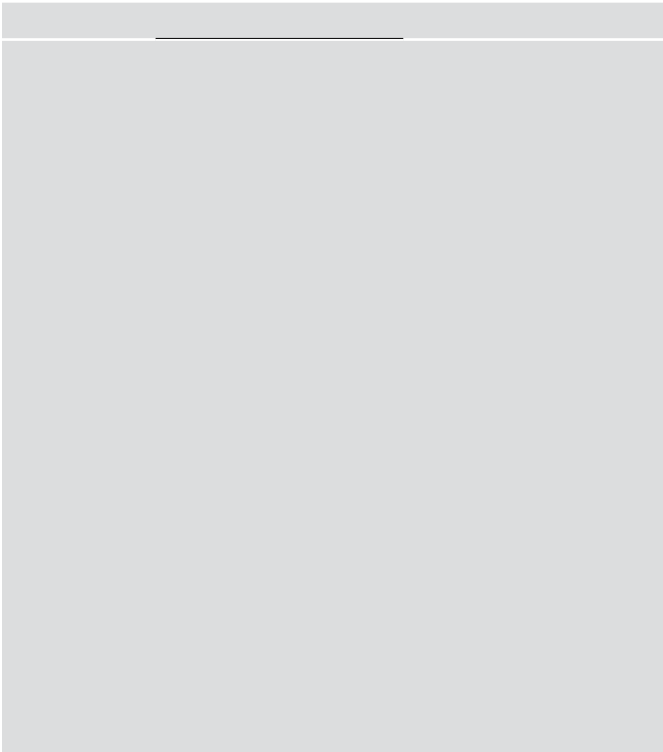
We see ourselves as an open community of learning and service, conviction and hospitality, solidarity and diversity, where faith seeks both understanding and transformation.

Our vision is to be attentive to the calling of Jesus Christ to present truth,* while not forgetting how God has led us in our past history,* and ever listening and reaching out through the empowering of the Spirit to a changing church and world.

We seek to form leaders who will be both e ective and winsome spokespersons for the gospel, and capable of courageously standing for the right though the heavens fall.* We seek collaborations with congregations and partner institutions where conversations can deepen our service in God's cause in the world.

specialized, courses are always electives and should ideally be taken after completing the relevant required core course (but in any event can only be taken after completing any relevant foundational course).

the foundational courses are listed below on the left, and the required core courses are listed in the right column, for each of the nine disciplinary areas:



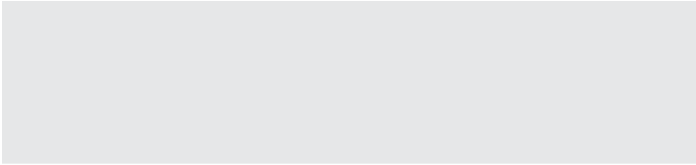
MDiv Program Student Learning Outcomes

Students completing the Masters of Divinity degree program (MDiv) program will:

- I. Exhibit an introductory graduate-level understanding of the content and major themes of Christian doctrine, church history, pastoral ethics, and theological reflection in the practice of ministry.
- II. Demonstrate an ability to read scriptural texts critically and apply understanding in areas of spiritual growth appropriate for ministry and pastoral leadership.
- III. Demonstrate sufficient ability to conduct solid research with a goal of properly applying the Bible to modern life.
- IV. Affirm one's identity and calling to ministry and explore the assumptions and hermeneutics needed to engage the text in their own lives, their communities and the larger world.
- V. Examine the Seventh-day Adventist religious tradition in relation to Scripture, theology, methods of liturgy, worship elements and congregational structures in light of a diversity of praxis.
- VI.



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
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Master of Theological Studies (MTS)

Graduate Masters of Theological Studies

Students completing the Masters of Theological Studies (MTS) degree program will:

- I. Demonstrate an introductory graduate level knowledge and understanding of the Bible's content, structure, message, and interpretation in relation to its literary, theological, historical, cultural, and canonical backgrounds.
- II. Determine competence in biblical research and in using appropriate and relevant sources with a goal to applying biblical principles to modern life.
- III. Synthesize and assess the major events, persons, and literature in the history of Christianity including the development of Seventh-day Adventists within the wider Christian traditions.
- IV. Articulate classic categories or issues in Seventh-day Adventist or in Christian theology in contrast to other major Christian and non-Christian traditions.
- V. Evaluate and affirm spiritual growth as to one's calling, ministry giftedness, strengths and personal growth.
- VI. Interpret and apply theological and/or biblical understanding in a coherent, integrative essay in an area of study.

The Master of Theological Studies is a broad graduate academic program oriented toward general theological studies, normally requiring two years of academic full-time study. Persons admitted with some advanced theological study or with prior extensive undergraduate studies in religion and/or other appropriate foundational areas may complete the

E. Christian eology 8 {4}

RELT 504 *Principles of Christian eology* (4)

RELT 514 *Systematic eology* (4)

F. History of Christianity 8 {4}

RELH 504 *A Survey History of Christianity* (4)

RELH 514 *Studies in the History of Christianity* (4)

G. Seventh-day Adventist Studies 8 {4}⁷

RELH 506 *History of Seventh-day Adventism* (4)

RELT 516 *Seventh-day Adventist eology* (4)

H. World Religions 4 {0}⁸

RELG 501 *e Study of Religion: eory & Practice* (4)

RELG 511 *e Religions of the World* (4)

I. Practical eology 8 {4}

RELP 504

- V. The issue, problem, or topic identified in the synthesis essay must necessarily be much narrower than the Area of Interest, so that you may successfully address it within the recommended 10-15 pages.
- VI. So for example, a student interested in social justice might focus the essay on the relationship of social justice to one's Christian faith in a way that makes appropriate use of religious and theological resources.
- VII. You may find it helpful to consult with your mentor and perhaps other faculty members as you prepare your essay.
- VIII. You should submit your essay to your advisor by May 15 of your graduation year.

The essay is graded by your mentor on a Pass/Fail basis. If after you submit your essay to your advisor, the essay needs revisions, you must revise it and resubmit it to your mentor until they approve it by signing the essay.

A copy of your final essay signed by your advisor is due to the Dean's Office by the last day of the May or the last quarter you are in residence at the Divinity School.

This is a requirement for graduation for all students in the MTS program, regular or cohort, and may be integrated into the RELP 591 classwork for MTS students only.

The MTS Integrative Reflective essay and portfolio of significant artifacts must be presented to and signed by the student's advisor and the director of graduate programs, and handed in to the Dean's Office for evaluation during the last quarter of study.

The summative portfolio must be signed by the student's advisor and the director of graduate programs.

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Biblical Studies

RELB 501 e Old Testament & Its Communities (4): A survey of the writings of the Old Testament in the context of the communities and faith experiences of those who produced them.

RELB 502 e New Testament & Its Communities (4): A survey of the writings of the New Testament in the context of the communities and faith experiences of those who produced them.

RELB 506 From Text to Sermon: Hermeneutic Tools for Pastors (4): An examination and application of scriptural principles for interpretation of the Bible.

RELB 511 Interpreting OT Texts (4): An investigation into the theory and practice of biblical exegesis, hermeneutics, and theology through the study of selected books/portions of the Hebrew bible/Old Testament.

Prerequisite: Comparable undergraduate course, or consent of the instructor.

RELB 512 Interpreting NT Texts (4): An investigation into the theory and practice of biblical exegesis, hermeneutics, and theology through the study of selected books/portions of the Christian scriptures/New Testament.

Prerequisite: Comparable undergraduate course, or consent of the instructor.

RELB 519 e Gospel of John (4): An exegetical study of the Gospel of belief, with special emphasis on Johannine Christology and the concepts of the Fatherhood of God, the Holy Spirit, life, truth, grace, and eschatology.

RELB 521 Contemporary Issues in Old Testament Studies (4): An exploration of current issues and research in the scholarly study of the Old Testament.

Prerequisite: RELB 511 or comparable undergraduate course, or consent of the instructor.

RELB 522 Contemporary Issues in New Testament Studies (4): An exploration of current issues and research in the scholarly study of the New Testament.

Prerequisite: RELB 512 or comparable undergraduate course, or consent of the instructor.

RELB 526 e Prophetic Traditions of Israel (4): Historical, exegetical and theological exploration of the major and minor prophets, with critical consideration of their original situations and messages and of their meanings for our time today.

RELB 527 e Wisdom Traditions of Israel (4): Historical, exegetical and theological exploration of the wisdom literature

RELB 698 Thesis in Biblical Studies (4): May be repeated for additional credit to a maximum of 8 units.

RELB 699 Directed Study in Biblical Studies (1-6):

Restriction: Consent of the instructor.

Christian Ethics

RELE 504 Christianity and Culture (4): An examination of human culture and society as the expression of the setting in which we participate in God's creative work, as the medium through which humans receive and appropriate divine revelation, and as the context within which they experience divine redemption. These issues are approached through the disciplines of sociology of religion and social ethics. Particular attention will be paid to the development of religious contradictions and the challenges posed by cultural and religious diversity. Cross-listed with RELM 504.

RELG 624 Seminar in Religious Studies (4):

Restriction: Consent of the instructor.

RELG 674 Reading Tutorial (4):

Restriction: Consent of the instructor.

RELG 695 Topics (4): May be repeated for additional credit to a maximum of 12 units.

Restriction: Consent of the instructor.

RELG 698 Thesis (4):

RELL 699 Directed Study in Biblical Languages (1-6):

Restriction: Consent of the instructor.

Mission

RELM 504 Christianity & Culture (4): A comprehensive account of human culture as the expression of humanity's call to participate in God's creative work, as the medium through which humans receive and appropriate divine revelation, and as the context within which they experience divine redemption.

These issues are approached through the disciplines of sociology of religion and social ethics. Particular attention will be paid to the development of religious convictions, and the challenges posed by cultural and religious diversity. Cross-listed with RELE 504.

RELM 505 Witnessing, Evangelism, & Church Growth (4):

Theory and practice of successful outreach in the various cultural contexts of North America today.

RELM 514 Youth and Young Adult Culture (4): An exploration of the specific cultural and demographic expectations of youth and young adults in relation to the mission and context of the church at large, and local congregations in particular. The culture of music, worship style, needs, expectations, values, perspectives will be examined.

RELM 534 Anthropology of Mission (4): A study of mission,

RELP 517 Religion & the Arts: eomusicology (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 o ce and pastoral care. Includes an overview of moral, societal, and legal responsibilities associated with pastoral roles and the central ethical issues which arise in the context of ministry. Special attention will be given to the appropriate use of personal power, church resources, and the in uence of o ce.

RELP 527 Crisis Counseling & Intervention (4): Crisis phenomena, current crisis theory, a Christian model of crisis care, and the dynamics and practices of crisis care.

RELP 528 Preaching from Old Testament Texts (4): e interpretation of selected parts of the Old Testament for the purpose of sermon preparation and delivery.
Prerequisite: RELB 511 Interpreting OT Texts

RELP 529 Preaching from New Testament Texts (4): e interpretation of selected parts of the New Testament for the purpose of sermon preparation and delivery.
Prerequisite: RELB 512 Interpreting NT Texts

RELP 535 Psychology of Religion (4): An examination of psychology of religion. Religious experience and faith growth as seen from the perspective of the psychologist of religion and ministerial team.

RELP 536 Principles of Pastoral Counseling (4): A survey of principal theories and counseling approaches for use in the pastoral ministry.

RELP 537 Equipping the Laity for Mission (4): Methods and resources for developing lay leaders and for helping them identify and employ their spiritual gifts in support of the life of the local church.

RELP 539 Pastoral eology (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): is course focuses on the relationship between the concepts of Christian ministry and human development. It will review the prominent theories and research in the eld 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 nancial policies of the Seventh-day Adventist denomination, with principles for the responsible accounting, handling and managing of nancial resources.

RELP 549 e eology & 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): eory, methods and practice of growing small group ministries in the local congregation.

RELP 556 Con ict Resolution in the Local Church (4): Approaches and techniques for dealing redemptively with con ict and decision making within the congregation.

RELP 558 e Church in Urban Contexts (4): Examination of the special needs of congregations in inner-city and densely urban contexts with a view to developing resources and approaches for ministry.

RELP 564 Religious Development & Moral Learning (4): Biblical principles of emerging self-identity and faith concepts. Religious development throughout the lifecycle. Religious learning problems, moral development issues, and practical methods in communicating religious values.

RELP 565 Building Family Ministry (4): e family as a context for ministry. e role of children's ministry, methods, psychological and lifecycle concerns, and analysis of creative ministry for multigenerational ministry.

RELP 567 Counseling Youth & Young Adults (4): Counseling applications for the Christian community of youth, including problem solving, decision making, values clari cation, and church-related con ict issues.

RELP 569 Models of Religious Education (4): is 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 e eology & 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): e study of the content and methods of contextual preaching. Courses will rotate through a number of unique contexts such as youth and young adults, multicultural contexts, multigenerational contexts, and evangelism. Courses may also focus upon a particular portion of the Old or New Testament. May be taken for credit twice, with di erent 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 & Project (4): An advanced

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RELP 616 Seminar in Spiritual Formation (4): Investigation of the historical, biblical, practical aspects of spiritual growth. Topics such as spiritual trauma, healing, spiritual guidance, prayer, discipleship focus the attention of this study.
Restriction: Consent of the instructor.

RELP 674 Reading Tutorial in Professional Studies (4):
Restriction: Consent of the instructor.

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

RELP 698 Thesis in Professional Studies (4): May be repeated for additional credit to a maximum of 8 units.

RELP 699 Directed Study in Professional Studies (1-6):
Restriction: Consent of the instructor.

Christian Theology

RELT 504 Principles of Christian Theology (4): A survey of the interpretation of Christian faith. Topics covered include theological method and the doctrines of the trinity, Christ, humanity, revelation, sin, grace, atonement, justification, sanctification, the church, and the second advent.

RELT 508 Theology for Pastors (4): The nature and function of theology as an essential ingredient in the life and mission of the church. The role of the pastor as "resident theologian." What theology is, why it is essential, and how to do it.

RELT 514 Systematic Theology (4): Engaging in the work of constructive theology as a collaborative and systematic endeavor. The course will focus each time on one or more doctrinal loci.
Prerequisite: RELT 504 or comparable undergraduate course, or consent of the instructor.

RELT 515 Contemporary Issues in Theology (4): A systematic exploration of contemporary issues in Christian faith, practice and ministry, in the light of selected central themes in theology.
Prerequisite: RELT 504 or comparable undergraduate course, or consent of the instructor.

RELT 516 Seventh-Day Adventist Theology (4): An analytical exploration of various theologies current within Seventh-day Adventism, and the systematic exploration and re-envisioning of an authentic, relevant & viable Adventist theology.

RELT 520 The Doctrine of Revelation (4): A study of the self-disclosure of God as witnessed to in Holy Scripture. Theories of inspiration and revelation will be explored, as will the authority of the Bible.

RELT 524 Theology of the Church, and Its Mission (4):

RELT 556 Issues in Seventh-day Adventist Theology (4):

theological challenges arising in an international, multi-cultural community of faith in a changing world. Special emphasis is given to biblical interpretation, prophecy, the trinity, the nature and work of Christ, humanity, righteousness by faith, the Sabbath, the church, the judgment, and the second advent.

Prerequisite: RELT 516 or comparable undergraduate course, or consent of the instructor.

RELT 614 Seminar in Theological Studies (4): May be repeated for additional credit to a maximum of 12 units.

Restriction: Consent of the instructor.

RELT 674 Reading Tutorial in Theological Studies (4):

Restriction: Consent of the instructor.

RELT 695 Topics in Theological Studies (4): May be repeated for additional credit to a maximum of 12 units.

Restriction: Consent of the instructor.

RELT 698 Thesis in Theological Studies (4): May be repeated for additional credit to a maximum of 8 units.

RELT 699 Directed Study in Theological Studies (1-6):

Restriction: Consent of the instructor.

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| Chair, Department of School Psychology and Counseling | Chang-Ho Ji, PhD |

La Sierra University Faculty

Marco Allard, 2013. Assistant Professor of Chemistry,
College of Arts and Sciences
PhD Wayne State University 2010

Dean Anderson, 2013. Assistant Professor of Music,
College of Arts and Sciences
MM University of Missouri, Columbia 2010

William C. Andress, 2008. Associate Professor of Health and
Exercise Science, College of Arts and Sciences
DPH Loma Linda University 1988

S. Eric Anderson, 2011. Professor of Management and
Economics, School of Business
PhD University of North Texas 1992

Erin Banks-Kirkham, 2015. Assistant Professor of English,
College of Arts and Sciences
PhD Ball State University 2015

Heather Barker, 2015. Associate Professor of Curriculum
and Instruction, School of Education
MSEd Southern Adventist University

Erica Bateman, 2016. Lecturer I of Health and Exercise
Science, College of Arts and Sciences
EdD La Sierra University, 2015

James Beach, 1979. Associate Professor of Mathematics,
College of Arts and Sciences
DA Idaho State University 1977

Jonathan Beagles, 2016. Associate Professor of Accounting/
Economics/Finance, Zapara School of Business
PhD University of Arizona 2017

Kelly Bradley, 2012. Assistant Professor of Criminal Justice,
College of Arts and Sciences
PhD, University of California, Irvine, 2003

Kent Bramlett, 2010. Associate Professor of Archaeology and
History of Antiquity, H.M.S. Richards Divinity School
PhD University of Toronto 2009

Melissa Brotton, 2007. Associate Professor of English,
College of Arts and Sciences
PhD University of North Dakota, Grand Forks 2004

John Brunt, 2013. Professor of Divinity,
H.M.S. Richards Divinity School
PhD Emory University 1978

Gary L. Case, 2012. Associate Professor of Physics,
College of Arts and Sciences
PhD, University of California, Riverside, 1998

Gary Chartier, 2001. Professor of Law and Business Ethics,
Zapara School of Business

Sharilyn R. Horner, 2000. Lecturer II of Mathematics,
College of Arts and Sciences
MA California State University, Fullerton, 2002

Andrew C. Howe, 2005. Associate Professor of History,
College of Arts and Sciences
PhD University of California, Riverside 2005

Enoch O. Hwang, 1988, 1999. Professor of Computer Science,
College of Arts and Sciences
PhD University of California, Riverside 1999

Maury D. Jackson, 2009. Associate Professor of Pastoral
Ministry, H.M.S. Richards Divinity School
DMin Claremont School of Theology 2007

Chang-Ho Ji, 1994. Professor of School Psychology and
Counseling, School of Education
PhD Andrews University 1995
PhD University of California, Riverside 2005

John R. Jones, 1990. Associate Professor of New Testament
Studies and World Religions, College of Arts and Sciences,
H.M.S. Richards Divinity School
PhD Vanderbilt University 1982

Eugene E. Joseph, 1989. Associate Professor of Biology,
College of Arts and Sciences
PhD Morehouse School of Medicine 2004

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School of Education
EdD Boston University 1980

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Studies, H.M.S. Richards Divinity School
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MA La Sierra University 2009
MA University of the West 2009
MA La Sierra University 2004

Barbara Kreaseck, 1989. Professor of Computer Science,
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Christophe Le Dantec, 2014. Assistant Professor of
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Rouen Human Sciences University 2007

Raejin Lee, 2005. Associate Professor of Music,
College of Arts and Sciences
DMA Rutgers University 2008

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MA California State University, San Bernardino 2012

Marilynn Loveless, 2007. Associate Professor of English,
College of Arts and Sciences
PhD Griffith University 2004

Paul M. Mallery, 1993. Professor of Psychology,
College of Arts and Sciences
PhD University of California, Los Angeles 1994

Suzanne Mallery, 2001. Associate Professor of Psychology,
College of Arts and Sciences
PhD Fuller Theological Seminary 1998

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College of Arts and Sciences
PhD University of California, Riverside 1996

Sam McBride, 2007. Professor of English,
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PhD University of California, Los Angeles 2000

Timothy Musso, 2008. Assistant Professor of Art,
College of Arts and Sciences
MFA California State University, Long Beach 2007

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PhD Loma Linda University 2013

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DMA University of Oregon 1989

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Zapara School of Business
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College of Arts and Sciences
MLIS San Jose State University 1994
JD Williamette University College of Law 1988

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Arts and Sciences
PhD Duke University 2001

Susan D. Patt, 1979. Associate Professor of Art,
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MEd Miami University 1976

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Leadership, School of Education
EdD Montana State University 1992

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DMA University of Southern California 2010

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MSW University of Denver 1977
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PhD Northwestern University 1982

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MS University of California, Riverside 2011

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MA Universidad de Valencia 1984

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College of Arts and Sciences
MM University of Southern California 2007

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PhD University of California, Los Angeles 1986

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BS La Sierra University 2015

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MFA, New York University, 1998

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PhD Princeton eological Seminary 1995

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DMin Wesley eological Seminary 1990

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MA University of California, Riverside 2011

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MS University of Maryland

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PhD Dartmouth College

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PhD University of California, Riverside

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