







## 2018-2019 Graduate Bulletin



# A Message from the University President

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W... L S U ...

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A handwritten signature in cursive script, appearing to read "R. W. Wiley".

R W ...  
P ... L S U ...

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# An Overview of La Sierra University

## History of La Sierra

La Sierra University was founded in 1922 as the La Sierra College of Arts and Sciences. In 1923, it was renamed La Sierra College. In 1927, it was renamed La Sierra College of Arts and Sciences. In 1939, it was renamed La Sierra College of Arts and Sciences. In 1946, it was renamed La Sierra College of Arts and Sciences. In 1967, it was renamed La Sierra College of Arts and Sciences. In 1968, it was renamed La Sierra College of Arts and Sciences. In 1986, it was renamed La Sierra College of Arts and Sciences. In 1987, it was renamed La Sierra College of Arts and Sciences. In 1986, it was renamed La Sierra College of Arts and Sciences. In 1990, it was renamed La Sierra University.

## La Sierra University Today

La Sierra University is a private, Christian university located in Modesto, California. It is a member of the Association of Christian Colleges and Universities (ACCU) and the Western Association of Christian Schools (WACS). The university offers a variety of undergraduate and graduate programs in a variety of fields. The university is known for its commitment to academic excellence and its Christian heritage. The university is also known for its commitment to service and its commitment to the community. The university is a member of the Association of Christian Colleges and Universities (ACCU) and the Western Association of Christian Schools (WACS). The university offers a variety of undergraduate and graduate programs in a variety of fields. The university is known for its commitment to academic excellence and its Christian heritage. The university is also known for its commitment to service and its commitment to the community.

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## Accreditation

La Sierra University is accredited by the Western Association of Christian Schools (WACS). The university is also accredited by the Western Association of Schools and Colleges (WASC). The university is a member of the Association of Christian Colleges and Universities (ACCU) and the Western Association of Christian Schools (WACS). The university offers a variety of undergraduate and graduate programs in a variety of fields. The university is known for its commitment to academic excellence and its Christian heritage. The university is also known for its commitment to service and its commitment to the community.

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# Degrees Offered

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 B A, B F A, B M  
 B S, B S, W, M, A,

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Di c imina i n Ha a men**

**Ref aining f m Re alia i n Again . Di c imina i n  
Ha a men C m lain**

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U

II. R S R A F : P P F :  
U A P F :  
D H R (HR) U

L S U  
P P H R  
S L

**Drug Free Worksite**

III. R D H : P  
F S S A

L S U  
T U  
U

A. I

U R U

B. N ; I  
L S U

U  
I U S

C. I  
HR I  
HR ( ) ( ) ( )

F U  
U

IV. D D H : I  
HR

U  
U

L S U  
P P H R S L

## AIDS Education and Prevention

La Sierra University (LSU) is committed to providing comprehensive AIDS education and prevention programs. These programs are designed to educate students about the risks of HIV infection and the importance of safe practices. The university's commitment to this cause is reflected in its various initiatives and resources.

The university's AIDS education and prevention programs are based on the latest scientific information and best practices. These programs are available to all students and are designed to be culturally sensitive and inclusive. The university's commitment to this cause is reflected in its various initiatives and resources.

In 1990, the university established the AIDS Education and Prevention Program. This program is designed to provide students with the information and skills they need to make informed decisions about their health and safety. The program includes a variety of activities, including classroom instruction, peer education, and community outreach.

The university's AIDS education and prevention programs are designed to be comprehensive and effective. These programs are based on the latest scientific information and best practices. The university's commitment to this cause is reflected in its various initiatives and resources.

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## Family Educational Rights and Privacy

La Sierra University (LSU) is committed to protecting the privacy of student records and ensuring that families have the right to access their children's educational information. This commitment is reflected in the university's policies and procedures regarding family educational rights and privacy.

The university's family educational rights and privacy policies are based on the Family Educational Rights and Privacy Act (FERPA). These policies are designed to ensure that student records are kept confidential and that families have the right to access their children's educational information.

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D.

# Academic Calendar: 2018 – 2019

## Summer Session 2018

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

A	&	A	16	A	R	Q
B		J	18	V		
L		V		V		
L		V		V		
L	S/U	J	4	S	1	3
I	D	S	1	14		
L	D					
E						

## Pre-Fall Quarter Events 2018

A		S	2018
P		A	23
R		A	30
ACT, E	& M	S	1
N		M	1

*For more information, visit: [lasierra.edu/goldeneagleday](http://lasierra.edu/goldeneagleday)*

## Fall Quarter 2018

September 24– December 13

Total: 54 days

I		S	1	24
U	(C)	S	1	25
L		S	1	28
L		O		5
S	E	O		TBA
A		F		
P		O		15
R		O		22, 2018 - J
L	S/U	N	1	16
		N	1	17
F		N	1	25
F		D	1	10
		D	1	13

**Winter Quarter 2019**  
*January 7 – March 21*  
*Total: 52 days*

I		J	(17)
L		J	(11)
L		J	(18)
M	L K J	J	(21)
S	B W	J	(TBA)
A		W	
P		J	(28)
R		F	(4 A 5)
P	D	F	(18)
L			





# Academic & Instructional Resources

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## Academic Services

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## Graduate Teaching Services

### Archaeological Excavations

L S U  
M E F  
C M S  
1993  
M P P  
T U  
P  
F M E  
A I HMS R  
D S

### Disability Services

Q D S (ODS)  
L S U  
S  
T U  
S  
P ODS  
951-785-2453, @

### International Student Services

Q I S S L  
S U  
F S Q I  
S S 951-785-2237.

### Testing Center

T C  
A  
F LSTC 951-785-2453

LSTC (.)TJ/T12

# On-Campus Academic Organization

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# Center for Outreach and Mission Service

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## Enactus

Enactus is a student organization that focuses on social entrepreneurship. It provides a platform for students to develop and implement projects that address social issues. The organization is currently seeking members and is open to all students. For more information, please contact the Enactus team at [email address].

Our organization was founded in 1991 and has since then been a leading force in social entrepreneurship. We have a strong track record of success, with many of our projects receiving national and international recognition. We are currently looking for new members who are passionate about social change and want to make a difference. Contact us today to learn more about our organization and how you can get involved.

## Outreach and Missions

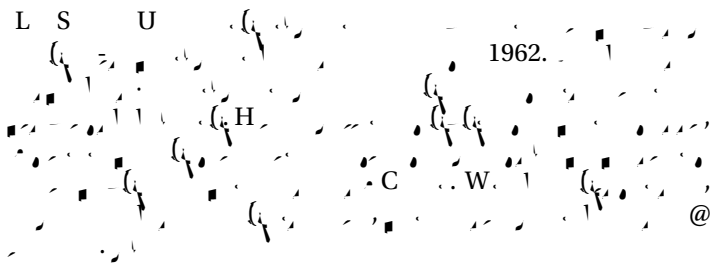
Center for Outreach and Missions is a student organization that focuses on providing service to the community. We have a variety of outreach programs and missions that are open to all students. Our programs include:

- Disaster relief efforts
- Domestic violence support
- Leadership training
- Mission trips

For more information, please contact the Center for Outreach and Missions at [email address].

## Outreach: Give a Day

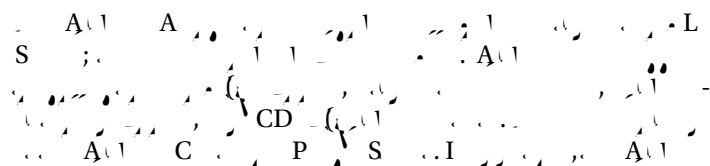
## Missions: Give a Year



## Cam Re ce

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## Alumni Association





Residence Hall Network

Student Union  
O'Connell  
U

University Services

IT  
S, L, A, M  
U  
H, R  
L

La Sierra Library

Collection

B 215,000  
40,000  
H 1,000  
35,000  
50,000 E  
L 385,000

Special Collection

S, C, L, H, R  
E, G, W, S, C, A  
U, A  
S, A, W  
M, L, C, H, C  
E  
P, R

Curriculum Resource Center

G, R, C  
U

Media Services

L, M, S  
E, F  
S  
M

Networking & Conferences

C, L  
W, L  
P  
O, C, N 50  
LINK+  
OCLC I  
L, S, U, L  
N, A

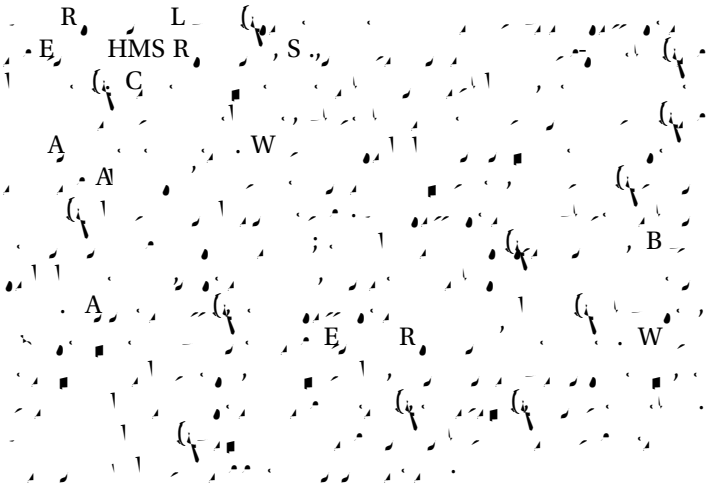
Partners

L, S, U  
T, L  
U

Services

L  
L  
I, O  
S, 100  
I, W  
L

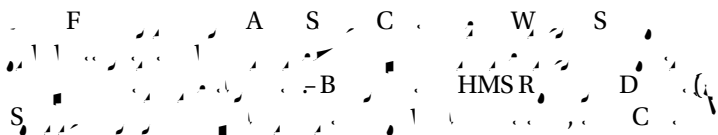
# HMS Richards Library



## Cambridge Arboretum

3.

## Stahl Center for World Service



# Additional Online-Campus Reference

## La Sierra Elementary & Academy

La Sierra Elementary & Academy  
3000 La Sierra Avenue  
San Diego, CA 92108  
619-444-1234  
www.lasierra.org

## Online campus



# Graduate Admissions Information

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## Admission Information

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## Second Master's Degree

A student who has earned a master's degree from a U.S. institution may be eligible to apply for a second master's degree from the University of South Carolina. The student must have completed the first master's degree within the last 10 years.

## Reentrance

A student who has been previously admitted to the University of South Carolina and has since been readmitted may be eligible for reentrance. The student must have completed the previous program within the last 10 years. The student must also have completed the previous program with a grade point average of 3.0 or higher. The student must also have completed the previous program with a minimum of 30 credit hours. The student must also have completed the previous program with a minimum of 12 credit hours in the major field of study. The student must also have completed the previous program with a minimum of 6 credit hours in the major field of study. The student must also have completed the previous program with a minimum of 3 credit hours in the major field of study.

## International Students

### Additional Procedures

International students must complete the following procedures in addition to the standard application process:

1. Request a letter of recommendation from the University of South Carolina's International Student Services office.

2. Provide proof of financial resources to cover the cost of tuition and living expenses.

International students must also provide proof of English proficiency. The minimum TOEFL score is 80. The minimum IELTS score is 6.5. The minimum PTE score is 50. The minimum Duolingo score is 115. The minimum GRE score is 150. The minimum GMAT score is 550. The minimum ACT score is 28. The minimum SAT score is 1150.

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# Graduate Financial Information

## Plan Ahead

Student Financial Services  
S

## Student Financial Services

### Business Hours - Fall, Winter, Spring

M 8:30 - 4:30  
F 8:30 - 12:00

Q 11 - 12  
U

### Business Hours - Summer

M 8:00 - 5:00  
F

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Student Financial Services

Student Financial Services

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## Audit Charge

50% P

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

## Other Rate Information

\$883	S
\$628	D. L
\$100	D. L

## Deposits Required

\$150 R  
 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.

\$1,100 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. is deposit will be applied toward any balance owed to the University upon the student's leaving school. e \$100 processing fee will be used for postage fees, orientation and any additional charges incurred. is processing fee is non-refundable.

## Special Charges

\$215 A  
 ( ) ; 9, -

\$325 A  
 ( ) ; 9, -

\$50 C

\$50 W ( )

\$240



F... G... F... Q...  
I... S... I... E...  
C... Q...  
I... S... I-20

A... F... E...  
I... E... C...

**International Student Health Insurance**

L S U... L S I-20 DS-2019  
S... H... S... Q...  
SEVIS-A... L S  
I-20 DS-2019  
J-I... U... S...  
T... H... S...  
F... S... 951-785-2237.  
Q... I... S... S...

**Married (Family) Student Housing**

M... R...  
F... B... D...  
P... (M... (951) 785-2511. B...

**Meal Plans**

**Meal Plan Increase**

R... H... H... A... M... P...  
C...

**Meal Plan Reduction**

F... M... P...  
V... F... A... M... P... V...  
F... A...

**Past Due Accounts**

F... S... F... S... P... S...  
S... L... S... U...

**Debit Collection**

P... A...

**Finance Charge**

A... 10...  
D... M... J... S...

**Late Payment Fee**

E... \$250... C... R...

**Payment Options**

- 1. P... (S... F...)
- 2. P... (S... D... C&I...)
- 3. M... \$30... S...

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





B L S U  
S  
I  
C W  
R A

**Total Withdrawal**

T R Q

**1. Establishment of the Date of Withdrawal:**

T W  
R Q / W  
I  
U  
50  
I F  
A  
I S  
C  
4  
100%  
F

**2. Tuition:**

F W S  
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35  
15  
7  
A 7 100%  
I S  
C  
4  
100%  
F

**3. Fee : F**

4. **B a d:**

5. **R m:**  
R L A

6. **Damage De i: R**  
B

7. **Illne : S**  
S E C  
S F A

8. **Financial Aid: W**  
T F

- U / / D L
- P L
- S / / D L
- D PLUS L
- F TEACH G
- Q T IVP

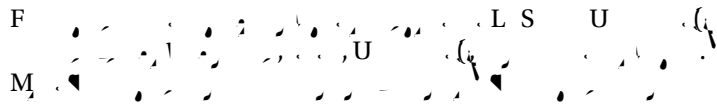
I  
2  
U 4 U.S.

# Financial Aid

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## How to Apply

F  
M



## Types of Financial Aid

- Grant: A
- Loan: B
- Loan - Scholarship: L
- Student Loan: L S U
- Federal Work Study: S

US D E S F  
A 48( )0.5(I)-4(V, TJ, )-T)2. 6( ) U ( :/T11 I

## Federal Program

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### Eligibility

- Must be a U.S. citizen or permanent resident alien.
- Must be enrolled in a graduate program.
- Must be a resident of the United States.
- Must be a member of one of the recognized religious groups.
- Must be a member of one of the recognized religious groups.

### Satisfactory Academic Progress (SAP)

- Must maintain a minimum GPA of 3.00.
- Must complete a minimum number of credit hours.
- Must not have a maximum number of attempted credit hours.
- Must not have a maximum number of failed credit hours.
- Must not have a maximum number of withdrawals.
- Must not have a maximum number of repeats.

### Federal Programs

- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Direct PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Direct PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Direct PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Direct PLUS Loan

## Federal Perkins Loans

Perkins Loans (5%)

NSU

US

UF

## Federal TEACH Grant

## Online Program

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Students in the Online Master of Science in Leadership (MSL) program are eligible for the following scholarships and awards:

### Endowed Scholarships and Awards

Students in the Online Master of Science in Leadership (MSL) program are eligible for the following endowed scholarships and awards:

- Fred C. Miller Award
- U.S. Army Reserve Officer's Training Corps (ROTC) Scholarship
- U.S. Army Reserve Officer's Training Corps (ROTC) Scholarship
- U.S. Army Reserve Officer's Training Corps (ROTC) Scholarship

### Non-need based La Sierra University Scholarships

Students in the Online Master of Science in Leadership (MSL) program are eligible for the following non-need based La Sierra University scholarships:

- FAFSA
- U.S. Army Reserve Officer's Training Corps (ROTC) Scholarship

### Divinity School Graduate Tuition Discount

All students in the Online Master of Science in Leadership (MSL) program are eligible for a \$318 tuition discount. ( )-3 ,30/J-0.015 T3 T\*(E)4 (OD 015 T3B , -E ( )-30-30

# Office of Student Life

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## Student Responsibility

ALSU  
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COUNSELING CENTER  
UNIVERSITY

## Student Health Services

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STUDENT HEALTH SERVICES  
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## From University to Student

UNIVERSITY

## General Information

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### Counseling Center

COUNSELING CENTER  
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785-2011.





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**Admissions Requirements**

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**English Competence**

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**Exchange Visitors**

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**I-20 REQUISITES**

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 A. B. R. 206  
 951-785-2237.

# Academic Policies and Procedures

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

## Academic Integrity and Honor

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LSU Board of Supervisors  
Baton Rouge, Louisiana  
5( )15( 9)-1((i)-2( 32 )7( )-1((

## Academic Affairs

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## The Graduate Studies Program

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### Deadlines

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A... R... Q... 10...

### Registration

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### Regular

A... U...

## Graduate Studies Classical

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### Non-degree

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## Academic Definitions

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### Academic Probation

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### Non-degree/Unspecified

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# Graduate Assistant and Fellow

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**Graduate Assistant**

## Practicum Courses

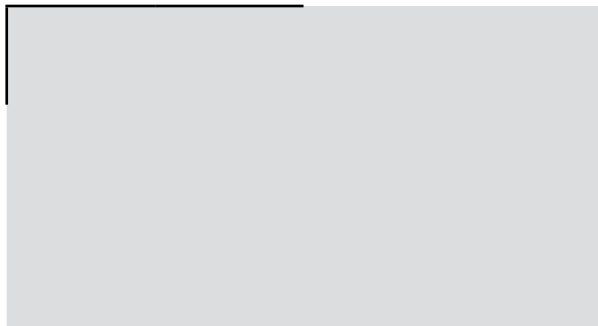
P

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4. C

### Grades and Grade Points

U



**(IP) IN PROGRESS**

G R Q IP C IP R Q IP C G F I IP W I IP R Q W (IPW)

**(IPW) IN PROGRESS WITHDRAWAL**

G R Q IPW W (F) IP

**NS. NO GRADE SUBMITTED**

G R Q 109 T T\* 1( ) 7( ) 36 T T\* 0.0 7( ) W)-1( . NS( )-2( ) 39( ) 0.7( ) 44 3( 1 1( ) ) 3( ) 0.5(-) 10.9(( ) 0) 7( ) -2(-7( ) 7.1( ) ) 4( ) -2(-2.4 T ) 15( ) 483)-2( )

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# Page 18 Graduate Program

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A. ... I ...

## Recognition of Candidates for Degrees

R. ... C ... D ... D ... C ...

## Diploma and Statement of Completion

D ... U ... R ... Q ...

## Acceptable Academic Progress

- F ...
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S ... A ... C ... F ... S ... A ... F ... I ... B ...

## Advisor and Guidance Committee

E ... U ... S ...

## Continuous Registration

A ... F ...



# Other Policies and Procedures

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## Change of Grade

A student may request a change of grade for a course in which they have earned a grade of C or better. The request must be made within one semester of the original grade being assigned. The student must provide a written explanation of the reasons for the request and supporting documentation. The request is reviewed by the instructor, the department chair, and the dean. If approved, the grade change is recorded on the student's transcript.

A student may request a change of grade for a course in which they have earned a grade of D or F. The request must be made within one semester of the original grade being assigned. The student must provide a written explanation of the reasons for the request and supporting documentation. The request is reviewed by the instructor, the department chair, and the dean. If approved, the grade change is recorded on the student's transcript.

## Courses Taken Off-Campus

Students may request to have courses taken off-campus (e.g., at another university or through a distance education provider) counted toward their degree requirements. The student must provide a transcript from the institution where the course was taken, showing the course title, credits earned, and the grade received. The request is reviewed by the instructor, the department chair, and the dean. If approved, the course is recorded on the student's transcript.

## Final Examinations

All students are required to attend and participate in final examinations for their courses. The student must be present for the entire duration of the examination. The student must bring a valid photo ID to the examination. The student must be prepared to answer all questions on the examination. The student must be honest and ethical in their responses. The student must not use any unauthorized materials or devices during the examination.

All students are required to attend and participate in final examinations for their courses. The student must be present for the entire duration of the examination. The student must bring a valid photo ID to the examination. The student must be prepared to answer all questions on the examination. The student must be honest and ethical in their responses. The student must not use any unauthorized materials or devices during the examination.

## Grade Reports

University Board of Academic Affairs (1974), Faculty Handbook, University of North Carolina at Charlotte. The faculty is responsible for providing accurate and timely grade reports for all courses. The grade reports must be submitted to the registrar's office by the deadline. The grade reports must include the student's name, course number, and the grade earned. The grade reports must be submitted in a timely manner to ensure that the student's transcript is accurate.

## Unauthorized Recording and Posting

It is strictly prohibited to use any unauthorized recording devices (e.g., cell phones, digital recorders, etc.) during class sessions. The use of such devices is considered a violation of the university's academic integrity policy. The student who is caught using such devices may be subject to disciplinary action. The student must also refrain from posting any unauthorized recordings of class sessions on any social media platform or other public forum.

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**Repeating a Course**

W L S U  
I GPA R Q

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**Resident Scholar Program**

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**Transcripts**

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A

**Withdrawal**

F U  
R Q

# Majors & Programs Offered

Major	Degree	Department/Program	Duration
A...	MS	A...E...&F	2(i)
A...L	ED	A...&L	7(i)
A...L	ES	A...&L	5(i)
A...L	MA	A...&L	2.5(i)
C...	MA	S...P(i)&C	1.5(i)
G...I	ED	G...&I	7(i)
G...I	ES	G...&I	5(i)
G...I	MA	G...&I	5(i)
G...I	MAT	G...&I	5(i)
G...M	MBA	P...G...M	1.5(i)
D	MD	HMSR...D...S	3(i)
E...P	ED	S...P(i)&C	5(i)
E...P	ES	S...P(i)&C	3(i)
E	MA	E	2(i)
F	MBA	A...E...&F	1.5(i)
H...C...M	MBA	M...&M	1.5(i)
H...R...M	MBA	M...&M	1.5(i)
N...E...A	MA	HMSR...D...S	2(i)
L	PD	L	TBD
M	MBA	M...&M	1.5(i)
R	MA	HMSR...D...S	2(i)
S...P	ES	S...P(i)&C	3(i)
S...P...9T P39T P3	1P	007...DT, L...D0.00 T 0C(i&C, .007 T, 0.007 T 20.0 T, M)	

Program	School	Duration
C - A - S - SDA	S - E	2.5 (i)
C - P - (A) S	S - E	2 (i)
C - P - A - S	S - E	2 (i)
C - E - T (i)	S - E	1 (i)
C - M - S - CA	S - E	3 (i)
C - S - (C) - CA	S - E	3 (i)
C - S - P (i)	S - E	4 (i)
G - C - M (i)	HMSR - D (S)	0.75 (i)

# Classification of Courses

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## Numbering of Courses



Code	Subject	Department/Program	School
ACCT	Accounting	Accounting, Economics & Finance	ZSB
ANTH	Anthropology	History, Philosophy & Sociology	CAS
ARAB	Arabic	World Languages	CAS
ARCH	Architecture	HMSR, Design (S)	DS
ARTA	Art Administration / History	A.+D	CAS
ARTS	Studio Art	A.+D	CAS
ARTX	Professional Studies Art	A.+D	CAS
BIOL	Biology	Biology	CAS
CFSC	Child Family (S)	Psychology (A, C)	CAS
CHEM	Chemistry	Chemistry, Biology	CAS
CHIN	Chinese	World Languages	CAS
COMM	Communication	Communication	CAS
CPTG	Child Psychology	Mathematics, Child Studies	CAS
DENT	Pre-Dental	Pre-Gen / Pre-Professional (A, C)	CAS
DRAM	Drama	Education	CAS
ECON	Economics	Accounting, Economics & Finance	ZSB
EDAD	Adult Education	Adult Education	SE
EDCI	Global Instruction	Global Instruction	SE
EDFO	Education Foundations	Education - C	SE
EDPC	Education Professional (C&C)	Student Professional	SE
EDRS	Education Research Studies	Education - C	SE
ELAC	Elementary & Adult Education	Elementary & Adult Education	CAS
ENGL	English	English	CAS
ENSC	Environmental Studies	Biology	CAS
EXSC	Exercise Science	Health, Education, Society	CAS
FNCE	Finance		



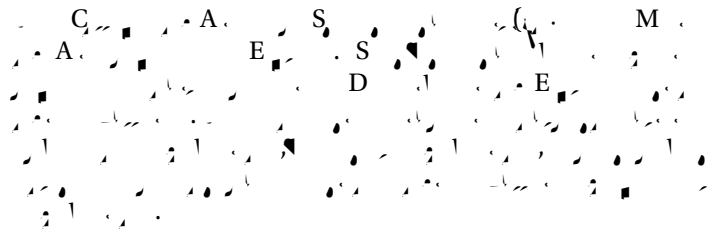
# College of Arts & Sciences

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Ann S. Smith, PhD, Dean

Laura Geigley, PhD, Associate Dean

Marie Perle







Admission Requirements: L S MA E  
 GPA: 3.0, GRE: 157  
 GRE A: 4.5, GRE W: 4.5

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**College Writing Instructor (CWI) Program**  
 S MA E  
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 CWI ENGL 606  
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 CWI

**Degree Requirements**

**General Requirements**

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**Specific Requirements**

A 48 ( 500  
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 24 600 S  
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 MA E

**Required Core**

- For all graduate students:  
 ENGL 604 M & M L (S)
- For College Writing Instructors (CWIs):  
 ENGL 606 C & P
- Religion requirement to be met by one of the following:  
 ENGL 545, 546U (C.S. L ), 559, 645;  
 RELB, RELE,  
 RELH, RELT

**Program Standard Plan**

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## 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: A**

**ENGL 505A Short Stories (4): S**

**ENGL 505B Poetry (4): W**

**ENGL 505C Playwriting (4): A**

**ENGL 505E Film Writing (4): S**

**ENGL 505F Creative Writing Project (4): S**

**ENGL 505G Memoir (4): S**

**ENGL 506nn . ENGN GNG i ca5 (he3.9( Td(E)-7, M)12(m im nn)7( i n )1( .9(ic nn)7( i n )15b4(e)fh(a)7( i (a)4()-7(a-4(e)**



# The Tom and Vi Zapara School of Business

John ... ma, PhD, Dean

Ga ... Charlie, PhD, JD, LLDA ... cia e Dean

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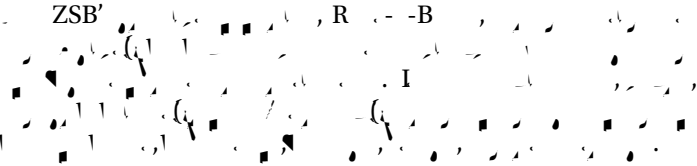


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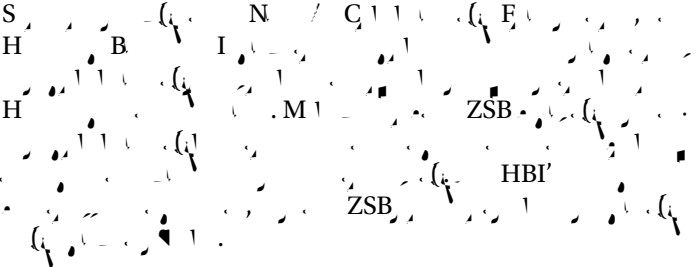


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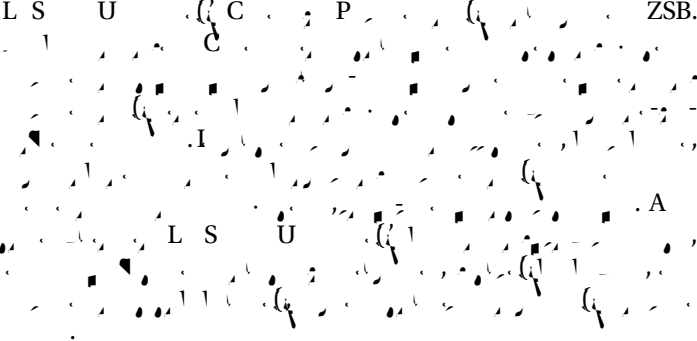
Rent-a-Brain



Hispanic Business Incubator



Center for Philanthropy



Center for Conflict Resolution



## Start-Up Garage

ZSB S -U G





**P b a i n a S a i n h e M B A P g a m**

A I ZSB  
 3.00 GPA;  
 GPA 2.50;  
 GPA 2.75;  
 GPA 2.90;

A (MBA) U GPA 3.0, ZSB  
 A GPA 3.00;

**S/U g a d e**

N S/U  
 MBA  
 MGMT 518,  
 MBA ; P ZSB

**P f e i n a l P e a a i n**

MBA  
 S MBA

**M D i / M B A**

A M D M B A HMS R D (S)  
 Z S B

T HMS R D (S)  
 ZSB MBA  
 MD  
 A MD MBA F  
 S ZSB HMS R D

**M B A C u r r i c u l u m O v e r v i e w**

ZSB'  
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 E MBA  
 48 -E E (MBA) A  
 F I 16  
 MBA

**F u n d a m e n t a l s (0-16 c r e d i t s)**

ECON 514	E	C	B	D	M	(3)
ECON 517	I	Q	T	D		
	M					(3)
FNCE 517	A	F	R	M		(4)
MGMT 508	B	L	S	E	G	
	C					(3)
MKTG 517	M	V	C	D		
	M					(3)

A I ZSB,  
 ZSB. A F  
 ZSB

A ESL MBA  
 MGMT 507 R B  
 E ZSB

In e g a i n (32 n i )

MGMT 518OL C I (0.5)  
 MGMT 518PL C II (0.5)  
 MGMT 559 D M U (4)  
 MGMT 587 L C & O (4)  
 D (4)  
 MGMT 677 M S I (3)  
 MGMT 678 C P S (4)  
 MGMT 537 S H R M (4)  
 FNCE 537 S F M (4)  
 MKTG 537 S M M (4)

MGMT 545 W S (2)  
 MGMT 546 S E (2)  
**OR**  
 MGMT 538 G P (4)

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 I (i)  
 ZSB  
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 48

# Department of Accounting, Economics & Finance

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## Regular Members of the Faculty

Fredrick Clarke

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

H. Robert Gadd, Chair

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 finance, financial management, corporate  
finance, financial econometrics

Kristine Webster

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

Danette Zurek

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

## Members of the Faculty by Courtesy

S. Eric Anderson

Professor of Management (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 policy and development

John Tomas

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

## Members of the Collaborating Faculty

Kevin Grant

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

Keith Howson

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

Michael Kinnen

Adjunct Assistant Professor of Finance  
MBA University of California at Irvine 2001  
Financial management, accounting

Guru Uppala

Adjunct Assistant Professor of Quantitative Methods (2013)  
MA University of Arkansas (1995)  
Quantitative research tools in business

Zining Yang

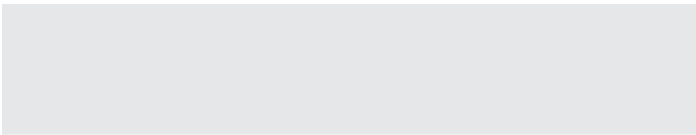
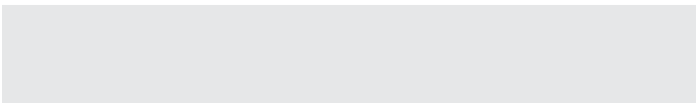
Adjunct Assistant Professor of Economics (2015)  
PhD Claremont Graduate University 2015  
Economics, data modeling, game theory

## Curricula Offered

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

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





## COURSES

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

### Accounting

**ACCT 511 Accounting I (4):** Introduction to the principles that govern accounting; 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 211 or FNCE 517

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 or 341

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 or 342

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

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

Prerequisite: ACCT 543 or 343

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

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

Prerequisite: ACCT 221 or FNCE 517

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

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

Prerequisite: ACCT 543 or 343

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

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

Prerequisite: ACCT 512 and ECON 525 or the equivalent

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

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

Prerequisite: ACCT 446 or 646

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

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

Prerequisite: ACCT 221 or FNCE 517

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

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

Restriction: Consent of the instructor







ECON 624 Advanced Quantitative Techniques for  
Business Decision-Making (4): Advanced topics in the use

FNCE 665 Fundamentals of Health Care Finance (4):  
Reimbursement concepts and procedures including public and private third-party payers; health care budgeting, financial planning techniques, and cost analysis and control.  
Prerequisite: FNCE 537

FNCE 668 Investments & Portfolio Management (4):  
Investment vehicles including debt and equity securities, derivatives, and tangible assets. Course may also examine fundamental and technical analysis, security valuation and risk/return analysis, and portfolio structure.  
Prerequisite: FNCE 537

FN



# Department of Management and Marketing

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## Regular Members of the Faculty

S. Eric Anderson

Professor of Management (2011)

PhD University of North Texas 1992

Health care management, strategic management, health care economics and finance, political economy, international trade

Gary Chartier

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)

Department of Management & Marketing

Robert Krone

Distinguished Visiting Professor of Strategic Management (1992)

PhD University of California at Los Angeles 1972

Strategic planning, electronic distance learning, systems

Students completing the concentration in Health Care Administration meet the same requirements for the MBA as those completing other concentrations, but may complete FNCE 537A, MGMT 537A, and MKTG 537A rather than FNCE 537, MGMT 537, and MKTG 537.

### Certifications and Designations

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

- American Association of Healthcare Administrative Management certification
- Certified Accounts Manager
- Certified Compliance Technician
- Certified Healthcare Administrative Professional
- Certified Medical Manager
- Certified Revenue Cycle Executive
- Certified Revenue Cycle Professional
- Certified Revenue Cycle Specialist
- Certified Revenue Integrity Professional
- Fellow of the American College of Healthcare Executives certification
- Healthcare Human Resources certification

### Human Resource Management

General requirements for the MBA are identified in the introductory Zapara School of Business section, on the final page of the section. To earn an MBA with a concentration in Human Resource Management, a student should meet general MBA requirements (0-16 Foundation units and 32 Integration units) in addition to those specified below:

#### Concentration (16 units):

MGMT 624 Strategic Compensation Management  
MGMT 644 Employment Law

Plus 8 additional units selected from among the following courses:

MGMT 568 Conflict Resolution: Theory and Practice  
MGMT 625 Talent Acquisition, Management, and Development

MGMT 697 Practicum in Human Resource Management  
Each student earning an MBA with this concentration must complete MGMT 697 unless the department waives this requirement based on prior human resource management experience.

### Certifications and Designations

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

- Professional in Human Resources
- Senior Professional in Human Resources
- Society for Human Resource Management Certified Professional
- Society for Human Resource Management Senior Certified Professional
- Professional in Human Resources — International
- Senior Professional in Human Resources — International
- Global Professional in Human Resources
- Certified Workplace Mediator
- Certified Workplace Mediator and Trainer

### Marketing

General requirements for the MBA are identified in the introductory Zapara School of Business section, on the final page of the section. To earn an MBA with a concentration in Marketing, a student should meet general MBA requirements (0-16 Foundation units and 32 Integration units) in addition to those specified below:

#### Concentration (16 units):

MKTG 631 Marketing Planning and Strategy  
MKTG 656 New Product Development  
Eight additional units selected from available MKTG courses numbered 538 and above.

### Certifications and Designations

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

- Professional Certified Marketer
- Certified Marketing Management Professional
- Certified Marketing Specialist
- Digital Marketing Certification
- Content Marketing Certification

Students are encouraged to prepare for appropriate designations and certifications as soon as possible, and to consult with appropriate faculty members accordingly.

## COURSES

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

Practicum hours may be required as part of any course, or used to fulfill course requirements, in accordance with the course syllabus.

## Management

**MGMT 507 Fundamentals of Business English (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 508 Business Law, Society, and Ethics in a Global Context (3-4):** The purpose of this course is to introduce students to key issues related to US and global business law, to the socio-political context in which business decisions take place, and to appropriate ethical frameworks and tools suitable for critical reflection on the conduct and character of managers and the behavior of their organizations.

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

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

Restriction: Not open to any student who has earned a grade of C or better in MGMT 314

**MGMT 518O Leadership Colloquium I (0.5):** An orientation to the profession of management and to the MBA program, emphasizing the interrelationship of the functional areas of business and the various elements of the MBA curriculum. Features an assessment of business-related competency.

**MGMT 518P Leadership Colloquium II (0.5):** This course is designed to foster students' thoughtful participation in a range of enrichment experiences that will expose them to cutting-edge developments in business, economics, and related areas. Students will be expected to attend or view Troesh Talks or other lectures and engage with relevant current literature.

**MGMT 519 Philanthropic Strategies (4):** An introduction to philanthropic fund-raising and its role in organizational development.

Restriction: Not open to any student who has earned a grade of C or better in MGMT 495P

**MGMT 525 Management & Literature (4):** Explores the insights into human behavior, organizational processes, the business-related issues offered by literary texts in dialogue with appropriate components of the academic management literature.

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

**MGMT 526 Management & Film (4):** Explores the insights into human behavior, organizational processes, the nature of leadership, moral and spiritual challenges, and other business-related issues offered by films, television programs, or both in dialogue with appropriate components of the academic management literature.

**MGMT 527 Information Systems Management (3-4):** Strategies for the effective use of technology in organizational management. Focuses on understanding the importance of information technology for diverse applications within an organization. Topics include hardware, software, data resources, telecommunications, and networks.

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

**MGMT 529 Emotional Intelligence in the Workplace** is a course focuses on emotional intelligence (EI), the intentional use of emotions in guiding thinking and behavior, in the workplace. It examines the use of EI to create positive and productive worksite conditions and support individual employee success, explores research focused on EI, and encourages practical applications of EI research.

**MGMT 536 Health Care Management (4):** Economic, political, social, and technological issues in the health care delivery system; the interaction of health care organizations and the problems of access and delivery of health services.

Restriction: Not open to any student who has earned a grade of C or better in MGMT 436





MGMT 555 Crisis Management (2-4): Examines contemporary theory and practice related to the prevention and management of crises. Conceptual frameworks for analyzing the character, impact, and consequences of crises will be applied to private- and public-sector case studies. Multidisciplinary in character.

MGMT 556 Negotiation (2-4): is course uses short lectures, case discussions, role-playing simulations, multi-party negotiations, and face-to-face exercises to teach students how to think strategically, bargain successfully, and gain the commitment and cooperation of others. Participants will not only develop the principles and tools needed to analyze negotiation situations effectively, but will also build interpersonal skills needed to influence and persuade others.

MGMT 557 Planned Giving (4): Encouraging and managing planned gifts to philanthropic organizations.

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

- MGMT 576 Issues in Employee & Labor Relations (4): is advanced graduate seminar is designed to challenge developing business leaders to explore issues related to such labor- and employment-related topics as workplace governance, trade unions and their interactions with businesses, the culture of work, and cross-cultural variations in employment law and practice.
- MGMT 577 Leadership for Economic Development (4): e theory and practice of transformative market-based economic development, with potential opportunities for the development and reinforcement of skills in multiple functional areas of business. May be repeated for additional credit with the consent of the instructor.
- MGMT 578 Organizational Behavior (4): e relationship of the individual and the organization: leadership, motivation, group dynamics, decision making, interpersonal relations, and change. Designing and implementing the organizational structure: corporate divisions, departments, and support groups. Organizing work: positions, specifications, performance standards and review, reward systems, program process, and project management. Cases and readings in a lecture/discussion format.
- MGMT 579 Leadership & Organizational Effectiveness (4): Focuses on leadership as an interpersonal process of social influence and examines how effective leaders influence the attainment of group and organizational goals. Topics include classic and contemporary views of leadership and the application of various theories to leadership in business and politics. Also explores the influence of cultural and gender differences on the leadership process. Seminar and skill-development format.  
Restriction: Not open to any student who has earned a grade of C or better in MGMT 475
- MGMT 584 Operations Management (4): A study of concepts of decision models for planning, control forecasting, scheduling, and analysis within an enterprise.
- MGMT 587 Leadership, Creativity, and Organizational Dynamics (4): is course is designed to prepare students to lead organizations by creating and building organizational vision and empowering, inspiring and building shared purpose with those they lead. e course emphasizes the challenges of leadership in organizations featuring participants with diverse viewpoints, perspectives, and skills. It focuses on developing and reclaiming individual creativity and authenticity, empowering others for their own journeys, and creating environments and agile organizations that foster creativity and innovation. rough cross-functional team activities, students will be introduced to product development, business process development and improvement, and the role of leadership in fostering creative and innovative environments.
- MGMT 588 eLab (4): Virtual research environment focused on value creation and competitive advantage in the digital economy. May be repeated for additional credit with consent of the instructor.  
Restriction: Consent of the instructor
- MGMT 589 Global Leadership (4): is course is designed to prepare students to lead organizations in the world understood as a global system by creating and building organizational vision and empowering, inspiring and building shared purpose with those they lead. e course emphasizes the challenges of leadership not only in organizations featuring participants with diverse viewpoints, perspectives, and skills but also in a global environment in which organizations must navigate varied and often conflicting cultural, political, religious, and legal assumptions and agendas. Students will engage in self-examination and explore their journeys toward leadership.
- MGMT 613 Motivation & Productivity (4): Advanced topics related to the measurement of employee motivation, performance, job satisfaction, and productivity. Specialized areas include goal setting, motivation, theory, reward system, and implementation strategy.  
Prerequisite: MGMT 537 or equivalent
- MGMT 614 Seminar in Management (1-4): Advanced



testing, and launch of a new idea. Students work in teams through an iterative process of understanding user needs, ideating and prototyping new products and services. Teams will present their prototypes to a panel of entrepreneurs, investors and faculty members.

Prerequisite: Consent of the instructor

MGMT 694 Practicum in Philanthropy (1-4): Provides academic credit for supervised work activity that draws on graduate-level skills in philanthropic fund-raising and philanthropic management and that is documented by an appropriate exercise or set of exercises. Enrollment is dependent on the student's proposal of a practicum site and identification of an appropriate supervisor as well as on the approval of the appropriate ZSB program coordinator. May be repeated for additional credit with consent of the instructor.

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

MGMT 695 Topics in Management (1-4): Advanced topics in management. Subject matter varies with student and instructor preference. May be repeated for additional credit

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

Prerequisite: MKTG 517 or 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

MKTG 658 Marketing Channels (4): e course explores ways in which manufacturers and service providers access markets through their design and management of marketing channels—pipeline or pathway through which products and services are made available for purchase by customers.  
Prerequisite: MKTG 305 or 517

MKTG 659 Digital Marketing Management (4): Explores the impact of advancing digital business technologies on customers, markets, industries and business models. Both theoretical and operational implications of the digital marketing manager's role are addressed to help students develop the strategic perspective and practical skills necessary for e ectively navigating the new frontiers being opened every day in marketing via the Internet and other electronic venues.  
Prerequisite: MKTG 537

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

MKTG 676 Advertising Management (4): Decision making for the advertising program: setting objectives and budgets, developing ark-2(er)85(p6(the )0.5(s)2(tr)11(a)7(e b)4(ud).f the di)4(gital ))TJ 0.305 Tw T\* [(m)7(ar)9(k)5(etin)4(g

# School of Education

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Ginger Ketting-Weller, Dean  
PhD Claremont Graduate University 1997

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

Elissa Kido, Director  
EdD, Boston University 1980

## 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.

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.

## Accreditation

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

Preliminary Teaching Credential

- Multiple Subjects
- 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:

Basic Teaching Certificate

- Elementary endorsement
- Secondary content area endorsements

Administrator Certificate

- Endorsements: Principal, Supervisor of Instruction, Superintendent of Schools
- Specialty Endorsement: Guidance and Counseling

The following program is accredited by the Board Analyst Certification Board:

- Board Certified Behavior Analyst

The following programs are accredited by the California Board of Behavioral Sciences:

- Licensed Marriage and Family Therapy
- Licensed Professional Clinical Counselor

## Degrees and Programs

Curricula are offered for the degrees: Master of Arts in Teaching, Master of Arts, Master of Education (Canada extended campus only), Specialist in Education, and Doctor of Education. Post baccalaureate (or "fifth-year") credential





roughout the teacher education program, students must participate in periodic assessments. Should the assessment results received by the department indicate an area of concern, the student may be asked to follow an individualized remediation plan in order to attain the success expected in the profession. As this is a State of California approved program, the program content may not be otherwise adjusted.

## Examinations

examinations required of students in the Teacher Education program are as follows:

At the beginning of the program:

Basic Skills Requirement (BSR) fulfilled

After taking the Reading and Language Arts courses:

RICA: Reading Instruction Competency Assessment (required of multiple subjects candidates only)

Immediately after completion of the bachelor's degree major requirements, or prior to acceptance into the MAT:

CSET: California Subject Examination for Teachers

roughout the program:

California Teaching Performance Expectations (TPEs) are embedded in all coursework.

Formal assessment of the TPEs takes place during student teaching in the form of Instructional Cycle assessment:

Instructional Cycle 1: Learning About Students and Planning Instruction

Instructional Cycle 2: Assessment Driven Instruction

## Master of Arts in Teaching (MAT) degree

### Prerequisites and Admission

1. Applicants for the MAT degree must hold a bachelor's degree or its academic equivalent from an accredited institution and must meet the entrance requirements of the University for a credential program.
2. Entry requirements include:
  - Minimum undergraduate GPA of 2.75
  - Basic Skills Requirement (BSR) fulfilled
  - Negative TB test
  - Cardio-pulmonary Resuscitation (CPR) training including infant/pediatric training (must be current for

Student Teaching)

Certificate of Clearance granted

Completion of pre-professional coursework.

3. Acceptance into the MAT program is contingent on content area skills and knowledge. This must be demonstrated through the completion of an approved bachelor's degree and passing the California Subject Examination for Teachers (CSET). In some cases candidates may petition to be accepted into the MAT program prior to completing the CSET; however, all candidates must pass the CSET prior to beginning student teaching.
4. The 54 units in the MAT program do not include the following prerequisite courses:

Prerequisite courses required of all students before beginning the MAT include:

EDCI 204/502	Introduction to Teaching	(3)
EDCI 305/507	Psychological Theories of Instruction	(3)
EDCI 503/HLSC 214	Dimensions of Health	(3/4)
HPSC 274	The Construction of American Political Life	(4)
	(or pass an exam on the U.S. Constitution)	

## Program Requirements

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

All credential candidates are required to meet requirements for State of California credentials. NAD requirements also must be met by Seventh-day Adventist students desiring an SDA credential. Candidates for the SDA credential must take RELH 483 History of Seventh-day Adventism and RELT 245 Christian Beliefs, or equivalent coursework.

## Core requirements

Courses listed below include academic studies that complement teaching theory and methods coursework required for the MAT. These courses must be taken and passed before receiving the MAT degree. However, once all Teacher Education Program requirements have been completed, the candidate may apply for the teaching credential prior to completing MAT degree requirements.

EDFO 512	Perspectives on Faith and Learning	(3)
EDCI 545	Neuroscience and Learning	(3)
EDCI 550	Instructional Models & Origins of Learning	(3)
EDCI 664	Social and Emotional Intelligence	(3)

## Professional Coursework

Elementary		UG		Grad
Introduction to Assessment	EDCI	498	or	500 (1)
Reading K-8	EDCI	414	or	520 (4)
Lab: Reading K-8	EDCI	414L	or	520L (1)
Mathematics K-8	EDCI	415	or	521 (3)
Lab: Mathematics K-8	EDCI	415L	or	521L (1)
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)
Lab: Science and Health K-8 (1)				
Special Education in the General Classroom	EDCI	464	or	564 (3)
CSET: California Subject Examination for Teachers (Must be passed prior to student teaching)				
Student Teaching	EDCI	425	or	524* (14)
Students who wish to obtain Secondary Credentials in addition to Elementary Credentials are required to take EDCI 429/529 and 429/529L OR 430/530 and 430/530L.				

Secondary		UG		Grad
Introduction to Assessment	EDCI	498	or	500 (1)
Reading in the Content Area	EDCI	419	or	518 (4)
Reading in the Content Area Lab	EDCI	419L	or	518L (1)
Language and Literacy 9-12	EDCI	416A	or	522A (3)
Religion K-12	EDCI	417A	or	523A(2)
Culture, Society, & Ethics K-12	EDCI	417C	or	523C (2)
Middle School eory & Practice	EDCI	429	or	529 (3)
Lab: Middle School eory & Practice	EDCI	429L	or	529L (1)
Secondary eory & Practice	EDCI	430	or	530 (3)
Lab: Secondary eory & Practice	EDCI	430L	or	530L (1)
Special Education in the General Classroom	EDCI	464	or	564 (3)
CSET: California Subject Examination for Teachers (Must be passed prior				





- r Exhibit professional behavior in order to model effectively for students, to carry out educational responsibilities, to treat students and colleagues with dignity and respect, and to be mindful of the limits of one's own knowledge.
- r Conduct educational research and/or develop programs and projects in order to contribute to the body of knowledge in educational research or program development.
- r Develop a research project, or thesis in order to practice the research/writing process.
- r Develop a knowledge of the science of learning in order to better understand and articulate how people learn.
- r Complete successfully the comprehensive examination in order to demonstrate the knowledge and skills gained in the program.

## Required

- r Core requirements (12 units):

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

- r Content Specialization (24 units minimum) or Content Concentration (15 units minimum)
- r Electives (selected in consultation with the advisor; Note that theselectives (svior0atraddial

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## Extended LPCC/LMFT Education Program

Continuing education courses leading to the Licensed Professional Clinical Counselors (LPCC) and Marriage and Family Therapy (LMFT) are available through the Extended Master of Arts (MA) in Counseling Degree Program. This is a post-MA counseling program for students interested in completing the prerequisites necessary to qualify and apply for California LPCC and LMFT licensure.

Application for LPCC and LMFT licensure may be made to the Board of Behavioral 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.

## MA in Counseling (with State School Counseling Credential) in collaboration with University of California at Riverside- Extension

Students from University of California, Riverside (UCR)-Extension who have completed its Pupil Personnel Services Credentials in School Counseling may transfer their UCR academic credits into the Master of Arts in Counseling. This collaboration program requires satisfactory completion of 85 postbaccalaureate units (27-30 units at La Sierra University and 55-58 units at University of California at Riverside—Extension), including all courses and competencies specified for the Master of Arts degree in Counseling.

## 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





r Benchmarks at the end of the EdS program determine whether the student will be allowed to progress toward the doctoral degree. These include but are not limited to successful completion of courses with a minimum GPA of 3.3. Successful candidates are eligible to apply for admission to the doctoral program.

## Portfolio

Plus a minimum of 6 additional units from the list below to be selected in consultation with Neuroscience and Education program coordinator.

EDCI 565	Advanced Special Education in the Regular Classroom	(3)
EDCI 550	Instructional Models & Origins of Learning	(3)
EDPC 524	Lifespan Development	(3)
EDPC 650	Mental Exceptionality	(3)
EDPC 653	Neuropsychological Assessment and Intervention	(3)

#### Higher Education

EDCI 628	History of Curriculum Design	(3)
EDCI 630		

The program for an EdS degree for school psychology must include all of the coursework and field experiences required for the PPS-School Psychology Credential. (When a school psychologist credential is sought without a degree, core courses EDCl 606, EDAD 687, and religion are not required.)

## Required

Core Requirements (12 units):

EDAD 687	Organizational Behavior & Leadership	(3)
EDCI 606	Sociology of Education	(3)
	OR	
EDCI 545	Neuroscience & Learning	(3)
EDFO 688	Moral Leadership	(3)
EDPC 607	Dynamics of Personality	(3)

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

RSCH 604	Educational Statistics I	(3)
	OR	
RSCH 605	Qualitative Research Methods I	(3)

Content Specialization (30 units):

Students must contact the Department or refer to the Department website for the sequence and specific school psychology course requirements for the degree.

Additional Requirements:

1. California Basic Education Skills Test (CBEST). Out-of-state applicants must take this test no later than the second available administration date following their enrollment in the program.
2. Application for field practice six weeks prior to placement.
3. Application to the School of Education Credential Office for a state and/or denomination credential, if eligible.

## Specialist in Education Educational Psychology

The Specialist in Education degree for educational psychology is a noncredential elective program which provides advanced preparation for educational generalists, teachers in all disciplines, administrators, college instructors desiring a professional educational background, and practitioners aspiring toward clinical or research applications. Although the earning of a master's degree is not a mandatory prerequisite, applicants must satisfy all requirements specified below. For further information about this degree contact the Department of School Psychology and Counseling.

## Prerequisites

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

Within the past seven years, at least one introductory or advanced course must have been satisfactorily completed in each of the following:

- 1. Foundational educational psychology
- 2. Developmental psychology
- 3. Within the past 7 years, at least 15 quarter units of credit must have been earned at the upper division or graduate level, with no grade less than C (2.00), in one of the following areas:
  - 1. Professional education, including teaching and/or Administration
  - 2. Counseling and/or school psychology
  - 3. Behavioral sciences and/or psychology
- 4. For those entering the 45-unit post master's option, the master's degree must have been earned in an area of professional education, teaching, counseling, school administration, or an equivalent specialization.

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

## Program

The Specialist Degree for Educational Psychology requires a minimum of 90 quarter units beyond an approved baccalaureate degree or 45 units beyond the Master of Arts degree in an academic field related to education, psychology, or relevant academic disciplines.

## Program Requirements

Core Requirements (12 units):

EDCI 606	Sociology of Education	(3)
	OR	
EDCI 545	Neuroscience & Learning	(3)
EDAD 687	Organizational Behavior & Leadership	(3)
EDFO 688	Moral Leadership	(3)
EDPC 607	Dynamics of Personality	(3)

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

RSCH 604	Educational Statistics I	(3)
	OR	
RSCH 605	Qualitative Research Methods I	(3)

**Content Specialization (21 units minimum):**

- r Educational Psychology Specialization
- r Behavior Analysis Specialization (BCBA Track)
- r School Counseling Specialization (PPS Track)
- r Clinical Counseling Specialization (LPCC Track)
- r Marriage & Family Therapy Specialization (LMFT Track)
- r Neuroscience and Education

Electives (9 units selected in consultation with the advisor)

Portfolio (see the Department)

One of the content specializations above may be chosen. Content specialization courses vary depending on specialization areas and a student's interests or needs. All specialization courses must be approved by the Department at the beginning of a student's program

## Doctor of Education (EdD) degree General Requirements:

### Admission to Doctoral Program

Official admission to the doctoral program and full approval of the program of study takes place as part of the process of admission to the university and the School of Education. (See Graduate Admission Information section of this bulletin.)

### Residency Requirements

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

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

## Transfer Credits

Students may transfer a maximum of 18 units (post-masters degree) from other accredited graduate studies programs where courses are similar in content to those required. All transfer credits must be approved by the department as part of the student's plan of study.

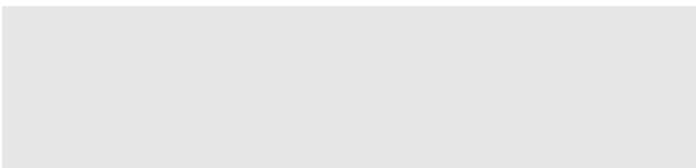
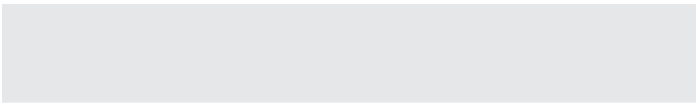
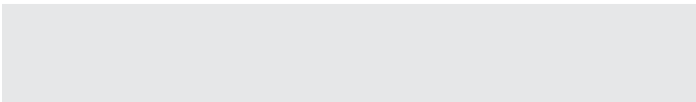
## Advancement to Candidacy

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

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

The capstone for the Ed.D. program begins with a research-based experience in which students address an education problem through an action research project, program development project or product outcome project. Students pursuing the capstone are guided in identifying and selecting a real-world problem in an educational setting and proposing



## Required

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

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

### Option 2: (Without an EdS)

- r Core requirements (24 units; see program of study under Doctor of Education general requirements)
- r Content specialization (21 units minimum, selected in consultation with the advisor):
- r Dissertation or Capstone (12 units)
- r 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:

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

#### To seek:

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

#### To serve:

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

## Program Objectives

### Knowledge

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

### Skills

- r To conduct original research culminating in a dissertation.
- r To select an appropriate qualitative and/or quantitative research methodology for the dissertation.
- r To exhibit skill in the understanding and use of statistics.
- r To further develop the ability to analyze and synthesize.
- r To identify and access appropriate resources, literature, archives, and other sources of relevant information.
- r Demonstrate competence in reading, writing, and analysis in English.

### Abilities

- r To demonstrate ability to synthesize the theories that relate to education.
- r To develop advanced writing, critical thinking, and analytical abilities.
- r To gain mastery in a focused area of research.

## Required

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

- r Core requirements (9 units; see program of study under Doctor of Education general requirements)
- r Content specialization (15 units minimum)
- r Dissertation or Capstone (12 units)
- r Electives (6 units minimum selected in consultation with the advisor)

### Option 2: (Without an EdS)

- r Core requirements (24 units; see program of study under Doctor of Education general requirements)
- r Content specialization (21 units minimum)
- r Dissertation or Capstone (12 units)
- r Electives (30 units minimum, selected in consultation with the advisor)



## Doctor of Education School Psychology and Measurement

The Doctor of Education program with a specialization in School Psychology and Measurement allows students to select from two concentrations: General School Psychology, and Behavior Analysis (Board Certified Behavior Analyst Track).

### Step 1:

Completion of a graduate degree in school psychology, including completion of at least 90 units of graduate courses.

### Step 2:

#### General School Psychology Concentration

Completion of 30 units (minimum) consisting of:

##### A. Core Requirements (9 units)

EDFO 791	Contemporary Issues in Education	(3)
RSCH 704	Educational Statistics II	(3)
RSCH 754	Quantitative Research Design	(3)

##### B. Research Methods Requirements (3-6 units)

Research methods courses approved by the Department

##### C. Content Specialization Requirements (15-18 units)

Graduate courses related to school psychology, educational psychology or mental health. Courses must be approved by the department.

#### Behavior Analysis Concentration (Board Certified Behavior Analyst Track)

Completion of 30 units (minimum) consisting of:

##### A. Core Requirements (9 units)

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

Clinical Counseling Concentration (LPCC Track)  
Completion of 30 units (minimum) consisting of:

- A. Core Requirements (9 units)
 

EDFO 791	Contemporary Issues in Education	(3)
RSCH 605	Qualitative Research I	(3)
	OR	
RSCH 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 (18 units)  
Mental health and counseling courses. Students must consult with the Department for the specific course requirements and the sequence of the courses.
- D. LPCC Internship (3000 Hours)

School Counseling Concentration (PPS Track)  
Completion of 30 units (minimum) consisting of:

- A. Core Requirements (9 units)
 

EDFO 791	Contemporary Issues in Education	(3)
RSCH 605	Qualitative Research I	(3)
	OR	
RSCH 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 Courses (18 units)  
Mental health and counseling courses. Students must consult with the Department for the specific course requirements and the sequence of the courses.
- D. PPS Field Practice (600 Hours)

Student Life and Development Concentration  
Completion of 30 units (minimum) consisting of:

- A. Core Requirements (9 units)
 

EDFO 791	Contemporary Issues in Education	(3)
RSCH 605	Qualitative Research I	(3)
	OR	
RSCH 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 Courses (18 units)  
Student life and development courses. Students must consult with the Department for the specific course requirements and the sequence of the courses.

Behavior Analysis Concentration (BCBA Track)  
Completion of 30 units (minimum) consisting of:

- A. Core Requirements (9 units)
 

RSCH 605	Qualitative Research I	(3)
	OR	
RSCH 704	Educational Statistics II	(3)
RSCH 754	Quantitative Research Design	(3)
	OR	
RSCH 755	Qualitative Research Design	(3)
EDFO 791	Contemporary Issues in Education	(3)
	OR one related course approved by the Department	
- B. Research Methods Requirements (3 units)  
Research methods course or related course as approved by the Department
- C. Content Specialization Courses (27 units)
- D. Behavior Analysis Courses. Students must consult with the Department for the specific course requirements and the sequence of the courses.
- E. Behavior Analysis Internship (1500 Hours)

Neuroscience and Education Concentration  
Completion of 30 units (minimum) consisting of:

- A. Core Requirements (9 units)
- |          |                                  |     |
|----------|----------------------------------|-----|
| EDFO 791 | Contemporary Issues in Education | (3) |
| RSCH 605 | Qualitative Research I           | (3) |
|          | OR                               |     |
| RSCH 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 or Capstone units (12)
- |          |                                |      |
|----------|--------------------------------|------|
| RSCH 798 | Doctoral Dissertation/Capstone | (12) |
|----------|--------------------------------|------|

## 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. The program focuses on the development of fresh, innovative ways to think about models, issues and problems in the field of leadership, and on adding to the body of research-based knowledge in the field.

For the student, the program of studies provides the opportunity to explore and critically analyze various areas of leadership as it relates to a range of organizational contexts from a research-oriented, theoretical and professional perspective. Particular focus in core studies is given to the foundational notions of a socially just community and the implications of moral and personal care perspectives for leadership theory and practice. In this program each student develops a specialized study program based on research interests and needs through a personalized and collaborative mentorship between faculty and student. An emphasis on methods of inquiry will assist the development of new understandings in the field, leading to a major research-based dissertation.

## Program description

The PhD in Leadership is an 87 quarter unit (post-masters and inclusive of dissertation) scholarly research-oriented degree offered in a traditional face-to-face classroom setting and supported by the faculty of La Sierra University, particularly those in the School of Education. The didactic portion is designed to be completed in three years, followed by the qualifying examination and advancement to candidacy. The dissertation and its successful defense follow in the culmination of the degree program. As part of the graduation requirements, each doctoral student is required to submit at least one scholarly article for publication.

## Admission to the PhD program

Official admission to the PhD program and full approval of the program of study takes place as part of the process of admission to the university and the School of Education. (See Graduate Admission Information section of this bulletin.)

## Student Learning Outcomes

The graduate from the PhD in Leadership degree program will be able to

- r Demonstrate the ability to address complex topics systematically, creatively and critically and in oral and written communication support a sustained argument to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences.
- r Demonstrate a conceptual understanding and methodological competence in research and the ability to work both collaboratively and independently in developing new understanding and knowledge in the field of leadership.
- r Demonstrate an understanding of resource management principles and a self-awareness of strengths and weaknesses and strategies for the acquisition and enhancement of the personal skills necessary for the practice of successful leadership.
- r Demonstrate a high cultural competence in interacting effectively with people of diverse cultural and international backgrounds.
- r Be critically conversant with the literature, theories, concepts and current research findings and generally regarded best practices in the disciplines related to leadership and the underlying philosophic foundations of a socially just society.
- r Understand and critically reflect on the moral/ethical dimensions of the practice of leadership and management theory in a global environment.
- r Demonstrate an understanding of research design through the ability to frame a major original research question, develop an appropriate methodology of research inquiry, implement the inquiry and write an extended report on the findings in a document of publishable quality to advance the field of leadership.

## Course of study

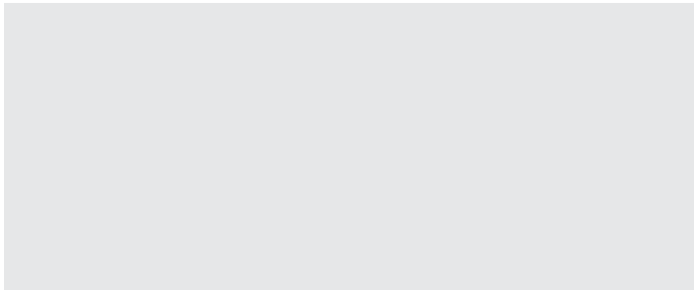
The program may typically be completed over a period of 4-5 years of study with candidates undertaking a minimum of two courses each quarter, and two courses during two 2-week intensive summer sessions. It is assumed that all prerequisites are completed before starting the program. By careful planning 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





Students writing a dissertation must register for at least one unit of dissertation credit each quarter, up to 12 units minimum. Research and dissertation preparation are under the direction of the student's dissertation committee chair. The student should secure the committee's approval of the topic and research design as early as possible.

If the student has been advanced to candidacy, has completed all course requirements, and has registered for, but not completed, the research and dissertation, maintenance of continuous registration is required until the manuscript has been accepted. This may be accomplished by registering for SECE 910 Dissertation Continuation (1) each quarter (excluding summer) until the dissertation is completed. Credits earned for SECE 910 Dissertation Continuation do not apply toward the degree minimum.

## Degree Completion and Petition for Graduation

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

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

## School of Education: Credential Programs

The School of Education offers graduate, and graduate "fifth-year" programs for fulfilling the requirements of credentials prescribed by California's Commission on Teacher Credentialing and/or certificates as granted by the Office of Education of the North American Division of Seventh-day Adventists. Details of coursework and other specifications for each credential must be obtained from the applicable

departmental sections of this bulletin. Students must consult with advisors in the departments for further assistance with admissions and programs. Teacher preparation programs are offered by the Department of Curriculum and Instruction; programs for various services credentials are found in each appropriate department or school of specialization as indicated in the following section of this bulletin.

## California State Credentials

Approved by the California Commission on Teacher Credentialing:

Teaching Credentials:

(Department of Curriculum and Instruction)

• Preliminary: Multiple Subjects, Single Subject

• Professional Clear

Administrative Services:

(Department of Administration and Leadership)

• Preliminary

• Professional Clear

Note: these credentials are not federal aid eligible unless taken as a component of a baccalaureate or graduate degree program.

Pupil Personnel Services:

(Department of School of Psychology and Counseling)

• School Psychology

• School Counseling

Note: these credentials are not federal aid eligible unless taken as a component of a baccalaureate or graduate degree program.

## Seventh-day Adventist Certificates

Seventh-day Adventist certificates are the parochial education equivalent of state credentials, and are issued by the Office of Education of the Pacific Union Conference of Seventh-day Adventists. These certificates are not federal aid eligible unless taken as a component of a baccalaureate or graduate degree program.

• Teaching (Department of Curriculum and Instruction)

Basic, Standard, Professional-Elementary, Secondary

• Administration (Department of Administration & Leadership)

• Principal, Supervisor of Instruction, Superintendent of Schools

• Guidance and Counseling (Department of School Psychology and Counseling)

Candidates desiring a Seventh-day Adventist (SDA) teaching certificate must provide proof of membership in the SDA church. Membership is verified by the Credential Analyst at the time a candidate makes formal application for admission to the credential program. Candidates who wish to obtain a SDA Basic Teaching Certificate are required to submit, with their application for program admission, a copy of their baptismal certificate or a letter from their local church pastor verifying membership.

### Admission to Credential Programs

In addition to fulfilling all requirements as outlined in the Graduate Admission Information section of this bulletin, the following are to be noted in connection with specific credentials.

### Teacher Credential Program

Students seeking admission to any teacher education program must present evidence of an undergraduate GPA of 2.75 or better. If the grade point average is below 2.75, the student must pass the appropriate CSET examination before being accepted into the teacher education program. A course grade of 'B-' or better is required in all teacher education program coursework. If a Master of Arts degree or above is sought, a cumulative GPA of 3.00 or better is required. Application forms for admission to the teacher credential program are available in the Department of Curriculum and Instruction and in the Admissions Office.

### Preliminary Administrative Services Credential Programs

Students seeking admission to the Preliminary Administrative Services Credential program must meet the following requirements:

- r MA admission requirements as published in the Graduate Admissions Information section in this bulletin.
- r Meet the following requirements determined by state law
  1. Possess a valid California teaching credential or services credential.
  2. Complete a minimum of five years of successful full-time classroom teaching experience in the public schools or in private schools of equivalent status, or five years of experience in a pupil services area.
  3. Obtain a Certificate of Clearance
  4. Pass the California Basic Education Skills Test (CBEST)

### Pupil Personnel Services Credential Programs

Students who are seeking admission to the Pupil Personnel Services Credential program must meet the following entrance requirements in addition to those listed in the Graduate Admission Information section of this bulletin:

1. GPA of 3.00 or higher for SDA certification in guidance and counseling.
2. GPA of 3.30 or higher for School Psychology and School Counseling Credential.

### Admission to Teacher Education

#### Credential Application

Credentials are granted only to individuals who have attained the baccalaureate or higher degree from a regionally accredited college or university. Credentials are processed through the Credentialing Services Office in the School of Education. Processing of applications is subject to recommendation from the academic department. Requirements include personal recommendations, health requirements, criminal clearances, all transcripts, passing scores on the CBEST/TPA/RICA/CSET, and completion of an approved program of professional preparation.

#### Basic Skills Proficiency Test

California law stipulates that in 2012, the state will require all candidates for the Preliminary Administrative Services Credential to pass the California Basic Education Skills Test (CBEST).

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

EDDDDDal Foundatse1.nBo22j475 and theyrral Foundations of Education HLltiple -\* [C tal Foundations of Education>>> BDC



## Fifth Year SDA Teaching Certificate

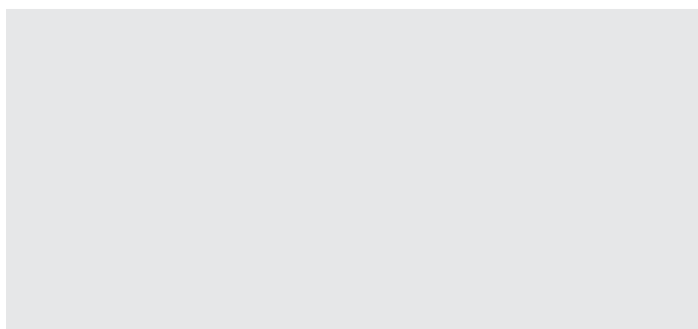
Fifth-year credential programs at La Sierra University are defined as programs approved by the faculty of the Department of Curriculum and Instruction and include a minimum of 45 post baccalaureate units of coursework for the Seventh-day Adventist Professional Teaching Certificate. The student must be 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,

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3. Fulfill conditions for endorsement in at least one of the following areas:
  - a. Principal: a minimum of one graduate course each in curriculum, supervision, school law, school administration, and school finance. Supervisor of Instruction—at least two graduate courses in curriculum, two in supervision, and one in school administration.
  - b. Superintendent of Schools: at least 36 quarter units of graduate credit, including at least one course each in school administration, personnel administration, curriculum supervision, school law, school finance, and school facilities planning. Also required is a minimum of three consecutive years of successful school administration and/or supervision of instruction.

### California Preliminary Administrative Services Credentials

Application for the Preliminary Administrative Services Credential, approved by the California Commission on Teacher Credentialing, may be made through the Department

Endorsement in at least one of the

Provisions of the Education Code, 51512(a) through 51512(f), require the applicant to have completed the following requirements:

For the advanced authorization in School Psychology, at least 90 units of post baccalaureate study are required. The school psychologist credential may be issued without the EdS degree if all mandatory competencies have been acquired and demonstrated through an approved program of study. However, the State of California will not issue a school psychology credential without the candidate having a graduate degree, minimally a master's degree. The School Counseling Credential is not a prerequisite for the school psychology credential.

### State School Counseling Credential

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

- A. Health, character, and criminal clearances.
- B. A passing score on the California Basic Education Skills Test (CBEST).
- C. Completion of a graduate degree with an approved program of professional preparation, including appropriate fieldwork.
- D. Completion of 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 and Marriage and Families B4(c)1(holo)6.9 [(a)4(ppr)15(opr)-6.9(i)1(a)7()45(..9-6(c)1(ho)-2(ol P)17(s)2().)]TJ

In the LPCC and LMFT programs, the 3000-hour internship begins after all coursework is completed and the appropriate degrees have been awarded. Students are encouraged to contact the international student office for consultation regarding protection of their visa status during the internship. This program is not federal aid eligible unless taken as a component of a baccalaureate or graduate degree program.

## Seventh-day Adventist Certificate

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

1. Possession of an SDA Standard Teaching Certificate with eligibility for subject-area endorsement.
2. A minimum of 27 quarter units in counseling. A 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

These 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. These 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

These 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)

These 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

These 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

These 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 (e 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

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

# Department of Curriculum & Instruction

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## 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

The School of Education, in collaboration with the College of Arts and Sciences and the H.M.S. Richards Divinity School, offers programs leading to teaching credentials issued by the Pacific Union Conference of Seventh-day Adventists, Department of Education; and by the State of California Commission on Teacher Credentialing. Preparation for Multiple Subject and Single Subject teaching credentials is available through the Department of Curriculum and Instruction.

Application for a credential may be made through the School of Education Credential Office when all requirements have been met. (See the "Credential Information" portion of the School of Education section in this bulletin.) An outline of steps toward the completion of the credential programs will be given to the student upon acceptance into the Teacher Education Program. It is the student's responsibility to be familiar with all provisions in this bulletin and to consult regularly with advisors in the Department of Curriculum and Instruction.

## COURSES

Teacher Education Program prerequisite courses require a grade of C or better. Foundation, Professional Preparation, and Clinical practice courses require a grade of B- or better.

## GRADUATE

EDCI 500 Teaching Performance Assessment Seminar (1): Preparation of the candidate to take the four Teaching Performance Assessments required by the state of California for all multiple and single subjects credential candidates attending California teacher preparation programs. Twenty clinical practice hours required. Note: Must be taken first in your credential program and may be taken concurrently with other courses.

Prerequisites: Certificate of Clearance and current TB test

EDCI 502 Introduction to Teaching & the Multicultural Classroom (3): Focus on the history of public education, motivation, lesson design, teaching strategies, discipline and classroom management, and professionalism. English



EDCI 510 Classroom Management (2): Focuses on classroom management and discipline. Examines a variety of strategies for effective classroom management and acceptable classroom practice.

Prerequisites: Acceptance into the Teacher Education Program

EDCI 510L Clinical Practice: Classroom Management (1): Provides opportunity for the credentials candidate to interview teachers, and to observe and practice good classroom management techniques.irty hours clinical practice required. Concurrent registration in EDCI 510 is required.

Prerequisites: Acceptance into the Teacher Education Program

EDCI 511 Advanced Safety & Health in Education (3): Study of safety and health, including the physical, mental, emotional, and social aspects of the individual student and school site, with focus on maximizing student achievement. Includes specific strategies for prevention and intervention. Federal and state laws, district policies, and school site implementation are discussed. Twenty hours of fieldwork are required. Required for the Clear Credential program.

EDCI 513 Advanced Study of Teaching English Learners (3): Builds on the knowledge, skills, and abilities acquired by candidates during the professional Teacher Education Program for the delivery of comprehensive, specialized instruction for English learners.irty hours of fieldwork is required. Required for the Clear Credential program.

EDCI 514 Foundations of Curriculum & Pedagogy (3): Provides an overview of current and historical philosophical trends; focuses on issues related to curriculum; examines issues of gender and cultural/ethnic diversity; and reviews the basis for curriculum development in a democratic society.

EDCI 516 Technology in Education (3): Designed to develop teacher skills in computer-assisted and computer-managed instruction against a background of the legal, social, and ethical issues related to the use of educational technology. Meets requirements for the California State Clear Teaching Credential, and for North American Division educational technology initial and renewal certification. Requires ten clinical practice hours.

Prerequisites: Certificate of Clearance and current TB test

EDCI 517 Contemporary Praxis in Education, K-12 (3): Examines current methodological trends, procedures for instruction, and opportunities for developing materials and assessment. Experience in prescribing appropriate learning activities and evaluating student progress.

EDCI 518 Reading in the Content Area (4): Preparation of the candidate with knowledge and skills in teaching content area reading. Examines specific components of the reading process, and appropriate methods and materials used in reading instruction for all students including struggling readers, English learners, speakers of non-standard English and students with special needs. Also includes assessment of students' strengths and weaknesses relative to the act of reading, the development

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 522 Language & Literacy, Grades K-8 (3): Preparation of K-8 teachers in language arts pedagogical skills appropriate for mainstream, mild/moderate disability, linguistically, culturally, and economically diverse students. Emphases include: development of skills to teach writing, listening, speaking and reading; specially designed academic instruction in English (SDAIE), increased perspective on language learner contexts and needs; methods, practices, and theories appropriate for instructing students with special needs as well as linguistically diverse students in first- and second-language development. Twenty hours of clinical practice required.

Prerequisite: Acceptance into the Teacher Education Program.

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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 534 Fieldwork in Special Education (3-9): Provides supervised teaching experiences required for the state Specialist in Special Education (Learning Disabled) Cred Tw T\*n(s t)1(o 2(ho)p)1(ludesw036)-4(e)-2ek7(tl)1e ush85.

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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.irty 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.irty 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. e emphasis is on forces which impact behavioral, academic, social, and communication skills in students with behavior disorders. (See EDCI 519)

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 uencing 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 oered 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 e ective 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): eories 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 a ect 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 di erences, second language and culture teaching, and methodologies for teaching English as a second language.

EDCI 573 Written Communication & English Language Learners (3): Focus on the methods and techniques for teaching writing to ESL/E students. Examines the writing-as-process approach to teaching writing. Also addresses theories related to the teaching and learning of writing skills.

EDCI 574 Curriculum Issues for English Language Learners (3): Current curriculum issues affecting ESL/EFL education is the focus of this course. Relies on studies of methodological, ideological, and theoretical trends and research. Emphasis theory and application.

EDCI 577 Directed Readings in Curriculum & Instruction (1-4): Area of study and method of reporting are arranged with a curriculum instructor. A minimum of 40 clock hours of study time is expected for each unit of credit. Requires approval by the department chair.

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

EDCI 580 Cooperative Learning (3): Provides theoretical foundation, instruction and methodologies for promoting student collaboration. Requires participants to structure cooperative interdependence for differing situations in classroom settings. Requires participants to evidence knowledge acquisition as well as ability to deliver practical application effectiveness.

EDCI 589 Work Conference (1-4): Educational conferences, clinics, and workshops designed for the development, revision, implementation, and evaluation of curriculum materials such as textbooks, curriculum frameworks, curriculum guides, and courses of study.

EDCI 594 Topics (3): Courses in specialized or experimental areas conducted through regular class activities and approved by the School of Education as temporary offerings. See course schedule for topics courses.

EDCI 595 Clear Credential Orientation (1.5): Orients candidates to the 2-year Clear Credential program through exposure to a purposeful, logically sequenced structure of extended preparation and professional development. Prepares participating teachers to meet the academic learning needs of all P-12 students. The course design is responsive to individual teacher's needs, is consistent with Education Code and California's Standards for the Teaching Profession, and is relevant to the contemporary and complex conditions of teaching and learning in California classrooms.  
Prerequisite: Completion of all required courses for a teaching credential

EDCI 596 Clear Credential Portfolio (1.5): Provides guidance in the development of an online Clear Credential Portfolio. Requires that candidates in the 2-year Clear Credential program evidence ability to meet the academic learning needs of all P-12 students in compliance with the Education Code and California's Standards for the Teaching Profession. Evidence must show ability to align with contemporary and complex conditions of teaching and learning in California classrooms as required in fully meeting the expectations for receiving the California Clear Teaching Credential.  
Prerequisite: Completion of all required courses for a teaching credential and EDCI 595

EDCI 597 Master's Project (3-6): Culminating scholarly research/writing project for masters degree students. See department chair for details.

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

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

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

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

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 646 e Development & Implementation of Curriculum (3): Applies the tools of curriculum organization

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. eories and phenomena are applied to the teaching of speci c grammar and culture points that may present di culty for the second language learner. Assignments for graduate students are di erentiated 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 de ne the selection, organization, and evaluation of the modern curriculum. Studies emphases on general and specialized curriculum American colleges and universities in light of their historical and resent constituencies.

EDCI 630 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 668 Textbook & Curriculum Materials Analysis (3):

# Department of Administration & Leadership

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## Department Faculty

TBA, Chair  
Professor of Administration and Leadership (20##)  
EdD State University #####

TBA  
Professor of Administration and Leadership (20##)  
PhD State University #####

is provides excellent opportunities for eld experiences.

ere is a constant need for highly quali ed administrators and leaders. E ective leadership requires and deserves the nest quality of specialized preparation.

e department provides programs designed to pr6r hools, co

## Support Sta

Sylvia Cordoba  
Credential Analyst and O ce Coordinator

## Mission

e Department of Administration and Leadership is committed to preparing moral leaders who pursue excellence rather than accept mediocrity, focus on service for the common good rather than personal glory, seek truth rather than power, and exercise authority on principle rather than expediency.

Attainment of this mission is fostered through the discovery of meaning and purpose in the development of administrative and leadership skills and dispositions, as well as in acquisition of psychological, historical, philosophical, sociocultural, and spiritual insights. Such dimensions are basic to a truly scholarly appreciation of the educational process.

e department, with the support of the other departments of La Sierra University's School of Education, o ers programs leading to the Master of Arts degree, the Specialist in Education degree, and the Doctor of Education degree. e department o ers approved programs leading to a Preliminary Administrative Services (Tier 1) Credential for the State of California as well as the Seventh-day Adventist Administrative Certificate with endorsements in elementary and secondary principalship, supervision, and superintendency of schools.

e comprehensiveness of course o erings and the extensiveness of library holdings and other resources for study and research, coupled with the quality and diversity of faculty and students, contribute to the excellence of our various degree programs. La Sierra University is located in a large concentration of public and Seventh-day Adventist elementary and secondary schools, colleges, and universities.



## 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 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 Education (M.Ed.)

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 designs, standards and facility needs, and appraisal techniques of educational programs. Emphasis on techniques for evaluating schools. Study of the standards utilized by national, regional, state, Seventh-day Adventist and other religious institutions.





## 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 460 The Exceptional Child (3-4): A study of the determinants, characteristics, problems, and adjustments of both children with mental, physical, emotional, or social disabilities, and of gifted and talented children, Intervention techniques used with children with disabilities, rights of children under the Americans with Disabilities Education Act. Open to upper division, graduate, or postgraduate students only.

### GRADUATE

EDPC 504 Standardized Testing in Education (3): The development of competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in education and counseling. Theoretical principles and issues presented together with hands-on applications. Open to upper division, graduate, and postgraduate students only.

EDPC 504-P Standardized Testing in Education Practicum (1.5):

EDPC 561-P Counseling theories & Techniques Practicum (1.5): Simulated situations using role-play or other creative assignments designed to apply theory and techniques covered in EDPC 561.

EDPC 562 Counseling Practicum (1-9): Practicum in the

EDPC 599 Independent Study in EDPC (1-3): Application of research methodology to the investigation of a limited, localized problem or program evaluation. Typically requires a written report in a format suitable for journal publication. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.

Restriction: Consent of the department chair

EDPC 607 Dynamics of Personality (3): Focus on factors contributing to personality development and adjustment, including theoretical explanations of behavior. Implications for effective intellectual, emotional, and social functioning.

EDPC 609-P Dynamics of Personality Practicum (1.5): Practicum may include assessing personality inventories, conducting field practice and/or research related to personality style and development.

EDPC 610 Human Sexuality (3): Human sexuality in contemporary society. Physiological, psychological, sociocultural, and developmental factors associated with human sexuality. Interventions for sexual dysfunctions and sexual well-being.

EDPC 610-P Human Sexuality Practicum (1.5): Practicum may include visiting relevant self-help groups (e.g., sexual addiction self-help groups), engaging in therapeutic role-plays that involve relevant counseling vignettes (e.g., clients with various sexual dysfunctions or sexual, gender and identity disorders), and/or engaging in research in this domain.

EDPC 615 Child, Partner, & Elder Abuse (3): Overview of the definitions, usual causes, and interventions for child, partner, and elder abuse. Includes a review of current research and interventions for each type of abuse.





**EDPC 675 Field Practice in School Psychology (300 hours) (1-3):** Exposure to a broad base of experiences and issues that school psychologists face in multi-cultural/contextual settings. Application of referral questions and data collection strategies, and practice in making appropriate assessment choices, administration, scoring, and report writing. Practice in ethical decision-making. Hours are typically acquired from two school levels of pre-K-12. Completed under a credentialed school psychologist supervising agreed-upon experiences such as individual assessment, collaboration, and consultation, wellness promotion, counseling and crisis intervention, educational planning and evaluation, as well as program planning and evaluation.

**Prerequisites:** EDPC 650, 661, 662, 664, and 667; department approval prior to placement that includes CBEST clearance as well as health, character, & criminal clearances

**EDPC 676 School Psychology Internship (1,200 hours) (1-12):** Required for the California State Credential in school psychology. Candidates work under the supervision of a credentialed school psychologist to demonstrate and further develop the full range of skills acquired during formal training, while providing direct and indirect professional services to pupils, parents, and school staff. Agreed-upon internship experiences may include individual assessment, collaboration and consultation, wellness promotion, counseling and crisis intervention, educational planning and evaluation, as well as program planning and evaluation.

**EDPC 694A Individual & Cultural Differences (3):** Application of differential psychology to testing, learning, counseling and school psychology procedures. Emphasis on cross-cultural, ethnic, and sex differences.

**EDPC 694-P Individual & Cultural Differences Practicum (1.5):** Practicum requires attending no fewer than three cultural events approved by the instructor and reporting on the experiences.

**EDPC 696 Research Project (3):** Execution and report of a research study in education. Student to register for course after consultation with advisor.

**EDPC 698 Thesis (1-6):** Requires writing a thesis to showcase research abilities in the area of school psychology and counseling. Students also pursue an issue of special interest in school psychology and counseling in further detail.

**EDPC 699 Directed Study (1-4):** Application of research methodology to the investigation of a limited, localized problem or program evaluation. Typically requires a written report in a format suitable for journal publication. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.

**Prerequisite:** Consent of the department chair

**EDPC 701 Seminar: Politics & Issues in Educational Testing (3-4):** Examines political issues, public opinion, and various psychological and educational research findings related to school psychology, educational psychology, school policy, and education in general. Requires the completion of an individual research project.

**EDPC 705 Seminar: Intervention, Consultation, & Assessment (3-4):** Analysis and discussion of the various roles of the professional consultant in the school setting. Topics include, but are not limited to, special needs requiring intervention and psychodiagnostic testing, the various intervention strategies and techniques employed when such intervention is required, and the purpose and goals of assessment.

**EDPC 711 Seminar: Biological Psychology (3):** Presents fundamental research on education and assessment-related neuroscience and its implications for learning theory and practice and psychological assessment. The symbiotic nature of brain function examined, compared, contrasted, and aligned with current psychological assessment and classroom instructional applications.

**Prerequisite:** EDCI 545 Brain Science and Learning (or approval by course instructor)

**EDPC 712 Seminar: Biological Psychology II (3):** Continuation of studies begun in EDPC 711. Study of anatomy and physiology of the brain as it relates to behavior and learning. Topics include: movement, wakefulness and sleep, internal regulation, reproductive behaviors, biology of learning and memory, lateralization and language, and psychological disorders.

**Prerequisite:** EDCI 545 Brain Science and Learning (or approval by course instructor)

**EDPC 715 Seminar: Alcohol & Drug Addiction (3):** Presentation of current research regarding the effects of alcohol and various drugs on brain chemistry. Also examines assessment and diagnosis, a biopsychosocial model regarding etiology, and viable prevention and intervention models.

EDPC 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. is course includes 150 hours of practicum (equivalent to 1.5 units) that students must complete while taking the course.

EDPC 743 Assessment of Applied Behavior Analysis I (4.5): Introduction to the philosophy of behaviorism and the basic tenets of applied behavior analysis, focusing on behavioral assessment and observation, time series research design, and its use in the scientific evaluation of behavior. is course includes 150 hours of practicum (equivalent to 1.5 units) that students must complete while taking the course.

EDPC 744 Assessment of Applied Behavior Analysis II (4.5): Examination of functional assessment and functional analysis procedures with a focus on educational settings. Emphasis on providing students with an understanding of procedural and conceptual issues surrounding evidence-based intervention design for people with severe behavior problems. is course includes 150 hours of practicum (equivalent to 1.5 units) that students must complete while taking the course.

EDPC 745 Applications of Applied Behavior Analysis (4.5 Units): Examination of advanced issues related to designing and evaluating behavioral assessment and instructional interventions in educational settings. is course includes 150 hours of practicum (equivalent to 1.5 units) that students must complete while taking the course.

# Program in Leadership

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## Program Faculty

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

## Support Staff

Lina Soria  
Administrative Assistant, Dean's Office

## Purpose and Objectives

The purpose of the Doctor of Philosophy in Leadership degree program is to provide advanced education in the theory, practice and research of Leadership across a broad range of organizational and community settings. The program serves the needs of candidates already in leadership roles and those aspiring to leadership both from the constituency of the Seventh-day Adventist Church in the southwestern United States and from other organizations interested in a Christian perspective in leadership studies. The program focuses on the

LEAD 704 Leadership Orientation (0): Orientation to the nature and requirements of the degree program and how the study of leadership, research and the areas of specialization and diversification can provide a solid balanced for career and future. Taken at the start of the program.

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

LEAD 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 Leadership as Relationship (3): Capstone class, provides an opportunity for students to build on the concepts, theories and practices of leadership studied throughout their degree program. Special attention is given to the crucial and dynamic relationship that develops between leaders and those in the organizations they lead.

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

# School of Education Additional Courses

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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 work, in-depth interviews, documentary analysis, and/or case studies. Also focuses on epistemological approaches, ethics, reliability, 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
- RSCH 723 Evaluation Research (3): Familiarizes students with different types of program evaluation, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and efficiency analysis (cost-benefit and cost-effectiveness analysis). Students gain theoretical knowledge and practical experience through a series of exercises. Covers quantitative and qualitative study designs, including the strengths and limitations of each. Prerequisites: RSCH 504, 604, 605, 704 & 705 and acceptance into a doctoral degree program
- RSCH 733 Mixed Methods (3): Advanced research seminar that integrates qualitative and quantitative approaches, methods, and data in a single study. Covers the paradigms and research models that inform both approaches, and the ways in which qualitative and quantitative goals, questions, methods, and interpretive strategies can be productively combined. Prerequisites: RSCH 504, 604, 605, 704 & 705 and acceptance into a doctoral degree program
- RSCH 743 Standardized Test Development (3): Planning and conducting a standardized test development related to psychology, education, or other social issues. Laboratory required, and completion of a standardized psychological test. Prerequisites: RSCH 504, 604 & 704
- RSCH 752 Action Research (3): Addresses theoretical, philosophical, and epistemological questions around action research, including the trade-offs that come with action research compared to more traditional research. Guides students through an action research project. By the end of the course students will have completed an independent action research project from start to finish. Prerequisites: RSCH 504, 604 & 605 and acceptance into a doctoral degree program
- RSCH 753 Capstone Project Design (3): Applies theoretical knowledge acquired during the doctoral program coursework to a project involving actual data in a realistic and professional setting. Prerequisites: RSCH 504, 604 & 605 and acceptance into a doctoral degree program
- RSCH 754 Quantitative Research Design (3): Analysis of appropriate research designs and methodology for quantitative doctoral dissertations, and the development of a quantitative doctoral dissertation-quality research proposal. Prerequisites: RSCH 504, 604 & 704
- RSCH 755 Qualitative Research Design (3): Analysis of appropriate research designs and methodology for qualitative doctoral dissertations, and the development of a qualitative doctoral dissertation-quality research proposal. Prerequisites: RSCH 504, 605 & 705 and acceptance into a doctoral degree program
- RSCH 775 Research Projects (3): Students are required to complete one or more theoretical, site-based, empirical data-driven research paper(s) related to school psychology, educational psychology, administration, curriculum and instruction, and other selected issue areas for a potential peer-reviewed conference presentation and/or publication. Prerequisites: RSCH 504, 604, 605, 704 and/or 705 and acceptance into a doctoral degree program
- RSCH 798 Doctoral Dissertation/Capstone (1-12): Structured research for Doctor of Philosophy or Doctor of Education students, either qualitative, quantitative or mixed methods in nature, guided by the chair of the dissertation/capstone committee. Oral defense of written dissertation/capstone upon approval of manuscript by the student's committee. Prerequisites: Successful completion of the Qualifying

## Resources and Continuation

These Resources and Continuation Courses are under the direction of the Dean's Office.

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

Prerequisite: Consent of instructor or department

SECE 910 Dissertation/Capstone Continuation (1): In order to maintain an active registration status, students who have registered for all 12 units of dissertation/capstone credit and are still in the process of completion must register for one Continuation unit for each quarter needed to reach completion. In order to register for this course, students are required to have a Continuing Registration Contract on file with the School of Education. Does not apply toward degree minimum credits.

# The HMS Richards Divinity School

## Division of Graduate Studies

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### Administrative

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#### H.M.S. Richards Divinity School Faculty

Friedbe, Nina, Dean (2015)  
Ph.D., University of Chicago (2000)

Walter C. Tencha, Director of Graduate Programs (1995)  
Ph.D., University of Chicago (1981)

#### Divinity School Staff

Kimberly Hall, Administrative Assistant (2011)  
M.B.A., University of Chicago (2010)

### Associated Centers

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#### Center for Near Eastern Archaeology

Douglas R. Clark, Director  
Ph.D., University of Chicago (1984)

#### John Hancock Center for Youth and Family Ministry

Director: TBA

#### Ana and Fernando Stahl Center for World Service

Director: TBA

#### HMS Richards Library

Director: TBA

### Department of Practical Theology

(Practical Theology, Church &

Ministry, and Mission & Evangelism)

---

#### Divinity School Faculty

Matthew D. Jackson, Chair  
Ph.D., Princeton University (2009)  
D.M.A., University of Chicago (2007)  
Ph.D., University of Chicago (2001)

Margaret Fea  
Ph.D., Princeton University (2017)  
M.A., University of Chicago (2012)  
M.S.L., University of Chicago (2011)  
Ph.D., University of Chicago (2001)

Shelton Kilb  
S.M.L., University of Chicago (2014)  
D.M.A., University of Chicago (2017)  
Ph.D., University of Chicago (2011)

Randal R. White  
Ph.D., Princeton University (2007)  
D.M.A., University of Chicago (1990)  
Ph.D., University of Chicago (1985)

#### Collaborating Faculty

John C. Brien  
Ph.D., University of Chicago (1978)  
Ph.D., University of Chicago (1978)

Timothy Gillepie  
D.M.A., University of Chicago (2013)  
Ph.D., University of Chicago (2008)

Calvin Mendenhall  
Ph.D., Princeton University (2008);  
D.M.A., University of Chicago (1985)  
Ph.D., University of Chicago (1985)



# De a men f Biblical S die (Bible, Lang age ,A chae l g )

## Divinity School Faculty

Ken V. B amle , Chai

A . . . P . . . A . . . (i&H . . . A . . . (2010)  
P DU . . . (i . . . T . . . 2009  
B . . . N . . . E . . .

La ence T. Ge a

P . . . A . . . O . . . T . . . S . . . (1993)  
P DH . . . U . . . (1972  
O . . . T . . . S . . .

Kend a Hal iak Valen ine

P . . . N . . . T . . . S . . . (2001)  
P DG . . . T . . . U . . . 2002  
N . . . T . . . B . . .

J hn R. J ne

A . . . P . . . N . . . T . . . S . . . & W . . .  
R . . . (1990)  
P DV . . . U . . . (1982  
B . . . N . . . T . . .

W nil Kim

A . . . P . . . O . . . T . . . S . . . (1994)  
P DC . . . G . . . U . . . (1996  
E . . . O . . . T . . .

F iedbe . Nin

P . . . A . . . (i  
P DA . . . U . . . (2000  
O . . . T . . .

Wa en C. T encha d

P . . . N . . . T . . . & E . . . (iC . . . L . . . (1995)  
P DU . . . (i . . . C . . . 1981  
B . . . N . . . T . . .  
C . . .

## Collaborating Faculty

D i gla R. Cla k

P DV . . . U . . . (1984  
A . . .

Be na d A. Ta l

P DH . . . U . . . C . . . 1989  
G . . . H . . . L . . .

# De a men f e l gical S die

( e l g , Hi . . . , Phil . . . h , E hic )

## Divinity School faculty

J hn W. Web e , Chai

P . . . T . . . H . . . C . . . (1999)  
P DP . . . T . . . S . . . (1995  
S . . . C . . .

## Collaborating faculty

Ga Cha ie

A . . . D . . . S . . . B . . .  
P . . . L . . . B . . . E . . . (2001)  
JDU . . . C . . . L . . . A . . . 2001  
P DU . . . C . . . 1991  
T . . .

Da id La n

P DC . . . G . . . U . . . (1982  
DM C . . . S . . . T . . . (1973  
E . . .

e d e Le e

P DA . . . U . . . (2011  
A . . .

Ka he ine K h

P DU . . . C . . . R . . . 2016  
C . . . A . . .

Richa d Rice

P DU . . . C . . . 1974  
S . . .

# De a men f Gene al Religi S die (Re ea ch, Religi n)

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## Divinity School faculty

### J hn R. J ne , Chai

A . . . P . . . N T . . . S . . . W . . .  
R . . . (1990)

P D V . . . U . . . (1982)

W . . . . .

### Ig K khan

L . . . R . . . S . . . (2014)

MA L S U . . . (2004)

MA U . . . W . . . 2009

MA L S U . . . (2009)

P D (ABD) U . . . W . . .

R . . . A . . . N T . . .  
- . . . S . . . (A . . .)

## Panel of Teaching Pastors

### Ma Jack n, Chai , Panel f Teaching Pa .

DM (C . . . S . . . T . . . )

A . . . P . . . P . . . S . . .

### Vic L i A e la III

O  
 W  
 G

[\*Allusions to E.G. White, Maranatha 219; Life Sketches 196; Education 57]

**General Learning**

- I. T D (iS)  
 S den ac i e ele an inf mai n.
- II. T D (iS)  
 S den dem n a eade a e nde anding.
- III. T D (iS)  
 S den dem n a ec i cal ea ning.
- IV. T D (iS)  
 S den ac e n ibl .

**Di i i n fUnde gad a eS die**

P U A B

**P e fG ad a eP gam**

G  
 T  
 C

**Admi i n e i emen**

A  
 L S U G A  
 I D S

**Financial inf ma i n**

F  
 D (iS) Of

**Di i i n fG ad a eS die**

F  
 A P P

**S c e f heP gam**

S  
 D (iS) T  
 (A) (B)  
 (C) (D)  
 (E) C (F) C  
 (G) A (H)  
 I  
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 (i) F ( )  
 f (i) R  
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## Calendar of Graduate Degree Programs in Religion and Theology

The following information is provided for the calendar of graduate degree programs in religion and theology. The information is provided for the calendar of graduate degree programs in religion and theology. The information is provided for the calendar of graduate degree programs in religion and theology.

	Foundational Core	Required Core
(A) M.A.		RELG 510 R & W **
(B) L.M.	RELL 504 T: H *	
	RELL 505 T: G *	
(C) B.A.	RELB 501 OT & I C	RELB 511 I OT T
	RELB 502 NT & I C	RELB 512 I NT T
(D) E.D.	RELE 504 C & G	RELE 514 C S E
(E) T.M.	RELT 504 P T	RELT 514 S T
(F) H.M.	RELH 504 S H C	RELH 514 S H C
(G) SDA	RELH 506 SDA H	RELT 516 SDA T
(H) R.M.	RELG 501 T S R	RELG 511 T R W
(I) M.A.	RELP 504 C & I P	RELP 514 P T

\*N: F CM

\*\*N: S RELG 510

### Additional Notes:

1. Q REL 50
2. Q REL 51
3. C 500, 589; 590-599 & f 600-699; (600-669); (670); (695); (698); (699).
4. T MD P (RELP 591, 592, 593), RELP 595 F P M
5. T MA: R

## Graduate Program in Ministry and Leadership

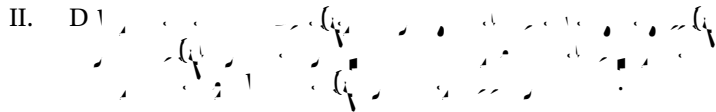
### Master of Divinity (MDi)

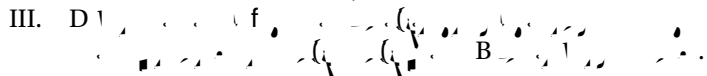
The MDi program is designed to provide students with a comprehensive understanding of the Christian faith and its application in ministry and leadership. The program includes coursework in biblical studies, theology, and practical ministry. Students are encouraged to engage in research and writing projects that explore contemporary issues in the church and society. The program is designed to be completed in two years of full-time study.

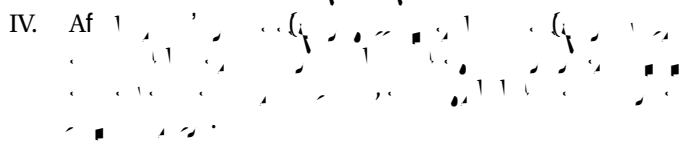
# MDi P g am S den Lea ning O c me

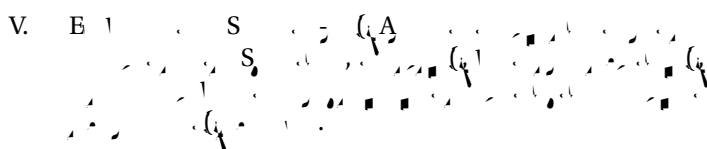
S den h c m le e heMDi deg ee g am ill:

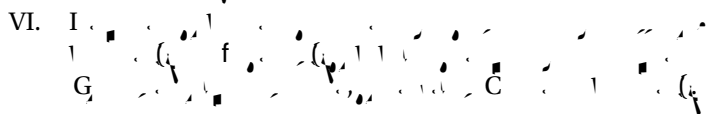
I. E  C

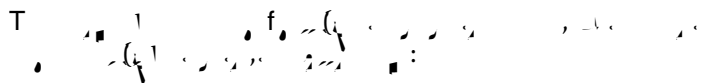
II. D 

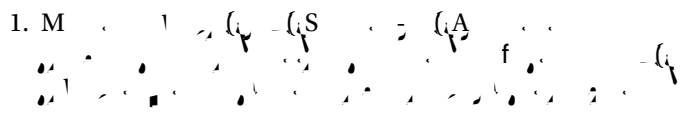
III. D  B

IV. Af 

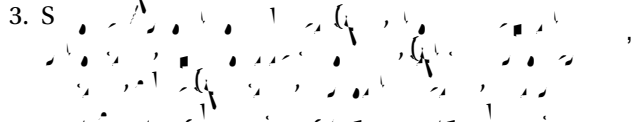
V. E  S (A) S

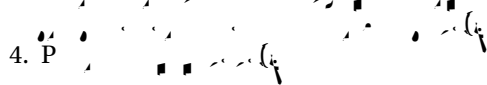
VI. I  f G C

T 

1. M  (S) (A) f

2. C 

3. S 

4. P 

**F. History of Christianity 8**

RELH 504	A Survey History of Christianity	(4)
RELH 514	Survey of History of Christianity	(4)

**G. Seventh-day Adventism 8<sup>2</sup>**

RELH 506	History of Seventh-day Adventism	(4)
RELT 516	Seventh-day Adventism	(4)

**H. World Religions 0-4<sup>3</sup>**

RELG 501	World Religions	(4)
RELG 511	World Religions	(4)

**I. Practical Ministry 44**

**Foundational Courses: (4 credits):**

REL P 504	Foundational Studies I	(4)
REL P 506	Foundational Studies II	(4)
REL P 507	Foundational Studies III	(4)
REL P 508	Foundational Studies IV	(4)

**Praxis (Core): (4 credits):**

REL P 514	Praxis I	(4)
REL P 518	Praxis II	(4)
REL P 539	Praxis III	(4)

**Liturgics: (4 credits):**

REL P 517	Liturgics I	(4)
REL P 549	Liturgics II	(4)
REL P 606	Liturgics III	(4)

**Homiletics: (4 credits):**

REL P 528	Homiletics I	(4)
REL P 529	Homiletics II	(4)
REL P 577	Homiletics III	(4)
REL P 578	Homiletics IV	(4)

**Poimenics: (4 credits):**

REL P 527	Poimenics I	(4)
REL P 536	Poimenics II	(4)
REL P 556	Poimenics III	(4)
REL P 567	Poimenics IV	(4)

**Catechetics: (4 credits):**

REL P 545	Catechetics I	(4)
REL P 554	Catechetics II	(4)
REL P 569	Catechetics III	(4)
REL P 589	Catechetics IV	(4)

**Project: (4 credits):**

REL P 591	Project I	(4)
REL P 592	Project II	(4)
REL P 593	Project III	(4)

**Fieldwork: (4 credits):**

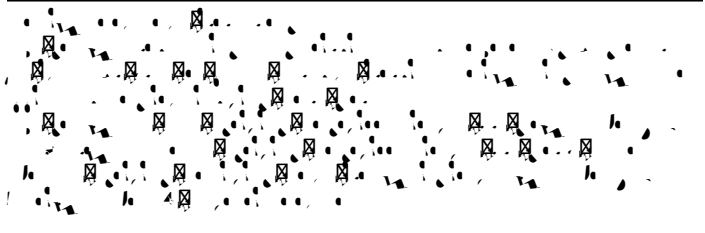
REL P 594	Fieldwork	(4)
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**Thesis: (4 credits):** RELP/M (4 credits)

**J. Elective 8-20**

**Total 116**

1. Theology of the Bible (4)
2. History of the Church (12)
3. Survey of World Religions (3.00)
4. Advanced Ministry (MD)
5. World Religions (MD)



6. Sicut erat: A. MD  
T  
f  
f  
(E F )  
f  
T  
S Q D Of  
7. O

**MDi /MBA**

**F. History of Christianity 4**

RELH 504 History of Christianity (4)

**G. Second-Adventist Studies 4**

RELH 506 History of Adventism (4)  
OR<sup>5</sup>

RELT 516 Second-Adventist Studies (4)  
OR

RELH 586 Theology & Ethics (4)

**H. World Religions**

**I. Pastoral Ministry 12**

- S... RELP, RELM...

**Total 36**

Q... R... R...

1. Theology of the Bible (S...)

2. Foundations of Christianity (12...)

3. Studies in the Bible (2.50...)

4. Electives: Students must choose three (3) elective courses from the following:

- History of Christianity (RELH 504)
- History of Adventism (RELH 506)
- Second-Adventist Studies (RELT 516)
- Theology & Ethics (RELH 586)
- World Religions (RELH 504)
- Pastoral Ministry (RELP 515, RELM 514, RELP 567; RELM 564; W... P... (RELP 549, RELP 517; RELP 606), S... "F... C...")

G... f... (S...)

**5. Accreditation and transferability**

CM... f... (S...)  
C... I... H... E... (WASC).  
W... A... C... S...  
H... T...

R... CM...  
D... (S... L S U...)

MTS, MD... S...

(ATS) A... T... S...

S... T... S...

**Graduate Academic Program in Religion**

T... D... (S... f... M... A... (MA) M...  
T... S... (MTS) ...  
S... MA... C...

**Master of Arts in Religion**

**Master of Arts in New Testament Theology**

**Student Learning Objectives for the MA Program**

**Student Learning Objectives for the MA Degree Program:**

- I. Evidence of biblical knowledge and interpretation
- II. Critical thinking and analysis
- III. Communication skills (writing, speaking, listening)
- IV. Cultural awareness and sensitivity





### Master of Arts (MA)

The Master of Arts (MA) is a two-year program of study. The program is designed to provide students with a broad knowledge of the liberal arts and to prepare them for careers in a variety of fields. The program is divided into two tracks: the Liberal Arts track and the Professional track. The Liberal Arts track is designed to provide students with a broad knowledge of the liberal arts and to prepare them for careers in a variety of fields. The Professional track is designed to provide students with a broad knowledge of the liberal arts and to prepare them for careers in a variety of fields.

Admission requirements for the MA program include a bachelor's degree from an accredited institution with a minimum GPA of 3.00.

1. The student must have completed a minimum of 12 credit hours of graduate-level coursework.
2. The student must have completed a minimum of 12 credit hours of graduate-level coursework.
3. The student must have completed a minimum of 12 credit hours of graduate-level coursework.

### Admission Requirements

1. The student must have completed a minimum of 12 credit hours of graduate-level coursework with a minimum GPA of 3.00.
2. The student must have completed a minimum of 12 credit hours of graduate-level coursework with a minimum GPA of 3.00.
3. The student must have completed a minimum of 12 credit hours of graduate-level coursework with a minimum GPA of 3.00.
4. The student must have completed a minimum of 12 credit hours of graduate-level coursework with a minimum GPA of 3.00.
5. The student must have completed a minimum of 12 credit hours of graduate-level coursework with a minimum GPA of 3.00.

### Course Requirements

#### Master of Arts: Religion

Number of credit hours required for the MA: Religion program is 24 credit hours.

[Redacted area]

[Redacted area]

[Redacted area]

**Master of Arts: Near Eastern Archaeology**

**Research Writing 4**

RELG 510 R & W R (4)

**Near Eastern Archaeology 32**

ARCH 548 A (M T) (4)

ARCH 594 F M E A (4-8)

- O ARCH (20-24);  
M 510

**Elective 4-8**

ARCH 698 T A S (4-8)

**Elective 4-8**

- M D (S) 510  
f RELM, RELP.

**Total 48**

**Other Requirements and Regulations for the MA: Religion and the MA: Near Eastern Archaeology**

1. T
2. S
3. A
4. F 12
5. S 3.00
6. S 50  
48

G BA A L S U MA (N)  
E A L S U

**Master of Theological Studies (MTS)**

T MTS

P

A

1. T
2. T
3. T
4. T
5. T

**MTSP Program Student Learning Objectives**

**Student Learning Objectives for the MTS degree program:**

- I. D B
- II. D
- III. S C A
- IV. A C S
- V. E f
- VI. I

## Admission Requirements

1. For students applying for admission to the M.Div. program, the following requirements apply:
  - (GPA) 2.50
  - (4-)
  - (T) D
  - (S)
  - (I)
  - (T)
2. For students applying for admission to the M.A. program, the following requirements apply:
  - (F-1)
  - (GPA)
  - (12)
  - (B)
  - (H)
  - (GRE)

[Redacted area]

[Redacted area]

[Redacted area]

[Redacted area]



## COURSES

### Nea Ea e nA chae l g

ARCH 532 Medi e anean W ld f An i i (4):

E l , G , R , M

ARCH 533 A chae l g f Me , amia (4): O

M

ARCH 534 A chae l g f S ia (4): O

S

ARCH 545 A chae l g f he Old Te amen W ld (4):

E l , Q , T , C , RELB 545.

ARCH 546 A chae l g f he Ne Te amen W ld (4):

E l , N , T , C , RELB 546.

ARCH 548 A chae l g Me h d & e (4): E l

ARCH 594 Field k in Middle Ea e nA chae l g (1-8):

C l , f , M , E , M , 8  
*Restriction: Consent of instructor.*

ARCH 597 Semina in Biblical A chae l g (4): M

12  
*Restriction: Consent of the instructor.*

ARCH 695 T ic in A chae l gical S die (4): M

12  
*Restriction: Consent of the instructor.*

ARCH 698 e i in A chae l gical S die (4-8): M

8

ARCH 699 Di ec ed S d in A chae l g (1-6):

*Restriction: Consent of the instructor.*

## Biblical Studies

**RELB 501** The Old Testament & I C mm ni ie (4): A

**RELB 502** The New Testament & I C mm ni ie (4): A

**RELB 506** From Temple to Synagogue: Hermeneutical Theology (4): A

**RELB 511** Introduction to Old Testament (4): A

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

**RELB 512** Introduction to New Testament (4): A

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

**RELB 515** The Synoptic Gospels (4): A

**RELB 519** The Gospel of John (4): A

**RELB 521** Canon and Ideology in Old Testament Studies (4): A

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

**RELB 522** Canon and Ideology in New Testament Studies (4): A

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

**RELB 526** The Pentateuch and Isaiah (4): H

**RELB 527** The Wisdom of Proverbs (4): H

**RELB 528** The Apocalyptic and Eschatological Theology of Daniel and the Apocrypha (4): H

**RELB 545** Archaeology of the Old Testament World (4): B

**RELB 546** Archaeology of the New Testament World (4): B

**RELB 558** Old Testament History (4): T

**RELB 559** New Testament History (4): A

**RELB 564** Roman (4): A

**RELB 568** Hebrew (4): A

**RELB 594** Fieldwork in Middle Eastern Archaeology (1-8):  
*Restriction: Consent of the instructor. May be repeated for additional credit to a maximum of 8 units.*

**RELB 614** Old Testament Semantics (4): M  
*Restriction: Consent of the instructor.*

**RELB 624** New Testament Semantics (4): M  
*Restriction: Consent of the instructor.*

**RELB 674** Reading Tutorial in Biblical Studies (4):  
*Restriction: Consent of the instructor.*

**RELB 695 Theology in Biblical Studies (4): M**  
*Restriction: Consent of the instructor.*

**RELB 698 Theology in Biblical Studies (4): M**  
*Restriction: Consent of the instructor.*

**RELB 699 Directed Study in Biblical Studies (1-6):**  
*Restriction: Consent of the instructor.*

## Christian Ethics

**RELE 504 Christian and Culture (4): A**  
 This course explores the relationship between the Christian faith and the surrounding culture. It examines how the Christian faith has shaped and been shaped by the culture, and how the culture has influenced the Christian faith. Topics include the history of Christianity, the role of the church in society, and the impact of modern culture on the Christian faith. **RELM 504.**

**RELE 514 Christian Social Ethics (4): A**  
 This course explores the Christian faith's response to social issues. It examines the Christian faith's teaching on social justice, the role of the church in society, and the impact of modern culture on the Christian faith. *Prerequisite: RELE 504 or comparable undergraduate course, or consent of the instructor.*

**RELE 557 Gender Issues & the Church (4): I**  
 This course explores the Christian faith's response to gender issues. It examines the Christian faith's teaching on gender, the role of the church in society, and the impact of modern culture on the Christian faith.

**RELE 559 Ethnic Issues & the Church (4): A**  
 This course explores the Christian faith's response to ethnic issues. It examines the Christian faith's teaching on ethnicity, the role of the church in society, and the impact of modern culture on the Christian faith.

**RELE 577 Theological Ethics (4): A**  
 This course explores the Christian faith's response to ethical issues. It examines the Christian faith's teaching on ethics, the role of the church in society, and the impact of modern culture on the Christian faith.

**RELE 588 Philosophical Ethics (4): A**  
 This course explores the Christian faith's response to philosophical ethics. It examines the Christian faith's teaching on philosophy, the role of the church in society, and the impact of modern culture on the Christian faith.

**RELE 614 Seminars in Church & Society (4): T**  
 This course explores the Christian faith's response to church and society. It examines the Christian faith's teaching on church and society, the role of the church in society, and the impact of modern culture on the Christian faith. *Restriction: Consent of the instructor.*

**RELE 624 Seminars in Christian Ethics (4):**  
*Restriction: Consent of the instructor.*

**RELE 674 Reading Tutorial in Christian Ethics (4):**  
*Restriction: Consent of the instructor.*

**RELE 695 Theology in Christian Ethics (4): M**  
*Restriction: Consent of the instructor.*

**RELE 698 Theology in Christian Ethics (4): M**  
*Restriction: Consent of the instructor.*

**RELE 699 Directed Study in Christian Ethics (1-6):**  
*Restriction: Consent of the instructor.*

## General Studies

**RELG 501 The Study of Religion: Theory & Practice (4): A**  
 This course explores the study of religion. It examines the history of the study of religion, the role of the study of religion in society, and the impact of modern culture on the study of religion. **RELG 510.**

**RELG 510 Reach & Witness in Religion (4): R**  
 This course explores the Christian faith's response to reach and witness. It examines the Christian faith's teaching on reach and witness, the role of the church in society, and the impact of modern culture on the Christian faith. **RELG 510.**

**RELG 511 The Religion of the World (4): A**  
 This course explores the religion of the world. It examines the history of the religion of the world, the role of the religion of the world in society, and the impact of modern culture on the religion of the world. *Prerequisite: RELG 501 or comparable undergraduate course, or consent of the instructor.*

**RELG 614 Seminars in Reach & Witness (4):**  
*Restriction: Consent of the instructor.*

**RELG 624 Semina in Religiō Sādie (4):**

*Restriction: Consent of the instructor.*

**RELG 674 Reading Tīal (4):**

*Restriction: Consent of the instructor.*

**RELG 695 Tīic (4):** M (i-... 12...)

*Restriction: Consent of the instructor.*

**RELG 698 e i (4):** M (i-... 8...)

**RELG 699 Di ec ed Sā d (1-6):**

*Restriction: Consent of the instructor.*

**RELH 614 Semina in Ch ch Hi (4):**

*Restriction: Consent of the instructor.*

**RELH 674 Reading Tīal in Hi ilical Sādie (4):**

*Restriction: Consent of the instructor.*

**RELH 695 Tīic in Hi ilical Sādie (4):** M (i-... 12...)

*Restriction: Consent of the instructor.*

**RELH 698 e i in Hi ilical Sādie (4):** M (i-... 8...)

**RELH 699 Di ec ed Sā d in Hi ilical Sādie (1-6):**

*Restriction: Consent of the instructor.*

## Hi il f Ch i iani

**RELH 504 A S e Hi il f Ch i iani (4):** A (i-...)

C... R... C... (i-...)

**RELH 506 Hi il f Se en h-da Ad en i m (4):** A (i-...)

A... 1840... 1960... I... E... G.W... (i-...)

**RELH 514 Sādie in he Hi il f Ch i iani (4):** K (i-...)

*Prerequisite: RELH 304 or comparable undergraduate course, or consent of the instructor.*

**RELH 545 e S f Ch i iani : F ma i n (4):** T (i-...)

C... (i-...)

**RELH 546 e S f Ch i iani : Ref ma i n (4):**

C... R... R... (i-...)

**RELH 547 e S f Ch i iani : T an f ma i n (4):**

C... E... -E... A... (i-...)

**RELH 586 e Life & gh f Ellen Whi e (4):** K (i-...)

E... G.W... (1827-1915)... A... (i-...)

## Biblical Lang age

**RELL 504 Ling i ic T īl f Pa al Mini : Heb e**

(4): S (i-... H... E; (i-...)



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

*Restriction: Consent of the instructor.*

**Mission**

**RELM 504 Christian & Culture (4): A**

Musical notation for RELM 504, including lyrics: G... T... P... C...  
RELE 504.

**RELM 505 Wine, Evangelism, & Church Growth (4):**

Musical notation for RELM 505, including lyrics: N... A...

**RELM 514 Youth, Evangelism & Culture (4): A**

Musical notation for RELM 514, including lyrics: T...

**RELM 534 Anthropology of Mission (4): A**

Musical notation for RELM 534, including lyrics: G... B...

**RELP 517 Religion & the Arts: The American Novel (4): A**

... ..

**RELP 518 Pastoral Theology (4): A**

... ..

**RELP 589 Christian Social Responsibility (4): B**  
 This course is designed to provide students with a comprehensive understanding of the Christian social responsibility tradition. The course will explore the historical development of the tradition, as well as its contemporary applications in various social contexts. The course is divided into three sections: (1) Foundations, (2) Historical Development, and (3) Contemporary Applications.

**RELP 590 Pacific Ministry (4): S**  
 (90 units)

*Prerequisite: RELP 515.*

**RELP 591 Ministry Practice & Project (4): A**  
 This course is designed to provide students with a comprehensive understanding of the Christian social responsibility tradition. The course will explore the historical development of the tradition, as well as its contemporary applications in various social contexts. The course is divided into three sections: (1) Foundations, (2) Historical Development, and (3) Contemporary Applications.

**RELP 592 Social Justice Practice & Project (4): A**

**RELP 593 Creative Ministry Practice & Project (4): A**

**RELP 594 Fieldwork in Pastoral Ministry (4): A**  
 This course is designed to provide students with a comprehensive understanding of the Christian social responsibility tradition. The course will explore the historical development of the tradition, as well as its contemporary applications in various social contexts. The course is divided into three sections: (1) Foundations, (2) Historical Development, and (3) Contemporary Applications.

**RELP 595 Fieldwork in Pastoral Ministry (1): P**  
 This course is designed to provide students with a comprehensive understanding of the Christian social responsibility tradition. The course will explore the historical development of the tradition, as well as its contemporary applications in various social contexts. The course is divided into three sections: (1) Foundations, (2) Historical Development, and (3) Contemporary Applications.

**RELP 596 Fieldwork in Educational Ministry (1): P**  
 This course is designed to provide students with a comprehensive understanding of the Christian social responsibility tradition. The course will explore the historical development of the tradition, as well as its contemporary applications in various social contexts. The course is divided into three sections: (1) Foundations, (2) Historical Development, and (3) Contemporary Applications.

*Prerequisite: RELP 468.*

**RELP 597 Clinical Pastoral Education I (4): A**  
 This course is designed to provide students with a comprehensive understanding of the Christian social responsibility tradition. The course will explore the historical development of the tradition, as well as its contemporary applications in various social contexts. The course is divided into three sections: (1) Foundations, (2) Historical Development, and (3) Contemporary Applications.

*Prerequisite: RELP 536 Principles of Pastoral Counseling, or equivalent course(s).*

**RELP 598 Clinical Pastoral Education II (4): I**  
 12 CPE

*Prerequisite: RELP 524 Clinical Pastoral Education I*

**RELP 599 Clinical Pastoral Education III (4): A**  
 12 CPE

*Prerequisite: RELP 525 Clinical Pastoral Education II*

**RELP 604 Seminars in Church and Ministry (4): C**  
*Restriction: Consent of the instructor.*

**RELP 605 Seminars in Christian Life in Youth Ministry (4):**  
*Restriction: Consent of the instructor.*

**RELP 606 Seminars in Worship (4): A**  
*Restriction: Consent of the instructor.*

**RELP 608 Seminars in Outreach (4):**  
*Restriction: Consent of the instructor.*

**RELP 609 Seminars in Penal Ministry (4): T**

**RELP 616 Semina in S i i al F ma i n (4): I**  
T  
*Restriction: Consent of the instructor.*

**RELP 674 Reading T ial in P fe i nal S die (4):**  
*Restriction: Consent of the instructor.*

**RELP 695 T ic in P fe i nal S die (4): M**  
*Restriction: Consent of the instructor.*

**RELP 698 e i in P fe i nal S die (4): M**  
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**RELP 699 Di ec ed S d in P fe i nal S die (1-6):**  
*Restriction: Consent of the instructor.*

**Ch i ian e l g**

**RELT 504 P inci le f Ch i ian e l g (4): A**  
C T C

**RELT 508 e l g f Pa (4): T**  
T W

**RELT 514 S ema ic e l g (4): E**  
*Prerequisite: RELT 504 or comparable undergraduate course, or consent of the instructor.*

**RELT 515 C nem a I e in e l g (4): A**  
C  
*Prerequisite: RELT 504 or comparable undergraduate course, or consent of the instructor.*

**RELT 516 Se en h- Da Ad en i e l g (4): A**  
A S  
& A

**RELT 520 e D c ine f Re ela i n (4): A**  
G H (S T  
B

**RELT 524 e e l g f he Ch ch, and I Mi i n (4):**  
A J C T

**RELT 527 e D c ine f Ch i ian H e (4): T C**  
G (A ) C E

**RELT 536 Phil h f Religi n (4): R**  
G

**RELT 537 e D c ine f C ea i n (4): T C**

**RELT 538 e D c ine f H mani (4): T C**  
A B C

**RELT 539 e D c ine f G d (4): A**  
G T

**RELT 545 Ch i ian Fai h in he M de n W ld (4): A**  
C S

**RELT 548 e D c ine f Ch i i (4): A**  
C A H H H H

**RELT 549 e D c ine f Sal a i n (4): A**  
C G

**RELT 556 Introduction to the Hebrew Bible (4):**

This course provides an introduction to the Hebrew Bible, covering the Pentateuch, the Prophets, and the Writings. It includes a study of the historical and literary contexts of the texts, as well as an examination of the major themes and messages of the Bible.

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

**RELT 614 Seminar in Biblical Studies (4):**

This seminar provides an in-depth study of a specific topic in biblical studies, such as the history of Israel, the development of the Bible, or the theology of the Bible.

*Restriction: Consent of the instructor.*

**RELT 674 Reading Tutorial in Biblical Studies (4):**

*Restriction: Consent of the instructor.*

**RELT 695 Topic in Biblical Studies (4):**

This course provides an in-depth study of a specific topic in biblical studies, such as the history of Israel, the development of the Bible, or the theology of the Bible.

*Restriction: Consent of the instructor.*

**RELT 698 Theme in Biblical Studies (4):**

This course provides an in-depth study of a specific theme in biblical studies, such as the history of Israel, the development of the Bible, or the theology of the Bible.

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

*Restriction: Consent of the instructor.*

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# La Sierra University Faculty

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**Sean E. E an**

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